

Life Skills

Partners



Course Overview

Course Name: LIFE SKILLS

Course Number: LSK 1

About this Course: This is an introductory course that broadly covers a set of skills important for enhancing learning and employability. It will address personal, social, and work skills. It comprises two major sections: - one focusing on the individual self-concept and awareness and the second focusing on social skills necessary for learning and employment. Specifically, the content addresses itself to understanding of life skills, self-concept and awareness, decision making and goal setting skills.

Course Objectives

Course Aim: By the end of the course, learners would have acquired life skills to enable them to learn continuously and secure employment.

By the end of the course, learners will be able to:

- a) Define life skills in the contexts of learning and work
- b) Enumerate the significance of life skill to learners and society at large.
- c) Explain the concept of ‘self’
- d) Explain self-Awareness as a concept and enumerate its advantages
- e) Enumerate the importance of self-awareness in the work and learning environments
- f) Discuss how self-awareness impacts on relations with other people
- g) Discuss concepts of decision making and Life goal setting
- h) Explain the process of good decision making

- i) Discuss how to make effective life goals in a learning and work environment

Course Target Audience

The targeted trainees are hard-to-reach youth and women in and around 7 key regions: Tigray region (Ethiopia), Garowe and Mogadishu (Somalia), Kassala and Khartoum (Sudan) and Wau and Juba (South Sudan). Target audience includes low-opportunity and marginalised youth, including refugees and displaced persons.

Module Structure

LIFE SKILLS MODULE	Objectives	Session No	Activities	Life Skills
	<ul style="list-style-type: none"> To understand the meaning of life skills To enlist at least three life skills important in each learner’s context To appreciate the value of life skills in a learning and work environment 	ONE	Defining life skills Why Life Skills	Meaning and Importance of Life Skills
	<ul style="list-style-type: none"> To understand the self in the context of others To explain the Importance of Self – awareness in the context of learning and work 	TWO	Who am I?	Self – awareness Self – concept Self vs Others

	<ul style="list-style-type: none"> To appreciate how understanding of self and others influences learning and employability 			
	<ul style="list-style-type: none"> To understand the importance of good decision making To set life goals that encourage learning and employability To learn how to solve problems to achieve set goals 	THREE	Goal setting activity Problem solving activity (Case)	Decision making, Goal setting, Problem Solving, Assertiveness, Critical thinking

Study Guide and Course Expectations

Recommended Study Time: Four Hours

Assessments Structure: This course is introductory in nature and sets the background to other courses. Therefore, the assessment will be inbuilt in form of short quizzes and tutor marked assignment every after each session.

Development Team

Course Lead: Janice D. Busingye

Curriculum Developer: Janice D. Busingye

Translators:

About this Course Manual

Life Skill (LSK1) is delivered by Kampala International University in partnership with NUFFIC and 11 other partners. The course was developed and adapted to ODeL format under the Academic Collectives Initiatives. All Course Manuals produced under Academic Collectives Initiative are structured in the same way, as outlined below.

Course Manual Structure

The Course Overview

The Course Overview will help every learner to determine:

- ✚ If the course is suitable for you
- ✚ What you can expect from the Course
- ✚ What skills you will gain from taking this course

The Study Guide will help to guide you on

- ✚ How much time every learning will devote to completing the course
- ✚ Recommended Reference materials
- ✚ Where and how to get Help and Academic Support
- ✚ Course Assessment and Grading Methods
- ✚ Activity Icons

We strongly recommend that you read the overview carefully before starting your study

The Course Content

The Course is broken down into Study Sessions that are broken down into hourly format. Each Study Session comprises:



- + An Introduction to the Study Unit Content
- + Learning Outcomes
- + Core Content of the Study Unit with a variety of learning activities
- + A Study Session Summary
- + References and Bibliography
- + Glossary of Terms
- + Self-Review Answers

Your Comments

After completing this course, we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:



- + Course Curriculum
- + Contents and Structure
- + Course Assessments
- + Course Duration

Your constructive feedback will help us to improve and enhance this course.

