



**African Population and
Health Research Center**

Soft Skills Manual



APHRC



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Health Research Center

Soft Skills Manual

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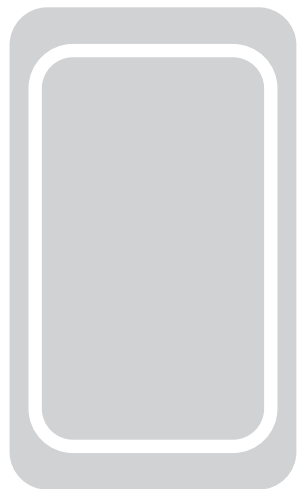
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About the African Population and Health Research Center

The African Population and Health Research Center (APHRC) is a premier research institution and think tank, generating evidence to drive policy action to improve the health and wellbeing of Africans. As an African led global Research Center invested in creating legacy impact, our work is centered in three programmatic areas of Research, Research Capacity Strengthening and Policy Engagement and Communications. Our research addresses important development issues and challenges facing sub-Saharan Africa in areas such as education, population, health, aging, urbanization and well-being. Our mission is to generate evidence, strengthen research and related capacity for the Africa R&D ecosystem, and engage policy to inform action on health and development. In order to do this APHRC employs four key values of fairness, integrity, respect and excellence.



Introduction

Education systems around the world are being improved in response to the 21st Century's growing demand for learners who possess emotional, social, and academic competency (Cristóvão, Candeias, & Verdasca, 2017; J. Greenberg, 2014). These 21st Century skills can be taught in and out of school (Button, 2021) and go by different names such as life skills, soft skills, 21st Century skills, transferable skills, social-emotional learning, or psychosocial skills (CASEL, 2015; Cimatti, 2016; World Health Organization, 1994).

The World Health Organization (1994) defines life skills as the psychosocial skills needed to deal with the challenges and demands of everyday life, with a focus on five competencies that include; decision-making and problem-solving, creative thinking and critical thinking, communication and interpersonal skills, self-awareness and empathy, coping with emotions and coping with stress. The Collaborative for Academic Social and Emotional Learning (CASEL) framework defines social and emotional learning as the processes through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve constructive goals, empathize with others, establish and maintain positive relationships, and make decisions responsibly (CASEL, 2003, 2015).

The ongoing competency-based curriculum reforms in Kenya are also keen on imparting relevant 21st-century skills to learners, such as communication and collaboration, self-efficacy, critical thinking and problem-solving, creativity and imagination, citizenship, digital learning and learning to learn (KICD, 2017).

The importance of social-emotional skills

Research evidence shows that social and emotional wellbeing of learners is associated with improved academic achievement, enhanced life and educational aspirations, greater interest in schooling, improved self-confidence, enhanced parent-child relationship, enhanced resistance to negative peer pressure, and increased parental involvement in their children's education and lives (Abuya et al., 2018; Abuya et al., 2015; Blake et al., 2015; Durlak et al., 2011).

Social-emotional competencies have also been shown to reduce student aggression and bullying in schools (Durlak et al., 2011). With bullying rampant in Kenyan secondary schools (Ndeti et al., 2007), social-emotional skills for students thus become very critical as a mitigation measure. Students with enhanced social-emotional skills are able to engage in constructive communication and conflict resolution. This is especially important considering that over the recent past, Kenyan secondary schools have experienced their fair share of arson attacks by learners. The attacks are exacerbated mainly by the fact that students lack negotiation and conflict resolution skills whenever they disagree with the school administration (Muhia, 2018; Muhia & Abuya, 2016).

Social-emotional development is also an effective classroom management strategy, where learners with positive outcomes such as regulating emotions, conflict resolution, collaboration and

communication skills are less disruptive and effectively participate in the classroom (Jones et al., 2014).

Studies also show that social-emotional skills are important in the work environment and thus need for training at technical, vocational education and training (Muchira et al., 2023; Ngware et al., 2024; Ochieng & Ngware, 2022). Some studies however point that desirable social-emotional skills that employers value are more effective when taught in early years, calling for the incorporation of these skills in the school curriculum (Guerra et al., 2014).

The A LOT-Change program

Motivated by the myriad of challenges affecting adolescents in urban informal settlements, the African Population and Health Research Center (APHRC) in partnership with Miss Koch Kenya (MKK) and U-Tena Youth Organization initiated an after-school support program titled; The Advancing Learning Outcomes for Transformational Change (A LOT-Change) targeting adolescents and their parents/guardians in Korogocho and Viwandani in 2013. The first phase (2013-2015) only targeted adolescent girls in grades 6-8 and comprised of homework support in numeracy and literacy, life skills mentoring, parental counseling, and transition to secondary school subsidy. From the successes of the initial phase, the intervention was scaled up in phase II (2016-2018) to include a leadership component and also target both adolescent boys and girls, with the other components remaining the same as was in Phase I. A LOT Change Phase III (2019-2022) was a follow up study of the Phase II cohort who transitioned to secondary school in 2019. The main objectives for this phase were to test the feasibility of implementing the A LOT-Change model among older adolescents and to establish the sustainability of the effects of the intervention as observed in Phase II on the adolescents in secondary school. The intervention components in Phase III were mentorship in soft skills,

exposure visits and motivational talks, service learning, guidance and counseling of parents, holiday homework support and digital literacy. Parental involvement was a key component of the intervention in all the phases.

Organization of the Soft Skills manual

This manual has twenty-four topics. Its content is derived from five broad themes of Self-Awareness, Self-Management, Social-Awareness, Relationships and Responsible Decision Making. The learning activities include exercises, role plays, group discussions, brainstorming and storytelling. The topics do not have to be presented in the exact order they appear in the manual. Depending on the current felt and actual needs of the participant, relevant topics should be presented for timely results. Flexibility, innovativeness and creativity are highly encouraged for facilitators. The manual is a guide and should be used to give guidance within the acceptable parameters. Although the manual allocates a specific amount of time to go through each session, the facilitator is at liberty to adjust this time depending on the specific needs of the group with the group's consent.

Preparation for the Mentorship Sessions

The following tips are helpful for preparing for the sessions:

1. Getting to the venue before the mentees arrive, organizing the room, opening the windows, cross-checking learning materials and equipment.
2. Create a rapport with other facilitators (helps in teamwork, referrals and networking).
3. Setting ground rules (avoid dictating rules for them, involve the team for participation and owning the same).



- 4. Encouraging peer-to-peer learning.
- 5. Use real life examples and scenarios where applicable (relevance is key).
- 6. Be honest and candid.

Part 1: Session Introduction

Greetings and opening remarks by the facilitator. Introduction of participants. Agreement on ground rules for the group and procedure for assignments.

After the preliminary instructions, the facilitator should request the participants to propose the ground rules to be agreed upon by the entire group. Each of these rules should be recorded on a flipchart for reference throughout the session. The facilitator will then explain the various tasks that the participants will be required to perform in the duration of the session. Each of the participants will need to sign up for at least one of these tasks.

Sample Chart on various task assignments

Tasks	Day 1	Day 2	Day 3	Day 4
Timekeeper (Ensure punctuality)				
General welfare (and set up)				
Summary Provide a brief review of the previous sessions learning and related activities				

Part 2: Guidelines for effective facilitation

i) Principles and practices of adolescents learning

The average adolescent has a depth of knowledge to share and should be encouraged to share.

Facilitators will therefore take the approach that they are not the only ones in the room with a wealth of information but they must be knowledgeable. It is for this reason that a lot of emphasis will be laid on learning through group discussions rather than the application of lecture method. Facilitators must therefore be aware that adolescent learners learn best when they:

- Are treated with respect and feel like they are all equal.
- Receive reassurance and compliment for their efforts.
- Relate and apply what they learn to their own lives and share examples from their own experiences and knowledge.
- Share ideas with the facilitator and fellow participants and they are well received.
- Interact with and learn from others through group work and participatory discussions.
- Feel that their gender, backgrounds, physical appearance are appreciated and accepted.
- Do not feel threatened or fear being embarrassed, ridiculed, bullied or laughed at.
- Apply what they have learnt to bring solutions in their lives, family or their community.

- Practice what they have learnt, in addition to seeing and hearing the information. In other words, adolescents understand best when they hear the message, see visual aids that go along with the message, and most importantly practice new skills.
- Feel emotions related to the message and do physical activities that emphasize the key learning points.

ii) Skills of an effective facilitator

The strategies used by the facilitator will determine how effective the mentorship sessions will be. A good facilitator is expected to guide the participants through discussions and activities. Effective facilitation will be evident when all the participants actively make the topic of discussion relevant to address the specific needs and experiences of each of the participants.

Adolescent participants learn best when they all take part in the discussion and do activities related to the learning. There are several ways a facilitator can encourage the participants to get involved. They include the following techniques:

- **Storytelling:** The facilitator can give a short, interesting narrative about the topic in question. Thereafter, the participants can share testimonies and experiences from their own lives.
- **Discussions:** The discussion could be amongst the whole group or in smaller sub-groups. The advantage of the small group discussion is that it allows the introverted participants to share more freely.
- **Role play and skits:** Each of the participants could be encouraged to imagine themselves as someone else then role play on how that other personality would act, talk, and think.

- **Songs and poems:** The group could sing songs related to the topic or be creative in creating their own relevant songs!
- **Debates:** The facilitator could moderate a debate on the topic under discussion. However, this technique is most effective when it is conducted in an environment of mutual respect of everyone's opinions. After all, the whole purpose of the debate is not competition but to develop a more informed view of the topic and to understand why people think the way they do.
- **Question and Answer:** The participants will be allowed to ask questions on the topic under study. The facilitator must ensure the respondents of the questions are encouraged.
- **Brainstorming:** The facilitator may ask the group to freely list all their thoughts concerning a certain topic or problem without any discussion. Once they have exhausted their list, then they will be required to discuss the positive and negative elements in each point to reach a consensus on the issue under discussion. The facilitator must ensure that myths and misconceptions are addressed amicably without prejudice using authentic sources.
- **Demonstration:** This will involve the use of audio-visual aids combining explanations, interpreting information, and applying it to specific situations. The emphasis is on learning by observations and corresponding actions. The participants may be also expected to demonstrate their understanding of what they see or hear through the audio-visual aids.
- **Case study analysis:** Learning from real-life events enhances understanding of topics.

iii) Tips for conducting group discussions

Although a large group encourages a feeling of oneness among the participants, the facilitator may find it necessary to further subdivide the group. The advantage of small group discussions is that they allow participants to interact more freely with one another, maintaining healthy social distances. Moreover, a small group of between 2-7 people would give a chance to those who are reserved, shy or lacking in self-confidence to give their views comfortably.

Facilitators could choose to discuss a topic with the entire group or break the participants into smaller groups depending on the topic under discussion. For instance, sensitive topics touching on sexuality are often best discussed in smaller groups. When assigning group tasks, the facilitator should ensure that:

- Participants understand the task and what they are expected to present to the larger group.
- Participants should physically rearrange themselves to sit at least one meter apart.
- They move around the groups to answer any questions or settle confusion in interpretation of the tasks that may arise amongst the participants.
- Each of the small groups will select a secretary to present a summary of the respective group's conclusions to the overall group backed by the group members.

iv) Group dynamics and conflicts

The facilitator must recognize and understand the different personalities represented in the group and how each of these could negatively or positively affect relationships with others in the group. Once the facilitator understands these group dynamics then it will be easier for them to steer the learning process in the right direction by building on the positive things and reducing the potential for conflict during discussions. Facilitators are therefore advised to incorporate the following guidelines to help participants understand the group dynamics:

Firstly, ask the participants to choose an animal that best describes themselves. Let them explain to the group why they have chosen that animal. (Example: My name is 'Alex' and I see myself as a lion).

Next, ask participants to list the strengths and weaknesses of the animal that they have chosen to describe themselves. Let them share these attributes and relate them to their interactions with other people, both positively and negatively.

(Example: I, [Alex] have noticed that like the lion which roars and makes all the other animals tremble, when I speak everyone else goes silent and does not dare speak after me. However, like the lion that protects its territory, I also keep my community safe from exploitation by others.)

Tell the participants to think of ways that they can use their positive strengths and reduce the effect of their negative attributes.

(Example: "During the training, I [Alex] will use my protective instincts to champion the rights of children. I will also do my best to ensure that the other participants never feel threatened by my

domineering attitude and will remember to give others a chance to speak as well”.)

Note to the facilitator: Some participants may have difficulties matching their personalities to those of an animal. As a facilitator, your role will be to assure particularly the timid or reserved participants that their contributions will also be valuable to the group discussion.

v. Resolving conflicts

Conflicts are inevitable whenever people interact. In view of this, the aim of the facilitator should be to diffuse any potential conflicts or resolve them if they occur. Try to find a common ground on which the warring parties can agree upon. You are not obliged as a facilitator to try preventing all conflicts from happening. However, make sure that all the participants respect one another even if they cannot come to a common agreement. Even when participants have strong differences of opinion, do not let the disagreements get out of control. The situation should never disintegrate to name-calling, personal insults or shouting matches. As a facilitator, allow each participant to state their view but in a sober and mature way. Move on or close the discussion if the situation threatens to become explosive.

vi. Background preparation for facilitating the learning process

The facilitator needs to prepare well in advance for successful learning to take place. The prerequisites for this success will depend on the following:

- Invitations to participants must clearly indicate the specific dates, times, and location of the meeting.

- Arrangements for the venue of the meeting must be made well in advance.
- The facilitator should ensure that all equipment and resource materials for the sessions are ready before the sessions begin. This includes hand-outs, boards, flipcharts, writing material, evaluation forms, and so on. Health and hygiene must be observed as preventive measures such as hand washing points (with soap), hand sanitizer and extra masks and observing general etiquettes.

Facilitators must always be well prepared to lead the session of the day by:

- Familiarizing themselves with the key learning points.
- Being familiar with the organization and description of the session.
- Practicing in advance how they will develop each part of the lesson.
- Being clear on the guiding questions to ask that will provoke deep thought in the participants. If you have no experience speaking to a group, you may need to practice this aloud to yourself.
- Practicing activities such as games or role play ahead of time with another facilitator or friend. Ask them to evaluate your methodology to establish whether the activity is suitable to your group or not. Adjust your strategy to make it appropriate to your group.

Session 1: Self-Awareness

Time: 2 hours



Objectives

By the end of this session, the learner should be able to understand what self-awareness is and why it is important for building self-determination.

Goals

- i) To help learners understand the meaning of self-awareness
- ii) Assist learners in identifying ways of building self-awareness

Key ideas

- i) Self-awareness refers to the ability to identify your characteristics and qualities

ii) Self-awareness needs to be built and continuously improved

Keywords

Emotional self-awareness, self-assessment, self-awareness

What is self-awareness?

