CBSE Central Board of Secondary Education

Teacher's Manual on Cife Skills Classes IX-X

CENTRAL BOARD OF SECONDARY EDUCATION



Jeacher's Manual on Life Skills

Classes-IX-X



CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi-110092

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मंत्री मानव संसाधन विकास, विज्ञान और प्रौद्योगिकी एवं पृथ्वी विज्ञान, संचार एवं सूचना प्रौद्योगिकी भारत सरकार, नई दिल्ली -110 115 MINISTER OF HUMAN RESQURCE DEVELOPMENT, SCIENCE & TECHNOLOGY AND EARTH SCIENCES, COMMUNICATIONS AND INFORMATION TECHNOLOGY GOVERNMENT OF INDIA NEW DELHI - 110 115

<u>MESSAGE</u>

India is moving ahead with great dynamism propelled by the talent and hard work of our youth. We need to further empower our youth, especially the adolescents, with quality 'life skills education' that will enable them to effectively deal with the demands and challenges of everyday adult life in the emerging 'globalised world'. The set of life skills which will help a person negotiate through the complex social situations and inter-personal interactions, in resolving conflicts, combat abusive situations, identify emotional complexities, and improve social constructs of knowledge and transact effectively diverse activities of daily life are the ones that need to be imparted.

'Life Skills Education' is presently being imparted in schools affiliated to the Central Board of Secondary Education (CBSE). We now seek to ensure that the subject is not taken up as a mere pedagogic exercise by both teachers and students alike. Accordingly CBSE has prepared a comprehensive 'Teachers' Manual on Life Skills' that will help the teachers to devise meaningful 'live activities and experiences' across a wide gamut of life skills. My congratulations to CBSE for the initiative to bring out a very useful manual and an appeal to the teachers to make the subject a 'living experience' which the students will cherish and apply in their life.

Mubal

(KAPIL SIBAL)

डा. डी. पुरंदेश्वरी Dr. D. PURANDESWARI



राज्य मंत्री मानव संसाधन विकास भारत सरकार नई दिल्ली-110115 MINISTER OF STATE FOR HUMAN RESOURCE DEVELOPMENT GOVERNMENT OF INDIA NEW DELHI-110115

<u>MESSAGE</u>

Swami Vivekananda once remarked that 'the secret of life is not enjoyment but education through experience'. There are a number of skills that one needs to develop through experience to be successful with anything and most of these skills are not learned in colleges. Life skills are a set of human skills are not learned in colleges. Life skills are a set of human skills acquired via direct experience that are used to handle problems and questions commonly encountered in daily human life. Therefore Life Skill Education has to be imparted right from the day a child enters a school.

Life Skills Education has a long history of supporting child development and health promotion. It is expected that through Life Skill education individuals improve their contributions to the society. This kind of education makes us flexible in our approach to adapt with various situations in life. It also should generate hope in difficult situations. It properly implemented Life Skills education can help children to develop right livelihood skills to become a productive members of the society.

Many factors are responsible for high risk behaviour amongst youngsters. It is indeed praiseworthy that the Life Skill Education of Central Board of Secondary Education helps children to face the challenges of day to day life. As young people learn from their environment it is more important that such a programmes should be experiential in nature. In this context an activity oriented book like a Teacher's manual being published by the Board is vital. The Manual which focuses on important skills in the area of Social, Emotional and Thinking domains will definitely help children to lead a successful life.

I am sure that the students and teachers shall be immensely benefited by this effort. I wholeheartedly appreciate the Chairman of the Board and each and every individual associated with the preparation of this documents.

With Best Wishes,

(Dr D.PURANDESWARI)



अंशु वैश्य सचिव ANSHU VAISH SECRETARY



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MESSAGE

Our values determine how we cope with life. Since life skills as coping skills are based on the kind of values we believe in, the Central Board of Secondary Education as a national body endeavours to impart Life Skills Education to school going children.

Life Skills Education is a 'behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills'. Such an education should address, above all, behaviour change. Therefore Life Skills approach emphasizes 'Learning by doing'.

A creative and concerned teacher can find several reference points within the curriculum. Even a simple act of allotting group work to children in class is an opportunity to impart team building skills to the children. However, the internalization of the skill is important. Accordingly, activities such as discussions, role plays, drama, art, debates and case studies are some of the modes employed for transacting life skills. This Teachers' Manual on Life Skills focuses on such activities. I am confident that it will enhance thinking skills, emotional skills and social skills among children.

The Central Board of Secondary Education's initiatives in the area of Life Skills Education are commendable. I hope that the teachers will find this Manual useful.

(Anshu Vaish)

New Delhi December 6, 2010



Dr. S.C. KHUNTIA Joint Secretary (SE) TELE: 23381096



भारत सरकार मानव संसाधन विकास मंत्रालय स्कूल शिक्षा और साक्षरता विभाग शास्त्री भवन नई दिल्ली - 110 115 GOVERNMENT OF INDIA MINISTRY OF HUMAN RESOURCE DEVELOPMENT DEPARTMENT OF SCHOOL EDUCATION & LITERACY SHASTRI BHAVAN NEW DELHI-110 115

<u>MESSAGE</u>

Life Skills help the children to function as balanced individuals and to act as effective members of the society. Acquisition of life skills can influence the way children cope with stress and face challenges. Hence our educational programmes need to focus on the development of these vital skills in schools.

Life Skill Education will be effective only when children are able to internalize their skills for negotiating their way through the difficulties in day to day life. It also enhances self direction of the individual, so that one is able to monitor one's own understanding and learning needs. It is important to identify the life skills required for the all round development of the children. Positive inputs from the teachers can enhance these skills and boost the confidence of children.

For effective implementation of Life Skill Education there is a need for professionally trained teachers in schools. It is hoped that the Life Skills Manual being brought out by the Central Board of Secondary Education would be very useful in this respect. In addition to Critical Thinking, Creative Thinking, Problem Solving and Decision making skills, other attributes like Empathy, Self Awareness, and Coping with Emotions and Stress have to be given importance.

I hope the teachers will find this Manual to be of great help in conducting life-skill-based activities in and outside the classrooms. It will also have catalytic effect on the Schools to come out with more innovative practices in the area of Life Skills Education.



Preface



he Central Board of Secondary Education believes that the school should help to develop Life Skills in children which are essential abilities that help to promote positive behaviour in individuals to deal with the challenges of everyday life. Life Skills can be applied in the context of Self and Social Awareness, Environmental Education, Peace Education, Education for Development, Consumer Education, Adolescence Education and Physical Education among others. In short Life- Skills empower learners to take positive action for self growth and promotion of healthy and positive social relationships.

Life-Skills Education is a means of empowering all domains of the learners so that they are able to develop Life-Skills such as Self Awareness, Empathy, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Effective Communication, Interpersonal Relationships, Coping With Stress and Coping with Emotions.

Self Awareness, Self Esteem and Self Confidence are essential tools for understanding our strengths and weaknesses. Consequently the individual is able to develop social awareness in the context of family, society and the nation. This helps an individual to identify problems, explore alternatives, weigh options and make rational decisions in solving problems as soon as they arise. It also helps to establish-productive interpersonal relationships with others. Critical Thinking Skills and Decision Making Skills help to evaluate the actions being taken by the individuals.

The CBSE has introduced Life Skills Education as an integral part of the curriculum of Classes VI-X and has brought out `Teachers' Manual' which focuses on guidelines for teachers in each of the ten skills. It also has a few exemplar activities which help to develop the Life-Skills identified. These activities are merely suggestive and a resourceful teacher can definitely think of many more activities to promote a particular Life-Skill.

It is hoped that the schools will adopt an interdisciplinary approach for transacting the curriculum of Life-Skills Education through the curriculum plus mode. Components of Life-Skills are also integrated in the formal modes of learning such as Language Textbooks, Science-Textbooks and Social-Science Textbooks. However, it is more important to promote Life-Skills through an informal approach and in an activity mode.

I am extremely grateful to Prof. Udai Pareek, IIHMR, Jaipur for his insight guidance and inspiration and also the members of NGOs Muskaan (Jaipur) and Pravah (New Delhi) who have helped to shape this book. I would also like to acknowledge the effort of Dr. Sadhana Parashar Head (Innovation and Research) for bringing out this Teacher's Manual - Classes IX-X and editing it.

I do hope that the teachers will use this Manual and conduct these activities in the time available within the larger school curriculum. The fact is that Life Skills will have to be assessed in the continuous and comprehensive evaluation format. The Board has developed CCE card and also guidelines for assessment. Teachers will need to go through different modes of assessment provided and use the tools to grade students. The importance and need of empowering the young children today with thinking skills, social skills and emotional skills cannot be undetermined and I see this as a step in the right direction. Any other suggestions are always welcome and will be incorporated in future editions.

Vineet Joshi, IAS Chairman

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक '[सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

> सामाजिक, आर्थिक और राजनैतिक न्याय, विचार, अभिव्यक्ति, विश्वास, धर्म

> > और उपासना की स्वतंत्रता, प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए तथा उन सब में व्यक्ति की गरिमा और [राष्ट्र की एकता और अखण्डता] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई॰ को एतद्धारा इस संविधान को अंगीकृत, अधिनियमित और आत्मापित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।

2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क मूल कर्त्तव्य

51 क. मूल कर्त्तव्य - भारत के प्रत्येक नागरिक का यह कर्त्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a' SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ² [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

- 1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
- 2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

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Introduction

Life-Skills Education as defined by the UNICEF is "a behaviour change or behaviour development approach designed to address a balance of three areas; knowledge, attitude and skills". The world bodies such as UNICEF, UNESCO and WHO list the ten core Life Skills as Empathy, Self Awareness Building Skills, Creative Thinking, Critical Thinking, Problem Solving, Decision Making, Effective Communication, Interpersonal Relationship Skills, Coping with Stress and Coping with Emotions.

Life-skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life. Most development professionals agree that Life-Skills are generally applied in the context of health and social events. The definition extends into consumer education, environmental education, peace education or education for development, livelihood and income generation, among others. In short, Life-Skills empower young people to take positive action to protect themselves and promote health and positive social-relationships.

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The various Life-Skills being covered in the Manual are enumerated below :

Thinking-Skills:

Critical thinking skills/Decision making skills - include decision making/ problem solving skills and information gathering skills. The individual must also be skilled at evaluating the future consequences of their present actions and the actions of others. They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them. This also includes Creative Thinking and Critical Thinking skills which allow for alternate modes of thinking.

Social-Skills:

Interpersonal/Communication skills - include verbal and non-verbal communication, active listening, and the ability to express feelings and give feedback. Also in this category, are negotiation/refusal skills and assertiveness-skills that directly affect ones' ability to manage conflict. Empathy, which is the ability to listen and understand others' needs, is also a key interpersonal-skill. Teamwork and the ability to cooperate include expressing respect for those around us. Development of this skill set enables the young person to be accepted in society. These skills result in the acceptance of social norms that provide the foundation for adult social behaviour.