Is this Course for you?

This course provides a solid foundation for youth and women to develop life skills necessary to enhance learning in an online curriculum context and promote employability. These are skills necessary for every graduate of all other courses and is compulsory.

Timeframe



This is a four and a half hours' course; it requires a formal study time of 4.5 hours which will be covered in three separate sessions each lasting an hour. We recommend you take an average of one to two hours for an extra personal study. You can also benefit from online discussions with your course tutor. Kindly see course calendar on your course website or LMS for scheduled dates.

Study Skills



As a distance learner, your approach to learning will be different from that of a face-to-face classroom. You will now choose where, what, when and how you want to study. It is most likely you are fitting your study activities around other professional or domestic responsibilities.

You need to have technical skills and be familiar with use of basic desktop appreciation packages, the use of Internet, Web surfing and other basic skills.

Check out these link to learn or assess yourself on your familiarity of these technologies. It is important you are capable in the use of these tools

<https://edu.gcfglobal.org/en/subjects/tech/>

<https://www.open.edu/openlearn/education/key-skills-assessment>

Assessment



Generally there are two types of assessment: formative assessments and summative assessments. With regards to your formative assessment, they are of four (4) basic forms: In-Text Questions (ITQ), Self-Review Questions (SAQ) and Tutor-Marked Assignments (TMA) and Quizzes.

This manual is essentially filled with ITQs and SAQs. Feedback to the ITQs are placed immediately after the questions, while the feedback to the SAQ are at the back or end of the manual.



ITQs and SAQs will not be graded. Feedback to TMA and Quizzes will be provided by your tutor in not more than 2 weeks expected duration.

Academic Support



A course facilitator is commissioned for this course. You have also been assigned an academic tutor to provide insight into the learning content. In addition, Learner Support Staff (LSS) are available 24/7 to provide learning support and guidance if you encounter challenges. You may obtain the contacts of your course facilitator, advisor, tutor or LSS.

Academic Support Contacts for this course are available at the DISH project website.

<https://codeesa.kiu.ac.ug/dish.php>

Need Help?



The Course manual complements and supplements BPCRD audiobook and videos. All learning resources are available at <https://lms.kiu.ac.ug/course/index.php?categoryid=279>

For inquiries, use the following channels for information, learning resources, library services etc.

DISH Project Helpdesk

Tel:

Email: support@dish.kiu.ac.ug

DISH Project Counsellor

Tel:

Email: counsellor@dish.kiu.ac.ug

DISH Library Services

Tel:

Email: library@dish.kiu.ac.ug

Recommended Further Readings




In addition to this course manual and course videos, you can get more knowledge on Life Skills via library eBooks and Journals. However, the following texts are recommended for your further readings:

- ✚ Life skills education school handbook Prevention of non-communicable diseases Resources at <https://apps.who.int/iris/rest/bitstreams/1276896/retrieve>.
- ✚ Life Skill: Service temporarily down Resources at http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_93.7_A_Rev.2.pdf
- ✚ Awareness and Application of life Skill http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_93.7_A_Rev.2pdf

Navigation Icons

While working through this course, you will notice some frequent use of pictures also referred to as *margin icons*. These icons serve to as signposts to a particular activity, resource, or task. They have been included to help you find your way easily in this course.

A complete set of margin icons and what they represent is shown below. We recommend you familiarize yourself the icons and their corresponding meanings before starting your study.

 <p>Contents</p>	 <p>Learning Activity</p>	 <p>Outcomes</p>	 <p>Time & Schedules</p>	 <p>Notice / News</p>
 <p>Study Skills</p>	 <p>Assessments – Quizzes</p>	 <p>Assessments – TMA</p>	 <p>Academic Support</p>	<p>Case Study</p> 
 <p>Help</p>	 <p>Feedbacks & Comments</p>	 <p>Recommended Texts Readings</p>	 <p>Group Work or Project</p>	 <p>Workshop</p>
 <p>Live Interaction – Chat or Video</p>	 <p>Peer to Peer Interaction</p>	 <p>Tips</p>	 <p>Summary</p>	 <p>References</p>

HM 04

Introduction to Life Skills

Outline:

- What are life skills?
- What's the importance of life skills in a learning/work environment?
- What are some examples of importance life skills in my context (of work and learning)?