Self-awareness is the ability to understand and appreciate your thoughts, emotions, and characteristics. It helps you to assess your strengths and weaknesses and understand others better.

Self-awareness activity

Description	Yes	No	Sometimes
I know what emotion I am feeling and why I am feeling it			
I understand the connections between my feelings and what I think, do, and say			
I recognize how my feelings affect my behavior and success			
I know how I experience each emotion			

How can you be aware of yourself?

- 1. Identify your emotions.
- 2. Have an accurate self-perception.
- 3. Recognize your strengths.
- 4. Possess self-confidence.

Discussion starters

- 1. What does it mean to be aware of yourself?
- 2. How do you like to learn or study? Reading notes, using pictures, using abbreviations, etc.
- 3. What are you good at?
- 4. What possible obstacles/challenges do you see towards achieving your goals?
- 5. What steps will help you reach your goals?

Activity

Write six adjectives that describe you. The adjectives could be either positive or negative. For example, rough, cruel, gentle, quick-tempered, pessimistic.

When was the last time you did any of the things below? Describe what happened.

- 1. You lost your temper

- 2. You stopped or restrained yourself from saying something bad or being rude

- 3. You calmly explained how you felt and got the result you wanted

- 4. You desperately wished things were different

5. You achieved something you really wanted to do

6. You walked away from an argument wishing you had or had not said something

7. You told a lie

8. You felt genuinely sorry for someone

9. You had a really great, nice time

10 . You realized you had made a mistake

Case study

Your deskmate in school approached you one day and asked you to 'honestly' describe him. Which areas will you consider in your description?

Answering the following questions can help complete the case study above.

1. You are strong in -----

2. You struggle with -----

- 3. Your favorite thing about school is -----
- 4. When you need help, you ask for it -----
- 5. Your worst day is -----

Conclusion:

Knowing yourself helps you to accept yourself and appreciate that others are different. Work on what can be improved while you give others space to be themselves.

We are all unique and need to complement each other to make teams successful.

Session 2: Self-Esteem

Duration: 2 hours

Objectives

By the end of the session the learner should be able to strengthen his/her own identity and appreciate positive traits of others.

Key Inquiry questions

1. When you think about yourself what comes into your mind?
2. Do you feel good about yourself?

Self-esteem

It describes how a person feels about him/herself. Self-esteem is related to self-image.

Why is self-esteem important?

When we build a strong self-esteem, we will be able to perform well in school, get along well with our friends, make new friends, manage disappointments and cope with our stress and emotions.

People with high self-esteem do the following:

1. Better cope with mistakes and disappointments.
2. Are comfortable asking for help from other people.
3. Take failures as learning experiences.

- 4. Can make informed decisions.
- 5. Trust their judgment.

People with low-self esteem do the following:

- 1. Keep worrying about what others think of them.
- 2. Can be very vulnerable to peer pressure.
- 3. Find it difficult to express themselves.
- 4. Experience negative self-talk and comparison to others.
- 5. Tend to look humble and timid.

Discussion trigger

Which things affect our self-esteem?

Make a list of responses on a flipchart. Responses should include media, social status, academic performance, body image.

Case study

The aim here is to explore social media in a more critical way.

The facilitator should select three pictures of people he/she follows on Facebook and conduct an analysis on the pictures by responding to the following questions.

- 1. What do you think has been edited or cropped out of these ‘perfect’ pictures? Why do you think he/she did that?

- 2. Do you think your friends are really the people they appear to be online? How happy do you think they are? Explain.

3. If you have a Facebook account, instagram, are you really the person who you appear to be online? Explain.

4. What is the purpose of posting a photo?

5. What is it about getting “likes” “followers” or “subscribers” that feels good?

Enhancing self-esteem

The following simple steps can help one build a strong self-esteem.

1. Identifying yourself – character, appearance, potentials.
2. Analyzing your feelings – how do you feel about your parents, home, siblings.
3. Assessing your self-worth – how much value do you attach to yourself?
4. Accepting yourself – accept both positives and negatives about yourself.
5. Identifying priority areas in your life – what do I need to change?
6. Joining a social support system, this could be a friend(s), family member(s), teacher(s).

Story

Mike has always dreamt of being a mechanical engineer since he was six years old. However, since he joined form two, he has never scored above 50 percent in a mathematics test. His friends keep mocking him and they tell

him that mathematics is simply not for him. They even warned him never to think he will be an engineer in future with that kind of performance. This has made Mike form a notion that mathematics is hard, and he will never pass in mathematics. Now Mike is going to form three, his interest in mathematics is so low, he never even attempts to answer questions in class. At this point Mike is beginning to lose his hopes of becoming an engineer someday.

From the above scenario, identify barriers of self-esteem.

Debate

You can never acquire self-esteem; you must be born with it to have it.

Oppose or propose.

Conclusion

Building and maintaining healthy self-esteem is essential for young people as they transition through the formative years of adolescence. Positive self-esteem acts as a foundation for confidence, resilience, and overall mental well-being. Encouraging teenagers to recognize their strengths, set realistic goals, and embrace their individuality can significantly boost their self-worth. Support from family, friends, and mentors plays a crucial role in reinforcing their sense of value and belonging. By fostering environments that celebrate achievements and provide constructive feedback, we can help teenagers develop a strong, positive self-image. Ultimately, nurturing self-esteem in teenagers equips them with the confidence and resilience needed to face life's challenges and pursue their aspirations with assurance.

Session 3: Coping with Emotions

Duration: 1 hour 30 minutes



Objective

By the end of the session the participant should be able to identify and name his/her emotions and feel empowered to manage his/her feelings.

List of emotions

Happy	Sad	Angry	Content
Afraid	Lonely	Disappointed	Jealous
Sorry	Scared	Mad	Frustrated

Disgust	Sick	Confused	Mean
Frighted	Surprised	Annoyed	Cheerful
Silly	Tired	Loving	Nervous
Worried	Proud	Bored	Guilty
Confident	Shy	Excited	Anxious

Emotions are strong feelings about an event or activity.

Setting the stage

“Today, we’re going to talk about feelings and emotions. Before we get started, I want everyone to know that you are free to share as much or as little about your feelings as you would like. You don’t have to share anything that you don’t feel comfortable sharing.”

Experience

Ask students to think of an emotion they felt sometime during their day yesterday.

Participants should then draw the face of how that emotion made them feel.

Below the drawing, the participants should rank how strong that emotional feeling was, with 1 being not very strong and 5 being the strongest they have ever felt.

Who would you feel most comfortable sharing that emotion with?
People feel better after sharing their emotions with others.

How did you respond to that emotion?

After all participants are done with the exercise, ask them to voluntarily share what they have written with the whole group.

Ways of managing emotions

Activity

Thumbs Up/Thumbs Down:

Instruct participants that you will be reading several different scenarios, and they are to respond with a thumbs up if the way of managing the emotion is good or a thumbs down if it is bad.

The scenarios are included below.

- When I get angry, it helps me feel better by yelling at my brother.
- When I feel sad, it helps me feel better if I go play outside.
- When I feel bored, it helps me feel better by reading a novel.
- When I feel tired, it helps me feel better to drink water.
- When I feel mad, it helps if I pick on someone.
- When I feel jealous, it helps me feel better to put someone down.
- When I feel lonely, it helps me feel better by playing computer games.

We can manage our emotions by:

1. Practising self-control
2. Self-distraction – taking our thoughts off the emotion we are going through
3. Delaying actions – allows one to take time and think through
4. Walking away and coming back later
5. Analyzing consequences of our actions

Extras

Which emotions would you experience in the following scenarios?

1. You have won an award for the cleanest student of the year.
2. All your pocket money is stolen.
3. There has been a fire incident in your school.
4. Your best friend is now closely attached to other friends.
5. You helped locate a lost uniform while you know you are the one that had picked it.

Discussion starter

“Do you think you will be able to apply what you have learned today when you are dealing with emotions? Why or why not?”

Case study

Jessica, a 16-year-old high school student, faces significant emotional challenges following her parents' recent divorce. Previously an outgoing and academically successful student, Jessica now finds herself feeling overwhelmed by sadness, anger, and confusion. Her grades have begun to slip, and she isolates herself from friends and family, struggling to cope with the emotional turmoil. Jessica's parents, both concerned about her well-being, notice her mood swings and withdrawal. They decide to seek help from the school counselor, hoping to find strategies to support Jessica in managing her emotions.

Intervention

The school counselor, Mrs. Kamau, meets with Jessica to discuss her feelings and experiences. Mrs. Kamau introduces Jessica to various coping strategies, such as journaling to express her emotions, engaging in physical activities like running to release built-up tension,

and practicing mindfulness exercises to stay grounded. Additionally, Mrs. Kamau encourages Jessica to reconnect with her friends and build a support network. Over several months, Jessica starts to implement these techniques and attends regular counseling sessions. Gradually, she begins to feel more in control of her emotions, her academic performance improves, and she starts to re-engage with her social circle. Jessica's journey highlights the importance of providing teenagers with practical tools and a supportive environment to help them navigate complex emotional landscapes.

Session 4: Coping with Stress

Duration: 1 hour 30 minutes

Objectives

By the end of the session the learner should be able to:

- recognize stressors
- cope with stress, and
- create stress management goals.

What is stress?

Draw a guitar and write about the kinds of stressful situations that start to make your strings snap!

Guitar: What makes your stings snap!

How does stress affect your body?

Common signs of stress include:

- sore stomach
- butterflies in the stomach
- headaches

- lack of concentration
- forgetfulness
- lack of sleep

How can you manage stress?

- Deep breathing
- Playing sports
- Talking to a friend
- Drawing
- Listening to music

Add your own ways of managing stress.

Activity

Responding to stress:

You can respond to stress by:

- fighting back
- fleeing away
- freezing

What do you understand by the following terms:

- a) fight
- b) flight
- c) freeze

Effects of stress

Help participants to understand that when we are under stress, we typically experience changes in four different areas, our **feelings**, our **body**, our **thoughts**, and our **behaviors**.

Stress can have a significant impact on teenagers, affecting their physical, emotional, and mental health. Here are some of the key effects of stress on teens:

a) Physical Effects

1. Sleep Disturbances: Stress can lead to insomnia or disrupted sleep patterns, making it difficult for teens to get the rest they need.
2. Headaches and Migraines: Chronic stress can cause frequent headaches and migraines.
3. Gastrointestinal Issues: Stress often manifests in stomach problems like nausea, stomachaches, or irritable bowel syndrome (IBS).
4. Weakened Immune System: Prolonged stress can weaken the immune system, making teens more susceptible to infections and illnesses.
5. Weight Fluctuations: Stress can lead to changes in appetite, resulting in weight gain or loss.

b) Emotional and Mental Effects

1. Anxiety and Depression: High levels of stress can contribute to the development of anxiety disorders and depression.
2. Mood Swings: Teens may experience increased irritability, frustration, and mood swings when under stress.

3. **Difficulty Concentrating:** Stress can impair cognitive functions, making it harder for teens to concentrate, focus, and retain information.
4. **Low Self-Esteem:** Persistent stress can negatively impact a teen's self-esteem and self-worth.
5. **Social Withdrawal:** Teens may withdraw from social interactions and activities they once enjoyed due to stress.

c) Behavioral Effects

1. **Risky Behaviors:** To cope with stress, some teens might turn to risky behaviors such as substance abuse, alcohol consumption, or reckless driving.
2. **Academic Decline:** Stress can lead to a drop in academic performance due to difficulty concentrating and retaining information.
3. **Changes in Eating Habits:** Stress can cause changes in eating patterns, leading to overeating or undereating.
4. **Aggressive Behavior:** Increased stress can result in aggressive or violent behavior as a way to cope with overwhelming feelings.

d) Long-Term Effects

1. **Chronic Health Conditions:** Prolonged stress during adolescence can contribute to the development of chronic health conditions like hypertension, heart disease, and diabetes later in life.
2. **Mental Health Disorders:** Continued exposure to high levels of stress can increase the risk of developing long-term mental health disorders such as chronic anxiety, depression, and PTSD.

3. Impaired Development: Stress can interfere with the normal development of the brain and other bodily systems during adolescence, potentially leading to long-term developmental issues.

Coping Strategies

1. Healthy Lifestyle: Encouraging regular exercise, a balanced diet, and adequate sleep can help mitigate the effects of stress.
2. Mindfulness and Relaxation Techniques: Practices like meditation, deep breathing exercises, and yoga can help teens manage stress.
3. Strong Support System: Having a supportive network of family, friends, and mentors can provide emotional support and reduce feelings of isolation.
4. Professional Help: Counseling or therapy can be beneficial for teens struggling with stress, providing them with tools and strategies to cope effectively.
5. Time Management Skills: Teaching teens effective time management and organizational skills can help them handle academic and extracurricular pressures better.

Understanding these effects and implementing coping strategies can help mitigate the negative impacts of stress on teenagers and promote their overall well-being.

Activity

Instruct participants to make a list of the “*Effects of Stress*” on a piece of paper.

Talk about the experiences of stress that come up commonly. Some scenarios include dropping of grades in school, loss of loved ones.

Stress test

Never – 1, Sometimes – 2, Often – 3, Always – 4

I have problems falling asleep or staying asleep	
I am uptight and cannot seem to relax.	
I get angry if things do not go my way.	
I have difficulty concentrating.	
I have a hard time finding fun things to do.	
I feel tired during the day.	
I worry a lot about things going on in my life.	
I have had health problems because I work too hard.	
I laugh or smile less than I used to.	
I feel sad or disappointed often.	
I like to be in control.	
I do not have enough time for all the things in my life.	
I have a habit of clenching my fists, cracking my knuckles, twirling my hair, or tapping my fingers.	

Activity

Effects of stress

When I am stressed, I feel (express emotions) ...

When I am stressed, my body... (Describe and illustrate)

When I am stressed, I notice more or less ... (describe behaviors)

When I am stressed, I think about...(reflect your experiences)

The types of stress

1. Acute stress—it is the first reaction one has towards a new challenge. It is characterized by either a “fight” or “flight” response.
2. Episodic acute stress – it is caused by the frequent occurrence of acute stress. Its characteristics include short-temper, anxiety and irritation.
3. Chronic stress—It forms from a build-up of acute stress. It is constant and it does not go away. Its effects include suicide, heart disease and accidents.

Note: Seeking help in time is highly recommended to avoid greater loss of health, relationships, grades, jobs and even death.

Story

Kip and his family used to stay in Runda when his dad was working for the United Nations. However, due to the coronavirus pandemic many people were laid off from work. Unfortunately, Kip’s dad was one of the affected people. After being laid off, Kip’s dad decided to try his luck in business. The business is not picking and so he is not making a lot of money like he used to. Kip and the family are now forced to relocate from Runda to the Kayole. He had promised his friends he would throw a big bash during his upcoming birthday. Kip is so stressed about how his friends will begin to think of him.