Emotional-Skills :

Coping and *Self-Management* skills refers to groups of skills used to increase the internal locus of control so that the individual believes that they can make a difference in the world and affect change. *Self esteem, Self awareness, Self Evaluation* skills and the ability to set goals are also part of the more general category of self-management skills. Anger, grief and anxiety must all be dealt with and the individual learns to cope with loss or trauma. Stress and time management are key as are Positive-Thinking and relaxation techniques.

Skills-based education cannot occur when there is no interaction among participants. It relies on groups of people to be effective. Interpersonal and psycho-social skills cannot be learned from sitting alone and reading a book. If this approach is to be successful, all three components, Life-Skills, content and method should be in place. This effectively means that Life-Skills can be learnet through the use of certain methods and tools.

Some objectives of Life-Skill education are given below :

- It should not only address knowledge and attitude change but more importantly, behaviour change.
- Traditional "information-based" approaches are generally not sufficient to yield changes in attitudes and behaviours. For example, a lecture on "safe behaviour" will not necessarily lead to the practice of safe behaviour. Therefore, the lecture should be substantiated with exercises and situations where participants can practice safe behaviour and experience its effects. Most learning theories emphasize that learners learn best that which they can associate with their experience and practice.
- It will work best when augmented or reinforced. If a message is given once, the brain remembers only 10 percent of it one day later and when the same message is given six times a day, the brain remembers 90 percent of it. Hence the need to repeat, recap, reinforce and review.
- It will work best if combined with policy development, access to appropriate health services, community development and media.

The Central Board of Secondary Education has felt it is an important area and therefore the focus is on developing Life-Skills among young learners. The Board had introduced Life-Skills Education in Class VI way back in the year 2003-2004 and subsequently in

Class VII and Class VIII. Subsequently there was a need to revise the document with a focus on activities related to different Life-Skills. The Board is now extremely pleased to bring the revised Manual for Classes IX & X which is addressed to all teachers teaching these classes.

The Manual is organized in a way that it dwells on the theoretical understanding regarding the concept of a particular Life-Skill followed by a few activities which will help to enhance that particular Life-Skill. Most activities have an attached Student Worksheet where the learners are required to do an activity. This is because the Life-Skills approach emphasizes "Learning by Doing". The objective of the entire Manual as well as the activities is to bring about desirable change in behaviour by focusing on reinforcement of positive skills and attitudes. The pedagogy for transacting *Life-Skills Education* has to be interactive and experiential. The spirit of the subject is such that it necessarily must go beyond the classroom and enough provision should be made by the school to integrate it across the curriculum plus activities. The subject will be evaluated in the context of continuous and comprehensive evaluation on a 5-point scale. The details regarding the Indicators of Assessment are placed as an Annexure?

It is hoped that the teachers of all subject areas will use this Manual in their classroom transaction. The activities suggested are merely take off points for the teacher and many more can be devised. Any suggestions for further improving upon this Manual are always welcome.

Dr. Sadhana Parashar Head (I&R)

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tife-Skills

Life–Skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are abilities that facilitate the physical, mental and emotional well-being of an individual (WHO).

'*Adaptive*' means that a person is flexible in approach and is able to adjust to different circumstances.

'Positive behaviour' implies that a person is forward looking and finds a ray of hope, solution and opportunities even in difficult situations.



Know thyself" -Socrates A

New York

INTRODUCTION TO LIFE SKILLS A Value Based Conceptual Framework

Life Skills-based education is good quality education per se and good quality health education in particular. It relies on relevant and effective content and participatory or interactive teaching and learning methods (WHO).

When planning a value based conceptual framework in education, it is important to consider first the goals and objectives, then the content and methods. The goals of Life skills-based education describe in general terms a health or related social issue to be influenced in some particular way. The objectives describe in specific terms as follows:

• To create awareness regarding concept of life skills.

A Value Based Conceptual Framework

• To help to identify and develop skills needed for empowering learners to make informed decisions.

The Life skills-based education involves a specific knowledge, attitudes, and skills, including life skills, that young people will be helped to acquire so they might adopt behaviours or create the conditions described in the objectives. Once these are delineated, method of teaching is chosen that are most suitable to the student. For example, lectures are suitable methods for helping students acquire accurate knowledge; discussions are suitable for influencing attitudes; and role plays are suitable for developing skills. A wide range of teaching and learning methods can and should be used in enabling students to acquire knowledge, attitudes, and skills (WHO).

EXAMPLE

Life Still

Let's suppose the goal is preventing health problems from the use of tobacco.

Objectives for this goal might include reducing young people's use of tobacco products and changing conditions that affect tobacco use, such as the number of smoke-free environments and the cost and accessibility of cigarettes.

Content might therefore address (1) knowledge of the health risks of smoking; (2) awareness of the insidious tactics employed by the tobacco industry to persuade young people to use tobacco and make them addicted; (3) attitudes that afford protection against harming one's health and the health of others; (4) critical thinking and decision-



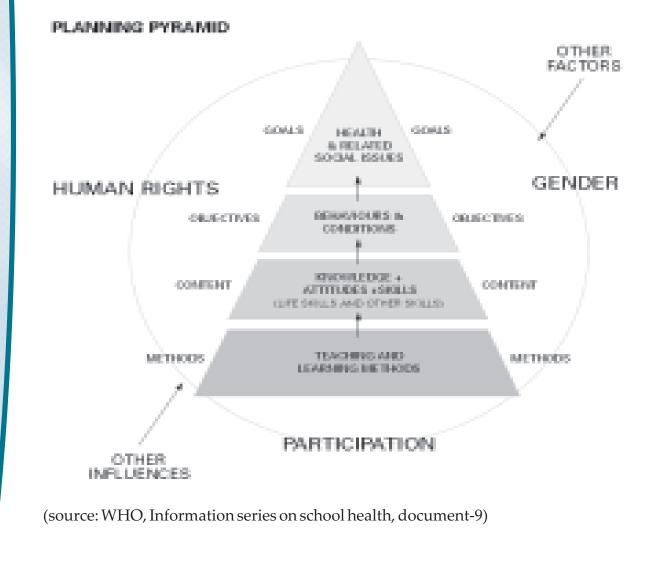
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making skills to assist in choosing not to use tobacco; communication and refusal skills to withstand peer pressure; and skills to advocate for a smoke-free environment.

Teaching methods for this content might include (1) a presentation that clearly and convincingly explains the harmful effects of tobacco and how companies use marketing to make tobacco use seem attractive; (2) a discussion and small group work using audio-visual materials to convey the dangers of smoking; (3) an exercise to research strategies that the tobacco industry uses to gain youth as replacement smokers; (4) role plays to practise refusal skills; and (5) a school-wide activity to gain support for a smoke-free school environment.

Therefore, a planning pyramid can be used to delineate the processes of Life skill based education.



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Objectives of the Module.

- To create awareness regarding concept of Life-Skills.
- To help to Identify and develop skills needed for empowering learners to make informed decisions.

What are Life-Skills?

The word Life Skills has come to be popularly used in the context of emerging health issues for young people in different parts of the world.

According to the **United Nations Children's Fund** (UNICEF) Life-Skills education refers to "*a behaviour change or behaviour development approach designed to address balance of three areas: knowledge, attitude and skills*". The UNICEF definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitudinal and skill based competencies are not addressed.

Adolescence is a critical period for the development of self-identity. The process of acquiring a sense of self is linked to physiological changes and also learning to negotiate the social and psychological demands of being young adults. Responsible handling of issues like independence, intimacy and peer group dependence are concerns that need to be recognized and appropriate support needs to be given to cope with them.

These physiological changes have ramifications in the psychological and social aspects of an adolescent's life. Most adolescents deal with these changes without full knowledge and understanding which could make them vulnerable to risky behaviour.

It is a time when the given and internalized norms and ideas are questioned, while at the same time the opinions of the peer-group become very important. It is important to recognize that adolescents need social and emotional support that may require reinforcement of norms of positive behaviour, acquisition of skills essential to cope with the risky situations that they encounter in their lives, manage peer-pressure and deal with gender stereotypes. The absence of such support can lead to confusion and misunderstanding about these changes and affect their academic performance and social behaviour.

History of Life-Skills:

Life-Skills Based Education (LSBE) has a long history of supporting child development and health promotion. In 1986, the **Ottawa Charter** for Health Promotion recognized Life-Skills in terms of making better health choices. The 1989 **Convention on the Rights of the Child** (CRC) linked Life Skills to education by stating that education should be directed towards the development of the child's fullest potential. The 1990 **Jomtien**

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Declaration on 'Education for All' took this vision further and included Life-Skills among essential learning tools for survival, capacity development and quality of life. The 2000 **Dakar World Education Conference** took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be", and included Life-Skills in two out of the six EFA Goals.

Life-Skills Based Education is now recognized as a methodology to address a variety of issues of child and youth development and thematic responses including as expressed in UNGASS on HIV/AIDS (2001), UNGASS on Children (2002), World Youth Report (2003), World Program of Human Rights Education (2004), UN Decade on Education for Sustainable Development (2005), UN Secretary General's Study on Violence Against Children (2006), 51st Commission on the Status of Women (2007), and the World Development Report (2007).

Every nation, society and community has to work towards promoting adolescent health. When young people acquire **Knowledge**, **Attitudes**, **Value Enhanced Life-Skills (KAVELS)**, they benefit in a variety of ways. These Life-Skills help young people to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, cope with stress and manage their lives in a healthy and productive manner. Such knowledge and skills can lead to behaviours that prevent disease and injury, foster healthy relationships and enable young people to play leadership roles.

Moreover, the knowledge and Life-Skills education imparted to students are likely to be passed on to their own children, thus influencing future generations.

Global and Indian experiences have shown that educational interventions that focus on Life-Skills development have proven very effective in empowering adolescents to manage their concerns, including avoidance of risky behaviour.

The approach that is being followed by the Central Board of Secondary Education is to provide accurate, objective and scientific knowledge keeping in mind that the content should be age –appropriate and directed towards the sensitivity of young minds. The process of transfer is made simpler through the **KAVELS** approach.

(Knowledge, Attitude, Value Enhanced Life Skills)

A positive attitude is essential to cope with the rapid changes which happen in the life of a young adolescent in the areas of body, mind and soul. Different values need to be experienced at different levels and internalized through development of appropriate expression. Social-skills are needed to use values throughout the day.

Young people need to think about them, reflect on them and carry them into their personal and social lives. They need to be able to see the effect of their behaviour and choices and develop socially conscious Decision-Making Skills. One can develop

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reflection points for value enhanced Life-Skills such as '**Everyone in the world has the right to live with dignity and respect**' including myself. (Values : Respect , Life-Skills : Critical-Thinking Decision-Making). '**Tolerance is being open and receptive to the beauty of differences'.** (Value : Tolerance, Life-Skills : Interpersonal-Skills Communicative-Skills). One can also add sayings from the local culture, bring in local role models and learning gleaned from historical figures.