Study Session Duration

This Study Session requires a minimum of 1.5-hour formal study time.

Introduction To Life Skills

Preamble

The 21st century society brought a lot of innovations, opportunities as well as attendant challenges. The ability to adapt successfully in this ever-changing global environment is a necessary skill. Economies around the world have witnessed new way of doing things in various sectors like education, business, health, and communication. To survive in this every changing world, everyone needs to have the necessary life skills. Acquiring training in this area will help every student to develop the cognitive, emotional, social aspects of their lives. Having the right mindset about life is essential for continuous learning and employability.

Learning Outcomes of HM04

Upon completion of this study unit, you should be able to:

- 1.1 Define Life Skills in the contexts of learning and work and enumerate the importance of life skills to learners and society at large.
- 1.2 Explain the concept of self-awareness concept and enumerate the importance of having self-awareness in the work and learning environments.
- 1.3 Explain the concepts of decision making and life goals and discuss the process of making good decisions

1.1 OVERVIEW OF LIFE SKILLS

As an individual, navigation through life challenges is a necessary. Great accomplishments have been done by people who got the best out of life using their skills. No matter the area of life where one is operating, you must have the right attitude, adequate knowledge and skillful to be outstanding. It does not matter whether you are a teacher, doctor, pilot, or farmer, you need life skills to be productive. This is because, thing might not always go the way you planned it to be, unforeseen issue will spring up. Having life skills will help you to solve issues when they arise.

In this study session, you will learn about the meaning of the concept of life skills, and their benefit to life of an individual and society.

1.1.1 MEANING OF LIFE SKILLS

Life skills are “Abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. In other words, life skills equip individuals to be self-reliant and add value to his/her society. In some cases, people develop like skills without being aware of it. For instance, know how to be effective at work, the ability to communicate properly and how to maintain a relationship are all life skills. Some people became better at these skills by repeating them.

For others, they were not exposed to environments where they can acquire these skills. For instance, some people might grow up in an environment that challenges them to be courageous. Those who did not have the opportunity to grow up in such environments will struggle later in life because they were not trained to be resilient and courageous. In general, having life challenges entails behavioural changes in these following areas: Knowledge, Attitude and Skills.

Box 1.1: Definition of Life Skills

Abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO, 2003).

1.1.2 CLASSIFICATION OF LIFE SKILLS

Life skill has been grouped into three broad categories:

1. Thinking skills
2. Emotional skills
3. Social skills

THINKING SKILLS (enhance logical faculty of the brain)	EMOTIONAL SKILLS (knowing and being comfortable with oneself)	SOCIAL SKILLS (knowing and being comfortable with others)
<ul style="list-style-type: none"> • analytical ability • creative thinking • Critical thinking • Problem-solving skills • Decision making 	<ul style="list-style-type: none"> • Self– management • Managing and coping with feelings emotions • Managing stress • Assertiveness • Self - esteem 	<ul style="list-style-type: none"> • leadership skills • co-operation • management skills • advocacy skills • team building skills • communication skills

1.1.3 Why do we need Life Skills?

What you will need:

- A note book
- A pen/pencil
- A ruler



ACTIVITY:

Read about Malala (Kettler, 2021) by clicking the link below. If you find any other information about Malala, please read it too. (20 Minutes)

<https://www.biography.com/activist/malala-yousafzai>

Make a table as one below and fill in at least four of each category of Malala’s attributes categorized into skills, talents and qualities.

Skills	Talents	Qualities you admire about Malala
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

In a discussion, share and explain two of each category, of your choice with the rest of the class.

Class discussion

- What skills enabled Malala to give a speech in Peshawar?
- What talents enabled Malala to become a blogger at 11 years of age?
- In her own words, what qualities enabled Malala to become an activist and advocate after being attacked by the Taliban?
- From Malala’s example, why do you think it is important for you to have life skills?