How can you help Kip manage his stress?

Conclusion

Coping with stress is crucial for teenagers as they navigate the complexities of adolescence. Developing effective coping strategies can empower them to manage stress in healthy ways, fostering resilience and promoting overall well-being. Techniques such as mindfulness, physical activity, and open communication with trusted adults can

significantly alleviate stress. Encouraging teenagers to build strong support networks and engage in hobbies they enjoy can also provide emotional relief. Ultimately, equipping teenagers with the skills to cope with stress not only enhances their current quality of life but also prepares them for future challenges, contributing to their growth into well-rounded and emotionally healthy adults.

Session 5: Friendship Formation and Maintenance

Duration: 2 hours



Objectives

By the end of the session, the participant should be able to appreciate and raise their socialization skills.

Goals

1. To identify important characteristics in a friend
2. To identify what a good friend does
3. To practice skills that help people make friends

Who is a friend?

A **friend is an acquaintance**, someone you enjoy spending time with and they feel the same. Someone who genuinely has your best interest at heart, cares and is willing to be honest with you. Someone whose opinion you value and one who respects you and your boundaries.

A true friend does not expect anything in return for your friendship. He/she likes you for who you are, and he/she expects the same in return. Friends offer an excellent way to get rid of stress and depression.

Activity

What makes a good friend?

Discuss with the participants qualities that we look for in a friend.

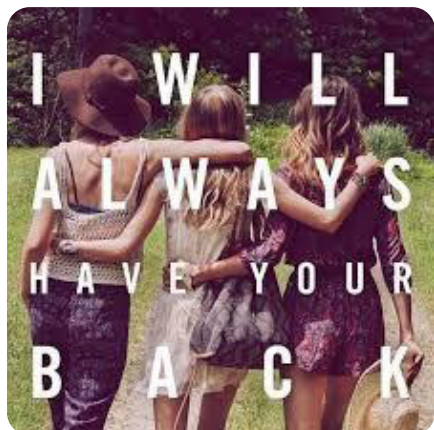
Brainstorm as a class, then explore the following list and add to it.

Give concrete examples of each of these qualities.

1. Trustworthy
2. Honest
3. Easy to talk with/be with
4. Authentic
5. Cheers me up
6. Considerate
7. Thoughtful
8. Kind but realistic
9. Makes me feel good about myself and challenges me with love

10. Supports me with my classwork and career goals

What characteristics are you **NOT** looking for in a friend?



Friends support each other.

Activity

Identifying personal friends

Steps

1. Have each participant close their eyes for a moment and think about their friends.
2. Give participants a piece of paper and ask them to brainstorm and write down a list of friends they can count on.
3. Have participants select one person from their list and, without giving the name, tell the class about their friend:
 - how they met their friend - how the friendship developed.
 - how long they have known each other.
 - the qualities of that friend that are important to them, and
 - examples of things they do together as friends.

Game: That's Me!!

One participant stands in front of the group and shares a fact about themselves, like their favorite color or favorite animal. Everyone who also shares that favorite thing stands up and shouts, "That's me!".

Story

Kate is home for her school holiday. Her parents have enrolled her for a vocational bible school training at her church. It is a one-week program starting from Monday to Sunday. Kate is excited about the whole idea. On the first day of the training, during registration, she noticed a teenage girl who was new. Since Kate was already through with her admission, she decided to help her. She approached her politely and after introducing herself she offered to help her through the admission desk and after she was admitted, Kate escorted her to her assigned room. In the process they become friends and the friendship has developed to the family level where they visit each other and do assignments together.

Which qualities helped Kate form her new friendship?

Debate

It is very hard for people who have nothing in common to become friends.

Agree or disagree.

Conclusion

Friendships are work in progress and should be supportive of good behavior and not bad behavior. Choose friends wisely and keep them within the right boundaries. Some friendships will be short lived and others will be long-term. Friendship should add value and growth. Friendship should be of positive influence and not encourage unnecessary peer pressure.

Session 6: Relationships

Duration: 2 hours

Objective

By the end of the session the participant should be able to understand the types of relationships and their importance.

A relationship is a mutual **connection** between two or more people.

We have relationships with many people. We have relationships with our parents, siblings, extended family members, neighbors and our friends in church, mosques, and home and at school. Having relationships with other people is important, because these connections with other people can make us feel good about ourselves and make others feel they belong.

Benefits of relationships

Relationships make us feel good by providing us with someone else to talk to. This is important because it makes us feel like we are not alone. There are many other reasons why relationships make us feel good. We are social beings and we want to identify with people. During the lockdown in 2020, isolation due to COVID 19 caused stress and depression among many.

Healthy relationships can have a profound and positive impact on teenagers, contributing to their emotional, social, and mental development. Here are some key benefits:

Emotional Benefits

1. **Increased Self-Esteem:** Positive relationships can boost a teen's self-esteem and confidence. Feeling valued and accepted by friends and family reinforces a sense of self-worth.
2. **Emotional Support:** Relationships provide a support system during challenging times, helping teens navigate stress, anxiety, and other emotional difficulties.
3. **Sense of Belonging:** Strong relationships can create a sense of belonging and reduce feelings of loneliness and isolation.

Social Benefits

1. **Improved Communication Skills:** Interacting with peers and adults helps teens develop effective communication skills, including active listening, empathy, and expressing themselves clearly.
2. **Social Skills Development:** Healthy relationships teach teens important social skills such as cooperation, conflict resolution, and teamwork.
3. **Enhanced Peer Connections:** Positive peer relationships can offer a supportive environment for sharing experiences and learning from one another.

Mental Health Benefits

1. **Reduced Risk of Depression and Anxiety:** Supportive relationships can act as a buffer against mental health issues, reducing the risk of depression and anxiety.
2. **Stress Relief:** Having trusted individuals to talk to can alleviate stress and provide a sense of security.

3. **Better Academic Performance:** Teens with strong support networks tend to perform better academically due to reduced stress and increased motivation.

Behavioral Benefits

1. **Positive Role Models:** Healthy relationships with adults and peers can provide positive role models, influencing teens to make better life choices.
2. **Decreased Risk of Risky Behaviors:** Teens who feel supported and understood are less likely to engage in risky behaviors such as substance abuse, truancy, and delinquency.
3. **Encouragement of Healthy Habits:** Friends and family can encourage teens to adopt healthy habits such as regular exercise, proper nutrition, and adequate sleep.

Personal Growth Benefits

1. **Identity Formation:** Relationships play a crucial role in helping teens explore and understand their identity, values, and beliefs.
2. **Resilience Building:** Supportive relationships help teens build resilience, enabling them to recover from setbacks and face challenges with confidence.
3. **Independence and Responsibility:** Healthy relationships foster a sense of independence and responsibility, as teens learn to balance their needs with those of others.

Long-Term Benefits

1. **Preparation for Adult Relationships:** The skills and experiences gained from teenage relationships prepare individuals for healthy

adult relationships, including friendships, romantic partnerships, and professional connections.

- 2. **Networking and Opportunities:** Strong relationships can lead to networking opportunities and open doors for future educational and career prospects.
- 3. **Life Satisfaction:** Overall, teens who develop healthy relationships are more likely to experience higher levels of life satisfaction and well-being.

Coping Strategies for Challenges

- 1. **Conflict Resolution:** Learning to navigate and resolve conflicts in relationships teaches important life skills and reduces the negative impact of disagreements.
- 2. **Emotional Regulation:** Relationships can help teens develop emotional regulation skills, enabling them to manage their emotions more effectively.
- 3. **Support Seeking:** Knowing when and how to seek support from others is a valuable coping strategy that can help teens handle various life challenges.

Activity

Can anyone give me reasons why relationships are important? (Wait for answers).

Types of relationships

Engage the participants on their understanding of these types of relationships.

- 1. Family relationships

- 2. Friends

- 3. Acquittances – people we encounter regularly but are not our friends or relatives

- 4. Romantic relationships

Characteristics of Relationships

Can anyone give us an example of things that help us relate well with others?

(wait for responses)

Some possible feedback might include giving each other compliments, sharing things like pens.

Activity

What are some of the things that spoil relationships?

Write down five things that can negatively affect a relationship between people.

- a. -----

- b. -----
- c. -----
- d. -----
- e. -----

Healthy & Unhealthy Relationships

Respect for both oneself and others is a key characteristic of healthy relationships.

In unhealthy relationships, one partner tries to exert control and power over the other physically, sexually, and/or emotionally. Sometimes the offender is not aware of their unhealthy behavior but will need help to understand their underlying issues.

Things to expect from a healthy relationship

- 1. Mutual respect
- 2. Trust
- 3. Honesty
- 4. Compromise
- 5. Good communication
- 6. Being a role model
- 7. Understanding
- 8. Problem solving

(Ask the participants to make suggestions of other things that can be included in the list.)

Characteristics of Unhealthy Relationships

When you are in an unhealthy relationship you feel:

- Sad, angry, scared, or worried
- Controlled and disrespected
- Pressured to spend time together and guilty when apart
- The need to be someone that you are not (pressure to impress)
- No respect for your opinions and personal space.

Brainstorming

If you find yourself in an unhealthy relationship, would you rather stay and try making it better or will you leave the relationship and move on? Why?

Share with your friend/desk-mate.

Story

Juma, a 15-year-old high school student, faced the typical challenges of adolescence, including academic pressure and self-esteem issues. Initially, he struggled with feeling isolated and found it difficult to open up to his peers. However, when Juma joined the school's debate club, he started forming friendships with other members who shared his interests. These friendships provided Juma with a sense of belonging and boosted his confidence as he realized he was valued for his ideas and contributions. The emotional support from his friends helped Juma manage his stress better, leading to improved mental health and a noticeable reduction in anxiety. His newfound self-esteem also translated into better academic performance, as he felt more motivated and focused in his studies.

As Juma's relationships with his friends deepened, he developed essential social skills, such as effective communication and conflict resolution. These skills were not only beneficial in his interactions with peers but also in his relationships with teachers and family members.

What have you learnt from Juma's story?

Conclusion

Significant relationships are key to overall well-being of human beings at all ages. Good mutual relationships should be enjoyed as much as possible but should not be abusive and rigid.

Healthy relationships are integral to a people's development, offering numerous benefits that contribute to their overall growth, well-being, and future success.

Session 7: Assertiveness

Duration: 2 hours



Specific learning outcomes

By the end of the session, the participant should be able to build up true assertiveness and effective ways of dealing with conflicts, challenging personalities, and situations in life.

Assertiveness is the ability to honestly express your opinions, feelings, attitudes, and rights, without unneeded anxiety, in a way that does not infringe on the rights of others. Explain to the participants that being assertive is the ability to state your feelings without anger or being passive. It involves taking a personal stand without offending others.

Once all participants have understood what assertiveness is, proceed to the next subtopic of characteristics of an assertive person.

Characteristics of an assertive person

Can someone now tell us what characteristics define an assertive person? (wait for responses)

Write the responses on a flipchart.

Responses may include:

- They respect the rights and interests of others.
- They are honest.
- They express their feelings freely.

Why is it important to be assertive?

If you do not know how to be assertive, you might experience the following:

1. Frustration
2. Temper/violence
3. Depression
4. Miss out on opportunities

Discuss the above points and allow participants to share their thoughts of how lack of assertive skills can lead to those effects.

Activity

When I am assertive, I will be able to...

*Ask the participants to complete the sentence with their own thoughts.
This will gauge their understanding of assertiveness.*

How can you become more assertive?

- a. By valuing yourself and your rights.
- b. By voicing your needs and wants more confidently.
- c. By acknowledging that you cannot control other people's behaviors.
- d. By expressing yourself in a positive way.
- e. By being open to criticism and compliments.
- f. By learning to say 'No' calmly and firmly.
- g. By using assertive communication techniques like 'I' statements, 'I need', 'I want', 'I like'.

Non-verbal assertiveness

Refer to Essential Life Skills Form one Oxford pupil's book pages 54, 55 and 56 for factors that enhance assertiveness and situations that call for assertiveness.

- 1. Posture
- 2. Facial expression
- 3. Eye contact
- 4. Gestures

Values associated with assertiveness

- Honesty
- Love
- Simplicity
- Cooperation

Role-play

You are coming from a CRE class where you have just been taught about respecting your elders. On your way home, you meet with an elderly man who asks you to finish up his cigarette for him.

Task: Respond assertively.

Story

Megan is very beautiful and everybody in class wants to be associated with her. She has a good heart, and she likes to be humble and responsible. Megan is caring and very kind to other students. She does not support the bad behavior of form three students who are fond of pouring sand on the roof to scare form one students when lights go off. After learning about assertiveness, Megan wants to make it clear to the form three students that their behavior is uncouth and they should stop it with immediate effect.

Which qualities does Megan need to have?

Conclusion

Knowing yourself and what you stand for is important in order to make a stand even amidst opposing even popular opinions. You don't have to be rude or confrontational in taking a stand. Be open-minded and do not be rigid to new appropriate information and ideas.

Session 8: Empathy

Duration: 1 hour 45 minutes

Objective

By the end of the session, the participant should be able to demonstrate empathy to his/her friends in both positive and negative situations.

To be **empathetic** means to share an emotion with someone, you put yourself in their shoes and try to feel what they are feeling even though you are not in the same situation yourself.

Scenario 1

Have you ever felt sad for a friend just because he was sad? That is empathy! So, for example, if you feel sad with your friend because his parents could not afford to pay for his school trip even though you are not affected by him not coming for the trip, that is empathy. Sharing another person's sadness is a kind of empathy.

Scenario 2

Have you ever been with a friend who just got a new pair of shoes and she is so excited about it and you get super excited too? If you are feeling excited because you know how great it can feel to get a new pair of shoes, even though you did not get a new pair of shoes, that is empathy. Being excited with your friend is a kind of empathy.

How can you demonstrate empathy?

You can demonstrate empathy by:

1. Listening keenly.

2. Having curiosity and care for the other person's experience.
3. Accepting the other person's interpretation/perspective or opinion.
4. Repeating what you think you heard (paraphrasing).
5. Not trying to solve their problems (only share possible suggestions with an open mind and let them decide. Support them).

The facilitator can take at least three minutes to discuss each technique for showing empathy with the participants.

Now let us talk about the importance of being empathetic. This will help us understand that sharing other people's emotions makes them feel loved and appreciated.

Activity

Brainstorm on the benefits of showing empathy to others.

What are the benefits of being empathetic?

The facilitator should list the responses raised and discuss each one of them one by one.

Some possible responses may include: reduces stress, and it makes people feel relieved.

Being empathetic offers numerous benefits across various aspects of life, including personal well-being, relationships, and professional success. Here are some key benefits:

Personal Well-Being

1. Emotional Regulation: Empathy helps individuals understand and manage their own emotions better by recognizing and processing the emotions of others.