In addition to enhancing knowledge, the focus of the modules is on development of value enhanced Life-Skills in students which would help them in resisting peerpressure, taking informed decisions and making healthy choices.

Objectives of the Life-Skills Programme:

- To develop concept of Life-Skills with respect to everyday life.
- To create awareness about the ten core Life-Skills and their inter-relatedness.
- To develop Life-Skills of Creative-Thinking, Critical-Thinking, Empathy, Coping with Stress, Coping with Emotions, Inter-personal Relationships, Communication-Skills, Decision-Making Skills, Self-Awareness and Problem-Solving.
- To apply these Life-Skills in all spheres of life.

Vision

Nurturing...

Aware, Responsible and Empowered Learners

We seek your active cooperation in making this vision a reality.

Life-Skills are essentially individual **abilities that help to promote mental well-being and competence in young people when they face the realities of life**. Most development professionals agree that Life-Skills are generally applied in the context of health and social issues of concern.

Objectives of the Life-Skills Manual:

- To create awareness regarding the ten Life-Skills.
- To develop the various skills and competencies associated with Life-Skills.
- To develop a non-judgemental and compassionate attitude.
- To manage adolescence and examination related stress and anxiety.
- To be well-informed on various Adolescent-Education related issues.

These can be utilized in many content areas like:

- Relationship-Management
- Professional-Communication
- Consumer Education

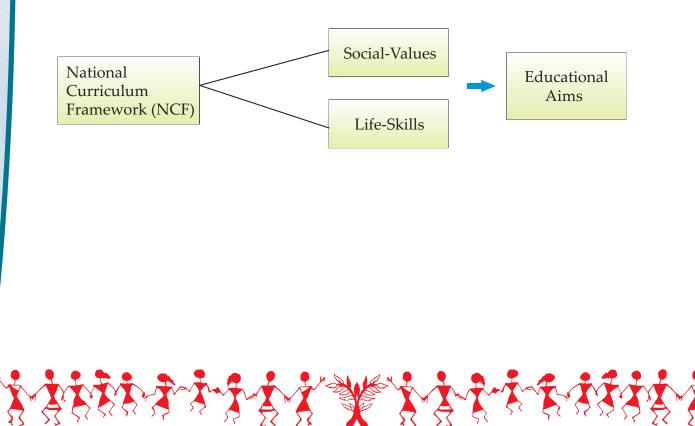
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- Livelihood and Employability
- Environmental-Awareness

- Gender Concerns
- Process of Growing up
- Education for Development
- Social-Communication

In short, Life-Skills empower young people to take positive action to protect them and promote their health and positive social-relationships.

National Curriculum Framework (NCF) and Life-Skills



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The guiding principles in National Curriculum Framework (NCF) provide the landscape of social values and Life-Skills within which we locate our educational aims.

These are:

- Commitment to democracy and the values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights.
- Independence of thought and action points to a capacity of carefully considered, value-based decision making, both independently and collectively.
- Sensitivity to others' well-being and feelings, together with knowledge and understanding of the world.
- Learning to learn and the willingness to unlearn and relearn are important as means of responding to new situations in a flexible and creative manner.
- Choices in life and the ability to participate in democratic processes depend on the ability to contribute to society in various ways.



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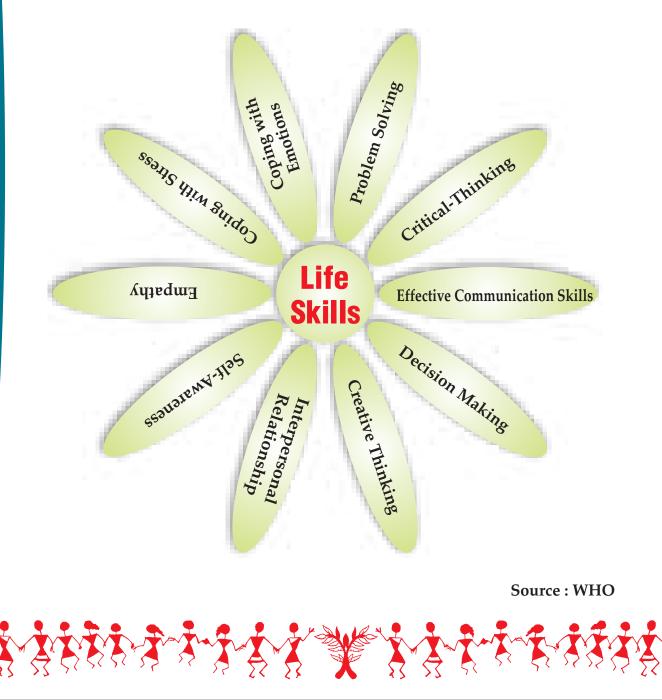
- Appreciation of beauty and art forms is an integral part of human life. Creativity in arts, literature and other domains of knowledge is closely linked.
- Education must provide the means and opportunities to enhance the child's creative expression and the capacity for aesthetic appreciation.

(NCF-2005)

Ten Essential Life-Skills

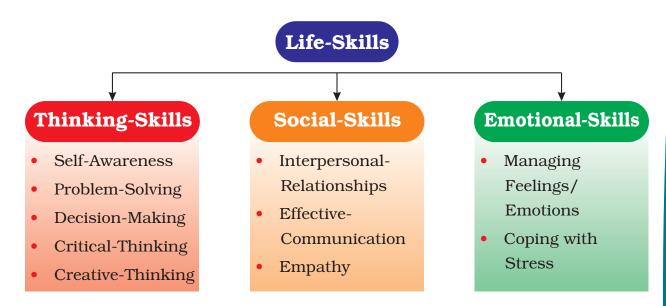
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What are the main Components of Life-Skills?

These ten Life-Skills can be further segregated into three core groups as depicted below:



Thinking-Skills

These include decision-making/problem-solving skills and information gathering skills. The individual must also be skilled at evaluating the future consequences of their present actions and the actions of others. They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them.

Social-Skills

These include verbal and non-verbal communication, active listening and the ability to express feelings and give feed back. Also in this category, are negotiation/refusal-skills and assertiveness skills that directly affect one's ability to manage conflict. Empathy, which is the ability to listen and understand others' needs, is also a key interpersonal-skill. Team work and the ability to cooperate include expressing respect for those around us. Development of this skill set enables the adolescent to be accepted in society. These skills result in the acceptance of social norms that provide the foundation for adult social behaviour.

Emotional-Skills

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These refer to skills to increase the internal locus of control, so that the individual believes that s/he can make a difference in the world and affect change. Self-esteem, self-awareness, self-evaluation skills and the ability to set goals are also part of the more general category of self-management skills. Anger, grief and anxiety must all be dealt with, and the individual learns to cope with loss or trauma. Stress and time management are key areas of focus, as are positive thinking and relaxation techniques.

How do Life-Skills help?

Thinking-Skills	Social-Skills	Emotional-Skills
of thinking skills, an individual demonstrates the ability to be original, flexible and imaginative. Instead of taking all that comes her/his way, s/he raises questions and thinks critically, identifies and analyses problems. While deciding on a thing s/he implements a well thought out decision and takes		skills an individual is able to identify causes and effects of stress on oneself and develop and use multi-faceted strategies to deal with it. As and when required, the person is also able to express and respond to emotions with an awareness of the consequences.

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Enhanced Life-Skills in an individual thus help in developing:

- Improved Self-Esteem
- Self-confidence
- Assertiveness
- Ability to establish relationships
- Ability to plan and set goals
- Acquisition of knowledge related to specific content areas

Detailing of Ten Core Life-Skills:

- 1. *Self-Awareness* includes our recognition of 'self', of our character, of our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is also often a pre-requisite to effective communication and interpersonal-relations, as well as developing empathy for others. We all have different attributes/qualities.
- 2. *Critical- Thinking* is an ability to analyze information and experiences in an objective manner. Critical-thinking can contribute by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer-pressure and the media.
- 3. *Problem-Solving* enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental-stress and give rise to accompanying physical strain.
- 4. *Creative-Thinking* contributes to both decision-making and problem-solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience and even if no problem is identified, or no decision is to be made, creative-thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.
- 5. *Decision-Making* helps us to deal constructively with decisions about our lives. This can have positive consequences for the health of young people when they actively make decisions about their own health practices by assessing different options and the effects of different decisions.

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- 6. *Interpersonal-Relationship Skills* help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.
- 7. *Effective-Communication* means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.
- 8. *Empathy* is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others, who may be very different from ourselves. So this skill can improve social interactions, for example, in situations of ethnic or cultural diversity.
- 9. *Managing-Feelings and Emotions* includes skills for increasing internal locus of control for managing emotions, anger and stress.
- 10. *Coping with Stress* means that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. It also means learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

The various Life-Skills work best in conjunction. Many Life-Skills are required to manage a particular situation and cope with it effectively. One particular skill may be effectively utilized in diverse situations. The appropriate combination of Life-Skills at a given moment is an art. Adolescents learn their Life-Skills from parents/teachers / significant others who act as role models.

Integration of Life-Skills in Text-books

The learning process becomes most effective when a balance is achieved between knowledge, skills, attitude and values.

That is why practically all the national policy documents issued in India in recent years have emphasised the development of Life Skills though skill development has not so far, become a part of classroom transaction.

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There are two ways of incorporating the concept of Life – Skills in text-books.

- a) By emphasizing the importance of a particular Life-Skill in the text, one can at least, create the necessary awareness among young boys and girls about certain Life-Skills, which would ensure a healthy life for them. For instance, while discussing the needs and concerns of young adolescents the importance of developing among them the skill of firmly saying 'NO' to eating Junk food or going out for late night parties.
- b) The second way to incorporate Life-Skills in text-books is to include a few meaningful questions or activities in the text. The purpose is to motivate children to critically think and decide for themselves what safe and responsible behaviour is.

