

Initial Primary Teacher Education

Life skills education

Module 2



Malawi Institute of Education

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Prepared and published by

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Rationale for life skills education

The youth are vulnerable to different challenges in society and therefore there is need to develop in them skills and behaviours to help them deal with these challenges effectively and efficiently. Life skills education forms the basis for all other learning of children and youth as it focuses on the promotion of the holistic development of learners in terms of physical, social, emotional, intellectual, creative and spiritual growth. It equips individuals with the tools for creative and critical thinking, problem-solving and decision-making skills. Thus helping learners to become active and engaged citizens responsible towards the environment and possessing the skills to pursue a professional career as an entrepreneur or in employment. Life skills education can therefore contribute to the achievement of all the national goals of education in Malawi.

The life skills teacher education curriculum requires use of participatory methods and experiential learning techniques. It recommends a variety of interactive tasks in which the student teachers engage in activities, reflects on their experiences and apply appropriate methods and techniques when developing approaches, resources and assessment tools for the teaching of life skills education in lower and upper primary schools. Special consideration should be given to the crosscutting topics of gender equity and inclusion.

Foreword

Education is the lifeblood of a nation. It is a pre-requisite for individual, community and national development. Education prepares learners to play their roles effectively in efforts to promote and sustain a country's socio-economic development.

Parents and guardians desire that their children develop into adults with sound minds and healthy bodies, through the acquisition of appropriate knowledge, skills and desirable attitudes to enable them to live productive and happy lives. Education should, therefore, help learners develop high standards of conduct, attitudes and a sense of responsibility.

The function of teacher education in Malawi is to prepare student teachers and those already in the teaching service to help learners fulfill their potential and the expectations of society. This can be achieved by helping learners acquire the right knowledge, skills and attitudes to enable them to function as responsible citizens. In line with this goal, the current primary curriculum was reviewed to ensure that it focuses on the development of the whole child.

One of the shortfalls of the previous primary school curriculum was overloading within subjects and across the curriculum. The reformed primary curriculum addresses the issue of overloading by introducing learning areas. In order to align the teacher education curriculum with the reformed primary curriculum, the Ministry of Education through Malawi Institute of Education reviewed the primary teacher education curriculum.

New modules for delivering the new IPTE curriculum were developed by subject panels. We are grateful to all the professionals who took part in the curriculum review process. It is the Ministry's expectation that both teacher trainers and student teachers will take the training seriously in order to achieve the country's national goals.

Introduction

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers who deliver quality education effectively to all learners under prevailing conditions and demands in primary schools and promote their desire for life-long learning. IPTE endeavours to educate teachers in sufficient numbers, continually develop their professionalism so that they are able to deliver effectively and efficiently quality and relevant education to primary school learners.

National goals of primary teacher education

The national goals of primary teacher education in Malawi are to produce teachers who are:

- academically well grounded and professionally competent
- flexible and capable of adapting to the changing needs and environment of the Malawian society
- capable of adhering to and maintaining the ethics of the teaching profession
imaginative in adapting, creating and utilising locally available resources suitable for the needs of their learners

Teacher education philosophy

The following was the guiding principle in the design and development of the IPTE curriculum.

To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity.

The philosophy should be pursued during the implementation of the curriculum and when supporting teachers after their qualification.

IPTE programme structure

The duration of teacher education is two years. The general outlook of the two years is as follows:

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In college, learning subject matter with a special focus on methods for lower classes	In college learning subject content with special focus on methods for upper classes	Out in teaching practice focusing on lower classes of primary	Out in teaching practice focusing on upper classes of primary	In college. with special emphasis on reflection, inclusion and further practice on teaching methods	In college, with special emphasis on subject content, policies and frameworks

Unique features

The features of the reviewed curriculum are as follows:

- The curriculum design is based on reflective and practice principles.
- Early grade teaching methodologies are distinct.
- The delivery of the subject matter (courses) follow the modular approach.
- Student teachers will be allowed to practice teaching mainly in the lower classes (Standards 1 to 4). However, they may be given the opportunity to practice teaching in upper classes (Standards 5 to 8).
- Cross cutting issues such as assessment for learning, ICT, inclusive education and critical thinking are integrated.

IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects reality and theory and integrates content and pedagogy in teaching and learning. In this structure, student-teachers will be in college for terms 1 and 2 of year one and be in primary schools for teaching practice in the term 3 of year 1 and term 1 of the year 2. Students will be back to college in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences during teaching practice and then wind up their studies.

This curriculum has adopted a modular design and contains eleven subjects. These are Chichewa, English, mathematics, education foundation studies, agriculture, social studies, life skills, science and technology, expressive arts, religious studies and human ecology. In this modular design, a set of units with related content forms a module in a subject. A module consists of 40 contact hours.

Although the programme is modular, four subjects: Chichewa, English, mathematics and education foundation studies will be offered throughout the two years while the remaining subjects will be spread across the two years.

IPTE outcomes based curriculum

An outcomes-based curriculum is focused on students' achievement. To achieve the outcomes, the students are introduced to new knowledge in the context of their existing knowledge so that they can develop new understandings. Therefore, the process of learning is integral to the final product. These products are the outcomes, which student teachers achieve in terms of teaching competencies and must be clearly stated before they begin teaching. The achievements made at college however will only be seen to be truly beneficial when student teachers transfer the knowledge, skills and desirable attitude beyond college and view learning as a life-long process. This is considered essential to keep pace with the transition from college to practical classroom experiences.

There is need for student teachers to acquire knowledge, skills and desirable values and attitudes to enable them to implement the primary curriculum. To that end, student teachers should be fully conversant with education foundation studies and other subjects taught in schools.

Learning areas and core elements

A learning area is an organised body of the required knowledge, skills, values and desirable attitudes that serve as a foundation for future learning. Each learning area has a rationale from which core elements are derived. The IPTE curriculum comprises eleven learning areas namely agriculture, science and technology, mathematics, expressive arts, Chichewa, English, education foundation studies, social studies, life skills, religious studies and human ecology. Each learning area has four or more core elements.

Teacher education core element outcomes

Teacher education core element outcomes are descriptions of the competencies to be acquired by the student teacher for successful teaching.

Progression of learning areas into subjects in the primary senior phase

Student teachers should know that during infant and junior phases, teaching and learning will centre on learning areas instead of isolated subjects. However, the curriculum will revert to subjects in the senior phase in line with the secondary school curriculum. For this reason, student teachers will study both learning areas and subjects.

IPTE assessment procedures

In Outcomes-Based Education (OBE), assessment is a significant part of the teaching and learning process. The main purpose of assessment is to facilitate learning by

constant monitoring of the progress of individual learners. The process is on-going and it uses clearly defined criteria with a variety of tools, methods and techniques in different situations and contexts. This helps to gather valid and reliable information on the learners' achievement of outcomes.

Assessment in primary teacher education in Malawi comprises two major components: continuous and summative assessment. Both modes involve assessment tasks that measure the student teachers' achievement of knowledge, skills, values and attitudes. These tasks include oral presentations, practical tasks, reports, research, tests and examinations.

In the reviewed curriculum, the weighting of continuous assessment in the final grade will be *60% continuous assessment* and *40% summative assessment*.

The continuous assessment will comprise:

- two assignments based on each module
- end of module examinations in term 3 of year 2
- teaching practice grades
- school experience journal grade

While the summative assessment will comprise:

- moderated grade from teaching practice in term 3 of year one and term 1 of year two
- national examinations to be administered in term 3 of year 2 based on the module of term 3 of year 2

TOPIC 1

Teaching skills for social behaviour

Time 3 hours

Term 3

Introduction

In Module 1, you were introduced to some of the essential life skills that assist individuals to behave well in society. Some of the essential life skills you learnt in Module 1 include empathy, assertiveness, and problem solving. In this topic, you will examine skills for building and maintaining social behaviour. You will be required to design different teaching, learning and assessment activities, methods and resources for developing social skills in learners in lower and upper primary schools.

Success criteria:

By the end of this topic, you must be able to:

- examine important skills for building and maintaining social behaviour
- sketch how to develop social behaviour skills in learners

Background information on teaching skills for social behaviour

In everyday life, individuals need to interact with each other for various reasons. Social skills become an important part of our life because they promote positive interaction among individuals.

Essential life skills are tolerance, negotiation and peaceful conflict resolution. These essential life skills play an important role in forming an individual's social behaviour.

As a teacher, you will be required to help in the development of appropriate social skills in learners. You will understand that learners with special educational needs may have difficulties in the areas of social interaction. It is important that you keep that in mind in order to make your lessons inclusive. You will need to select appropriate teaching, learning and assessment activities, methods and resources for developing social skills in learners in lower and upper primary.