2. **Reduced Stress:** Empathetic individuals often experience lower stress levels because they are better equipped to handle social interactions and conflicts.
3. **Increased Happiness:** Showing empathy can lead to greater personal satisfaction and happiness, as it fosters positive social connections and a sense of purpose.

Relationships

1. **Stronger Connections:** Empathy helps build deeper, more meaningful relationships by fostering trust, understanding, and mutual respect.
2. **Improved Communication:** Empathetic individuals communicate more effectively, as they are able to understand and respond to the emotions and needs of others.
3. **Conflict Resolution:** Empathy aids in resolving conflicts by enabling individuals to see situations from others' perspectives and find common ground.

Social Benefits

1. **Community Building:** Empathy promotes a sense of community and belonging, encouraging supportive and cooperative social environments.
2. **Enhanced Social Skills:** Being empathetic improves social interactions and networking abilities, making it easier to form and maintain friendships and professional connections.
3. **Increased Altruism:** Empathetic individuals are more likely to engage in prosocial behaviors, such as helping others and volunteering.

Professional Success

1. Leadership: Empathy is a key trait of effective leaders, enabling them to inspire, motivate, and understand their team members.
2. Teamwork: Empathetic individuals contribute to better teamwork by fostering collaboration, understanding, and support among team members.
3. Customer Relations: In customer-facing roles, empathy helps in understanding and addressing clients' needs, leading to higher customer satisfaction and loyalty.

Psychological and Cognitive Benefits

1. Greater Insight: Empathy enhances one's ability to understand complex social dynamics and human behavior, leading to better decision-making.
2. Creativity and Innovation: Understanding diverse perspectives can stimulate creative thinking and innovation by encouraging new ideas and approaches.
3. Self-Awareness: Empathy promotes self-reflection and awareness, helping individuals understand their own emotions and behaviors in relation to others.

What is the difference between empathy and sympathy?

Empathy refers to the ability of an individual to understand and identify with the circumstances and feelings of another person and offer appropriate support while sympathy on the other hand refers to feeling sorry for someone due to a difficult experience the person is going through.

List three situations in the past that required you to be empathetic.

Refer to Essential Life Skills Form one Oxford pupil’s book pages 65 to 69. Oxford 1 page 65

Story

You have attended a wedding ceremony. People are at the reception eating food and enjoying soft music. You throw your eyes around and you spot a young boy who is deaf and dumb. He is just seated there not knowing what is going on. You realize he is the only one who has not been served with a plate of pilau.

- 1. Imagine yourself in the shoes of that young boy. How would it make you feel?
- 2. Would you struggle showing empathy to such a person? Would you act?

Case study

Mark, a 16-year-old high school student, struggled to connect with others emotionally until he began volunteering at a local homeless shelter. There, he encountered individuals with diverse and challenging life stories, which opened his eyes to the struggles others faced. Through listening to these stories and offering support, Mark developed a deeper sense of empathy. This newfound empathy improved his relationships with friends and family, making him more patient, understanding, and compassionate. Volunteering transformed Mark into a more emotionally aware and socially conscious individual, highlighting how

engaging with different life experiences can significantly enhance a teenager's ability to empathize and connect with others.

Conclusion

Empathy enhances personal well-being, strengthens relationships, and contributes to social and professional success by fostering understanding, compassion, and effective communication.

Cultivating empathy in teenagers is vital for their personal growth and social development. Empathy fosters understanding, compassion, and strong interpersonal relationships, enabling teenagers to connect deeply with others' feelings and perspectives. By encouraging practices such as active listening, open communication, and volunteerism, we can help teenagers develop this crucial skill. Empathy not only enhances their ability to navigate social interactions but also promotes a more inclusive and supportive community. Ultimately, teaching teenagers the value of empathy equips them to become compassionate, responsible individuals who contribute positively to society.

Session 9: Effective Communication

Duration: 2 hours



Objective

By the end of the session, the participant should be able to learn to effectively communicate with others.

Giving and receiving information is a process that happens in our day-to-day life.

The information could be instructions, rules, requests, or just knowledge. For the process of transferring information to be successful, we need to use effective communication skills so that our message is correctly passed.

Definition of Effective Communication

Effective communication refers to the art of transmitting information, thoughts, and attitudes from one person to another.

It is the route of meaningful interaction among human beings. It involves sending clear messages, receiving the messages as the sender intended and providing the appropriate feedback or response. It is therefore the only way through which one can achieve the results he or she desires from any kind of communication.

Refer to Essential Life Skills Form One Oxford pupil's book page 70, 71 for definition and clarity.

Why is it important to have excellent communication skills?

Excellent communication skills are essential for a variety of reasons, impacting personal, professional, and social aspects of life. Here are some key reasons why having excellent communication skills is important:

Personal Relationships

1. **Building Strong Relationships:** Effective communication helps build and maintain strong relationships with family, friends, and partners by fostering trust, understanding, and mutual respect.
2. **Conflict Resolution:** Good communication skills enable individuals to navigate and resolve conflicts amicably by expressing their viewpoints clearly and listening to others.
3. **Emotional Support:** Being able to communicate effectively allows individuals to offer and receive emotional support, enhancing the quality of personal interactions.

Professional Success

1. **Career Advancement:** Strong communication skills are often linked to professional success, as they are critical for networking, interviewing, and career development.
2. **Team Collaboration:** Effective communication is key to successful teamwork, ensuring that team members understand their roles, responsibilities, and the goals of the project.
3. **Leadership:** Good leaders must communicate their vision, motivate their team, and provide clear instructions and feedback. Excellent communication skills are essential for effective leadership.

Academic Achievement

1. **Understanding and Retention:** Good communication skills help in better understanding and retaining information, which is crucial for academic success.
2. **Participation and Collaboration:** Being able to articulate ideas clearly and listen to others is important for participating in class discussions and group projects.
3. **Writing and Presentation:** Strong communication skills are vital for writing essays, reports, and giving presentations, all of which are common academic requirements.

Social Interaction

1. **Networking:** Effective communication helps in building and maintaining a network of personal and professional contacts, which can provide support and opportunities.
2. **Persuasion and Influence:** Good communicators can persuade and influence others, which is beneficial in various situations, from negotiating to inspiring change.

3. **Conflict Management:** Effective communication skills help manage and resolve conflicts in social settings, contributing to a more harmonious environment.

Personal Development

1. **Self-Expression:** Being able to communicate effectively allows individuals to express their thoughts, feelings, and ideas clearly and confidently.
2. **Empathy and Understanding:** Good communication skills involve active listening and understanding others' perspectives, fostering empathy and stronger interpersonal connections.
3. **Critical Thinking:** Effective communication often involves analyzing information, organizing thoughts, and presenting arguments logically, which enhances critical thinking skills.

Health and Well-Being

1. **Mental Health:** Being able to communicate feelings and concerns can reduce stress and anxiety, contributing to better mental health.
2. **Relationship Satisfaction:** Clear and open communication is linked to higher satisfaction in personal relationships, contributing to overall well-being.
3. **Problem-Solving:** Effective communication is crucial for identifying problems, discussing possible solutions, and making informed decisions.

Activity

Discuss how effective communication is important in the following contexts.

1. Students conducting a group discussion
2. The school principal addressing a parents' meeting
3. A teacher teaching in class
4. A student having a discussion with parents

Nonverbal Communication

Apart from using words, we can also communicate nonverbally. With the contribution of participants, make a list of nonverbal communication on a flipchart. Ask for volunteers to do a role play on the nonverbal communication techniques listed below.

- Leaning back in a chair with arms crossed
- Leaning forward in a chair
- Smiling
- Frowning
- Yawning
- Nodding
- Resting chin in both hands
- Tapping fingers on the table
- Looking at your watch
- Staring around the room

Discussion

In small groups, guide the participants to discuss some of the barriers to effective communication.

Barriers to effective communication

Some barriers to effective communication include noise, language barrier, level of education and culture.

Barriers to communication are obstacles that hinder the effective exchange of information, ideas, or emotions between individuals or groups. These barriers can occur at various stages of the communication process and can be caused by factors such as:

1. Language Barriers

- **Language Differences:** When individuals speak different languages or have varying levels of proficiency in a shared language, understanding can be compromised.
- **Jargon and Technical Language:** Using specialized terminology or jargon that is unfamiliar to the recipient can lead to confusion and misinterpretation.

2. Physical Barriers

- **Distance:** Physical distance, such as in long-distance communication or large meeting halls, can make it challenging to convey messages clearly.
- **Noise:** Environmental noise, distractions, or poor acoustics can disrupt communication by making it difficult to hear or concentrate.

3. Psychological Barriers

- **Emotional State:** Strong emotions such as anger, fear, or anxiety can interfere with effective communication by clouding judgment and leading to defensive or irrational responses.
- **Perception and Bias:** Differences in perception, cultural

backgrounds, beliefs, or biases can create misunderstandings and hinder empathy and understanding.

- Lack of Attention: Inattentiveness, preoccupation, or multitasking can prevent individuals from fully engaging in communication and comprehending messages.

4. Cultural Barriers

- Cultural Norms: Different cultural norms regarding communication styles, body language, gestures, and personal space can lead to misinterpretation and miscommunication.
- Stereotypes and Prejudices: Stereotypes, prejudices, and assumptions based on cultural or social identities can create barriers to open and respectful communication.

5. Technological Barriers

- Technical Issues: Problems with communication tools or technology, such as poor internet connection, software glitches, or hardware malfunctions, can disrupt communication flow.
- Overreliance on Technology: Depending too heavily on digital communication methods can lead to misunderstandings, lack of nuance, and reduced interpersonal connection.

6. Personal Barriers

- Poor Listening Skills: Inability or unwillingness to listen actively, empathetically, and without interruption can hinder effective communication.
- Ego and Defensiveness: Defensive attitudes, ego-driven behaviors, and reluctance to admit mistakes can block constructive dialogue and problem-solving.

Overcoming Barriers to Communication

- Clear and Concise Messaging: Use clear language, avoid jargon, and tailor messages to the audience's level of understanding.
- Active Listening: Practice active listening by giving full attention, asking clarifying questions, and showing empathy.
- Cultural Sensitivity: Be aware of cultural differences, show respect, and adapt communication styles accordingly.
- Feedback and Openness: Encourage open feedback, foster a culture of transparency, and address concerns promptly.
- Technology Management: Use reliable communication tools, address technical issues promptly, and balance digital communication with face-to-face interactions.
- Emotional Intelligence: Develop emotional intelligence skills to manage emotions effectively and build rapport with others.

Media of communication

Communication can also take place through different channels. Brainstorm with the participants to come up with a list of communication media.

Examples of communication media are:

- mobile phones
- social media
- letters
- emails
- text messages

Story

Mr. Tembo the head teacher at Eastleigh Secondary School calls for a sudden assembly. He addresses a matter that is fast arising in the school which is bullying. He begins by explaining that all students are equal whether in form one or in form four. He encourages the students to see each other as brothers and sisters. He challenges the form four students to be the first line of defense for the form one students rather than bullying them. He goes on to state that bullying in the school will not be tolerated at all. He warns that there will be heavy consequences if anyone is found bullying a fellow student. He also encourages the form one students to promptly report any cases of bullying to the school's discipline master.

1. What channels of communication did the head teacher use?
2. Was his communication effective? Why?

Conclusion

Effective communication is important to enhance good relationships. It is important to use the right words, language, mode, body language and also media in order to be clearly understood.

Excellent communication skills are fundamental for building and maintaining relationships, achieving professional and academic success, enhancing social interactions, and promoting personal development and well-being. They enable individuals to express themselves clearly, understand others, and navigate the complexities of various interactions effectively.

Session 10: Negotiation Skills

Duration: 1 hour 45 minutes

Objective

By the end of the session, the participant should be able to recognize the skills required for negotiation.

Definition of Negotiation

Negotiation is the process or discussion of achieving a given solution or agreement to settle a matter of mutual concern or resolve a conflict. It usually involves making a few compromises by both or either parties.

Activity

Understanding negotiation

This activity has three parts for the participants:

1. Share situations where you had to negotiate with your parent/guardian about obtaining something you wanted which may not have been their priority then.
2. Which skills did you use to negotiate and what were the results?
3. Ask two volunteers to dramatize a negotiation process in a market context. One volunteer to be a seller and the other one to be the buyer.

Values that help in making the negotiation process successful

Activity

Brainstorm

What values are required in a negotiation process?

Some values required in a negotiation process include respect, tolerance, cooperation. Add the values raised by participants to the list.

Several values are essential for teenagers to cultivate during the negotiation process to ensure positive outcomes and constructive interactions. These values include:

1. Respect

- Respecting Others' Perspectives: Acknowledging and valuing the viewpoints, ideas, and opinions of others, even if they differ from one's own.
- Respectful Communication: Using polite and respectful language, tone, and behavior during negotiations to foster a positive and collaborative atmosphere.

2. Empathy

- Understanding Others' Feelings and Needs: Showing empathy by actively listening, putting oneself in others' shoes, and considering their emotions and needs.
- Finding Common Ground: Seeking common ground and understanding shared interests to build rapport and facilitate mutually beneficial agreements.

3. Open-mindedness

- Being Open to New Ideas: Having an open mind to consider alternative perspectives, creative solutions, and different approaches to problem-solving.

- Flexibility: Being willing to adapt and compromise, understanding that negotiation often involves give-and-take to reach satisfactory outcomes.

4. Integrity

- Honesty and Transparency: Being truthful, honest, and transparent in communication, commitments, and negotiations to build trust and credibility.
- Ethical Considerations: Upholding ethical standards and principles, respecting boundaries, and avoiding manipulation or deceitful tactics.

5. Collaboration

- Teamwork: Recognizing the importance of collaboration and teamwork in negotiations, working together toward common goals, and valuing collective success.
- Sharing Credit and Responsibility: Acknowledging contributions from all parties involved and sharing credit and responsibility for outcomes.

6. Patience

- Staying Calm and Patient: Maintaining composure, managing emotions, and practicing patience, especially during challenging or prolonged negotiations.
- Allowing Time for Discussion: Allowing sufficient time for thorough discussions, deliberations, and decision-making processes without rushing or impatience.

7. Communication

- **Effective Communication:** Using clear, concise, and effective communication skills, including active listening, asking clarifying questions, and providing constructive feedback.
- **Conflict Resolution:** Handling conflicts and disagreements respectfully, addressing issues directly, and seeking mutually agreeable solutions.

8. Accountability

- **Taking Responsibility:** Accepting accountability for one's actions, commitments, and agreements made during negotiations.
- **Following Through:** Fulfilling promises, honoring agreements, and following through on commitments to maintain trust and credibility.

9. Adaptability

- **Adapting to Change:** Being flexible and adaptable to changing circumstances, evolving priorities, and unexpected challenges during negotiations.
- **Creative Problem-Solving:** Using creativity and innovation to find solutions and overcome obstacles, thinking outside the box when necessary.