Theories For Developing Life Skills

Each of these theories provides a piece of the foundation for justifying life skills development and differing perspectives on why these skills are important. Some focus more on behavioral outcomes, justifying skills development as a way to move adolescents towards the behaviors that developmental expectations, cultural context and social norms find appropriate. Others focus more on the acquisition of life skills as the goal itself, since competency in problem-solving, interpersonal communication, and resolving conflicts can be seen as crucial elements of healthy human development. Finally, some theoretical perspectives view life skills as a way for adolescents to actively participate in their own process of development and the process of constructing social norms. By teaching young people how to think rather than what to think, by providing them with the tools for solving problems, making decisions and managing emotions, and by engaging them through participative methodologies, skills development can become a means of empowerment. The following chart pulls out the implications of each theory for life skills programs:

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Child and Adolescent Development Theory	 Early adolescent (10-14) is singled out as a critical moment of opportunity for building skills and positive habits, since at that age there is a developing self-image and ability to think abstractly to solve problems. The wider social context of early and middle adolescence provides varied situations in which to practice new skills
	 With peers and other individuals outside of the family. Developing skills and competencies are recognized as critical to a child's developmental pathway and sense of oneself as an autonomous individual
Social Learning Theory	• Teaching life skills needs to replicate the natural processes by which children learn behavior (modeling, observation, social interaction)
	• Children need to develop the internal skills (self-control, stress reduction, self-management, decision-making) that can support positive outward behaviors
Problem - Behavior Theory	• Behaviors are influenced by an individuals' values, beliefs and attitudes, and the perception of friends and family about those behaviors. Therefore, skills in values clarification and critical thinking (to evaluate oneself and the values of the social environment) are important aspects of life skills programs
Social Influence Theory	• Peer and social pressures to engage in unhealthy behaviors can be diffused by addressing them before the child or adolescent is exposed to those pressures, thus pointing towards early prevention, rather than later intervention
	• Teaching children resistance skills is more effective at reducing problem behaviors than just providing information or provoking fear of the results of the behavior
Cognitive Problem Solving	• Poor problem-solving skills are related to poor social behavior, indicating the need to include problem - solving as an aspect of life skills programs
	• Teaching interpersonal problem-solving skills at earlier stages in the developmental process (childhood, early adolescence) is most effective

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Multiple Intelligenes (Including Emotional Intelligence)	 A broader vision of human intelligence points towards using a variety of instructional methods to engage different learning styles. Managing emotions and understanding one's feelings and the feelings of others are critical to human development and can be learned by children in the same way as reacting and
	arithmetic.
Resilience and Risk	• Social-cognitive skills, social competence, and problem- solving skills can serve as mediators for behavior.
Theory	• The specific skills addressed by life skills programs are part of the internal factors that help young people respond to adversity and are the traits that characterize resilient young people.
Constructivist Psychology Theory	• The learning process occurs through social interaction in peer learning, cooperative groups, or open discussion situations
	• Developing life skills in adolescents, like other processes of teaching and learning, is infused with layers of cultural beliefs and values
	• Developing skills through the interaction of the individual and the social/cultural environment can lead to changes both in the individual and in the environment (peer group, classroom, family, youth group)

(source: WHO, Information series on school health, document-9)

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Teaching and Learning Methods for Life Skills-Based Education

Effective skills-based education replicates the natural processes by which children learn behaviour. These include modelling, observation, and social interactions. Interactive or participatory teaching and learning methods are an essential part of skills-based health education (WHO).

Life Skills are learned best when students have the opportunity to observe and actively practise them. Listening to a teacher describes skills or read or lecture about them does not necessarily enable young people to master them. Learning by doing is necessary. Teachers need to employ methods in the classroom that let young people observe the skills being practiced and then use the skills themselves. Researchers argue that if young people can practise the skills in the safety of a classroom environment, it is much more likely that they will be prepared to use them in and outside of school (WHO).

The role of the teacher in delivering Life skills-based education is to facilitate participatory learning (that is, the natural process of learning) in addition to conducting lectures or employing other appropriate and efficient methods for achieving the learning objectives. Participatory learning utilises the experience, opinions, and knowledge of group members; provides a creative context for the exploration and development of possibilities and options; and affords a source of mutual comfort and security that aids the learning and decision-making process (CARICOM & UNICEF, 1999).

Setting positive standards in the school environment is key; making students aware of those standards and then model them can lead more students to behave in health-promoting ways. Figure describes a model of skills development that can serve as a guide for structuring classroom lessons.

Defining and Promoting Specific Skills

- Defining the skills : What skills are most relevant to influencing a targeted behaviour or condition; what will the student be able to do if the skill-building exercises are successful?
- Generating positive and negative examples of how the skills might be applied
- Encouraging verbal rehearsal and action
- Correcting misperceptions about what the skill is and how to do it

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Promoting Skill Acquisition and Performance

- Providing opportunities to observe the skill being applied effectively
- Providing opportunities for practice with coaching and feed back
- Evaluating performance
- Providing feedback and recommendations for corrective actions

Fostering Skill Maintenance/Generalisation

- Providing opportunities for personal practice
- Providing opportunities for practice with coaching and feedback
- Evaluating performance
- Providing feedback and recommendations for corrective actions

Fostering Skill Maintenance/Generalisation

- Providing opportunities for personal practice
- Fostering self-evaluation and skill adjustment

(source: Mangrulkar et al., 2001, p. 27)

Participatory Teaching Methods

Active participatory learning activities for students are the most effective method for developing knowledge, attitudes, and skills together for students to make healthy choice.

Specific advantages of active participatory teaching and learning methods, and working in groups, include the following:

- augment participants' perceptions of themselves and others
- promote cooperation rather than competition
- provide opportunities for group members and their trainers/teachers to recognise and value individual skills and enhance self-esteem
- enable participants to get to know each other better and extend relationships
- promote listening and communication skills
- facilitate dealing with sensitive issues
- appear to promote tolerance and understanding of individuals and their needs
- encourage innovation and creativity

(Source: CARICOM, 2000; CARICOM & UNICEF, 1999)

Participatory teaching methods for building skills and influencing attitudes include the following (WHO):

- class discussions
- brainstorming
- demonstration and guided practice
- role play

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- small groups
- educational games and simulations
- case studies
- story telling
- debates
- practising life skills specific to a particular context with others
- audio and visual activities, e.g., arts, music, theatre, dance
- decision mapping or problem trees

Effective programmes balance these participatory and active methods with information and attitudes related to the context (Kirby et al., 1994). Following figure describes content, benefits, and how-to processes for some major participatory teaching methods. In the following case study, young students used advocacy and action skills to change conditions in the environment and promote health.

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TEACHING METHOD	DESCRIPTION	BENEFITS	PROCESS
CLASS DISCUSSION (In Small or Large Groups)	The class examines a problem or topic of interest with the goal of better understanding an issue of skill, reaching the best solution, or developing new ideas and directions for the group.	Provides opportunities for students to learn from one another and practise tuning to one another in solving problems. Enables students to deepen their understanding of the topic and personalise their connection to it Helps develop skills in listening, assertiveness, and empathy.	 Decide how to arrange seating for discussion Identify the goal of the discussion and communicate it clearly Pose meaningful, open-ended questions Keep track of discussion progress
BRAIN- STORMING	Students actively generate a broad variety of ideas about a particular topic or question in a given, often brief period of time. Quantity of ideas is the main objective of brain storming. Evaluating or debating the ideas occurs later.	Allows students to generate ideas quickly and spontaneously. Helps students use their imagination and break loose from fixed patterns of response. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.	 Designate a leader and a recorder State the issue or problem and ask for ideas Students may suggests any idea that comes to mind Do not discuss the idea that comes to mind Record idea in a place where everyone can see them After brainstorming, review the ideas and add, delete, categorise

Each of the teaching methods in the figure can be used to teach life skills.



TEACHING METHOD	DESCRIPTION	BENEFITS	PROCESS
ROLE PLAY	Role play is an informal dramatisation in which people act out a suggested situation.	Provides an excellent strategy for practising skill; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into one's own feelings.	 Decide how to arrange seating for discussion Select role players Give instructions to role players Start the role play Discuss what happened
SMALL GROUP/ BUZZ GROUP	For small group work, a large class is divided into smaller groups of six or less and given a short time to accomplish a task, carry out an action, or discuss a specific topic, problem, or question.	Useful when groups are large and time is limited. Maximises student input. Lets students get to know one another better and increases the liklihood that they will consider how another person thinks. Helps students hear and learn from their peers.	 State the purpose of discussion and the amount of time available Form small groups Position seating so that members can hear each other easily Ask group to appoint recorder At the end have recorders describe the group's discussion
GAMES AND SIMU- LATIONS	For small group work, a large class is divided into smaller groups of six or less and given a short time to accomplish a task, carry out an action, or discuss a specific topic, problem, or question.	Useful when groups are large and time is limited. Maximises student input. Lets students get to know one another better and increases the likelihood that they will consider how	Games : • Remind students that the activity is meant to be enjoyable and that it does not matter. who wins.

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TEACHING METHOD	DESCRIPTION	BENEFITS	PROCESS
		another person thinks. Helps students hear and learn from their peers.	 Simulations : Work best when they are brief and discussed immediately Students should be asked to imagine themselves in a situation or should play structured game or activity to experience a feeling that might occur in another setting.
SITUATION ANALYSIS AND CASE STUDIES	Situation analysis activities allow students to think about, analyse, and discuss situations they might encounter. Case studies are real-life stories that describe in detail what happened to community, school, or individual.	Situation analysis allow students to explore problems and dilemmas and safety test solution; it provides opportunities to work together, share ideas, and learn that people sometimes see things differently. Case studies are powerful catalysts for thought and discussion. Students consider the forces that converge to make an individual or group act in one way or another, and then evaluate the consequences. By engaging in this thinking process, students can improve	 Guiding questions are useful to spur thinking and discussion Facilitator must be adept at teasing out the key points and step back and pose some 'bigger' overarching questions Situation analyses and case studies need adequate time for processing and creative thinking Teacher must act as the facilitator and coach rather than the sole source of 'answers' and knowledge

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TAX -

TEACHING METHOD	DESCRIPTION	BENEFITS	PROCESS
		their own decision- making skills. Case studies can be tied to specific activities to help students practice healthy responses before they find themselves confirmed with health risk.	
DEBATE	In a debate, a particular problem or issue is presented to the class, and students must take a position on resolving the problem or issue. The class can debate as a whole or in small groups.	Provides opportunity to address a particular issue in-depth and creatively. Health issues lend themselves well; students can debate, for instance, whether smoking should be banned in public places to defend a position that may mean a lot to them. Offers a chance to practise higher thinking skills.	 Allow students to take positions of their choosing. If too many students take the same position, ask for volunteer to take the opposing point of view. Provide students with time to research their topic. Do not allow students to dominate at the expense of other speakers. Make certain that students show respect for the opinions and thoughts of other debaters. Maintain control in the classroom and keep the debate on topic.

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TEACHING METHOD	DESCRIPTION	BENEFITS	PROCESS
STORY TELLING	The instructor or students tell or read a story to a group. Picutres, comics and photonovels, filmstrips, and slides can supplement. Students are encouraged to think about and discuss important (health- related) points or methods raised by the story after it is told.	Can help students think about local problems and develop critical thinking skills. Students can engage their creative skills in helping to write stories, or a group can work interactively to tell stories. Story telling lends itself to drawing analogies or making comparisons, helping people to discover healthy solutions.	 Keep the story simple and clear. Make one or two main points. Be sure the story (and pictures, if included) relate to the lives of the students. Make the story dramatic enough to be interesting. Try to include situations of happiness, sadness, excitment, courage, serious thought, decisions, and problem-solving behaviours.

(Source : Health and Family Life Education (HFLE) Life Skills Training, Barbados, March/April 2001, compiled by HHD/EDC, Newton, Mass.)