Task 1 Examining important skills for building and maintaining social behaviour

We all use social skills in daily interactions. Some people are more skillful than others. As a teacher, you will need to help learners build better social skills. To do this, you will need to develop appropriate social skills yourself, practice and teach them.

Activity 1 Developing case studies on social behaviour

In groups, develop case studies on social behaviour. Questions 1 and 2 may guide you to do this activity:

- 1 Which social skills are being displayed in the case studies?
- 2 Describe how social skills are being demonstrated by different individuals.
- 3 Which other social skills do you know apart from those shown in the case studies?
- 4 Present your work using gallery tour method.
- 5 Using revolution method, give reasons that make some individuals struggle with social interaction.

Activity 2 Discussing important skills as people relate with others

- 1 Using *give-one-take-one method*, identify social skills that helped you relate well with fellow teachers and learners at your teaching practice school.
- 2 Using *ball method*, explain how the social skills helped you relate well with fellow teachers and learners during teaching practice.
- 3 Using *letter to the author*, describe ways in which teachers and learners at your teaching practice school helped modify your social behaviour skills?

Activity 3 Evaluating the importance of social skills for individuals and the society

In pairs, discuss the following statements and determine which social skills are being displayed or lacking.

- 1 "I hate queuing, I always jump the queue when I can!"
- 2 "I am a very busy person, while talking to others, I check the messages and mails on my phone."
- 3 "I think I do know how to solve this problem, but may be others in my group also have good ideas."
- 4 "I enjoy learning something new every day and always ask questions to find out more when something new comes up."
- 5 Share your work in plenary.
- 6 From the discussions in your respective pairs, use quick-write method to explain the importance of social skills for individuals and the society.
- 7 Present your work using *author's chair*.

Learners need to interact positively with others in society. You will need to design appropriate activities, methods and resources to help learners appreciate the importance of social skills in the society. For example, you can do the following:

In lower primary

- 1 You can read a story to learners and ask them how different social skills are contributing to positive interactions in the society.
- 2 Learners can act out situations in which social skills are promoting positive interactions.

In upper primary

- 1 You can ask learners to read different newspaper articles and examine different social skills that are promoting positive interactions and development in the society
- 2 Learners can listen to songs in which social skills are promoting positive interactions and development in the society

Task 2 Sketching how to develop social skills in learners

Different methods, resources and activities can be used to develop social skills in learners. It is therefore important to use these strategies of developing social skills in learners at different levels of primary school with consideration to large classes and learners with various learning difficulties.

Activity 1 Designing activities, methods and resources to teach and assess the development of social behaviour in learners of lower and upper primary

Using *jig-saw*,

- 1 Design appropriate activities, methods and resources for teaching and assessing the development of

Social skills in learners with diverse needs for either lower or upper primary.

- 2 Consolidate the activity.

Activity 2 Investigating how to develop social skills in learners

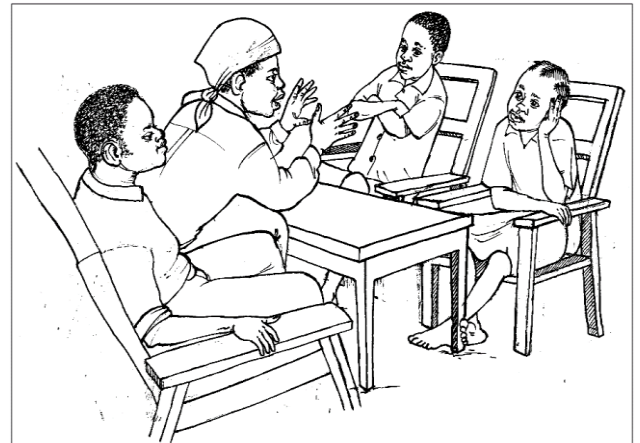


Figure 1.1 Family and socialisation skills

Learners acquire and develop social skills through various influences and according to their developmental stages. For example, children may acquire social skills depending on how their parents and siblings interact with them or how their role models behave.

- 1 With reference to Figure 1.1, analyse the role of parents in shaping the behaviour of children using *think-pair-share method*.
- 2 Using *walk around, talk around*, discuss your observations during teaching practice on how children develop social skills?
- 3 Conduct research through the internet to find out how children of different ages acquire and develop social skills.
- 4 Present your findings in a plenary.

Tips

- Apart from using case studies, you may also use different newspaper articles which tell stories about the behavior of people in different situations.
- You may consider using a video clip or organise a role play displaying different social behaviors.
- You may consider activities, methods and resources which are gender appropriate and inclusive
- Some groups should concentrate on designing teaching, learning and assessment activities, methods and resources for lower primary while others for upper primary.
- Remember to include issues of teaching large classes when drafting teaching and assessment strategies.
- There is need for the groups to explain how the teaching, learning and assessment activities, methods and resources are appropriate for learners with diverse needs
- Library research may be done as homework assignments

Summary

In this topic, you have learnt the following:

- different case studies to examine important skills for building and maintaining social behaviour
- important skills as individuals relate to each other such as negotiation, social problem solving, and tolerance

- importance of social behaviour skills for individuals and the society such as assisting individuals and the society to be able to handle future stressful life events
- different ways how learners acquire and develop social skills
- various teaching, learning and assessment activities, methods and resources to teach the development of social skills in learners with diverse needs for both lower and upper primary

Reflection and assessment

- 1 Design an assessment tool you can use to assess the social behaviours of learners in a life skills lesson.
- 2 Develop methods you can use to teach social skills in lower and upper primary. For each method, select appropriate activities and resources.
- 3 Evaluate the importance of social skills to the life of an individual in a society.

Glossary

Social behaviour: conducts/actions among two or more people

Social skills: behaviours that promote positive interaction with others and the environment

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TOPIC2

Teaching how to relate with other people

Time 3 hours
Term 3

Introduction

In the previous topic, you learnt about essential life skills such as effective communication and tolerance to promote positive social interaction and relationships among individuals. In this topic, you will learn how children of different age groups make friends and behave in relationships. You will also reflect on challenges that children face when making friends and relating with others. Furthermore, you will organise extra-curricular activities that are gender sensitive and inclusive to help learners of lower and upper primary develop better skills of relating with others and making friends. You will also design lesson plans that are gender sensitive and inclusive for developing social relation skills in learners. In all these activities, consider how information and communication technology can be used to teach the development of good interpersonal relationship skills among learners.

Success criteria

By the end of this topic, you must be able to:

- describe how children of different age groups make friends and behave in relations

- illustrate challenges faced by children in making friends and relating to others
- develop a lesson plan that is gender sensitive and inclusive on how teachers can develop social relations skills in learners of lower and upper classes
- design extra-curricular activities to help learners develop skills of better relating with others

Background information on teaching relating with other people

Individuals relate with one another as members of the same family, school, play groups, culture, religious or political group. This interaction allows for the development of different forms of relationships. In all forms of relationships, positive social interaction is important. However, learners in lower and upper primary face a number of challenges as they make friends and relate with others.

You will be required to understand how children of different age groups make friends and behave in relationships and the challenges they face in the process of making friends and relating with others.

Such knowledge will also help you organise extra-curricular activities that are gender sensitive and inclusive and help learners of lower and upper primary develop better skills of relating to others.

You will also need to design and develop appropriate teaching, learning, and assessment activities, methods and resources to be used for teaching the development of social relationship skills in learners with diverse needs in upper and lower primary bearing in mind large classes.

Task 1 Describing how children of different age groups make friends and behave in relationships

Children of different age groups make friends for various reasons. They also tend to behave differently in different relationships. Several factors also influence this.

Activity 1 Reflecting on how children make friends and relate with others

Using *mix-freeze-pair*, reflect on how you formed relationships both at school and home. The following questions may guide your reflection.

- 1 What influenced you to make friends with specific peers?
- 2 What do you think was the purpose of forming those relationships?
- 3 What challenges did you face in the process of forming those relationships?
- 4 Recall situations when you were not in good terms with your friends. What happened?

- 5 How did your teachers help you to make friends and relate well with others?
- 6 Consolidate the activity.

Activity 2 Examining case studies of children of different age groups relating with others

In groups, go through primary school *Life skills teachers' guides* and *learners' books* to examine different case studies of how children of different age groups relate with each other.