Skills of a good negotiator

A good negotiator uses the following skills:

1. Effective communication
2. Listening skills

3. Rapport building
4. Decision making
5. Assertiveness
6. Problem solving skills
7. Critical thinking skills

Case study

You are a day-scholar at Ushindi Group of Schools. Every morning your parent or guardian gives you fare to and from school. When going home, you realize you lost a fraction of the money, but you still need to get home.

How can you apply negotiation skills in this scenario bearing in mind you have used the same route for a long time?

Story

Sarah, a 15-year-old high school student, demonstrated exceptional negotiation skills during a group assignment. When faced with conflicting ideas and preferences within her team, Sarah took the initiative to facilitate a negotiation session. She encouraged open communication, actively listened to everyone's perspectives, and identified common goals. Through effective problem-solving and compromise, Sarah helped the team reach mutually agreeable solutions that satisfied everyone's needs and contributed to the project's success. Her ability to navigate complex interpersonal dynamics and find win-win solutions showcased her mature negotiation skills, highlighting the importance of teaching and developing such skills among teenagers for collaborative and constructive outcomes.

Conclusion

Good negotiation skills help one to navigate life without necessarily having to accept things as they are. One can navigate and manage

difficult issues and even prices through respectfully presenting your thoughts and finding your space. Being knowledgeable and confident makes you have an upper hand in negotiations. Negotiation is not completion and is not about outshining others but fairness.

By instilling these values in teenagers and guiding them to apply these principles during negotiation processes, they can develop essential skills for effective communication, conflict resolution, collaboration, and ethical decision-making, setting a strong foundation for their personal and professional growth.

Session 11: Non-violent conflict resolution

Duration: 2 hours



Objectives

By the end of the session, the participant should be able to refrain from resorting to violence and instead embrace peaceful ways of resolving conflicts around him/her.

Key inquiry question

What will you do when you find yourself in a dangerous situation that has escalated to conflict?

Conflicts arise in the classroom, dining hall, library, school bus, playground, while standing in line, and any place where we gather.

Conflict resolution education will help us learn problem solving skills that we can use in such situations.

Key words: conflict, conflict resolution, non violent conflict resolution

What is a Conflict?

A conflict is a serious disagreement or argument.

What is conflict resolution?

It refers to a way in which parties that are in argument agree to solve their dispute and end their disagreement.

Definition of non-violent conflict resolution

Non - violent conflict resolution is the use of various means or ways endeavored at bringing a solution towards a disagreement or incompatibility without the use of violence. In this way, the negotiating parties try to reach an agreement by consensus and not by force.

Understanding non-violent conflict resolution

Activity

Let the participants do the activity using the guidelines below.

1. Identify instances where they have had conflict either in school, at home or in the family.
2. Make a list of those instances on a piece of paper.
3. Select a few participants willing to share the conflicts they have noted down and how they resolved them.

Explain to the participants that violence is not the best way to solve a conflict. Encourage participants to adopt non-violent conflict resolution strategies which include walking away to avoid physical confrontations.

What are some of the things that make us resort to violent forms of resolving conflict?

Invite responses from the participants.

These things will form the barriers to non-violent conflict resolution.

Barriers to non-violent conflict resolution

Group Activity

Which barriers prevent us from solving conflict peacefully?

Listen to the participants for their feedback and note the points raised on a flipchart.

Some common barriers in hot-temperedness, lack of effective communication, lack of listening skills, ego.

The process of non-violent conflict resolution

1. You must have the desire to solve the conflict
2. Both parties must agree to be honest and listen to one another (with an open mind)
3. You must begin all discussions with “I feel...” and never use “You...” in a sentence
4. Apologize for the reactions you caused
5. Agree to treat one another differently in the future
6. Explain how much you care about the other person.

Drama/skit

Kim’s parents have spent a lot of money to send him to the best high school around. They are doing this to help him become a doctor in

future. They have the best intentions for Kim at heart that is why they are willing to sacrifice huge amounts of money for his sake. Unfortunately, Kim does not want to be a doctor, on the contrary Kim wants to be a youtuber. This puts him and his parents at a conflict.

Dramatize the scenario and aim at resolving the conflict between Kim and his parents.

Story

Maliq after being served his overflowing cup of porridge is walking slowly back to his dormitory. A bunch of rushing students who are late for their breakfast hurriedly run past him and one of them accidentally catches Maliq's hand and a few drops of porridge helplessly drop down his cup. Maliq gets very furious and grabs the particular boy by the neck.

Identify a conflict in the story.

How would you solve that conflict?

Conclusion

Conflicts are bound to happen in life because people are unique and different. Conflicts can be resolved peacefully and for the benefit of both through respect and looking at things from other people's perspectives. Peaceful co-existence is beneficial to everyone.

By instilling these values in teenagers and guiding them to apply these principles during negotiation processes, they can develop essential skills for effective communication, conflict resolution, collaboration, and ethical decision-making, setting a strong foundation for their personal and professional growth.

Session 12: Decision-making

Duration: 1 hour 45 minutes

Objective

By the end of the session, the participant should be able to learn the steps of making an informed decision.

Key Inquiry question

Why is it important to have decision making skills?

Introduction to decision making

We make decisions every day. Some of our decisions are small and easy and require little time while others are bigger decisions that need a lot of time to think over and consult widely.

What is decision making?

Decision making refers to a process of gathering information to help understand our choices before deciding on a course of action.

Activity

Divide the participants into four groups.

We want to make a list of decisions we have made in the past.

Group 1: what decisions did you make yesterday?

Group 2: what decisions did you make last week?

Group 3: what decisions did you make last month?

Group 4: what decisions did you make last year?

Each group should make a list of their decisions and share with the larger group.

Case study

Next year you will be in form three, you are planning to select computer studies as one of your selective subjects. Now you think it is a good idea to have a computer at home where you will be doing your practice. You talk to your parents about buying a computer and they agree. Since you are home for the holidays at the moment, your parents entrust you with the task of suggesting an affordable computer and they will provide the money.

Discuss the steps you will take before deciding which computer to purchase.

Some suggestions will include speaking with friends, trying out computers in the cyber, visiting a computer shop, researching online.

Decision making steps

Steps to effective decision making.

1. Identify the decision
2. Gather information
3. Identify alternatives
4. Weigh each alternative
5. Choose the most suitable alternative
6. Act (take a logical step)
7. Evaluate the decision to see if it is effective or not

Guide the participants through each step and answer any doubts that may arise.

Factors that influence our decisions

Activity

What things influence your decisions?

1. Friends
2. Family
3. Available resources
4. Personal preferences
5. Past events

Ask participants to add into the list with things that influence their decisions.

Case study

Bob asks you to escort him to gatecrash a wedding happening at the church around the neighborhood, but your Mum has left you in charge of your baby sister who is fast asleep in the house.

1. You have two alternatives to pick from:
 - A. Accompany Bob to the wedding.
 - B. Remain at home and watch over your baby sister.
2. Write each alternative on different pieces of paper.
3. Divide the paper into two sections, one section of positives and another section for negatives.

4. Explore all the positives and negative outcomes of the two decisions.
5. Based on the positive and negative outcomes, decide whether you will go for the wedding or you will stay at home.

Debate

Decision making is hard.

Agree or disagree. Give reasons to support your motion.

Story

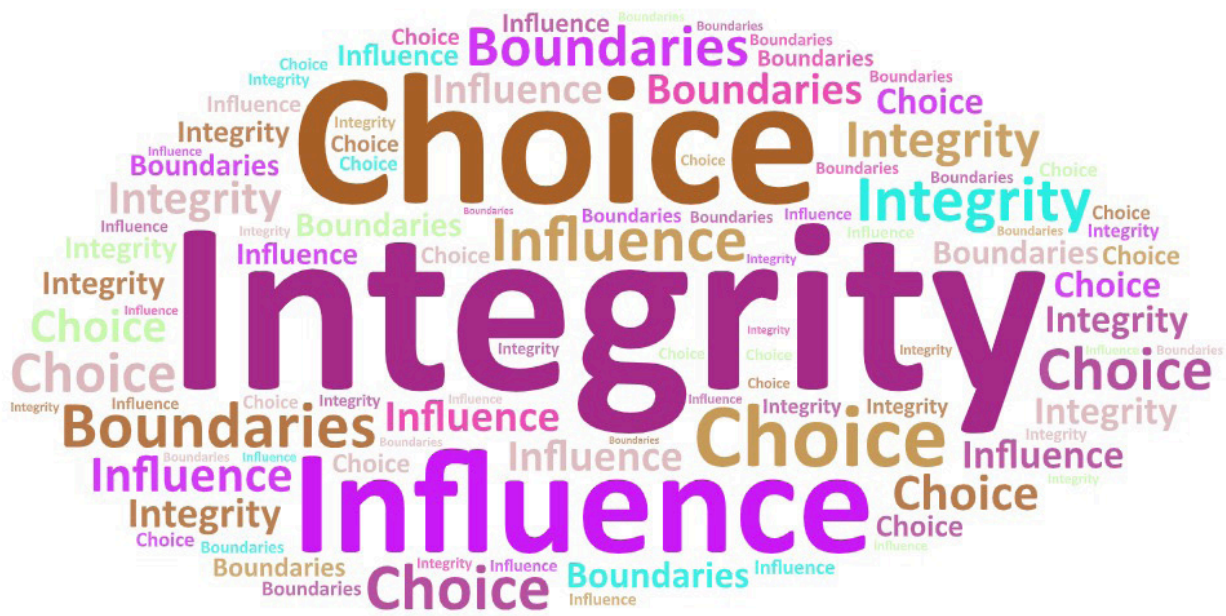
Memo, a 16-year-old, faced a pivotal decision in choosing her high school subjects, shaping her future career. She debated between science and mathematics subjects, reflecting her interest in technology, and humanities and social sciences, inspired by her love for literature. Memo applied a structured approach, weighing the pros and cons of each option. She researched career prospects, personal interests, and long-term goals, seeking advice from teachers and professionals. Ultimately, Memo chose science and mathematics, recognizing their alignment with her passion for technology and engineering. Her methodical decision-making process ensured an informed choice, setting a strong foundation for her future career in the STEM field.

Conclusion

Decision making is part of our daily life and there are many factors that should be considered before making long term decisions. Exposure and knowledge will increase our ability to make appropriate decisions knowing that we must take responsibility for our decisions.

Session 13: Peer Pressure Resistance

Duration: 1 hour 45 minutes



Objective

By the end of the session, the participant should be able to demonstrate effective refusals to negative peer pressure and identify positive peer pressure activities.

Key terms: peer, peer pressure, peer pressure resistance

Discussion

What is peer pressure?

Give participants a few minutes to say what they think about peer pressure and how it can be defined with their own words.

Peer pressure can be defined as the influence peers have on each other. Peer pressure can be positive or negative.

Who is a peer?

We can define peers as a group of people belonging to the same category, mostly the same age bracket or people doing the same thing.

Activity

Brainstorm

Positive peer pressure

Who can tell us examples of positive peer pressure?

Examples of positive peer pressure:

Positive peer pressure can significantly influence teenagers' behaviors and decisions in constructive ways. Here are examples of positive peer pressure for teenagers:

1. **Academic Achievement:** When friends encourage each other to study, complete homework, and strive for good grades, it fosters a supportive environment that values education and academic success. For example, a group of friends might form a study group to help each other understand difficult subjects and prepare for exams.
2. **Healthy Lifestyle Choices:** Teenagers can influence their peers to make healthier lifestyle choices, such as exercising regularly, eating nutritious foods, and avoiding harmful substances like tobacco and alcohol. For instance, a teenager might join a friend in a fitness challenge or a sports team, promoting physical activity and well-being.

3. **Volunteering and Community Service:** Peer pressure can lead teenagers to participate in community service or volunteer work. When one teen joins a local charity or environmental cleanup event, their friends might be motivated to join as well, creating a positive impact on their community and instilling a sense of responsibility and empathy.
4. **Positive Social Behavior:** Encouraging respectful and kind behavior among peers can lead to a more inclusive and supportive social environment. For example, if a teenager stands up against bullying and supports kindness and acceptance, their peers are likely to follow suit, promoting a culture of respect and empathy.
5. **Pursuing Hobbies and Interests:** Friends can encourage each other to explore new hobbies and interests, such as joining a club, learning a musical instrument, or engaging in creative arts. This can lead to personal growth, skill development, and a sense of accomplishment. For instance, if a teenager starts taking guitar lessons, their enthusiasm might inspire friends to explore their own musical interests.

Positive peer pressure can lead to beneficial behaviors and choices, enhancing teenagers' personal development and overall well-being.

Negative peer pressure

Activity

1. What do you understand by the term “negative peer pressure”?
2. What are examples of negative peer pressure?

Negative peer pressure can lead teenagers to engage in harmful or risky behaviors that may have long-term consequences. Here are five

examples of negative peer pressure for teenagers:

- a) **Substance Abuse:** Teenagers might feel pressured by their peers to try smoking, drinking alcohol, or using drugs. For example, a group of friends might encourage a teenager to drink alcohol at a party to fit in, despite the potential health risks and legal consequences.
- b) **Skiping School:** Peer pressure can lead to truancy, where teenagers skip classes or school altogether to spend time with friends or engage in activities that are not school-related. For instance, a teenager might skip school because their friends convince them it's more fun to hang out at a mall instead.
- c) **Engaging in Risky Behaviors:** Teenagers might be pressured into engaging in dangerous activities, such as reckless driving, vandalism, or unsafe sexual practices. For example, a teen might feel compelled to participate in a car race or other risky stunts to gain acceptance or prove their bravery to peers.
- d) **Bullying or Harassment:** Peer pressure can lead teenagers to bully or harass others to gain approval or fit into a social group. For instance, a teen might join in mocking a classmate online or in person because their friends are doing it, despite knowing it's wrong.
- e) **Conforming to Negative Body Image Standards:** Teenagers may feel pressured to conform to unrealistic body image standards, leading to unhealthy behaviors like extreme dieting, excessive exercise, or even eating disorders. For example, a teenager might feel compelled to lose weight rapidly because their peer group places a high value on a certain body type.

These examples highlight how negative peer pressure can adversely affect teenagers' choices, leading to behaviors that jeopardize their health, well-being, and future opportunities.

Discussion

Sharing experiences: Have you ever experienced peer pressure, good or bad? How did it feel?

Take ten minutes to get feedback from the participants.

What reasons make people give in to peer pressure?

Name three things that your friend can do to try to make you do something that he/she wants you to do.

Peer Pressure Resistance Model

Guide the participants take turns reading each step aloud and explaining it in their own words. For example:

Step 1: Ask Questions — Why do you want to do that?