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The Life Skills Programme - objectives and key elements

The key elements of the life Skills Programme are:



(Source: Mangrulkar, Whitman, Posner 2001)

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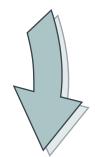
Assessment, Evaluation and Improvement

Each chapter is divided into three parts, i.e. introduction to the particular life skill, activities and the assessment of the related life skill. This will facilitate in providing a holistic knowledge and development of life skill among the readers. Assessment inculcates tests that are standardized by some author. Also it includes test that have statements with a purpose to empower the adolescent or the reader with his/her positioning or direction of functioning related to each life skill. Therefore it should not be judgemental or response-biased.

Assess students' performance on a test/scale/inventory



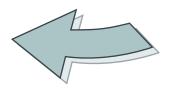
Healthy child development



Improve Students learning to enhance the deficit area/Life Skill

Increase awareness of

student's



These tests provide guidance in terms of degree and direction of weakness of particular skill in students and enhance those skills leading towards comprehensive life skill education and healthy development.

Activity 1 : Exploring Life-Skills

Time Required : 1 hour.

Materials required :

• Flash Cards, markers, flip charts, gum/tape.

Mode: Individual

Life Skills to be enhanced :

• Self awareness, Critical thinking

Objectives:

- To explore the concept of Life-Skills.
- To acquaint learners with the Life-Skills they can use in their day to day life.

Process:

(28)

- Invite the learners to sit (in a circle). Ask them if they have heard of the term 'Life-Skills'? What do they know about it?
- Explain that all of us possess certain skills that enable us to live our lives. For example, the skill to write, work with others or make a decision.
- Pass out one flash card to each participant and ask him/her to write the most important skill he/she possesses.
- Allow the participants to do this exercise within five minutes.
- Invite the participants to display their cards on the floor and then ask them to group similar cards.
- Ask if the cards represent most of the skills required for leading a healthy and productive life. If not, ask them to add the remaining skills.
- While the participants are busy doing their work, prepare three flash cards with the headings "All of us have", "Some of us have" and "None of us have"
- After the participants finish writing and grouping the flash cards, ask them to arrange the flash cards in a horizontal line on the floor.
- Place the three cards, which you have prepared, in a vertical line next to the horizontal line of cards. Once this is done, you should be able to draw a matrix of rows and columns on the floor.
- You should have four rows and as many columns as there are skill cards.

- Now, ask the participants to start from the top and fill the matrix. Move from the left to the right.
- Once the matrix is complete, ask the participants to discuss the reasons for its outputs. For example, why is it that only some people have certain skills and why are certain skills absent?
- Request volunteers to copy the matrix on a chart, and put it up on the wall.
- Summarize and close the discussion by using the definition of Life-Skill given at the beginning of this Unit.

Notes for the Facilitator

- 1. This simple exercise creates a mutual understanding of the concept of Life-Skills and ascertains the level of Life-Skills available within the group. The categorization of Life-Skills is given at the start of the module can be used for the summarization of the exercise and as a handout.
- 2. Expected outcome in terms of Life-Skills
 - Reading
 Dancing
 - Writing
- Doing/working
- Speaking
- Painting
- Co-operation
- Singing

• Helping

- Sporting Activities
- Logical Thinking
- Listening
- Coping
 Creativity
- 3. Let the participants write as many skills. The next activity focuses on the ten core Life-Skills and then regroups and classifies them under three major heads.

Activity 2 : What Use are Life-Skills ?

Time required : 45 minutes

Materials needed :

• Flash Cards, markers, Flip charts, Gum/Tape.

Mode: Group Work

Life Skills to be enhanced :

• Critical thinking, Effective communication

Objective:

• To learn about the importance of Life-Skills in our lives.

Process:

(30)

- Ask the participants to take the matrix chart off the wall and place it on the floor.
- Divide the participants into three groups- Social-Skills (Communication/ Interpersonal Skills group), Thinking-Skills (Decision-Making/Critical-Thinking Skill Group) and Emotional-Skills (Coping/Self-Management Skills group).
- Ask the three groups to look at the matrix and record skills pertaining to their group.
- Explain the task to the groups as follows :
 - Discuss and list the benefits of possessing the Life-Skills that have been noted by each group.
 - Discuss and list the problems one would face if she/he did not have these Life-Skills?
- Then, ask the three groups to sit in three different locations. Give them flip charts and markers.
- Allow thirty minutes to do this exercise.
- Invite the group to display their work and make presentations.
- Encourage discussion and cross questioning within the groups.
- Summarize and close the exercise by emphasizing the importance of Life-Skills.

Note for the Facilitator

This useful exercise emphasises utility and the importance of Life-Skills. You can use the information given at the beginning of this module. Point out why Life-Skills are important for young people. These Life-Skills include **Problem-Solving**, **Critical-Thinking**, **Communication-Skills**, **Decision-Making**, **Creative-Thinking**, **Interpersonal-Relationships**, **Self-Awareness Building-Skills**, **Empathy**, **Coping with Stress and Managing Emotions**.

Key Messages

- Life-Skills are an integral part of life.
- Managing Life-Skills is the ability to identify and express ourselves in life.
- Life-Skills in varied contexts empower young people to take informed decisions.





Activity 3: My Say on Life Skills!

Time required: 30 Minutes

Materials Needed:

• White-board/Black-board, Markers, Chalks

Mode:

Whole Class

Life Skills to be enhanced:

• Critical thinking, Effective communication, Self-awareness, Assertiveness, Creative thinking, Interpersonal Relationships

Objective:

• To enable participants to agree on the definition of the term Life Skills

Process:

(32)

- 1. Provide each participant with a card or a piece of paper.
- 2. Ask each person to write his or her own understanding of the word Life Skills.
- 3. Ask the participants to bring the cards to the front of the room and place them on the floor.
- 4. Ask 2 people to group the cards into thematic areas (related definitions) or draw out common or related words.
- 5. Agree on a working definition

Sample Life Skills definition: Special abilities for adaptive and positive behavior that enable us to deal effectively with the challenges and demands of every day life.

Key Messages

- The final working definition that is agreed upon through Brain Storming and Consensus reaching should focus on a number of key words. (Skill, Life, Adaptive and positive behaviour)
- The learners should understand the fact that Life Skills are learned over time.
- Any definition that readily crafts the above mentioned points is good.
- The discussion involves everyone and the final definition is derived with consensus and leaves the majority happy.

Activity 4: When are Life Skills required?

Time required: 30 Minutes

Materials Needed:

• White-board/Black-board, Markers, Chalks

Mode:

• Whole Class

Life Skills to be enhanced:

• Critical-thinking, Effective-communication, Self-awareness, Creative-thinking, Interpersonal-Relationships

Objective:

• To help explore how Life Skills relate to every day situation of a student/learner.

Process:

- 1. Divide participants into four different groups.
- 2. Give each group a list of Life Skills from the list below
 - Critical thinking
 - Self-awareness
 - Coping with stress
 - Decision Making
 - Creative thinking
- Effective Communication
- Empathy
- Coping with Emotions
- Problem Solving
- Interpersonal Relationships
- 3. Ask participants to review different types of Life Skills and how they can be applied in day to day situations that students go through.
- 4. In each group the people should tell a true story of
 - How the skill can be used in their own personal experiences
 - How it can be applied appropriately by a student in handling situations like-Goal Setting, Making Friends, Respecting Elders, Body Image, Developing Study Skills, Physical Fitness etc.



Key Messages

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- Participants are clear about the definition of a skill, as exhibited from their case studies and testimonies.
- They should be able to relate Life Skills with real life.
- Learners will form a clear concept and understand Life Skills. They are able to carry out self reflection and later pass on skills to peers.



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Activity 5: Analyzing My Relationship with the Environment around Me !

Time required: 45 Minutes

Materials Needed:

• White-board/ Black-board, Markers, Chalk of different colours/ Chart Papers, Student Worksheet.

Mode:

• Whole Class

Life Skills to be enhanced:

• Critical-thinking, Decision-making, Effective-Communication, Self-awareness, Creative-thinking, Interpersonal-Relationships

Objective:

- To enable analysis of one's environment
- To learn analytical skills and develop critical thinking skills.

Process

- 1. Explain to the participants that they will be undertaking an exercise to analyze their environment.
- 2. This analysis will be done with the aid of a Venn diagram. This diagram has two main elements circle and distance. Participants can use circles of varying sizes to show the importance of something and they can use distance to show their relationship with the circles.
- 3. Explain that with the aid of this diagram they will analyze their relationship with other groups, institutions and organisations in the society.
- 4. Divide the participants into small groups.
- 5. Ask them to
 - a. Make a list of groups, organizations and institutions that exist in their social environment. For example, family, peer group, relatives, library, school, college, etc.
 - b. Assign a circle to each. If the group is very important, make the circle big, if it is of little or no importance make the circle small. If many are of equal importance, make similar size circles.
 - c. Tell participants to put the chosen group at the centre and place the different sized circles around it. Decide on the distance based on their relationship with the circles.



- 6. Ask each group to use chalk and the floor for this exercise. Alternatively they could use chart-paper.
- 7. Observe the groups as they proceed with the diagram.
- 8. Invite the groups to visit each other's diagrams. Each group should present their diagram to the others.
- 9. Ask all the participant students to fill in the student worksheet.

Key Messages

(36)

- Participants will understand that the environment plays an important role in their lives.
- Participants will understand that the environment influences their Life Skills and life choices.

Note for the Facilitator

This can be a very stimulating exercise for the participants, as they learn to examine the reasons behind the choices they make. It also teaches them to work in a group and to work through consensus. You could alternatively use this exercise for analyzing personal relationships. You could ask each participant to draw his/her own Venn diagram. This time they could use the circles for showing the importance of a person (avoid the use of names) and distance for showing their relationship with the person. In a large group, individual Venn diagrams could be very time consuming. You could ask the participants to do it at home and bring it back the next day for display and discussion.

1.	Student Worksheet Who have you mentioned in the Venn Diagram and why?	
1.		6
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2.	Why did you make the circles the sizes you did?	5
		The state
		6
		í.
3.	Why did you place the circles the way you did?	
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4. What roles do these institutions, groups, organizations play in your life?

5. Which Life Skills are required to maintain positive and healthy relationships between you and your environment?

6. What did you learn from this exercise?

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Activity 6 : Story Time

Time required: 45 Minutes

Materials Needed:

• Handouts, Student Work Sheets

Mode:

Individual Students

Life Skills to be enhanced:

• Critical-Thinking, Decision-Making, Problem-Solving, Being Assertive, Creative-Thinking

Objective:

• To enable participants to understand story narrative in terms of Life Skills

Process:

- Read out the given story to the class or give them the story narrative Handouts and make them read it.
- After they have finished reading the story narrative give them the Student Worksheet and ask them to fill it.
- Discuss the general responses

Handout-1

Long ago, there was a man named Khek who with his son raised a donkey's calf. When the calf grew up, it became a handsome and plump donkey with brown and smooth hair.

On seeing the fine grown-up donkey, the man said to his son, "Now our donkey has become fat and nice. If we sell it now, we can get a good price for it. But in our village there is no one who needs a donkey, and the village where someone needs one is very far from here. If we make the donkey walk to that far away village, it may get thin by fatigue, and its price will go down. How can we get a good price for it?"