For each case study use *pens in the middle to*:

- 1 Describe the type of relationship existing or that is being formed.
- 2 Examine reasons for making relationships.
- 3 Analyse the behaviour of the characters towards one another
- 4 Evaluate essential life skills that are enhancing good relationships among or between the characters in the stories
- 5 Consolidate the activity

Children easily associate with peers. They choose their friends for different reasons. Your role as a teacher is to help learners to choose good friends whom they can associate with. This can be done by designing or selecting appropriate activities to assist learners of different ages to make friends and behave well in relationships. You may do the following:

In lower primary

- Through different activities that are done during lessons you can observe how different individuals are behaving in relation to making friends. Checklists can be used when doing this activity.
- You can also tell stories of people making friends and showing different behaviours, then ask them questions based on the stories.

In upper primary

- Learners in this section can be provided with different stories to read and analyse the different relationships that are being formed. You may ask them to explain how people are behaving in different relationships in the stories.
- You can ask learners to watch a video and examine the types of relationships and behaviours being shown.

Task 2 Illustrating challenges faced by children in making friends and relating with others

Children face different challenges when making friends and relating with others whether at home or school. This can be due to a number of factors. The following activity will allow you to examine challenges faced by learners when making friends and relating with others.

Activity 1 Analysing similarities and differences between boys and girls as they relate with others

Using *give one, take one method*

- 1 Ask student teachers to discuss similarities and differences between boys and girls as they relate to others.
- 2 Consolidate the activity.

Activity 2 Carrying out a research on how boys and girls relate at school

Individually,

- 1 Visit a nearby school and carry out a research on how boys and girls interact.
- 2 Use checklist to document similarities and differences experienced by girls and boys as they relate to one another.
- 3 Present your work to class for discussion.
- 4 Consolidate the discussions.

Task 3 Developing a lesson plan that is gender sensitive and inclusive on how teachers can develop social relationship skills in learners in lower and upper classes

It is vital to develop a lesson plan that is gender sensitive and inclusive to help in the development of social relationship skills in learners. Make sure your lessons plan embody these elements.

Activity 1 Preparing an inclusive lesson plan on how teachers can develop social relation skills in learners

The following activities require you to reflect on how you developed gender sensitive and inclusive lessons plans to teach the development of social relation skills in lower and upper primary.

Using *pens in the middle*, reflect on:

- 1 successes and challenges you experienced in coming up with the success criteria during lesson development.
- 2 how you achieved the success criteria in the teaching and learning process
- 3 teaching, learning and assessment methods, resources and activities you used with an aim of engaging all the learners
- 4 how you handled large classes

Activity 2 Peer teaching on developing social relationship skills in learners of lower and upper primary

In this activity, you will demonstrate how a teacher can develop social relation skills in learners in upper and lower primary. In small groups, prepare micro lessons and choose one presenter from each group.

- 1 Let groups take turns to conduct the peer teaching.
- 2 Record the successes and challenges as peers teach.
- 3 Consolidate the activity.

Activity 3 Evaluating micro lessons

After each group has taken its turn, evaluate the micro lessons. The following may guide you:

- 1 How did the teacher make use of teaching, learning and assessment methods and resources to demonstrate the development of social relation skills in learners?
- 2 Examine how the activities were organised so as to promote the development of social relation skills in learners.
- 3 How were issues of gender and inclusive education taken on board?

Social relationship skills have to be developed in learners so that they behave well in society. This can be done by developing appropriate activities, methods and resources that are gender sensitive and inclusive. Some of the activities you may do with your class to teach the development of social relationship skills are as follows:

In lower primary

- You can allow learners to role play situations; like what they do at home or school which promote good interpersonal relationships.
- When analysing the role plays, learners can be asked to explain behaviours that are enhancing good social relationship.
- Posters or pictures can be used. You may ask questions based on what the posters or pictures are showing.

In upper primary

- You may let learners watch a video or listen to different songs on social relationship skills. Ask them to analyse the messages in the video or songs.
- You can ask learners to conduct research in newspapers, magazines and different books. Let them compile stories on how people relate with one another

Task 4 Designing extracurricular activities that will help learners develop skills of better relating with others

Learners get different benefits from engaging in extra-curricular activities such as having fun, learning new skills and getting to know each other better.

In this activity, you will organise gender sensitive and inclusive extracurricular activities that to help learners in lower and upper primary develop better skills of relating with others and making friends.

Activity 1 Reflecting on extracurricular activities

1 sing *one stay, three stray*, reflect on your teaching practice exercise and discuss how extracurricular activities promoted good interpersonal relationships among learners.

2 consolidate the activity

Activity 2 Examining the importance of extracurricular activities

- 1 Refer to figure 2.1, explain using *quick-write* how the extracurricular activity promotes good interpersonal relationship among learners?



Figure 2.1 Boys and girls playing football

- 2 Present your work using *author's chair*.
- 3 Consolidate the activity.

Activity 3 Analysing extracurricular activities

In groups, carry out a survey of *Life skills* and *Expressive arts teachers' guides* and *learners' books* to examine different extracurricular activities. As you do this,

- 1 Categorise the extra-curricular activities based on their types.
- 2 What factors should you consider as you plan the extracurricular activities?
- 3 What do you think are other benefits of extra-curricular activities apart from promoting good interpersonal relationships among learners?
- 4 Present your work using *gallery tour*.

Activity 4 Selecting extra-curricular activities

In groups, choose one activity from your list above and make a plan on how to conduct this activity. Allocate a time frame to the activity and organise the required space. Make sure you adhere to safety regulations!

Activity 5 Implementing extra-curricular activities

In this activity, you will perform the different extracurricular activities that you planned in the previous activity. As the groups are performing the extra-curricular activities, the rest of the students should observe and record how they are assisting to promote interpersonal relationships among individuals.

Activity 6 Evaluating extra-curricular activities

After presentations:

- Evaluate how the extra-curricular activities would promote better relationships among learners in:
 - i. Lower primary
 - ii. Upper primary

Engaging learners in different extracurricular activities can help them to develop emotionally, physically as well as socially. Since extra-curricular activities are of different types, you may think of teaching them in consideration to the age level of learners, and special education needs. Here is an example of how you can teach extra-curricular activities in order to develop the skill of better

relating with others in lower and upper primary.

- You may ask learners to identify different games they do at home or school. Let them explain the rules of the games they have identified and describe the type of punishment given to those who fail to follow the rules of the game. You can ask them to explain their expectations in following the rules of the game.
- You may also give time for the learners to perform games of their choice.
- As learners are doing the games, you observe how they interact and relate with each other.
- You may also think of showing video clips of different games and ask learners to explain how the games are promoting relationships among people.

Tips

- Select appropriate and relevant video clips to be used in lesson delivery
- Consider preparing the areas of focus during peer assessment in advance using a checklist or any other assessment tool such as a likert scale.
- You may take pictures or shoot videos of peers during micro teaching or during extracurricular activities for your own reflection.
- You may also consider using *Life skills books for secondary schools*.
- Consider learners with learning difficulties and/or disabilities when planning and organizing extra-curricular activities
- Consider planning and organising extracurricular activities that are reflected in the national primary curriculum.
- You may design your own observation checklist to be used when evaluating the extra-curricular activities

Summary

In this topic, you did the following:

- examined how children of different age groups make friends and behave in relationships.
- highlighted challenges that children face in the process of making friends and relating with each other such as having conflicting ideas and lack of conflict resolution skills

- reflected on successes and challenges experienced during teaching practice
- designed different teaching, learning and assessment activities, methods and resources to teach the development of social relationship skills to learners in lower and upper primary
- developed lesson plans that are gender sensitive and inclusive to teach the development of social relationship skills in learners of lower and upper primary
- organised extra-curricular activities that are gender sensitive and inclusive for enhancing interpersonal relationships among learners
- assessed the appropriateness of activities, methods and resources, and how extra-curricular activities can enhance interpersonal skills

Reflection and assessment

- 1 Design role plays for assisting promotion of interpersonal relationships among learners.
- 2 Using ICT knowledge, prepare power point presentations on how you can use the role plays to teach the topic "Interpersonal relationships" in:
 - a. Lower primary
 - b. Upper primary
- 3 Some of the challenges faced by children as they make friends and relate with others are jealousy and dishonesty.
 - a. What do you think would be the consequences of such challenges amongst learners?

- b. Suggest activities, methods and resources you would use to teach the consequences of jealousy and dishonesty in lower and upper primary?
- 3 Examine the impact of good interpersonal relationships among learners in school.
- 4 Develop lesson plans which can be used to teach the promotion of interpersonal relationship skills in learners.

Glossary

Extracurricular activities: different activities, games, clubs, and societies either indoor or outdoor that are performed outside the normal school hours.