Step 2: Name the Trouble — That is cyberbullying.

Step 3: Say What Might Happen — Hey, the police can find out it was you, even if you delete it.

Step 4: Suggest Something Else — Forget about this. Just talk it out face to face.

Step 5: Leave and Leave the Door Open — I am leaving. If you want, I will help you talk it out with them.

Case study

One Saturday evening after tuition, you are in the company of your schoolmates walking home. After getting away from the school gate,

one of your schoolmates takes out a cigarette and lights it up. After taking two strong puffs, he asks the others to join him. At first, they all resist, but after a while they give in except for only one boy who refuses to smoke completely. The entire group tries to pressurize the boy to join them.

- 1. What should this boy do to resist this pressure?
- 2. Ask participants:
 - a) How does it feel to have to walk away from a friend to stay out of trouble?
 - b) How does it feel to be the one left?
 - c) How does it feel to change your mind, drop the negative pressure, and make a positive choice?

Look for participants to draw conclusions that while peer pressure is difficult, it is possible to get out of a situation and remain friends.

Overcoming Peer Pressure

Directions

Write on a piece of paper your ideas for what someone could say if they were being pressured to cyberbully someone on social media.

Think about what you would say to someone who said:

- a) “It’s just a joke!”
- b) “No one’s going to find out.”
- c) “What’s the big deal?”

Session 14: Self-worth

Duration: 1 hour 45 minutes

Objective

By the end of this session, the participant should be able to define the term 'self-worth' and describe ways that he/she can use to boost his/she level of self-worth.

Introduction

When you feel worthy of yourself it will be difficult for other people to make you feel miserable.

In your own words, how would you define self-worth?

Definition of self-worth

Self-worth can be defined as a state where a person understands himself, loves himself and accepts himself.

Discussion

What does it mean to have a high level of self-worth? *(wait for responses)*

High level of self-worth

It means having a favorable opinion or estimate of yourself.

It means you have great faith in yourself and in your ability to get things done.

When you have a high level of self-worth, you feel worthy of good things like happiness, wealth, success, and love even though you are experiencing difficulties and disappointments.

Case study

Alex, a 15-year-old high school student, struggled with low self-worth due to constant comparisons with his peers on social media, negatively impacting his academic performance and mental health. Recognizing the issue, his school counselor intervened, encouraging Alex to focus on his strengths and set personal goals, such as improving grades in subjects he enjoyed and joining the school's art club. Through these activities, Alex received positive feedback, boosting his confidence and helping him realize his unique talents. Practicing positive self-talk and mindfulness further improved his self-esteem, leading to better academic performance, enhanced happiness, and healthier relationships.

Alex's journey highlights the importance of support and positive reinforcement in building teenagers' self-worth.

Activity

How can you help a friend who is dealing with low self-worth?

Engage with the participants to hear their responses and note them on a flipchart. The activity should take at most 10 minutes.

Discussion

How to build your self-worth

Walk with the participants through the steps of building self-worth. Respond to doubts raised during the discussion.

Step 1: Self-understanding stage

Step 2: Self-acceptance stage

Step 3: Self-love stage

Step 4: Self-recognition stage

Step 5: Responsibility stage

When you have a high level of self-worth you will no longer rely on other people to make decisions for you.

What factors determine the level of self-worth of a person?

Determinants of Self-worth

1. Our abilities
2. Our values
3. Our achievements
4. Our strengths
5. Our uniqueness

The following are not determinants of self-worth

1. Appearance
2. Income or net worth
3. Social circle
4. Career

Story

Linda is a form two student at Shauri Moyo High School. She is bright, disciplined, and orderly. The school management is considering her for the position of school head girl. She is not very sure whether she can make a

good head girl considering she is only in form two and she will be required to lead the whole school including form three and form four students.

How will realizing self-worth help Linda overcome her doubts?

Conclusion

Developing self-worth is essential for teenagers, as it impacts their emotional, academic, and social well-being. When teenagers have a healthy sense of self-worth, they engage positively in school, build supportive relationships, and handle challenges with resilience. Encouraging them to focus on strengths, set personal goals, and practice positive self-talk can enhance their self-esteem. Support from parents, teachers, and counselors is crucial, as seen in Alex's case, where individualized guidance and positive reinforcement improved his confidence and overall happiness. Fostering environments that affirm teenagers' unique abilities helps them develop lasting self-worth and thrive in various aspects of life.

Session 15: Showing Care and Concern for Others

Duration: 1 hour 45 minutes



Objective

By the end of this session, the participant should be able to demonstrate care and concern towards others.

Key terms: caring, concern

Caring means paying attention to detail.

Showing concern for other means that you can consider the needs and difficulties of others and take an active interest in their feelings.

It does not take much to make someone feel you genuinely care about them. You just need to be a little sensitive and make a conscious effort

to go beyond the normal day-to-day interactions and let your actions speak louder than words.

Activity

1. Why is caring important?
2. Think of a situation where someone showed that they care about you. How did you feel?

Some benefits of showing care and concern are:

- It makes the other person feel good
- It brings a feeling of accomplishment
- It helps build stronger relationships
- It makes someone feel valued

Are there other benefits you can think of? Please share with us.

Things we can say to show that we care and are concerned about our friends

1. I am so proud of you.
2. You are in my thought and prayers
3. You made my day.
4. If it is good enough for you, it is good enough for me.
5. Remember to carry your sweater.

Activity

Role play scenarios that will require the above responses.

Things that indicate that someone is concerned about the other person

1. Considering the feeling of the other person
2. Respecting the rights and perspectives of others
3. Involving others in making decisions that will affect them
4. Positive contribution to their welfare
5. Supporting others in difficult situations

Discuss these behaviors with the participants and seek their understanding on the same.

Ways of showing concern

1. Listening
2. Surprising them with a gift
3. Sending encouragement note
4. Letting them know that you are thinking about them
5. Being there when they need you

Story

Mulunge has been complaining about chest pains. His friends think that he should man-up and overcome the chest pains. They do not even bother to assist him in whatever way. On the contrary, they tell him to give it a while and the pains will disappear, insisting that men should be strong. The pains in the chest get worse until Mulunge cannot bear it anymore. He

decides to go to the school clinic for treatment. After a couple of tests have been done on him, he gets treated, but he is not allowed to leave the clinic. The nurse says he needs very close monitoring and a COVID 19 test. He gets worried and anxious waiting for results. Mulinge spends three days at the clinic. None of his friends come to check on him for those three days.

1. What do you think of Mulinge's friends?
2. What would you do differently if you were his friend?

Conclusion

Showing care and concern for others is not just a gesture; it's a fundamental expression of our humanity. By actively listening, empathizing, and taking meaningful actions, we not only uplift those around us but also contribute to a more compassionate and connected world. Each act of kindness, no matter how small, has the power to create ripple effects of positivity and understanding. As we continue to prioritize care and concern in our interactions, we build stronger relationships, foster mutual respect, and inspire others to embrace the profound impact of empathy and genuine care in shaping a brighter future for all.

Session 16: Technology

Duration: 2 hours

Objectives

By the end of this session, the participants should be able to understand the responsible use of technology.

What is technology?

(wait for participants to respond)

When you think about technology, what comes to your mind?

Technology simply implies the use of computers to share information between people either individually or as a group.

Technological tools

What are some of the technological tools that you know?

Encourage participants to share all the technological tools they are aware of.

These tools will include social media (Instagram, Facebook, Twitter, WhatsApp, YouTube), television, Google, gmail, yahoo mail, smartphone, smart watch, internet, wifi.

Uses of technology

Brainstorm with the participants on the uses of the technological tools mentioned.

Some possible responses will include to share pictures and videos, to send emails, to get news, to store files and documents.

Responsible use of technology

How can we use these technologies responsibly?

(Encourage feedback from participants.)

Teenagers can use technologies responsibly by:

1. **Setting Limits:** Establishing designated screen times and balancing digital activities with offline pursuits like hobbies, sports, and social interactions.
2. **Digital Literacy:** Educating themselves about online safety, privacy settings, and recognizing reliable sources of information to navigate the internet effectively.
3. **Mindful Posting:** Being conscious of what they share online, considering the potential impact of their posts on themselves and others.
4. **Critical Thinking:** Developing skills to evaluate information critically, question sources, and avoid spreading misinformation or engaging in cyberbullying.
5. **Healthy Boundaries:** Respecting boundaries in online interactions, being mindful of others' feelings, and seeking help if faced with cyberbullying or harmful content.
6. **Tech-Free Zones:** Designating tech-free zones, such as bedrooms during sleep time or family meals, to promote face-to-face interactions and mental well-being.
7. **Regular Breaks:** Taking regular breaks from screens to rest their eyes, stretch, and engage in physical activities for overall health.

8. Open Communication: Maintaining open communication with parents or guardians about their online activities, concerns, and seeking guidance when needed.

Discussion

How can we use technology to help us in our academics?

- Application of technology in learning.
- We can use technology to print out assignments.
- We can use technology to conduct virtual lessons.
- We can use technology to send out assignments for marking.
- We can use Google for research.
- We can use technology to schedule a group discussion.

All these are ways we can use technology in our learning. Please feel free to add other ways that we can apply technology in learning.

Benefits of using technology in learning

1. It improves engagement
2. It improves retention of concepts
3. It incorporates different learning styles
4. Learning does not necessary need to in a classroom

Case study

Sarah, a passionate coder, developed an app to connect students for study sessions, boosting academic success. Meanwhile, Muli used virtual reality to explore historical events, bringing textbooks to life. However, excessive gaming consumed Muli, leading to neglect of his

studies and friendships. Realizing this, the class organized workshops on responsible use of technology, inspiring Mark to balance screen time with outdoor activities. At the end of the workshops, teenagers embraced technology as a tool for growth and connection, finding harmony between virtual adventures and real-world experiences.

- 1. What do you use technology for?
- 2. How much time do you spend on your computer or smartphone?
- 3. In what other ways can we ensure we use technology responsibly?

Debate

Technology has done more harm than good.

Propose or Oppose

Story

Your friend is obsessed with tiktok dancing challenges. Some challenges require her to wear short skirts or booty shorts. You feel like she is exposing too much of her body. She also spends a lot of time on the phone and has become antisocial. She even browses risky sites on the Internet.

What advice can you give your friend on the proper use of technology?

Conclusion

The responsible use of technology is essential for fostering a balanced and thriving society. By prioritizing digital literacy, mindful consumption, and ethical practices, teenagers can harness the immense potential of technology while mitigating its negative impacts. It’s crucial to promote awareness, education, and ongoing dialogue to empower everyone, especially the younger generation, to navigate the digital landscape responsibly. Through collective efforts and a commitment to mindful engagement, we can create a world where technology enriches lives, strengthens communities, and contributes positively to our collective well-being.

Session 17: Human sexuality

Duration: 2 hours



Objective

By the end of this session, the participant should be able to define sexuality and name the main components of human sexuality.

Key words: sex, sexuality

Activity

What is the difference between Sex and Sexuality?

Ask participants to differentiate the two. Using the participants' opinions, bring out the idea that sexuality is a much broader concept than sexual intercourse.

Sex refers to the biological characteristics that define humans as female or male.

Sexuality is about one's sexual feelings, thoughts, attractions and behaviors towards other people. It encompasses sex, gender identities and roles, sexual orientation, intimacy, and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles, and relationships.

Activity

Components of Human Sexuality

1. Tell participants that you are now going to explore what sexuality consists of in more depth. Sexuality can be broken down into five main components:
 - Human Development
 - Relationships and Emotions
 - Sexual Behavior
 - Sexual Health
 - Sexual Violence
2. Divide participants into five groups and assign each group a component. The group should discuss it and make a presentation to the larger group through a representative.

Tips

Human development involves the interrelationship between physical, emotional, social, and intellectual growth.

Relationships and Emotions: All people need to have relationships with others in which they experience emotional closeness.

Sexual Behavior: Sexuality is a natural and healthy part of life from birth to death, which individuals express through a variety of behaviors.

Sexual health includes having the knowledge and attitudes and taking the actions necessary to actively maintain the health of one's reproductive system and to avoid unwanted consequences of sexual behavior.

Sexual violence is any violence (that is, abusive or unjust use of power) that has a sexual aspect or element.

Activity

The Things I Like

1. Depending on gender, ask the participants to complete one of the following sentences:
 - a. The things I like about being a female are ____.
 - b. The things I like about being a male are ____.
2. Let the participants know that these things are all part of their sexuality.

Discussion

Sexual Orientations

Several terms of sexual orientation are:

Homosexuality: People are attracted to the same sex

Heterosexuality: People are attracted to the opposite sex

Bisexuality: People are attracted to both sexes

Asexuality: People are not sexually attracted to any sex, but they can have romantic feelings

Story

There was a boy named Sam who was curious about sexuality but felt unsure and embarrassed to ask questions. One day, his school introduced a comprehensive sexual education program. Initially hesitant, Sam found himself engrossed in the engaging sessions led by knowledgeable educators. Through interactive activities and discussions, Sam learned about consent, healthy relationships, and respecting diverse identities. He discovered the importance of communication and setting boundaries, empowering him to navigate these topics with confidence.

After the program, Sam felt more informed and comfortable discussing sexuality. He even started open conversations with his friends, promoting understanding and respect among his peers. The program not only educated Sam but also fostered a culture of inclusivity and acceptance in his school community.

What would you like to learn more on sexuality?

Song

My Body, My Home

Sing the song: Head, shoulders, knees, and toes. Always start with the familiar to unfamiliar for a smooth transition.

Change the verse by adding different body parts e.g., hands, chest, stomach, and waist

Make a list of body parts with each part mentioned in the song.

Explain to participants that our bodies are composed of many small parts that work together to make the body whole.

Help participants develop good care and ownership of their private parts and make it clear to them that nobody else should touch their private parts.

Act

Wrap up the session by asking what the participants have learnt, liked, found difficult etc.

Give an assignment: where is the best place for you to talk about sexuality? Why?

Conclusion

Understanding human sexuality is a crucial aspect of adolescent development, encompassing physical, emotional, and social dimensions. Teenagers navigating this journey benefit from comprehensive education that promotes self-awareness, respect for diversity, consent, and healthy relationships. Open dialogue, access to accurate information, and support networks play pivotal roles in empowering teenagers to make informed choices, embrace their identities, and navigate the complexities of sexuality with confidence and respect for themselves and others. By fostering a culture of inclusivity, empathy, and education, we create a safer and more understanding environment for teenagers to explore and embrace their sexuality positively.

Session 18: Cleanliness

Duration: 2 hours

Objectives

By the end of this session, the participant should be able to properly wash himself, his clothes, his teeth, and his environment.

Activity

What is cleanliness?

Take at least three minutes to get responses from the participants.

To be **clean** means that you are free from dirt, dust, and bad smell.