Finally, the man and his son decided what to do. They caught the donkey, fastened each pair of its feet tightly together, passed a pole between the pairs of feet, and shouldered its two ends. Thus they began to carry it to the far away village where they hoped to get a good price.

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While going on their way, they were seen by villagers who were much amused to see such a sight. They burst into laughter and said, "Hey, what a strange thing! Two men carrying a donkey!" They chided the man: "Old man, do not do so. The horse, the ox, the elephant and the donkey have never been carried by men. It is they which have to carry men on their backs."

On hearing this, the father and the son took down the donkey and untied it. The father then said to the son, "We cannot ride all at once, for our donkey is not strong enough to carry both of us. So, ride alone on it and I will follow you." And so the young man did.

As they were passing through another village, the young man was asked, "Where are you riding, boy?"

"I ride to a village called Kompang," answered the young man. And pointing to the old man, they asked, "Who is this old man behind you?"

"He is my father," the young man replied.

On hearing this, the villagers became angry and said, "What an ungrateful son you are! You are strong enough to walk while your old father is not so. You had better get down at once and let your old father ride the donkey."

On hearing this sharp remark, the young man at once got down from the donkey and the old man took his place. Then they continued their journey. The young man walked behind the donkey carrying his father.

After some time, they came near a well at the end of a certain village. Around this well there was a throng of young women who came to draw water from there. Some were noisily pouring water on their body for a bath.

Looking at the handsome young man walking slowly behind the donkey, they felt a great sympathy for him. They envied the old man who was riding so comfortably on the donkey while the young man walked behind him with much hardship.

The young women approached the donkey and said roughly to the old man, "This young donkey is fat and pretty; it is worthy of the young man who is in the same happy state; an old man like you is not fit to ride on it!"

When the old man and his son heard such unkind words, they discussed the matter. "We will both ride together on the donkey, you in front and I behind you," decided the old man. And sitting like that, they continued the journey.

After crossing some distance, they reached a customhouse. They were then seen by the officer of the customhouse, who asked, "Where are you going, men?"

"We are going to the village of Kompang," they answered.

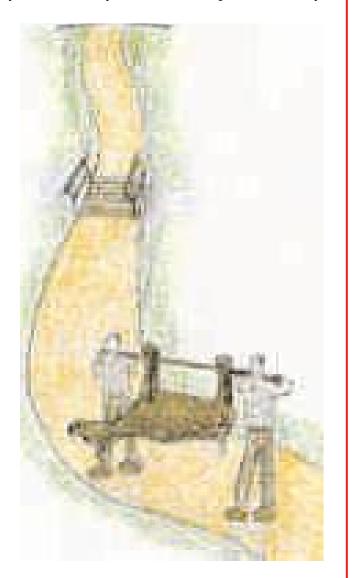
And the officer scolded them: "Your donkey is not strong and old enough to carry both of you. If you keep on riding along as far as the village of Kompang, it will become thin and its price will go down. How foolish you are! Why don't you let it walk?"

Again, they got off the donkey and led it by means of a rope. When they

arrived at a field, there was no road for them to go any further. So they began to cross it to find another way. The owner of the field who was working there cried out from a distance, "Walk carefully, old man! My field is full of thorns for it is not yet cleaned up. But you have a donkey, why don't you ride it to avoid the thorns? Why do you treat it as your ruler? How foolish you are!"

The father and son looked at each other. "We cannot be in agreement with all people. Whatever we do, we get a scolding from someone." At last they agreed: "We will just have to travel as we see fit, and put up with the blame as it comes."

They went on and finally reached the village of Kompang. There, they sold their donkey for a very good price and returned home without further loss of time.



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Student Worksheet

Answer the questions about the story:

- 1. Which are the Life Skills you suggest should have been there in the farmer and his son for handling the things better?
- 2. "We will just have to travel as we see fit, and put up with the blame as it comes." Which Life Skills are reflected in this statement?
- 3. Tell about a time when different people gave you different ideas about how to do something. How did you decide what to do?
- 4. Imagine if the farmer and his son met someone else. What new crazy idea could the person give them?
- 5. What if the farmer met all the different people at the same time? What would he do?
- 6. Have you ever tried to make everyone happy at once? What happened? Did it work? Who were they?
- 7. When would it be better not to make someone happy?
- 8. Give a title to the story based on Life Skills.

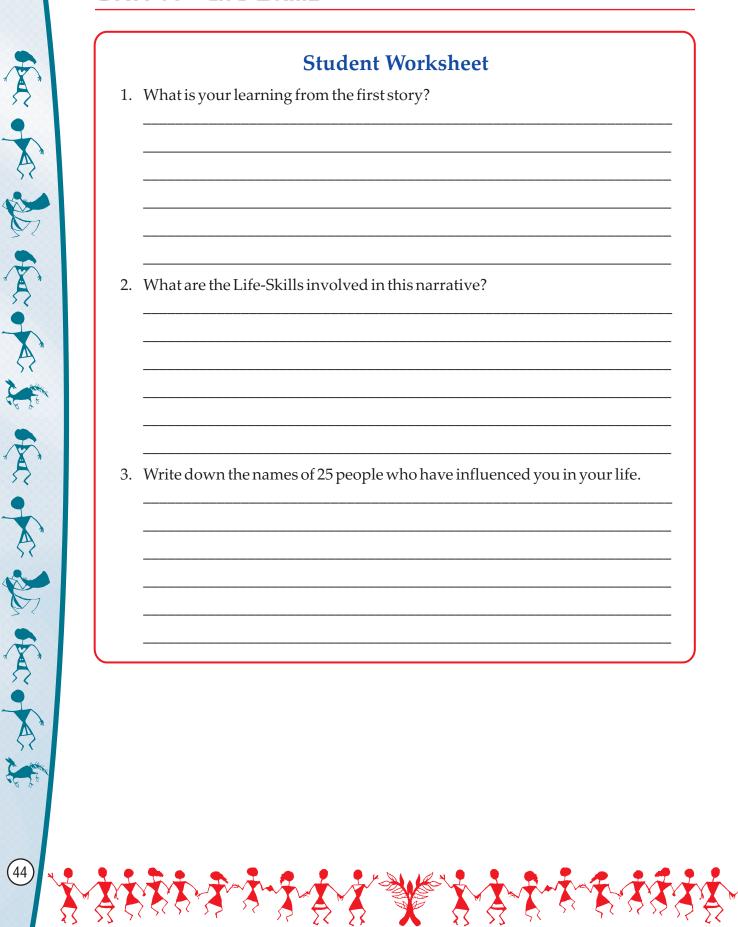
Handout - 2

Know the Cleaning Lady

During the last year of the school a teacher gave his student a questionnaire. There was one conscientious student who had breezed through the questions, until he read the last one: "What is the first name of the woman who cleans at your floor in the school?" Surely this was some kind of joke. He had seen the cleaning woman several times. She was tall, dark-haired and in her 50s, but how would he know her name? He handed in his paper, leaving the last question blank. Just before class ended, one student asked if the last question would count toward the questionnaire grade and affect their CCE grades. "Absolutely", said the teacher. "In your career, you will meet many people. All are significant. They deserve your attention and care, even if all you do is smile and say "hello." He never forgot that lesson. He also learned her name was Suman.



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Handout - 3

A The Obstacles in Our Path

In ancient times, a King had a boulder placed on a roadway. Then he hid himself and watched to see if anyone would remove the huge rock. Some of the king's wealthiest merchants and courtiers came by and simply walked around it. Many loudly blamed the King for not keeping the roads clear, but none did anything about getting the stone out of the way.

Then, a peasant came along carrying a load of vegetables. Upon approaching the boulder, the peasant laid down his burden and tried to move the stone to the side of the road. After much pushing and straining, he finally succeeded. After the peasant picked up his load of vegetables, he noticed a purse lying on the road where the boulder had been. The purse contained many gold coins and a note from the King indicating that the gold was for the person who removed the boulder from the road way. The peasant learnt what many of us never understand - "Every obstacle presents an opportunity to improve our condition."

B Giving When It Counts

Many years ago, there was a girl who was suffering from a rare and serious disease. Her only chance of recovery appeared to be a blood transfusion from her 5-year-old brother, who had miraculously survived the same disease and had developed the antibodies needed to combat the illness. The doctor explained the situation to her little brother and asked the little boy if he would be willing to give his blood to his sister. He hesitated for only a moment before taking a deep breath and saying, "Yes, I'll do it if it will save her."

At the transfusion progressed, he lay in bed next to his sister and smiled, as they all-did, seeing the colour returning to her cheeks. Then his face grew pale and his smile faded. He looked up at doctor and asked with a trembling voice. "Will I start to die right away?" Being young, the little boy had misunderstood the doctor; he thought he was going to have to give his sister all of his blood in order to save her and yet for sake of love, a selfless and unconditional love he had agreed to lay his life for her.

C The carrot, the egg, and the coffee bean

A young woman went to her mother and told her about her life and how things were so hard for her, She did not know how she was going to make it and wanted to give up. She was tired of fighting and struggling. It seemed that, as one problem was solved, a new one arose. A

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Her mother took her to the kitchen. She filled three pots with water and placed each on a high fire. Soon the pots came to a boil. In the first, she placed carrots, in the second she placed eggs, and in the last she placed ground coffee beans.

She let them sit and boil, without saying a word. In about twenty minutes she turned off the burners. She fished the carrots out and placed them in a bowl. She pulled the eggs out and placed them a bowl. Then she ladled the coffee out and placed it in a bowl.

Turning to her daughter, she asked, "Tell me, what you see?"

"Carrots, eggs and coffee", the young woman replied. The mother brought her closer and asked her to feel the carrots. She did and noted the they were soft. She then asked her to take an egg and break it. After pulling out off the shell, she observed the hard boiled egg. Finally, she asked her to sip the coffee. The daughter smiled as she tasted it rich aroma. The daughter then asked, "What does it mean mother?"

Her mother explained that each of these objects had faced the same adversity boiling water - but each reacted differently. The carrot went in strong, hard and unrelenting. However, after being subjected to the boiling water, it softened and became weak. The egg had been fragile. Its thin outer shell had protected its liquid interior. But, after sitting through the boiling water, its thin inside became hardened!

The ground coffee beans were unique. However, after they were in the boiling water, they had changed the water. "Which are you?" the mother asked her daughter. "When adversity knocks on your door, how do you respond? Are you a carrot, an egg, or a coffee bean?" Think of this; Which am I? Am I a carrot that seems strong but, with pain and adversity, do I wilt and become soft and lose my strength? Am I the egg that starts with a break up, or a financial hardship, does my shell look the same, but on the inside am I bitter and tough with a stiff spirit a hardened heart? Or am I like the coffee bean? The bean actually changes the hot water, the very circumstance that brings the pain. When the water gets hot, it releases the fragrance and flavor.