Tolerance: person's attitude to willingly accept other people's beliefs and ways of life without criticizing them

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TOPIC3

Teaching effective communication in relationships

Time 2 hours
Term 3

Introduction

Effective communication is one of the essential life skills that assist individuals to address the challenges and demands of everyday life. It is an important life skill that should be developed in learners. In this topic, you will learn about skills that promote effective communication in relationships, develop teaching, learning and assessment activities, methods and resources that are gender sensitive and inclusive for developing effective communication skills in learners of lower and upper primary.

Success criteria

By the end of this topic, you must be able to:

- demonstrate understanding of skills that can promote effective communication in relationships
- develop methods, materials and activities that can help develop effective communication skills in learners of lower and upper primary
- teach the development of effective communication skills in learners

Background information on teaching effective communication in relationships

People are social beings and live in communities where there is sharing of ideas, views, thoughts and messages. In the process of doing this, different kinds of interpersonal relationships are formed.

In interpersonal relationships, communication is important because it is a way of sharing ideas. There are several factors that can hinder effective communication in relationships. These include improper channels of communication and lack of knowledge about the cultural values of other people. If your messages, ideas or thoughts are not passed on to your friends successfully you might not be understood. This can negatively affect relationships. Therefore, to ensure peaceful coexistence among relationships, effective communication skills are important.

You can help learners to develop effective communication skills in relationships. You will develop teaching, learning and assessment activities, methods and resources that

are gender sensitive and inclusive to teach the development of effective communication skills in learners of lower and upper primary.

Task 1 Demonstrating understanding of skills to promote effective communication in relationships

People need to acquire and develop essential life skills in order to communicate effectively. You will need to help learners develop skills to help them communicate effectively.

Activity 1 Reflecting on developing effective communication skills using own experiences and case studies

In this activity, you will reflect on developing effective communication skills using your experiences and case studies.

Study illustration 3.1 and answer question 1 using *think-pair-share*

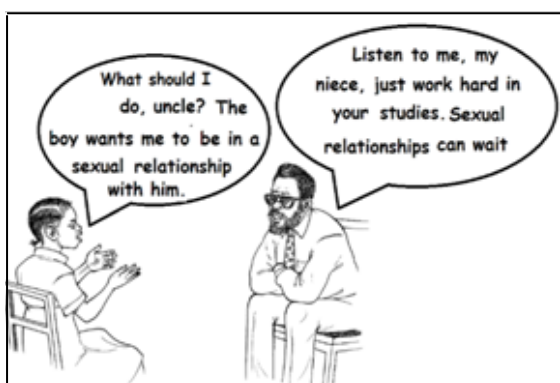


Figure 3.1 Effective communication

- 1 Explain effective communication skills that are being shown?
- 2 Using *mix-freeze-pair*, recall situations when you faced

challenges to understand what other people were trying to communicate to you. What do you think happened for you not to understand what other people were trying to communicate?

- 3 Describe what happened for you to get the messages or ideas that other people communicated to you? Use *walk around-talk around*.
- 4 Share your experiences in plenary

Activity 2 Differentiating between effective and non-effective communication

Get Life skills teachers' guides and learners' books for upper and lower primary. Using *bus stop*, examine different case studies based on effective and non-effective communication. The following questions should guide you to the activity:

- 1 What do you notice about the kind of communication that is taking place between or among the characters?
- 2 Assess the communication skills that are enhancing successful transmission of messages, ideas or thoughts between or among individual in the case studies.
- 3 Examine any failure in transmission of messages, ideas or thoughts between or among the characters? What do you think is causing this?
- 4 Apart from using case studies, what other methods and resources would you develop to teach effective communication skills in interpersonal relationships?

5 Consolidate the activity.

Activity 3 Discussing skills that promote successful communication in relationships

Study the communication model and answer the questions that follow:

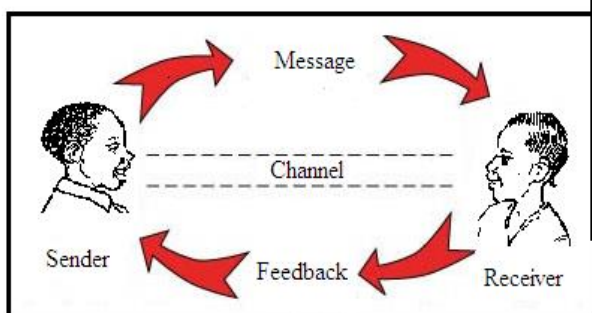


Figure 3.2Communication model

- 1 Using *fish bowl method*, explain ways in which the elements in the model assist to achieve effective communication?
- 2 Using *focus ball*, describe other factors you think the sender and the receiver should consider in order to achieve effective communication?
- 3 Conduct a *quick-write session* on what you have discussed
- 4 Present your work to the class using *author's chair*.

Task 2 Developing methods, materials and activities that help develop effective communication skills

Use of appropriate methods, activities and resources at different levels of primary school will facilitate the development of effective communication skills in learners.

Activity 1 Designing appropriate materials, methods and activities which are gender sensitive and inclusive to help develop effective communication skills in learners

Developing effective communication skills in learners requires designing proper teaching, learning and assessment activities, methods and resources. Good lesson delivery demands successful communication between the teacher and learners. This calls for your effort to design appropriate methods, resources and activities which can assist to effectively teach communication skills

Read through the case study titled "Disaster at Mango Village" and answer the questions that follow.

Disaster at Mango Village

Mango Village has been experiencing heavy rains for the past three days. This village is close to a big river named Mlombwa which floods periodically in times of heavy rains. News has reached government about the risk of floods in Mango village. The Ministry of Information has decided to send messages warning the people of Mango Village about the impending floods through newspapers and television stations so that people evacuate before floods reach the village.

- 1 Using *focus ball method* answer the following questions:
 - a. What channels of communication were used in this case study?
 - b. Do you think these were the right channels of communication? Justify your responses.
 - c. Do you think the people of Mango Village could have been assisted differently?
- 2 In groups, develop case studies which are inclusive and can help learners develop effective communication skills. Present your work using *gallery tour*.

Task 3 Teaching development of effective communication skills in learners

Learners need to develop effective communication skills in order to maintain health interpersonal relationships and enhance peaceful coexistence. In this task you will develop resources, activities, methods and assessment tools to demonstrate the teaching of effective communication skills to learners in lower and upper primary.

Activity 1 Using resources, activities and methodologies for teaching and assessing skills to promote effective communication skills

Using *meet in the middle* reflect on your teaching practice experiences.

- 1 Examine the successes and challenges you experienced when developing success criteria, assessment tools and activities on effective communication topics in lower and upper classes.
- 2 Present your work using *gallery walk*.
- 3 Consolidate the activity.

Tips

- Consider using different teaching, learning and assessment methods such as think-pair-share, brainstorming, mix-freeze-pair, and entereducate to do the activities in the topic
- There are some activities, which you may allow learners to reflect on their previous experience.
- You may use radios or audio CDs to listen to different messages
- You may consider issues of large class, gender and inclusive education when doing the activities.

Summary

In this topic, you learnt the following:

- skills that promote effective communication in relationships such as use of proper channels, tolerance, active listening, patience, feedback and empathy among others
- analysing and developing case studies on effective communication
- examining the successes and challenges you experienced when developing success criteria, assessment tools and activities on effective communication topics in lower and upper classes

Reflection and assessment

- 1 Develop a lesson plan which you can use to teach the following effective communication skills to learners in lower and upper primary:
 - a. Tolerance
 - b. Active listening
 - c. Feedback
- 2 Using life skills teachers' guides and learners' books, develop teaching, learning and assessment activities you can do with learners on the topic 'Effective communication in:
 - a. Lower primary
 - b. Upper primary
- 3 How would you teach effective communication skills using media sources like radios or audio CDs to learners in lower or upper primary?
- 4 Describe challenges you are likely to face when using media sources to teach effective communication skills to learners in Malawi primary schools?

Glossary

Effective communication:

transmission of information in a clear manner using the most appropriate channel for maximum impact

Interpersonal relationship: way people relate, associate or interact with one another.

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TOPIC4

Teaching gender, roles and status

Time 3 hours

Term 3

Introduction

In the previous topic, you learnt about effective communication in relationships. Teachers need to know that effective communication is key, if principles of gender, roles and status are to be understood well by learners in lower and upper primary. After learning this topic, you will be able to help learners become aware of how their education at home, in the community and at school impacts on how they see themselves, how they behave as male or female and how they are seen by the society. Furthermore, you will help learners learn how some challenges in relation to gender can be overcome by developing essential life skills.