Box 1:2: Importance of Life Skills (AVSI, 2017)*LIFE SKILLS:*

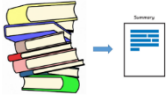
- Help us focus and pay attention.
- Help us have a better awareness of ourselves.
- Help us develop a stable self-image and appreciate ourselves better.
- Teach us self-control and self-regulation.
- Help us learn how to take care of our bodies.
- Help us learn how to recognize and express our emotions.
- Teach us empathy, being able to take on the perspectives of others.
- Help us learn to communicate effectively.
- Teach us how to make informed decisions and how to plan our lives jobs, career, and future.
- Help us learn to accept praise and criticism as well as overcome failure.
- Are helpful in modeling rational (nonviolent) behavior in conflict situations.

Source: https://www.avsi.org/upload/publication/0/77.pdf?_636963713001678635

**Tutor Marked Assignment I**

- I. With Examples, explain the meaning of Life Skills*
- II. With five examples life skills, demonstrate how each of them can help you with learning and in a work environment.*

Summary of Unit 1



- Every person needs life skills to enable them to continue learning and sustain employment, whether as a self-employed or employed by another person
- Some people may get employed or start businesses, but without the right life skills, they fail to manage themselves, their emotions and other people
- Life skills are learnt and can therefore be unlearnt to learn others

Self-Review Questions for Unit 1

Now that you have completed this study unit, you can assess how well you have achieved its Learning Outcomes by answering these questions in your own notebook.

1. What do you understand by the term “life skills”?
2. Differentiate between Emotional Skill and Social Skills?
3. List and explain 5 benefits of acquiring life skills.

2.1: SELF CONCEPT: WHO AM I?

In every situation in one's life, it is imperative to understand oneself to be able to relate with others well. Understanding the self has been approached by different theorists differently.

Box 2.1: Meaning of Self-Concept (Harappa, 2020)

“Self-concept is the image or the idea we have about ourselves. It can be thought of as our perception of our abilities, behaviors, and characteristics. It helps us draw a mental picture of who we are—physically, socially, and emotionally. We form and develop our self-concept over time. It is shaped and influenced by our knowledge and interactions with our immediate environment.”

Source:

<https://harappa.education/harappa-diaries/self-concept-components-formation-and-examples>

According to Carl Rogers (Rogers, 1959), the self-concept is comprised of three components

- **Self-image:** he explained that each of us have a way we see ourselves, things we know about ourselves and our personality. For instance, we know our skin colour, height; we know our social roles, such as mother, wife, gardener, student; personality, such as being social, kind, serious). The image we have of ourselves doesn't always match with the reality; for instance, one might know that he or she is a thief, but if asked, they would portray only the positive image characteristics.
- **Self Esteem:** Rogers explains that each of us has value that we place upon ourselves and terms this as self-esteem. It comprises of how we evaluate ourselves against other people's valuations of us. For instance, we can have high self-esteem in one aspect of life (“I am a good student”) and have low esteem in another area (“I am not beautiful”).
- **Ideal self:** Rogers further explains that there is the ‘self we would like to be’. For instance, we all like to be seen as kind, loving, serious, considerate, etc. however, this could differ from what we are (self-image). For instance, a mean person might look at

themselves as kind. Take another example of a thief who has died, and a speech is being given in his dis(honour), all people will usually speak to his or her ideal self, instead of the real self; they will try to portray him or her as a good person.

2.1.1 HOW DO WE DEVELOP THE SELF-CONCEPT?

It is argued that self-concept starts developing from childhood and by the time we reach adolescence, it has been established for the rest of the life of an individual. This is when we try out different social roles and different selves and establish our own self-concept. Success and approval at this stage contributes to one's higher or lower self-esteem.