If you are like the bean, when things are at their worst, you get better and change the situation around you. When the hours are the darkest and trials are their greatest, do you elevate to another level? How do you handle adversity? - So Are you a carrot, an egg, or a coffee bean?

Student Worksheet

Answer the questions about the story:

- 1. Which are the Life-Skills you feel emerge strongly in the stories above?
- 2. Which story touched you most? Why?
- 3. How will you handle a difficult time in your life? Which all Life Skills do you think you will need to support you then?
- 4. Do you agree to the premise that "Every obstacle presents an opportunity to improve our condition"? Explain.
- 5. What is the need of positive inter-personal relations in our lives?
- 6. Have you ever realized that the real power is in you? If yes, then what is that? If no, what do you think it can be?



Self-Assessment

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Life-Skills: An Introduction

Directions: Read each statement below and indicate whether you think each is True or False by () in the appropriate column.

A. Read the following statements and mark T or F.

True / I	False
1. Always being positive towards life is the right attitude.	
2. Life-Skills can never be acquired.	
3. Only few students can develop Life-Skills.	
4. Life-Skills come in water tight compartments.	
5. Life-Skills are integrated.	
6. What we believe about ourselves affects the way we act or behave.	
7. It is almost impossible to develop a more positive self-image.	
8. It is important to measure how far you have come towards reaching your goal.	
9. It's a good idea to make a decision and then think about the consequences later.	
10. You can avoid misunderstandings by assuming the other person knows what you mean.	
11. Effective communication is when both sender and receiver interpret a message in the same way.	
12. Relaxation techniques are of no use when meeting people.	
13. A compliment is more effective when it is said sincerely.	
14. A nice way of ending a conversation is to tell the person you enjoyed talking with him/her.	
15. Sense of humor is an unnecessary attribute.	

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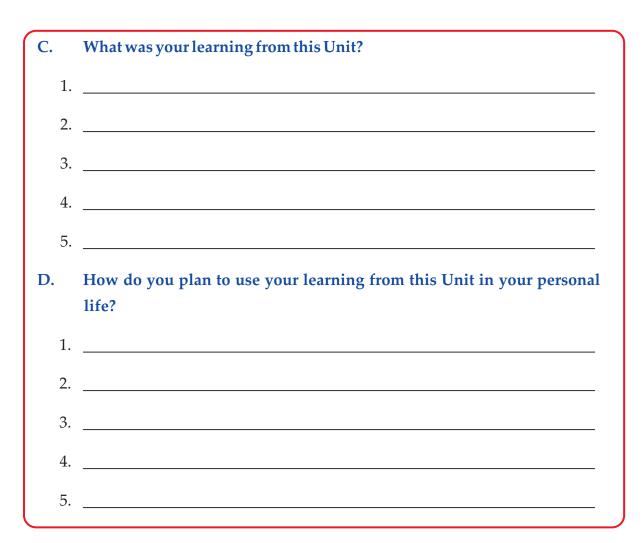
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I Have Them ALL!

B. Here is a word bank for the some good qualities that you should have to lead a good life. Find at least fifteen in the maze given below. If you find eighteen you are very good and if you find all twenty you are outstanding.





Suggested activities

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Peer Educators can

- Prepare stories as medium for developing Life Skills
- Collect stories reflecting Life Skills and they can be used by the language teachers for comprehension passages
- Collect more resources from the print media that can be used to reflect upon
- * Make picture books, comic strips and flash cards based on stories
- Technology can be used to prepare resources on stories compiled from different regions



Self-Awareness

Self-Awareness includes our recognition of 'Self', of our character, of our Strengths and Weaknesses and Desires and Dislikes. Developing Self-Awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite to Effective-Communication and Interpersonal-Relations as well as developing Empathy for others.



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Objectives:

- To develop the concept of Self-Exploration and Self-Awareness among Students.
- To help in identifying and sharing Students' interests, aspirations, strengths, weaknesses and concerns.
- To enhance understanding of self and others.

Process:

This session explains the importance of Self-Awareness and Self-Exploration as a value. The focus is on the process of Self-Reflection and sharing about the students' interests, thoughts and/or concerns regarding themselves and the world. It is conveyed to students that such sharing helps in developing self-confidence.

The way in which a person talks about her/himself, defines for others and oneself, the sort of person s/he chooses to be. If you do not define yourself, others may define you in ways that meet their own rather than your needs.

Self-Introspection also helps in making an assessment of oneself with respect to one's aspirations and helps in charting a course of action or assesses one's progress.



Activity 1 : Discover-Yourself !

Time required: 40 minutes

Materials needed:

• Paper, Pens, Colours and Crayons, Worksheet - Discover Yourself: Who Am I?

Mode: Individual

Life-Skills to be enhanced

• Self-Awareness, Critical-Thinking, Empathy, Creative-Thinking

Objectives:

- To enhance students' understanding of their 'self' in a creative manner
- To inculcate the ability of critical and creative thinking

Process:

(54)

- If you were to answer the question "Who am I", what are ten different things that you will write about yourself in the Worksheet given?
- Use the category chart given at the back of the Worksheet.

Key Messages

Knowing your Inner-Self builds confidence and Self-Esteem.

You begin to:

- Like yourself and feel good about the way you are.
- Realise that you are a worthwhile, competent and a unique person.
- Have the confidence to try-out new challenges and feel you can achieve the things you set out to do.

- Trust your parents, teachers, friends and seek their advice.
- Be confident and optimistic about the future.

Worksheet - Discover Yourself : Who Am I ?

S.No.	Sentences about Yourself	Category
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		





Let us examine what you have written about yourself and put them under these three groups:

Group 1: External-Me (EM)

All sentences that describe your physical self like age, gender, appearance are about your physical self. For example, "I am tall." Put EM against such sentences.

Group 2: Social-Me (SM)

All sentences that you have written about your parents, brothers and sisters, relatives, school and country etc. are about your social-self. For example, "I study in School." Put **SM** against such sentences.

Group 3: Inner-Me (IM)

All sentences that describe qualities or talents that you possess and are valued by yourself or others reflect your inner self or nature. For example, "I am good in English." Or "I love Theatre". Put IM against such sentences.

Group 1	Group 2	Group 3
External-Me (EM)	Social-Me (SM)	Inner-Me (IM)
Age, Gender (Boy/Girl), Appearance etc.	Parents, Brothers, Sisters, Relatives, School, Country etc.	Talents, Qualities etc.

Category 1 : External-Me (EM)





Category 2: Social-Me (SM)



Category 3 : Inner-Me (IM)



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Activity 2 : Understanding the Inner-Self

Time : 40 Minutes

Materials required :

Pen, Pencil, White-Board, Marker, Duster, 'Worksheet : Understanding the Inner-Self-Reading Worksheet A'.

Mode : Individual and Group

Life-Skills to be enhanced :

Self awareness, Effective Communication.

Objectives:

• To enable the students to understand their own self

Process:

- Facilitator will divide the class in groups.
- Individually read Worksheet A.
- Each group will work on two role models and complete Worksheet B.
- Facilitator will brainstorm the session.



(58)

Worksheet A

1. Read about three of the greatest achievers of modern times.

Mahatma Gandhi



Inner - Nature	Purpose of Life	Strength and Drive	Overcoming difficulties	Achievements and Benefits to Society
Deep belief in the equality and dignity of an individual	 Bring dignity and self-respect to all Indians Free India from the domination of British rule through non-violent means. 	 Travelled the length and breadth of country talking and inspiring people. Set an example for others by living a life of simplicity, love and truthfulness 	 Was put in jail several times, but continued the struggle for independen ce from there Had the courage to be always in the forefront in leading demonstrati ons, like the Dandi - March, facing riots, etc 	 India got her freedom after long years of British rule Taught the world non- violent ways to fight violence and domination

Mother Teresa



Inner - Nature	Purpose of Life	Strength and Drive	Overcoming difficulties	Achievements and Benefits to Society
Heart overflowing with love and compassion	Dedicated her life to the service of "the poorest of the poor" by - • Working for the poor, sick and unwanted -the orphaned and abandoned children • Taking care of the victims of leprosy	 Boundless faith in God. Love for all Hard work Perseverance Selfless service Abiding courage in the face of misery, poverty and disease 	 She never lost heart in the absence of financial resources, and made up for it with love and service. Started her work with just Rs. 5/- in hand 	 With the help of thousands of dedicated volunteers and spread over 120 countries, she set up establishments like: "Missionaries of Charity" "Nirmal Hriday" "Nirmal Shishu Bhawan" Prem Niwas" She received several awards, including the Nobel Prize in 1979



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Kalpana Chawla



Inner - Nature	Purpose of Life	Strength and Drive	Overcoming difficulties	Achievements and Benefits to Society
 Curious with a sense of values Consciou- sly explored and broadene d her horizons in her areas of interest 	• Dedicated her life to her dream of flying and reaching out to the stars and planets. As she said "don't go after the fleeting pleasures of life, go for more permanent things	 Her clearmind about her ambitions The will to pursue them with single minded dedication She worked hard towards her goal. She would say, "If you look up to the top of the mountain, then climbing it may seem an impossible task. But if you focus on 	 She broke stereotypes. (She was the only girl at that time to join the aeronautical engineering stream at the Punjab Engineering College) Her sights were so completely focused on her goals that even her small town 	 She was truly a global citizen, and earth person who wanted to explore her neighbourhood in the outer space! In 1944, her efforts paid when out of 2962 applicants for space mission, NASA chose 19 and Kalpana's name figured in it. In 1997, she went on her maiden sortie in

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the next step and take it one step at a time, then you certainly will be able to do it." That is exactly what she did

 She very dedicatedly charted out her course, stuck to the path and took it in stride, one step at a time trappings were no constraint for her

 She crossed continents and high seas to an alien culture. She fought and overcame opposition from her parents and migrated to USA for further studies the space shuttle STS - 87 Columbia as a mission specialist

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 She was chosen for the second time round for the next Columbia mission STS-107 as a flight engineer and mission specialist

• In all she logged 30 days, 14 hours and 54 minutes in space



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Worksheet B

In groups of your own develop two more profiles of people who have inspired you and are role models for the group.

Inner - Nature	Purpose of Life	Strength and Drive	Overcoming difficulties	Achievements and Benefits to Society
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Activity 3 : My Inner-Self

Time required :40 minutes

Materials needed

• Blank sheets of paper

Mode: Group

Life-Skills to be enhanced :

• Self Awareness, Critical Thinking, Creative Thinking

Objective:

• To help students gain a better understanding of themselves

Process:

- Ask students to think and write about themselves on a blank sheet of paper. It can be in the form of free writing.
- Follow it up with a discussion in a group.
- Each student can think of something to symbolise his/her own self and draw or paint it on a blank sheet of paper. It can be anything, a physical object such as a flower or a car or an abstract painting with a free flow of colours.
- Discuss the symbolism only in individual sessions if possible.