In this topic, you will examine gender, roles and status, and challenges which individuals face because of their sex. Learners need to develop skills in order to deal with challenges that they face because of gender norms. You will reflect on and design lessons and activities for teaching gender, roles and status in lower and upper primary.

Success criteria

By the end of this topic, you must be able to:

- explain different roles of individuals as they grow up and what makes them behave according to these roles
- examine challenges individuals face because of their gender, roles or status
- analyse skills learners need to deal with gender norms while developing potentials and achieving goals
- select appropriate approaches to the teaching of roles and status and developing skills to deal with challenges concerning gender roles
- develop lesson plans to teach gender roles and status in upper and lower primary

Background information on gender, roles and status

Gender refers to socially constructed characteristics of a man or a woman while sex refers to biological characteristics. In other words, gender is how we think, feel and behave as male or female because of different beliefs, values, expectations and norms for women and men in our socio-cultural environment.

Gender determines the expected roles and status of individuals in society. Different expectations and norms mean that men and women have different responsibilities. In Malawi, for example, gender roles for women are taking care of children, while men take care of family income, women look for firewood and men construct houses. Roles are linked to status, for example, taking care of family income is often considered as more important than taking care of the children.

Gender roles change over time. People change their ideas about roles, responsibilities, behaviour and norms. Learners in primary schools need to understand this dimension, and need to learn about gender, roles and status as not static ideologies. Girls and boys should have the same opportunities in developing their skills and potentials and in achieving their goals. Often, we are not aware of how we confirm to existing gender roles and norms. Therefore, teachers must design and develop appropriate teaching, learning and assessment activities, methods and resources that will help learners understand issues of gender, roles and status.

Task 1 Explaining different roles of individuals as they grow up and what makes them behave according to these roles

Different individuals take up different roles in diverse societies to conform to social cultural expectations



Figure 4.1 Gender roles and the society

Activity 1 Explaining different roles of individuals as they grow up and what makes them behave according to these roles

Using *think-ink-pair-share*, refer to figure 4.1 and answer question 1:

- 1 Do you think the illustration is in conflict with expected gender roles of the society in Malawi? Justify your response
- 2 Using *revolution*, reflect on gender roles you assign to girls and boys during teaching practice
- 3 Using *focus ball*, why did you assign these roles the way you did?
- 4 Using *quick write*, explain whether the assigned roles

- conformed to the expectations of the society?
- 5 Present your work to the class for discussion.
 - 6 Consolidate the activity.

Activity 2 Reflecting on own attitude and behaviour concerning gender roles and status

- 1 Use *silent participant method* to reflect on messages you got while growing up on roles and responsibilities for boys and girls, men and women and make a list basing on the following:
 - a. How did the community, household and school influence gender roles?
 - b. Are you now thinking and behaving according to gender roles and norms?
 - c. Why are you following the gender roles and norms?
 - d. Share your answers in plenary.
- 2 Consolidate the activity

Activity 3 Researching how traditional gender roles and status are confirmed in learners books

- 1 In pairs, research on how messages on gender roles and status in *life skills teachers' guides* and *learners' books*
- 2 for a particular class in primary school have been presented
- 3 Do you think how gender roles and status have been presented to conform to society values and expectations? Support your arguments.

- 4 Using *fish bowl*, do you think how the messages have been presented on gender roles and status influence how boys and girls develop and shape their thinking in society.
- 5 Use *m-chart* to reflect on the methods, activities and resources you used to teach gender, roles and status during your teaching practice?
- 6 Using *t-chart* to analyse challenges you faced when teaching gender, roles and status and describe ways you used to overcome the challenges.
- 7 Consolidate the activity.

Task 2 Examining challenges individuals face because of their gender, roles or status

There are different challenges individuals face because of gender, roles and status in various societies. It is important to help learners acquire knowledge and skills to help learners handle challenges which they face because of gender, roles and status.

Activity 1 Recalling experience of challenges faced because of gender, roles and status

Using *booking an appointment method*:

- 1 Reflect on your own challenges faced because of gender roles and status.
- 2 How are you dealing with these challenges?
- 3 Present your work to the class.
- 4 Consolidate the activity.

Activity 2 Discussing prevalent ideas and misconceptions concerning gender

- 1 Brainstorm ideas concerning gender and list the ones you think are misconceptions.

- 2 In groups use *t-chart* to isolate facts and misconceptions about gender
- 3 Share your work with the class.
- 4 Consolidate the activity.

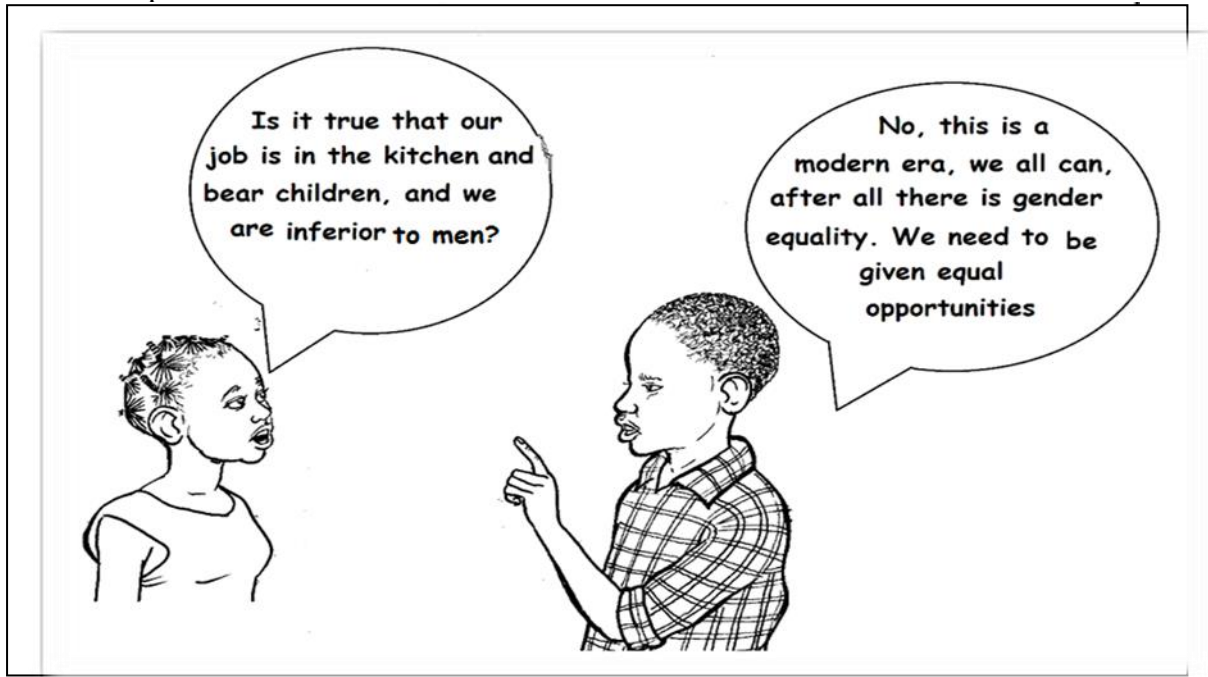


Figure 4.2 Misconceptions concerning gender roles.

Task 3 Analysing skills learners need to deal with gender norms while developing potentials and achieving goals

It is important that learners acquire skills needed to deal with gender norms and its associated challenges while developing potentials to achieve goals. The following are some skills learners ought to have and develop:

- 1 critical thinking skills
- 2 negotiating skills
- 3 problem solving skills

Activity 1 Discussing how learners can develop skills for handling gender norms

Use *jig-saw* to do the following:

- 1 Reflect on how your teachers in primary or secondary school helped you in developing skills for handling gender norms?
- 2 Examine ways used by your teachers in primary or secondary schools that assisted to develop your potentials and achieve your goals.
- 3 Which classroom activities helped you in developing skills for dealing with gender norms?

- 4 During teaching practice, which methods did you use to develop skills for handling challenges of gender?
- 5 What resources did you use to make lessons effective?
- 6 Present your work in plenary.
- 7 Consolidate the activity.

Activity 2 Conducting research on ways of dealing with gender norms and challenges

In groups:

- 1 Research ways of dealing with gender norms and challenges on the internet, local community or in the library.
- 2 Discuss how these ways help deal with gender norms and challenges.
- 3 Present your work in plenary.
- 4 Consolidate the activity.

Task 4 Select appropriate approaches to the teaching of roles and status and developing skills to deal with challenges concerning gender role

It is important to develop appropriate activities, methods and resources for teaching about gender roles and status, as this is critical if learners are to develop skills to deal with challenges concerning gender roles and status.