Watch the video in the link below

<https://www.youtube.com/watch?v=vSvRA8jUSxQ>

Based on the video, in small virtual groups of a maximum of five (5) learners, actively engage in an online discussion guided by the following questions:



- What do you think has helped him develop a positive self-image of himself?
- Share your responses in the plenary with the rest of the learners

Read and in your notebook, note down the four components of the self – concept as explained in the article below:

<http://www.delmarlearning.com/companions/content/0766838366/students/ch43/summary.asp>

- From the video and the article above, write down what you think comprises your self-concept and share it on the discussion panel.

Why is a positive self-image important?

- When learning it works as our filter and allows or disallows information to enter in our mind, by noticing and selecting things that are important to our self-concept.
- While making decisions, the self-concept helps us make sense of what we need to act on and what actions need to take. Whatever isn't in line with our self-concept will not influence our decisions
- In interpreting of information, we refer to our self-concept to give us a reference for how we interpret any information that we encounter. For example, in the video you watched, Nick Vujicic refers to his leg as a 'lollipop'. If he wasn't a motivational speaker or if he had a negative self-image, he would interpret his absence of a human leg as a disability.
- Our self-concept influences the people we associate and communicate with, who we see as different or like us and who we trust and want to keep relating with.
- The self-concept determines what assumptions we make of other people and in turn influences how we relate to them.
- Our self-concept determines what we see as right or wrong, ethical or unethical, moral or immoral
- Our ability to cope with stress is dependent on our self-concept, in that, the state of our mental health is the basis of our everyday confidence and resilience when faced with stressful situations
- Our self-concept is highly dependent on our own self-awareness.

2.2 SELF AWARENESS

Box 2.2: Meaning of Self-awareness

Self-awareness is about having a learning to deeper understanding of your uniqueness, why your actions and thoughts. You can change yourself when you are aware of who you are, become the person you admire and create a life of your choosing.

2.2.1 IS SELF-AWARENESS IMPORTANT FOR LEARNING AND WORKING?

- Self-awareness is important because when we have a better understanding of ourselves, we can experience ourselves as unique and separate individuals. We are then empowered to make changes and to build on our areas of strength as well as identify areas where we would like to make improvements.
- Self-awareness is often a first step to goal setting. Self-awareness is being conscious of what you're good at while acknowledging what you have yet to learn. This includes admitting when you don't have the answer and owning up to mistakes.
- In our highly competitive culture, this can seem counter intuitive. In fact, many of us operate on the belief that we must appear as though we know everything all the time or else people will question our abilities, and then perhaps judge us. If you're honest with yourself, you'll admit that really the opposite is true. Because whether you acknowledge your weaknesses or not, everyone still sees them. So rather than conceal them, the person who tries to hide weaknesses highlights them, creating the perception of a lack of integrity and self-awareness.

Tutor Marked Assignment II

Submit this assignment via the LMS. Deadline dates will be provided on the course news page



- i. Define self-awareness and explain how you think it is useful to you as an individual.

3.1 DECISION MAKING

In many instances in our lives, we find that we need to make a decision on everything, right from what we shall wear to what we shall eat or not eat, what we shall learn or not learn. All these go through a thought process and sometimes engage others, depending on our understanding of self, our life skills, and our level of self-awareness. In most cases, when presented with a situation, we first step back, examine and understand it objectively and logically and then decide on what to do or not to do next. We might decide to go the wrong way or the right way, or even stay where we are; but whatever happens, we decide.

3.1.1 WHAT INFLUENCES DECISION MAKING?

The decisions we take are dependent on several factors, but the ones that stand out include the following according: -

- Personal and family background
- The history/experience

- A particular situation
- Personal values
- Environmental/Social/Societal influence
- Level of education
- Peer pressure
- Individual difference
- Other people’s decision – some might want others to decide for them
- By listening to the counsel of elders

Quick Decision-Making quick activity



Read the riddles below, A, B and C and write their short answers in your notebook. You must only take less than 10 seconds to answer.

A. Mr. Adel and his son were traveling by motorcycle. Suddenly, the car in front of them hit the brakes and they were thrown off the motorcycle. Mr. Adel died on the spot, but his son was rushed to the nearest hospital. The doctor began the operation and looked at the boy and said, "I cannot operate on my son." How was this possible?