Brainstorm: Benefits of observing cleanliness

What are the benefits of being clean? *(wait for responses and note them on a flipchart)*

Observing cleanliness offers numerous benefits such as:

1. **Healthier Lifestyle:** Maintaining cleanliness, such as regular handwashing and personal grooming, reduces the risk of infections, illnesses, and skin problems, promoting overall well-being.
2. **Boosted Confidence:** Feeling clean and presentable enhances self-esteem and confidence, positively impacting social interactions and mental health.

3. **Respect for Others:** Keeping shared spaces clean demonstrates respect for others' health, comfort, and environment, fostering positive relationships and community harmony.
4. **Improved Focus:** A clean and organized environment supports concentration, productivity, and effective studying, leading to academic success.
5. **Positive Habits:** Developing habits of cleanliness in teenage years establishes lifelong practices that contribute to a healthy lifestyle and responsible citizenship.
6. **Prevention of Spread of Disease:** Observing cleanliness, especially during pandemics or disease outbreaks, reduces the transmission of germs and helps protect oneself and others.
7. **Enhanced Social Image:** Presenting oneself in a clean and hygienic manner cultivates a positive social image and promotes positive perceptions from peers and adults.
8. **Environmental Responsibility:** Practicing cleanliness includes proper waste disposal and conservation efforts, instilling values of environmental stewardship and sustainability.

Activity

How can we keep our bodies clean?

We can keep our bodies clean by doing the following:

1. Wearing clean clothes.
2. Washing our clothes with clean water and soap.
3. Taking a shower.

4. Keeping our nails short and clean.
5. Cleaning our houses, rooms, classrooms.
6. Clearing weeds around us.

Demonstration

Ask for three volunteers.

Volunteer 1: demonstrate the process of washing your hand.

Volunteer 2: demonstrate the process of brushing your teeth.

Volunteer 3: demonstrate the process of taking a shower.

What is Coronavirus?

The facilitator to lead the learners to explain what coronavirus is and how it is spread.

Coronavirus is a respiratory disease spread via droplets of coughing or sneezing from infected persons.

Symptoms of Coronavirus

1. Fever
2. Coughing
3. Tiredness
4. Loss of smell and taste senses
5. Headaches
6. Diarrhea
7. Sore throat

Coronavirus prevention measures

1. Wear a mask that covers the mouth and nose completely
2. Wash your hands with soap and clean running water for at least twenty seconds
3. Observe a distance of at least 1.5m from the other person
4. Cough into your elbow
5. Avoid shaking hands or touching surfaces

Remember!!

Avoid touching your **M**outh, **E**yes, **E**ars, and **N**ose (**MEEN**) as much as possible.

Embrace **W**ash your hands, **O**bey social distancing, **M**ask up, **E**xercise and eat well, **N**o unnecessary crowding (**WOMEN**).

Story

Wamuyu is hydrophobic. She usually does not like taking a bath. One day she came to school with shaggy hair, an unwashed face, dirty uniform, and she had not even brushed her teeth. As a result, a few girls from her class were tasked to go wash her in the school bathroom.

1. Are you also scared of taking your baths?
2. Why is it important to shower daily?
3. Advise Wamuyu on how she can adjust.

Conclusion

Maintaining cleanliness is not just about personal hygiene; it's a reflection of self-respect, responsibility, and consideration for others. Teenagers play a crucial role in upholding cleanliness standards in their

homes, schools, and communities. By practicing good hygiene habits, such as regular handwashing, proper grooming, and keeping their surroundings tidy, teenagers contribute to a healthier environment and reduce the risk of illnesses. Furthermore, promoting cleanliness fosters a sense of pride, boosts self-confidence, and instills positive habits that benefit both individuals and society as a whole. Encouraging teenagers to prioritize cleanliness is an investment in their well-being and the well-being of those around them.

Session 19: Appreciating Diversity

Duration: 2 hours



Objectives

By the end of the session, the participants should be able to see differences between themselves and other people.

Introduction

We are not the same, each one of us is different and unique. These differences are in terms of socio-economic status, religion, academic performance, schools, culture, tribe, personality, beliefs, talents and so on.

Diversity is a good thing, and we should embrace it and use it positively.

Activity

Guide the participants to discuss these three questions.

1. What makes you different from your friend?
2. Do friendships between people from different backgrounds last?
3. Why is it important to appreciate others the way they are?

Explain that even though people may have different qualities and backgrounds, everyone is important, and we should treat them with respect.

Definition of Diversity

Diversity is the state of having different elements or qualities. We are not the same as the other people; therefore, we should respect the differences between us and other people.

Understanding Diversity

Activity

Walk apart, walk together

Procedure

Step 1: Ask two volunteers to come forth and stand with backs together. The other participants will call out things about the two volunteers that are different.

Differences often pull us apart.

Step 2: As each difference is called, the volunteers take one step apart.

Step 3: When they reach the end of the available space, have them turn and face each other.

Step 4: Ask the participants to call out similarities of the volunteers. When each similarity is mentioned, the volunteers take one step towards each other.

Explanation

When you focus only on differences, you will create a gap between you and other people.

Consider other people to be like you and appreciate them.

Crossword puzzle

DIVERSITY
being different!

ACCEPTANCE
Understanding everyone is unique and recognizing our differences

BIAS
preferring one type of person over another and often treating them better

IDENTITY
different parts that make you who you are

SEXISM
believing that one sex (male/female) is better than another

CULTURE
a group of people with similar race, language, beliefs, food, way of life and other things

RACISM
believing that one race is better than another

DISCRIMINATION
treating others badly because they're different

STEREOTYPE
an assumption used to describe a group of people

INCLUSION
making other people feel welcomed and involved

Diversity Word Search!

Words can be forward, backward, up, down, and diagonal!

D	B	Q	C	U	L	T	U	R	E	K	I	R	E	I
F	I	E	L	E	M	F	E	S	C	C	I	G	N	Q
Y	A	S	T	I	P	W	S	H	N	I	C	M	Y	T
V	S	O	C	I	M	Y	D	N	A	G	A	Y	U	R
D	I	V	E	R	S	I	T	Y	T	I	N	Q	R	G
H	Y	S	E	X	I	S	M	O	P	D	R	Y	I	P
N	S	I	F	Q	C	M	O	D	E	S	I	Q	N	L
E	U	F	S	R	A	S	I	G	C	R	D	I	C	A
O	M	P	M	J	R	O	E	N	C	P	E	H	L	D
H	Y	F	P	U	L	G	E	F	A	T	N	T	U	U
G	Z	T	B	X	B	P	K	N	R	T	T	T	S	F
K	D	I	Z	V	Y	S	K	D	K	H	I	A	I	I
Z	R	Z	N	I	W	Z	G	M	Y	O	T	O	O	I
C	W	R	M	F	O	J	D	F	G	Y	Y	D	N	Q
X	Y	B	B	J	A	U	F	C	L	A	H	R	F	I

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Conclusion

Appreciating diversity is essential for young people as they grow and develop in an increasingly interconnected world. Embracing different cultures, perspectives, and backgrounds fosters empathy, broadens understanding, and enriches personal experiences.

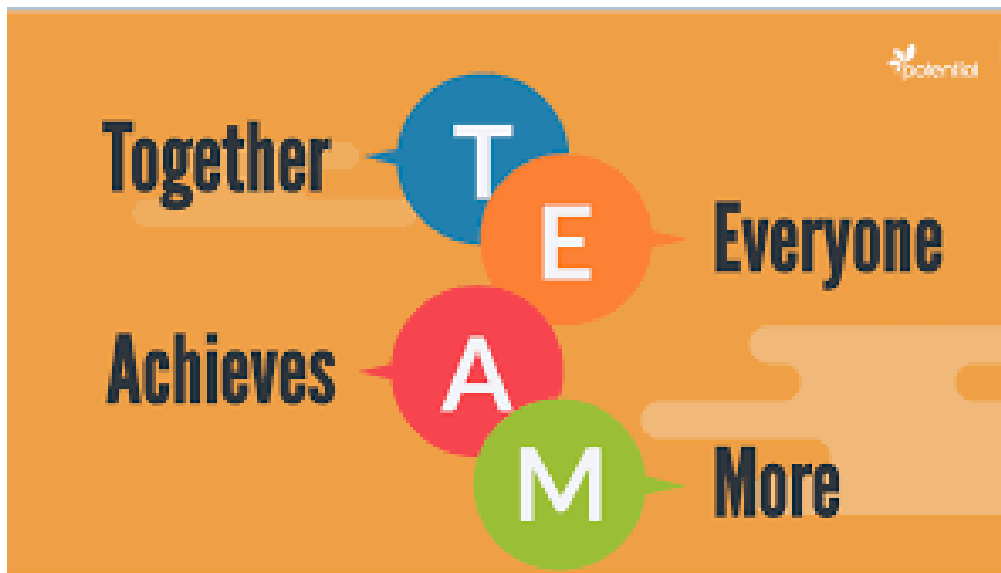
By valuing diversity, young people learn to challenge stereotypes, combat prejudice, and build inclusive communities where everyone feels respected and valued. Encouraging open-mindedness and curiosity about differences promotes personal growth and prepares teenagers to thrive in a global society. Ultimately, appreciating diversity not only strengthens social bonds but also cultivates a more compassionate and harmonious world, empowering teenagers to become thoughtful and inclusive future leaders.

Session 20: Teamwork

Duration: 2 hours

Objective

To introduce the main principles of teamwork.



Key words: team, teamwork

Introduction

The more you take part in a team and contribute, the more confident you become. Teamwork is a great chance to contribute to the project that you are involved in, and, most importantly, it can show your unique strengths and abilities. Trying to do your best in collaboration with others is important for your own development. This will also help you grow in your future career.

Activity

What is a team?

A team is a group of people working together for a common goal.

What is teamwork?

The combined effort of each group member in completing the given task.

Why is it important to work as a team?

Ask participants about the importance of teamwork.

1. Promotes a wider sense of ownership.
2. Fosters creativity.
3. Helps to build trust among members of the team.
4. It enhances innovation.
5. It provides a support network.

Brainstorming

Skills needed to work as a team

Teamwork skills include the following:

1. Communication skills
2. Conflict resolution skills
3. Listening skills
4. Reliability
5. Cooperation

Discuss with the participants the above skills and encourage them to add other skills that they think are required for a team to work effectively.

Key inquiry questions

1. What do we mean when we say no man is an island?
2. Are there any benefits in working as a team?

Activity

You are the governor of your class. Write a speech to encourage your classmates to work as a team to improve the class mean score.

The facilitator can ask any volunteers to read out their speeches in class.

Activity

Breaking barriers to effective teamwork

Discuss some common barriers that hinder effective teamwork thus should be avoided.

Barriers to effective teamwork can hinder the ability of a group to work cohesively and achieve their goals. These barriers include:

1. **Poor Communication:** Misunderstandings and lack of clear communication can lead to confusion and errors.
2. **Lack of Trust:** Without trust, team members may withhold information and avoid collaboration.
3. **Conflicting Personalities:** Differing personalities and working styles can cause friction and reduce cooperation.

4. Unclear Roles and Responsibilities: Ambiguity about individual roles can lead to overlap, gaps in work, or accountability issues.
5. Lack of Leadership: Ineffective leadership can result in a lack of direction and coordination.
6. Ineffective Decision-Making: Poor decision-making processes can cause delays and frustration among team members.
7. Diverse Skill Levels: Significant differences in skill levels can create imbalances in workload and contribution.
8. Resistance to Change: Some team members may resist new ideas or changes, impeding progress.
9. Poor Conflict Resolution: Inability to address and resolve conflicts can lead to ongoing issues and reduced morale.
- 10 . Resource Constraints: Lack of necessary resources, such as time, tools, or information, can impede effective teamwork.

Remember: One finger cannot kill lice!

Case study

Abdi is not interested in group discussions at all. He casually attends, and when he does, he acts bored and does not contribute to the discussions. When group discussions are in session, he tries to divert the attention of other group members by bringing up a topic that is outrightly irrelevant. If others decline to join him, he becomes very rough, loud, and disruptive.

How can we help our good friend Abdi?

Conclusion

Teamwork is a vital skill for teenagers, offering numerous benefits that extend beyond the classroom. Through collaboration, they learn to communicate effectively, appreciate diverse perspectives, and solve problems creatively. Teamwork fosters a sense of responsibility, strengthens interpersonal relationships, and builds resilience. By working together towards common goals, teenagers develop empathy, trust, and a shared sense of accomplishment. These experiences prepare them for future challenges, both in their personal lives and professional careers. Embracing teamwork helps teenagers grow into adaptable, cooperative individuals who can contribute positively to their communities and succeed in an increasingly interconnected world.

Session 21: Ethical Responsibility

Duration: 1 hour 45 minutes



Objective

By the end of the session, the participants should be able to understand ethics and the importance of ethical responsibility.

Activity

What are ethics?

Ethics are a set of moral principles that govern a person's behavior or conduct.

What is ethical responsibility?

Ethical responsibility can be defined as the ability to recognize, interpret, and act upon multiple principles and values according to the standards within a given field and/or context.

Every organization/institution has its own laid down standards of doing things. For one to be ethically responsible in such an institution, he/she must conduct himself/herself in accordance with the set rules and regulations. These rules could either be written down or just adopted informally. Breaking the set rules attracts some consequences while following the rules makes one to be an ethically responsible individual.

Brainstorm

- 1. List examples of ethical behaviors?

- 2. Do you struggle with adhering to school rules?

- 3. What kind of ethics does society expect from you?

Case study

Understanding Ethical responsibility

There is an upcoming trip to the Coast for your school. Your parents have not paid for you due to the uncountable bills they had to settle. You really cannot miss out on this once in a lifetime opportunity, your mind begins giving you some crazy ideas. You think of selling your geometrical set and calculator on your way home to raise the money.

Task: Thinking ethically, how would you react in such a situation?

Activity: Group discussion

Effects of Unethical behavior

Group size: 5 participants

Write down five effects of cheating in exams.

Practicing values can help in making one ethically responsible.

Story

In Mutima high school, a group of teenagers faced a critical test of ethical responsibility. During a significant exam, one student, Jared, discovered that answers were circulating among classmates via text messages. While many students were tempted to use the cheat sheet, Jared felt uneasy about compromising his integrity.

Jared decided to report the incident to the teacher, despite fearing backlash from his peers. The school launched an investigation, and it was revealed that the cheating was widespread. The administration praised Jared for his honesty and took steps to educate students about the importance of academic integrity and ethical behavior.

In the aftermath, the school implemented stricter exam protocols and held workshops on ethical responsibility. Jared's actions sparked a dialogue about integrity, highlighting that making ethical choices can be challenging but essential.

This story teaches the importance of ethical responsibility for teenagers, demonstrating how individual courage and integrity can positively impact a community.

Discussion

Which values can help improve ethical responsibility?