Activity 1 Selecting appropriate approaches to the teaching of gender roles and status

In groups:

- 1 Select teaching, learning and assessment activities and methods you can use in lower and upper primary to teach about gender, roles and status.
- 2 Discuss how these activities, methods and resources can help in developing skills in learners to handle gender norms and achieve their goals.
- 3 Share your work with the class for discussion.
- 4 Consolidate the activity.

Task 5 Develop lesson plans for teaching gender roles and status in upper and lower primary

A lesson plan is an important tool, if teaching and learning is to be organised. You need to master the art of developing a lesson plan that is comprehensive to ensure that learning and teaching is meaningful.

Activity 1 Developing lesson plans for teaching gender roles and status in lower and upper primary

In groups:

- 1 Write two lesson plans in which you show the differences between teaching lower and teaching upper primary for the topic gender, roles and status using appropriate activities, methods and resources.
- 2 Present your work using *gallery walk*.
- 3 Consolidate the activity

Activity 2 Conducting microteaching

In groups,

- 1 Using the lesson plans you developed, teach in lower or upper primary.
- 2 In the course of lesson delivery assess the effectiveness of the activities, methods and resources in developing skills of learners in understanding gender norms and status.
- 3 Evaluate the lessons.

Tips

- You may share your own experiences on how you are treated in your respective homes and communities with regard to gender norms.
- For lower primary, there is need to bring to class various pictures to help learners interpret various roles males and females play in the society
- A group may be assigned to write one lesson plan for lower or upper primary
- Teaching methods should be inclusive and gender sensitive
- You may also teach this topic in lower and upper primary using the following methods, activities or resources; Role plays, Storytelling, Singing, Video clips, and Pictures
- You may use the internet or local community to search issues regarding gender

Summary

In this topic, you have learnt the following:

- 1 different roles and status of people in different societies and challenges individuals face because of their gender roles and status
- 2 skills required in handling gender norms while developing potentials and achieving goals
- 3 how to teach gender, roles and status using various methods, activities and resources in the lower and upper primary

Topic reflection and assessment

- 1 Develop a case study you can use to teach gender, roles and status in:
 - a. lower primary
 - b. upper primary
- 2 Develop lesson plans with and a variety of teaching methods to allow learners to actively participate in different activities.
- 3 Describe life skills required for student teachers to handle challenges of teaching gender norms.
- 4 Survey topics about gender and entrepreneurship in lower and upper primary. Choose any class and formulate assessment items based on each level of Bloom's taxonomy.
- 5 What do you think would have happen in Malawi if all the people embraced gender equity?

Glossary

- Gender:** behaviour, characteristics or traits that males and females display as a result of social or cultural expectations
- Fact:** statement of verified information about something that is the case or has happened
- Role:** function one plays in a society.
- Sex:** biological characteristics
- Status:** one's social, legal, financial, or political position in society

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TOPIC5

Teaching sexual development, sex and sexuality

Time 4 hours
Term 3

Introduction

The teaching of sexual development, sex and sexuality in lower and upper primary can help learners to understand the relationship that exists between sex and sexuality. This understanding will help learners to appreciate their own feelings as well as respect feelings of other people. Learners will know how to overcome challenges emerge as a person is growing up. They can also be helped to make healthy decisions connected to their sexuality. You will learn how to select appropriate teaching, learning and assessment methods, activities and resources for teaching sexual development, sex and sexuality in lower and upper primary.

Success criteria

By the end of this topic, you must be able to:

- illustrate the sexual development of children from 0-18
- examine factors influencing sexuality and sexual behaviour
- analyse knowledge learners need to have and skills they need to develop in order to make positive choices and to engage at a later stage in healthy sexual relations

- deal with challenges and taboos with regard to sexual education for learners of different age groups
- write schemes of work with clear lessons and overall objectives for a specific age group for the topic
- develop appropriate assessment tools

Background information on sexual development, sex and sexuality

As people grow, they need to understand the relationship between sex and sexuality. Sexuality is associated with all the feelings, thoughts and behaviours of people in relation to issues of love, attractiveness and sexual intimacy. Learners should be helped with knowledge and skills so that they can avoid indulging in behaviours that can expose them to STIs including HIV and AIDS. Children also need to develop skills for making positive choices and engage in healthy sexual relations in later life. However, there are challenges regarding sexual education, with reference to children of different ages. You will be expected to develop appropriate teaching, learning and assessment activities, methods and resources to facilitate learners'

understanding of their sexual behaviour, sex and sexuality.

Task 1 Illustrating the sexual development of children from 0-18

Children need to understand their sexual development. This can help them understand themselves and avoid engaging in risky behaviours, which can lead into early pregnancies and contracting sexually transmitted infections.

Activity 1 Reflecting on your sexual development, questions, feelings and behaviour stages

- 1 Individually, examine your sexual development, questions you had, feelings you experienced, changes you saw on your body and behaviour stages as you grew up.
- 2 Write an essay on what you have examined.
- 3 Present your work using *Mixed bag/suggestion box*.
- 4 Consolidate the activity.

Activity 2 Discussing stages in sexual development

In groups,

- 1 Conduct research through internet or library to find out the stages in sexual development of children from 0-18 years.
 - a. How many stages are there?
 - b. What name is given to each stage?
 - c. What are the sexual development characteristics of children from 0-18 years

according to the stages you have identified above?

- d. Using *M-chart*, discuss and group the developmental characteristics into physical, psychological and social.
- 2 Present your findings using *gallery tour*.
- 3 Consolidate the activity by comparing the physical characteristics you listed with those in the figure below:

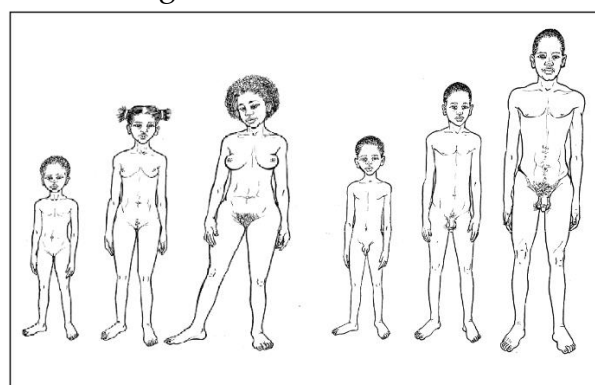


Figure 5.1 Physical development in males and females

Children need to understand their sexual development through learning about their sexual development, sex and sexuality. This is in order to help them develop attitudes and values that can help them avoid contracting STIs including HIV and AIDS. You should use varied activities in the classroom so that all learners can participate. This can be done as follows:

- 1 Ask learners to reflect on their sexual development in pairs or groups.
- 2 Let learners critically examine their sex and sexuality and how they behave.
- 3 Learners can role play some of the aspects of human sexuality.

- 4 Let learners study illustrations of the physical development of girls and boys from various books.

Task 2 Examining factors influencing sexuality and sexual behaviour

Sexuality is an integral part of who we are, what we believe in, what we feel and how we respond to others. It includes physical, biological, ethical, psychological and social cultural aspects of human sexual behaviour. Our values, attitudes and beliefs are also part of human sexuality.

Activity 1 Differentiating sex and sexuality

In groups:

- 1 Use *K-W-L method* to discuss sex and sexuality.
- 2 After completing the first two columns of the method, allow students to do a web or library research on sex and sexuality.
- 3 Present your work using *gallery walk*.
- 4 Consolidate the activity.

Activity 2 Examining factors that influence sexuality and sexual behaviour in boys and girls

Use *booking an appointment method* to do the following:

- 1 Discuss factors that influence sexuality in boys and girls.
- 2 Examine how sexuality affects human behaviour.
- 3 Analyse the positive and negative effects of these factors
- 4 Share your work to class for discussion.
- 5 Consolidate the activity by emphasizing main points.

Learners need to be assisted to understand the concepts of sex and sexuality to avoid misconceptions. This can be done by;

Discussing misconceptions with regard to human sexual behaviour. For example, you can ask learners to indicate what is true about sex or what is not.

Is this true or false?

- a. You can get pregnant when it is your first time to have sex.
- b. During adolescence, it is normal for boys and girls to be sexually attracted to members of the opposite sex.
- c. Some girls and boys do not feel proud of their physical appearance during adolescence.
- d. When you love your sexual partner, you must prove it by having sexual intercourse.

- e. You can satisfy your sexual feelings by having sexual intercourse only.
- f. When a boy begins to experience wet dreams, he must have sexual intercourse with a girl.