B. If I have it, I don't share it. If I share it, I don't have it. What is it?

C. Mary's father has 5 daughters – Nana, Nene, Nini, Nono. What is the fifth daughter's name?

Question: What influenced the answer you gave? See if any answer was influence by any of the factors as discussed in 3.1.1.

3.2 LEARNING TO MAKE GOOD DECISIONS

Making good decisions is not a characteristic we are born with. Rather, it is a skill that we can develop and learn through our interaction with others and the environment around us. The more

we get exposed to different situations and challenges, and gain experience in different aspects of life, the more well positioned we are to make the right decisions. To make a choice, we must first understand the challenge or the issue at hand, then understand the alternative choices we have, and be aware of the consequences that will arise out of the decision, good or bad. For example: -

Challenge	Choice	Consequence
Inadequate computer skills	Take a course on computer skills	Financial implication but skills will be acquired

Another person might decide not to take the computer course and opt for another choice that will also have a different consequence. But ultimately, a decision will have been made, for the better or otherwise.

Activity

In your free time, you could fill in at least three challenges following the matrix in the table above and each week at least add one challenge that you have overcome by making a choice and its consequence. This can be shared at the end of the month in our discussion panel. The tutor will give each learner feedback on this.

3.2.1 UNDERSTANDING AND SETTING LIFE GOALS

Each one of us, as human being has goals; they might be short term goals or long term, they might be good or bad; they might be dangerous or safe, but as long as we are taking actions, we are continuously thinking, setting and resetting our goals. However, we cannot set our eyes on all the things we want to do and achieve the best out of them. We must have our attention focused

on the right activities that will motivate us to stay committed to the goals we have set our eyes on.

ACTIVITY

Watch the video below on setting SMART goals and write down the key issues that you have identified about setting your own goals.

Video

<https://www.youtube.com/watch?v=i0QfCZjASX8>



Guided by the video and the reading by Stutton, make at least four smart life goals related to your education or your health.

DISCUSSION

Each learner shall present at least 2 life goals and demonstrate how they conform to the principle of “SMART” goals.

Self-Review Answers (SRA) to Self-Review Questions of Study Session 3

- Why is good decision making an important life skill for me as a learner and in my workplace?
- Why is it important for me to set SMART life goals?

Further Reading

<https://www.noomii.com/articles/809-8-simple-steps-to-good-decisionmaking-for-teens>

<https://levelupleadership.com/understanding-the-key-components-of-achievable-goals/>

https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf

<https://www.thoughtco.com/self-concept-psychology-4176368>

<http://www.delmarlearning.com/companions/content/0766838366/students/ch43/summary.asp>

<https://www.youtube.com/watch?v=vSvRA8jUSxQ>

<https://apps.who.int/iris/rest/bitstreams/1276896/retrieve>.

http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_93.7A_Rev.2.pdf

https://www.fhi360.org/sites/default/files/media/documents/Life%20Skills%20Toolkit_India.pdf

https://www.avsi.org/upload/publication/0/77.pdf?_636963713001678635

<https://harappa.education/harappa-diaries/self-concept-components-formation-and-examples>

<https://positivepsychology.com/goal-setting-templates-worksheets/>

<https://www.youtube.com/watch?v=i0QfCZjASX8>

References

AVSI. (2017). *FACILITATOR'S MANUAL FOR LIFE SKILLS*. AVSI.

Harappa. (2020, October 28). *How To Develop Your Self-Concept*. Retrieved from Harappa:
<https://harappa.education/harappa-diaries/self-concept-components-formation-and-examples>

Kettler, S. (2021, November 12). *Malala Yousafzai Biography*. Retrieved from Biography.com:
<https://www.biography.com/activist/malala-yousafzai>

Rogers, C. R. (1959). A Theory of Therapy, Personality, and Interpersonal Relationships as Developed in The Client-Centered Framework. *Psychology: A Story of a Science*, 184-256.

WHO. (2003). *Skills for Health*. Geneva: World Health Organization.