Conclusion

Understanding and embracing ethical responsibility is crucial for teenagers as they navigate their formative years. By developing a strong sense of ethics, they learn to distinguish right from wrong, make principled decisions, and act with integrity. Ethical responsibility fosters respect for others, accountability for actions, and a commitment to fairness and justice. Encouraging teenagers to prioritize ethical behavior equips them to handle complex situations with honesty and empathy. Ultimately, instilling ethical values in teenagers not only helps them build a solid moral foundation but also prepares them to contribute positively to society as responsible and conscientious individuals.

Session 22: Organizational Skills

Duration: 2 hours

Objective

By the end of the session the participants should be able to efficiently use his/her time, energy, mental capacity, and physical space.

Activity

What do you understand by the term to be **Organized**?

(invite answers from participants)

Introduction

To be organized means to plan your time, activities or tasks well. It is important to learn how to organize and prioritize activities in our lives. To be able to achieve that we need to have good organizational skills.

What are organizational skills?

Organizational skills are the skills that we use to organize our workload, manage time and resources, and schedule and prioritize projects/ assignments.

Brainstorm

Examples of Organizational skills

What are examples of organization skills?

Examples of organizational skills that can benefit young people include:

1. **Time Management:** Effectively managing and allocating time to different tasks and activities to ensure deadlines are met and responsibilities are balanced.
2. **Task Prioritization:** Determining which tasks are most important and urgent, and tackling them in order of priority.
3. **Goal Setting:** Defining clear, achievable goals and creating a plan to accomplish them.
4. **Scheduling:** Using calendars or planners to keep track of assignments, appointments, and deadlines.
5. **To-Do Lists:** Writing down daily or weekly tasks to keep track of what needs to be done.
6. **Note-Taking:** Keeping organized and thorough notes for classes or projects, making it easier to study and review important information.

Activity

Developing Organizational Skills

Steps for developing organizational skills

The facilitator should lead the participant in discussing the steps for developing organizational skills.

Developing organizational skills is crucial for teenagers to manage their time, tasks, and responsibilities effectively. Here are some steps to help teenagers enhance their organizational skills:

1. **Set Clear Goals:** Encourage teenagers to set specific, achievable goals. Breaking down larger objectives into smaller, manageable

tasks can make them feel less overwhelming.

2. **Create a Schedule:** Teach them to use planners, calendars, or digital apps to schedule their tasks, assignments, and activities. Regularly updating and reviewing their schedule can help them stay on track.
3. **Prioritize Tasks:** Help them identify and prioritize tasks based on importance and deadlines. Using tools like to-do lists or the Eisenhower Matrix can be useful in distinguishing between urgent and important tasks.
4. **Develop a Routine:** Establishing a daily routine can help teenagers build consistent habits. This includes setting aside specific times for studying, extracurricular activities, and relaxation.
5. **Break Tasks into Steps:** Encourage them to break down larger projects into smaller, manageable steps. This approach makes tasks less daunting and easier to accomplish.
6. **Organize Physical Space:** Keeping their study area clean and organized can significantly improve focus and efficiency. Teach them to regularly declutter and organize their space.
7. **Use Organizational Tools:** Introduce them to various organizational tools such as notebooks, folders, binders, and digital apps. Tools like Trello, Google Keep, or Evernote can help them keep track of tasks and deadlines.
8. **Set Reminders:** Using alarms or reminders on their phone or other devices can help them remember important deadlines and tasks.
9. **Manage Time Effectively:** Teach time management techniques such as the Pomodoro Technique, where they work for a set period (e.g., 25 minutes) and then take a short break.

10. **Reflect and Adjust:** Encourage regular reflection on what strategies are working and what need adjustments. This can help them adapt their approach to stay organized effectively.
11. **Seek Support:** Remind them that seeking help from teachers, parents, or mentors when struggling with organization is okay. Guidance and support can be invaluable.
12. **Practice Consistency:** Consistency is key to developing any skill. Encourage teenagers to practice these organizational strategies regularly until they become habits.

By following these steps, teenagers can develop strong organizational skills that will benefit them academically and in their personal and future professional lives.

Barriers to Proper Organizational skills

Barriers to proper organizational skills for young people can significantly impact their ability to manage tasks and responsibilities effectively. These barriers include:

1. **Lack of Time Management:** Difficulty in prioritizing tasks and managing time can lead to procrastination and missed deadlines.
2. **Distractions:** Excessive use of technology, social media, and other distractions can divert attention from important tasks.
3. **Overwhelm:** Facing too many tasks at once can lead to feeling overwhelmed and unable to start or complete any of them effectively.
4. **Poor Planning:** Inadequate planning skills can result in haphazard

approaches to tasks, causing inefficiency and disorganization.

5. **Lack of Motivation:** Low motivation or interest in certain tasks can hinder the effort required to stay organized and on track.
6. **Inadequate Tools:** Not having access to organizational tools such as planners, calendars, or apps can impede effective organization.
7. **Unclear Goals:** Without clear goals and objectives, it can be challenging to prioritize and organize tasks effectively.
8. **Ineffective Study Habits:** Poor study habits and lack of a structured routine can lead to disorganization and underperformance in academic tasks.
9. **Stress and Anxiety:** High levels of stress and anxiety can negatively impact the ability to focus and organize tasks efficiently.
10. **Environmental Factors:** A cluttered or chaotic physical environment can contribute to mental disorganization and difficulty in staying focused.

Addressing these barriers through education, support, and the development of effective strategies can help young people enhance their organizational skills and succeed in various aspects of their lives.

Case study

Mark, a class eight candidate at Muindi Mweusi Primary School is addicted to cartoons and temple run. He seems to forget that exams are around the corner and he needs to take his revision very seriously.

Task

What advice would you give Mark?

Activity

Guide participants to do the following activities.

Step 1: Think of the activities that you can do in a typical week. Fill out columns A and B in the table below.

Column A	Column B	Column C
Activities in my typical week	Percentage of time spent on each	What can I change?
Things I NEED to do		
Things I SHOULD do		
Things I LIKE to do		
Things I LOVE to do		
	Total 100%	

Step 2: The more time you spend on NEEDs and SHOULDs, the more you will have to force yourself to do things, you will feel more stressed and more likely to procrastinate. If a greater percentage of your time is spent on LIKEs and LOVEs, you will be more energized and productive.

Step 3: Fill column C with the changes you plan to make.

Making a timetable

You can take roughly 20 minutes to undertake an activity of formulating a working timetable with the participants.

Conclusion

Developing strong organizational skills is essential for young people as they navigate academic, personal, and future professional challenges. These skills help manage time effectively, prioritize tasks, and reduce stress, leading to improved productivity and academic success. By cultivating organizational habits, young individuals enhance their ability to set and achieve goals, maintain a balanced life, and adapt to

changing demands. Encouraging young people to develop and refine their organizational skills equips them with a valuable toolkit for lifelong success, fostering independence, responsibility, and confidence in their abilities to manage various aspects of their lives efficiently.

Session 23: Resource Management

Duration: 2 hours



Objective

By the end of the session, the participant should be able to take good care of his/her personal belongings and those of others.

Introduction

Each one of us has the responsibility of safeguarding the resources we have been given mostly by our parents/guardians. Being careless and irresponsible is a show of ungratefulness. There are numerous benefits of taking good care of our things. First, the resources get to last longer hence saving our parents money for repair or replacement. Our parents will also entrust us with more if we prove to them that we can manage the little that they have given us.

Definition of Resource Management

Resource management refers to using what we have responsibly bearing in mind that resources are scarce, and it is our duty to take care of them.

The process of resource management begins with creating a plan and ends with the evaluation of actions taken. To effectively manage your resources, you need to consider the value of the resources, the goal you want the resources to achieve and then decide on how to achieve that goal.

Activity

Benefits of Resource Management

In groups of 5 participants, discuss the importance of managing resources properly.

After the discussion, one member from each group can share the points they have written down.

Activity

Think of the possible reasons that lead us to waste resources.

The facilitator should write the points on a manila chat.

Exercise

Material needed: pen and paper

Write a letter to your school head, proposing to him some of the measures that can be put in place to help students become more responsible.

Case study

Nyakio was involved in multiple activities at her school, including academics, sports, and volunteering. Soon she started feeling stressed by all the activities. Overwhelmed by her packed schedule, she recognized the need for better resource management.

Nyakio started by setting clear priorities and allocating specific time slots for each activity using a digital calendar. She created to-do lists, categorizing tasks by urgency and importance. Organizing her study materials with binders and digital folders, she scheduled regular study sessions with breaks to avoid burnout.

For extracurricular activities, Nyakio devised a weekly plan, balancing time between soccer practice, volunteering, and student council meetings. She maintained a structured routine, dedicating quality time to each commitment without feeling overwhelmed.

Nyakio also practiced self-care, setting aside time for relaxation and hobbies to manage her energy levels and stay motivated.

As a result, Nyakio saw significant improvements in her academic performance, extracurricular effectiveness, and overall well-being, demonstrating the benefits of effective resource management for teenagers.

How do you plan your time to ensure you manage your resources effectively?

Conclusion

Mastering resource management is essential for teenagers as it lays the foundation for effective and responsible decision-making in various aspects of life. By learning to allocate their time, energy, and materials wisely, teenagers can enhance their productivity, reduce stress, and achieve their goals more efficiently. Good resource management skills also foster self-discipline, responsibility, and a sense of ownership

over their actions and outcomes. Encouraging teenagers to develop these skills prepares them for future challenges and empowers them to contribute positively to their communities and personal growth. Ultimately, proficient resource management is a key component of their overall success and well-being.

Session 24: Career goals

Durations: 2 hours

Objective

By the end of the session, the participant should be able to develop a strong passion towards pursuing his career goals.

Introduction

Young adults are often overwhelmed by a lot of things like studying, socializing with friends, and exploring our talents.

It is very important to spare some time and think of the kind of job or career we want. This will enable teenagers to channel their efforts to be in line with their dream careers.

Definition of career

Career is an occupation or profession, especially one requiring special training, followed as one's lifework. Below are examples of common careers.

1. Software Developer: Designs, codes, and maintains software applications.
2. Registered Nurse: Provides patient care, education, and support in healthcare settings.
3. Mechanical Engineer: Develops and tests mechanical devices and systems.

4. Teacher: Educates students in various subjects at different educational levels.
5. Graphic Designer: Creates visual content for print and digital media.
6. Accountant: Manages financial records and prepares financial reports.
7. Marketing Manager: Develops strategies to promote products and services.
8. Civil Engineer: Designs and oversees construction projects such as roads, bridges, and buildings.
9. Chef: Prepares and cooks meals in restaurants, hotels, and other establishments.
10. Electrician: Installs, maintains, and repairs electrical systems in residential, commercial, and industrial settings.
11. Lawyer: Provides legal advice, represents clients in court, and handles legal documents.
12. Environmental Scientist: Studies and addresses environmental issues to protect natural resources and human health.
13. Pilot: Operates aircraft to transport passengers and cargo.
14. Doctor: Diagnoses and treats medical conditions, provides healthcare advice, and performs medical procedures.

Engage the participants to find out other careers known to them.

Activity

The school principal has asked every student in your class to write down the degree they would like to pursue when they get to university.

Complete the task and give reasons for your choice of study.

Ask a few volunteers (depending on the available time) to share their desired career paths with the rest of the participants. He should also point out that people are gifted differently, and thus they will take different career paths.

Note to the facilitator: Ensure that each participant is confident of his/her choice of career and encourage him/her to work hard towards achieving it.

Activity

How do you set your career goal?

Lead the participants in understanding the steps involved when choosing a career path.

Steps for setting career objectives

Setting career objectives is crucial for teenagers to plan and achieve their future goals. Here are steps to help them set effective career objectives:

1. Self-Assessment:

- Identify interests, strengths, and values.
- Take personality and career assessment tests.

2. Explore Career Options:

- Research various careers and what they entail.
- Attend career fairs and informational interviews.

3. Set SMART Goals:

- Specific: Clearly define the career objective.
- Measurable: Determine how progress will be measured.
- Achievable: Ensure the goal is realistic.
- Relevant: Align the goal with interests and strengths.
- Time-bound: Set a deadline for achieving the goal.

4. Create an Action Plan:

- Outline steps needed to achieve the career objective.
- Include short-term and long-term actions.

5. Seek Guidance:

- Talk to career counselors, mentors, teachers, and professionals in the field of interest.

6. Gain Experience:

- Participate in internships, volunteer work, part-time jobs, and extracurricular activities related to the desired career.

7. Develop Skills:

- Identify and acquire necessary skills through courses, workshops, and self-study.

8. Set Educational Goals:

- Determine the required education and training for the career.
- Plan for academic achievements, such as grades and relevant coursework.

9. Network:

- Join clubs, organizations, and online groups related to career interests.
- Connect with professionals and peers in the field.

10. Review and Adjust:

- Regularly assess progress toward career objectives.
- Adjust goals and action plans as needed based on new insights and experiences.

By following these steps, teenagers can set clear and achievable career objectives that guide them toward their desired future.

Reflection: Whatever your mind can conceive, you can achieve it.

Case Study

James, a high school student, was passionate about cars and dreamed of becoming an automotive technician. However, he struggled with academic subjects and lacked motivation to study hard. His grades were mediocre, and he often questioned the relevance of schoolwork to his career aspirations.

Recognizing the importance of aligning his interests with realistic career goals, James's school counselor suggested a different approach. They discussed vocational training programs and technical schools that focused on hands-on learning and automotive skills.

James decided to explore these options and visited a local technical school. He was inspired by the practical learning environment and the prospect of working directly with cars. The counselor helped him set specific career goals, such as completing a certification program

in automotive technology and gaining work experience through internships.

With a clear path ahead, James became more engaged in his studies, understanding that foundational knowledge in subjects like math and science was crucial for his chosen field. He enrolled in relevant courses and started dedicating more effort to his schoolwork, seeing it as a stepping stone to his dream career.

As James progressed, he gained confidence and motivation, eventually earning a spot in the technical school. This case study illustrates that aligning career goals with personal interests and practical learning opportunities can motivate students like James to pursue their passions and succeed, even if traditional academic routes are challenging.

Debate

White-collar jobs are better than blue-collar jobs.

Agree or Disagree.

Conclusion

Setting and pursuing career goals is a vital process for teenagers as it helps them envision their future and take proactive steps towards achieving their aspirations. Establishing clear, achievable career goals fosters motivation, direction, and a sense of purpose. It encourages teenagers to develop relevant skills, seek educational opportunities, and build valuable experiences. By exploring their interests and passions, teenagers can make informed decisions about their career paths, ultimately leading to fulfilling and successful professional lives. Encouraging teenagers to set and work towards career goals not only prepares them for the workforce but also empowers them to shape their futures with confidence and determination.

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