Task 3 Analysing knowledge learners need to make positive choices and to engage in healthy sexual relations

During adolescent stage, boys and girls have strong sexual feelings. Often, they experience pressure to engage in sexual intercourse which may result in teenage pregnancies and contracting STIs including HIV and AIDS. You need to help learners develop essential life skills that would assist them to avoid engaging in risky behaviours during adolescence stage.

Activity 1 Deciding on helpful knowledge for healthy sexual development

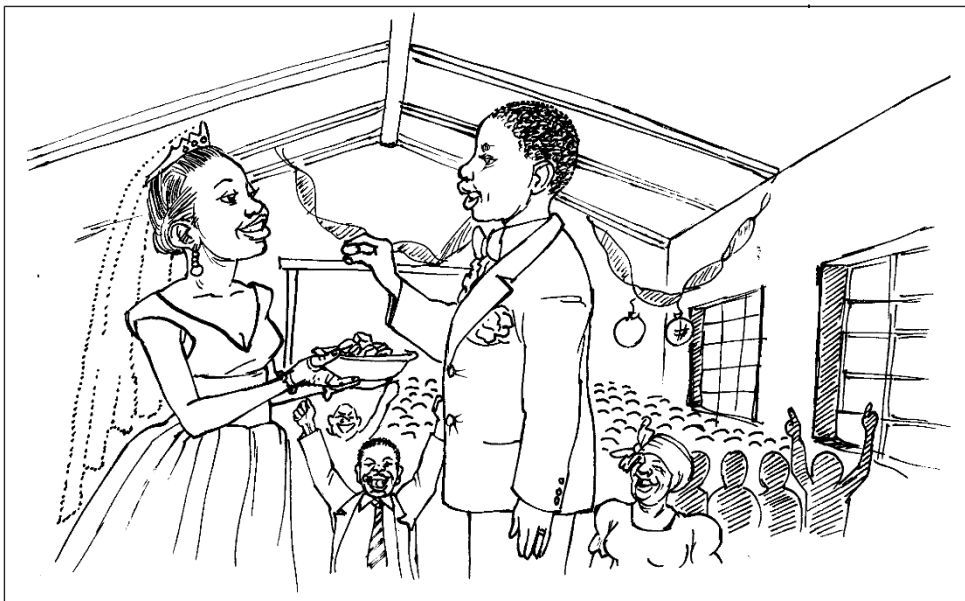


Figure 5.2 Positive choices and health sexual relationships

Using *mix/freeze/pair*:

- 1 Describe what is happening in Figure 5.2.
- 2 Examine some essential life skills that are required in order to achieve what is happening in Figure 5.2.
- 3 What do you think are the consequences of failing to make positive choices during adolescence stage?
- 4 Consolidate the activity.

Task 4 Dealing with challenges and taboos in sexual education for learners of different age groups

The physical and psychological changes that girls and boys experience as they go through adolescence influence their human sexual behaviour in different ways. This is when they most need sexual education in order to help them develop essential life skills. You will be required to select appropriate teaching, learning and assessment activities, methods and resources to teach sex and sexuality for learners of different age groups.

Activity 1 Reflecting on successes and challenges in teaching sexual education

Use *silent participant method* to do the following:

- 1 Analyse the successes and challenges you experienced when teaching growth and development, sex and sexuality issues in lower and upper primary school.
- 2 Examine the activities and resources you used to make your lessons successful.
- 3 What challenges did you experience during preparation and the teaching process?
- 4 As a group, decide on possible solutions to the challenges.
- 5 Share your work in plenary.
- 6 Consolidate the activity.

Activity 2 Role playing situations in dealing with taboos regarding sex and sexuality

In groups:

- 1 Explore various taboos regarding physical growth and development, sex and sexuality
- 2 Roles play a situation on how to deal with some of the taboos you have explored.
- 3 Use *focus ball* to evaluate the role plays.
- 4 Consolidate the activity.

Task 5 Writing schemes of work and lessons and objectives for a specific age group

Preparing of schemes of work and lesson plans helps a teacher to organise teaching, learning and assessment activities, methods and resources for effective learning. This help learners to acquire knowledge, skills and develop right attitudes on issues of sex and sexuality thereby assisting learners to deal with challenges of growing up especially during the adolescence stage. You should consider learners' diversity, large classes as well as information and communication technology as you do this.

Activity 1 Developing schemes of work for upper primary

In groups:

- 1 Get Life skills teachers' guides and learners' books for Standard 7 and 8.
- 2 Prepare a one-week scheme of work on the topic 'sex and sexuality.'
- 3 Display your work and conduct a gallery walk.
- 4 Consolidate the activity.

Activity 2 Developing success criteria based on lesson activities

Use *think-ink-pair-share method* to do the following:

- 1 Choose one activity from the schemes of work in Activity (1) above.

- 2 Formulate success criteria from the activity.
- 3 Share your work with a partner.
- 4 Pairs should report their work to class for discussion.
- 5 Consolidate the activity.

Task 6 Developing appropriate assessment tools

Assessment is an important element in the teaching and learning process. It ensures that the progress of learners and the teacher are continuously monitored. In the following activity, you will learn how to develop assessment tools that can be used to assess learners in upper classes.

Activity 1 Developing assessment tools for assessing learners

In groups:

- 1 Develop assessment tools that can be used during the process of teaching and learning about sex and sexuality issues in upper primary.
- 2 Display your work and conduct *gallery tour*.
- 3 Consolidate the activity.

Tips

- You may supplement the methods and resources with some from Theatre for a Change club.
- There is need to bring pictures of sexual development of children from 0-18 years, for example, pictures of different stages of human sexual development.
- When doing internet search, select **appropriate** video clips, illustrations and pictures you can use for teaching sexuality to children of various age groups.
- You may allow student teachers to share their own experiences (Enhance group activities for good output)
- Provide necessary books on sex and sexuality.
- Consider organizing activities for this topic based on the age level of learners.
- A resource person could be helpful such as Theatre for a Change staff in colleges.
- You may also consider enquiring from the local community on sexual taboos.
- You may consider doing some activities as homework assignments

Summary

In this topic, you have learnt the following:

- 1 sexual development of children from 0-18years
- 2 factors that influence sexuality and sexual behaviour in boys and girls

of different age groups, for example, society influence, cultural expectations, parents, environment etc.

- 3 the knowledge and skills which learners need to develop in order to make positive choices and later engage in health sexual relations such as decision-making skills.
- 4 challenges and taboos with regard to sexual education for learners of different age groups.
- 5 preparation of schemes of work and assessment tools for teaching sexual development, sex and sexuality.

Topic reflection and assessment

- 1 Reflect on what you can do to enhance your knowledge and develop your skills to deal with challenges regarding sexual education in lower and upper primary school.
- 2 Why are the following beliefs not healthy or helpful in making positive decisions and supporting learners?
 - When boys and girls have sexual feelings, they must engage in sexual intercourse.
 - During initiation ceremonies, girls should undergo sexual cleansing (*kusasafumbi*).
- 3 Develop a case study you would use to teach sex and sexuality in lower and upper primary.
- 4 Examine the consequences of misinformation on sex and sexuality to learners especially during the adolescent stage.

- 5 Analyse the importance of the following assessment tools:
- observation checklist
 - learner's portfolio
 - learner's progress report card

Glossary

Sex:	condition of either being male or female
Sexuality:	integral part of who we are, what we believe in, what we feel and how we respond to others.
Sexual intimacy:	one's ability and need to be emotionally close to another person

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TOPIC6

Teaching skills for entrepreneurship and employment

Time 3 hours
Term 3

Introduction

In the previous topic, you learnt about sexual development, sex and sexuality. This can help learners to understand themselves better. It is this understanding of themselves that can help them excel in entrepreneurship activities and employment. Learners in lower and upper primary require skills that would enable them to get gainful employment or run various types of income generating activities for their livelihood. You will appreciate that the topic on entrepreneurship and employment can help learners with diverse needs to develop skills that are necessary in the world of work.

In this topic, you will examine common issues affecting entrepreneurship and employment and skills that are important for the success of entrepreneurship and employment. You will also design appropriate teaching, learning and assessment methods, activities and resources for teaching entrepreneurship and employment in lower and upper primary.

Success criteria

By the end of this topic, you must be able to:

- analyse life skills required for promoting entrepreneurship activities
- examine life skills required for employment
- use methods that promote critical thinking when teaching common issues affecting entrepreneurship and employment
- demonstrate the teaching of entrepreneurship and employment

Background information on the teaching of skills for entrepreneurship and employment

Poverty and unemployment are some of the challenges that the youth face in modern life. People lack the basic needs of life such as clothes, food, money, and shelter. When one is faced with such a situation, life can be challenging and suffering becomes the order of the day. Therefore, the youth should be engaged in entrepreneurship activities in order to address some of their problems. Entrepreneurship activities include carpentry, selling groceries, clothes, farm produce, and fish farming among others. It is worth pointing out that the

youth should acquire skills to make them ready for the world of work. Some of the skills include planning, budgeting, creative thinking, market survey, critical thinking, negotiation, communication and interpersonal relationships. You will be expected to use appropriate teaching, learning and assessment activities, methods and resources to enable learners acquire and develop skills for entrepreneurship and employment

Task 1 Analysing important life skills for promoting entrepreneurship activities

For people to succeed in income generating activities, they need to acquire entrepreneurship skills. As a teacher, you are required to help learners develop these skills so that

they become responsible and productive citizens of the society.

Activity 1 Reflecting on essential life skills needed for promoting entrepreneurship

Use Give one, Get one method to do the following:

- 1 Individually, think about people who have excelled in various income generating activity
- 2 Write down what these people did in order to succeed in their business activities.
- 3 Share your work with partners during a give one, get one activity.
- 4 Present your work to class for discussion.
- 5 Consolidate the activity

Activity 2 Examining important skills for promoting entrepreneurship activities

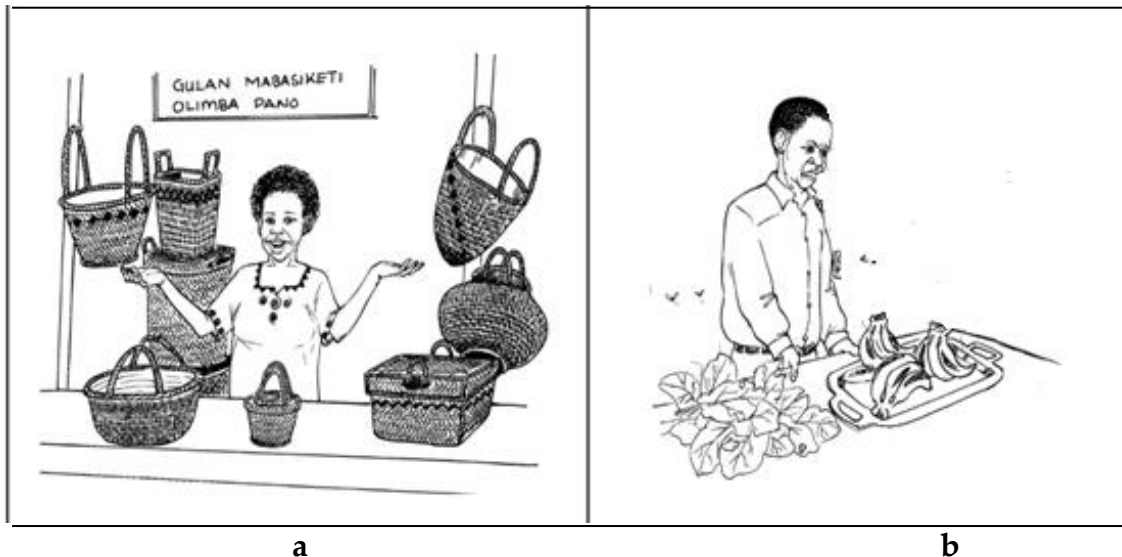


Figure 6.1 Entrepreneurship activities

- 1 Refer to illustrations a) and b) in Figure 6.1 and use *speaking chain method* to analyse the differences in the way the two business persons are conducting their income generating activities.
- 2 Summarise your discussions using *artistic problem solving*, to encourage and assist entrepreneurs on how best they can conduct their income generating activities.

Activity 3 Carrying-out an income generating project

As a class:

- 1 Think of a variety of entrepreneurship activities which you can get involved in as student teachers.
- 2 Discuss the requirements for the selected entrepreneurship activities.
- 3 Embark on a project on selected entrepreneurship activities.
- 4 Monitor the progress of the activities.
- 5 Evaluate the project.

Task 2 Examining important life skills for employment

Essential life skills are needed for people to succeed in their business activities. The following activity will help you to reflect on essential life skills needed for people to succeed in business.

Activity1 Reflecting on essential life skills for entrepreneurship and employment based on prior knowledge

- 1 In groups, think about different people who have excelled in income generating activities in your community.
- 2 Use *trade a problem* to explore essential life skills that made these people succeed in their business activities.
- 3 Present you work to class for discussion.
- 4 Consolidate the activity?

Activity 2 Analysing important life skills for entrepreneurship and employment

- 1 Using *one stay, three stray* examine important life skills needed for entrepreneurship activities.
- 2 Share your work to class for discussion.
- 3 Consolidate the activity.

Children need to develop entrepreneurship skills to prepare them for the world of work. This can be achieved by exposing them to successful entrepreneurs and also by involving them in actual entrepreneurship activities. Use varied activities in the classroom to create room for all learners to participate. You can do the following:

- 1 Select and/or take pictures or shoot videos of successful entrepreneurs.

- 2 Use the pictures or captured videos to help your learners reflect stories of the successful entrepreneurs.
- 3 Ask learners to reflect on their skills and how they think they can become successful entrepreneurs.
- 4 Let learners carry out an entrepreneurship project of their own choice.
- 5 Let the learners evaluate their project.

Task 3 Using methods that promote critical thinking when teaching entrepreneurship and employment

Successful teaching and learning depends on careful selection of methods, activities, resources and assessment tools. You need to help learners acquire knowledge, skills and develop positive attitudes in order to deal with common issues affecting entrepreneurship and employment. The following activities can help you to reflect on the different approaches that you used to teach entrepreneurship in lower and upper primary.

Activity 1 Selecting methods, resources, activities and assessment tools for teaching entrepreneurship and employment

Use trade a problem method to do the following activity:

- 1 In your groups reflect on challenges and best practices during your teaching practice when teaching about

entrepreneurship in lower and upper primary school

- 2 Formulate questions and do a 'trade a problem activity.'
- 3 Present your work in plenary.
- 4 Consolidate the activity.

Activity 2 Developing gender sensitive and inclusive lesson plans on entrepreneurship and employment

In groups:

- 1 Prepare a lesson plan gender-sensitive and inclusive that is for conducting peer teaching on entrepreneurship and employment.
- 2 Develop assessment tools for the peer lessons.
- 3 Examine the suitability of the assessment tools.
- 4 Conduct the peer lessons and evaluate them using appropriate assessment tools.
- 5 Conduct a class discussion to consolidate the activity.

Entrepreneurship is an essential life skill that helps people to generate income and avoid indulging in risky behaviours. Learners should, therefore, be assisted to develop this life skill. This calls for selecting, designing and developing appropriate activities, methods and resources to teach about the development of entrepreneurship skills in lower and upper primary. In order to achieve this, you can do the following:

- 1 Inviting a successful entrepreneur in the area to give a talk on entrepreneurship.

- 2 Let learners ask questions to the resource person.
- 3 Taking learners to the nearby market to inquire and appreciate the benefits of entrepreneurship activities.
- 4 Ask learners to write a report on their visit to the nearby market

Tips

- You may use varied critical thinking methods in the activities.
- You may bring video clips for student' reflection.
- There is need to use a resource person who can talk about entrepreneurship skills to learners
- You may bring pictures or stories of people who have excelled in entrepreneurship activities
- Take note that the project could be done within a stated period of time in groups or as a class
- You may ask students if they did any project on entrepreneurship with the learners during teaching practice; the type of project, successes and challenges encountered if any

employment, for example; planning, budgeting, creative thinking, market survey, critical thinking, negotiation, communication, interpersonal relationships etc.

- Methods of teaching that promote critical thinking when teaching common issues affecting entrepreneurship and employment, for example; mix-freeze-pair, walk around- talk around.
- Preparation, conducting and assessment of peer lessons.

Topic reflection and assessment

- 1 Explain how development of essential life skills in learners can help them in entrepreneurship and employment.
- 2 Analyse how the following common issues can affect entrepreneurship and employment.
 - Gender
 - HIV and AIDS
 - Religion.
- 3 Prepare a one- week scheme of work on entrepreneurship topics from lower and upper primary. Complete the record of work column assuming that you have taught the lessons.

Summary

In this topic, you have learnt the following:

- Important life skills required for promoting entrepreneurship and

Glossary

Entrepreneurship: process through which one can generate income for meeting

various needs of
life.

Negotiation: skill in which people discuss and share ideas on something in order to reach a convincing compromise for both parties.

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