Key Messages

- All of us are a blend of the External-Me, the Social-Me and the Inner-Me.
- Doing things closest to us gives us immense satisfaction.
- Using our latent talent brings us near to the Inner-Me.
- Each of us is unique and has a unique Inner-Me.
- The Inner-Me is the source of energy and inspiration.
- We need to focus on the inner qualities of people and not their physical appearance.

Activity 4 : "If I Were"

Time required : 40 minutes

Materials needed

• Whiteboard, Marker, Duster etc.

Mode: Individual Students

Life-Skills to be enhanced:

• Self-Awareness, Creative-Thinking, Critical-Thinking

Objectives:

- To gain a better understanding of self and others
- To develop a positive psycho-social attitude towards self

Process:

(64)

- Ask the students to sit in a circle.
- Tell them that in this activity, they will have to complete the sentences that you have given them. They are to complete the sentences aloud, and give reasons (e.g., 'If I were a bird, I would be flying high in the sky because I would be free').
- Begin the game by calling out the sentences.

Some examples are given below:

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Activity 5 : "Staying in Tune"

Time required: 40 minutes

Materials needed:

• Chart-papers, Sketch-pens, White-board, Markers.

Mode: Individual

Life-Skills to be enhanced:

• Self-Awareness, Critical-Thinking, Creative-Thinking

Objective:

• To understand self and others

Process:

- Distribute the worksheet to each student.
- Ask them to complete the worksheet in 15 minutes.
- Discuss importance and inter-linkage between needs, values and beliefs.

Key Messages

You have many needs, values and beliefs in life. These must be in harmony in order for you to feel good about yourself.

Needs:

• Whatever you require to feel good about yourself. Examples : respect, health, safety, acceptance and love, knowledge, skills, food, clothing, shelter.

Value:

• Ideas or things those are important to you. Examples : health, freedom, money, self-respect, a good job

Beliefs:

• The thoughts and opinions you think are true

Your Self-Concept is affected by your needs and beliefs. When your needs, values and beliefs are in harmony, you can feel good about yourself. When they are out of tune, you do not feel good about yourself.

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Worksheet - "Staying in Tune"

Needs	Beliefs
Values	
Do you think your n	eeds, values and beliefs are in harmony? Yes/No
If your needs, value	es and beliefs are not in harmony, which needs, values and
beliefs are in conflic	-

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Milestones for Improving Self Concept

Feel I am GREAT!

• You can improve your self-concept by taking action.

Way to take action

- Do something positive to feel better.
- Give and receive advice to improve your self-concept.
- Change you thinking from negative to positive.

Some of the actions you can take:

- 1. Believe you can feel better about yourself.
- 2. Accept yourself as you are.
- 3. Believe that your future can be better.
- 4. Act positively and feel positive.
- 5. Treat yourself as a special person

1. Believe You Can Feel Better About Yourself

Regardless of how you have felt about yourself in the past, you can feel better now and in the future. Remember people never reach perfection. Everyone can always improve. When you are not feeling good about yourself, you act in a way that does not help you. When you have positive thoughts, you feel better about yourself.

Think of a time when you

- felt proud of yourself
- got a gift long wanted
- passed a test
- acquired a new skill
- worked hard on something
- helped a friend

List some of things you've done that you are proud of.

2 Accept Yourself as You Are.

Now is the time to start accepting yourself. Accepting yourself means saying, "I'm okay." Accepting yourself means knowing that you can improve, but you do not have to be perfect. You are a unique and special human being. Put your self acceptance first; then decide if you want to change anything. When you accept your self, an amazing thing happens; other people accept you, too.

Think about the things you like about yourself right now,

- I am clean and neat
- I can draw well
- I am a good son/daughter
- I am a good cook
- I listen to others
- I have one good friend

List some of the things you like about yourself.

3 Believe That Your Future Can Be Better.

Because you have acted in certain ways in the past does not mean you have to act the same way in the future. If you think your actions hurt your self-concept, you can change.

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If you have the habit of putting yourself down, not accepting yourself, rejecting compliments, bragging or insulting other people, you may want to change. Your past conditioning does not have to affect your future. Perhaps you have allowed others to determine how you feel about yourself. Now is the time to begin controlling your self-concept.

The way you feel about yourself tells other people how to feel about you. If you put yourself down and reject compliments, other people will begin to do the same. If you respect yourself and feel lovable and capable, others will usually see you in the same way.

You can determine your future and your future can be brighter!

First, evaluate what you presently do to feel better by completing these statements:

Recently, I felt better when I _____

To feel better, I _____

Then, imagine your future in positive way. What are some of the things you might want to change about yourself to make your future better?

4. Act Positively and Feel Positive.

When you are trying to improve your self-concept, you must remember that negative action causes negative feeling and positive action causes positive feeling. Try to act more positive and you'll soon begin to feel more positive.

Think about a positive action you took that made you feel positive about yourself.

Examples of positive actions

- Taking decisions
- Giving and receiving love
- Asking for and receiving help
- Accepting responsibility
- Finishing a task
- Helping someone else
- Speaking up for yourself
- Being on time

List some positive actions.

5. Treat Your self as a Special Person.

Most people have secret cures for feeling bad about themselves. In the past, you might have gone window shopping, gone to bed early, ate a healthy diet, saved some money, got yourself your favourite music collection, or hugged a friend to improve your self-

UNIT : 2 - Self-AwarenessINIT : 2 - Self-Awareness

concept. Just one thing could have made you feel differently. You can change the way you feel about yourself through your own positive action.

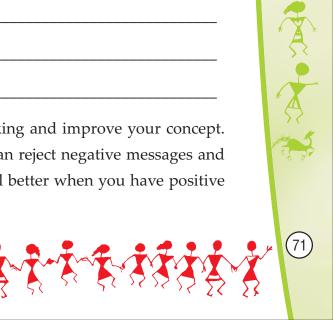
When you treat yourself as a special person, you feel better. Personal care is important because no one else can take care of you. You need to be kind and good to yourself. When you care about yourself, your self-concept improves.

Doing something special for yourself will improve the way you feel. These are things you might do to treat yourself as a special person :

- Listening to the stereo
- Going out for pizza with friends
- Buying some new clothes
- Going to a counseling session
- Buying a new CD
- Going for a dinner with family
- Exercising
- Playing your favorite game

List activities you consider to be treats.

There are actions you can take to change your thinking and improve your concept. Remember you're in control of your thinking. You can reject negative messages and replace them with positive thinking because you feel better when you have positive thoughts.



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Activity 6 : "I Explore"

Time required : 40 minutes

Materials needed :

• Chart-papers, sketch-pens, white-board, markers, 'Worksheet – My Experiences'

Mode: Individual students.

Life-Skills to be enhanced :

• Self-Awareness, Critical-Thinking, Creative-Thinking

Objective:

• To understand self and others

Process:

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- How do five senses help us to observe something beautiful and to absorb its meanings?
- Close your eyes and take yourself to one of the scenes given in the work sheet-"My Experiences" and note them in the space given.

Key Messages

- Self-Learning happens every day in our interaction with people and environment.
- We learn and explore new things in our experiential world.
- We construct meaning based on our experiences.
- Learning to Learn is a key skill.



Worksheet – My Experiences !

Recall all the experiences of sight, sound, smell, taste, touch when you had visited some of these places, and write or draw what you recall.



• A village



• A crowded market place



• A beach



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• A forest



• A railway station



• A fair or a mela



• A wedding



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Worksheet - My Experiences !

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Activity 7 : As I think "I Am"

Time required : 40 minutes

Materials needed :

• Chart papers, Colour pens, Blank sheet of papers, Black-board marker etc.

Mode : Individual

Life-Skills to be enhanced :

• Self Awareness, Critical Thinking, Decision Making, Creative Thinking

Objective :

• To have a better understanding of self

Process:

- Please depict yourself as you think you are, by either writing or drawing.
- You could write a paragraph, a poem or a song or paint a picture or an abstract form to depict yourself.

Key Messages

- Self-awareness is an important Life-Skill.
- Awareness about self helps in making an assessment of oneself with respect to one's aspirations and helps in charting a way of action.
- Self-awareness help students to understand the Inner-Self, identifying strengths and weaknesses and looking at ways of becoming a better human being.



Activity 8: My Name is ME!

Time required: 45 Minutes Materials Needed: Paper, Pencil, White board, Marker, Duster etc

Mode:

• Individual Students or Pairs

Life Skills to be enhanced:

• Managing Emotions, Inter-Personal skills, Empathy, Creative-Thinking

Objective:

- To promote the students' awareness and appreciation about themselves.
- To help students reflect on their self-worth.
- To enhance students self-esteem.

Process:

(76)

- Each student will print his or her name vertically down the left-hand side of a sheet of lined paper, writing each letter separately.
- The student will try to think of a self-descriptive word or phrase that matches each letter of their name.
- Students are to write a descriptive paragraph or story about themselves, using the words or phrases they have selected or any others they can think of as they are writing their paragraphs.

• The students are to share their writing selections with the class.

Key Messages

- Students use their knowledge and metacognitive skills.
- Students demonstrate pride and self-esteem.
- Students exhibit an improvement in writing and vocabulary.

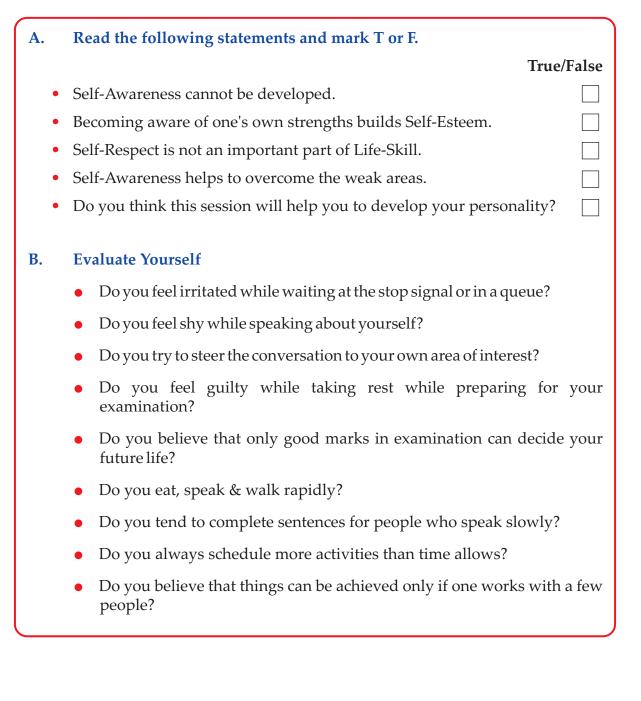
Sample Handout				
P-Perfect	A-Achiever	V-Versatile		
U-Understanding	N-Neat	A-Achiever		
N-Neat	K-Kind-hearted	G-Gutsy		
E-Eager	I- Impressive	M-Magnificent		
E- Excels	T-Terrific	I-Intelligent		
T-Terrific	A-Affectionate			

My name is Vagmi. I am an intelligent young girl with a magnificent mind. My friends like me because I am a very versatile person. I am an achiever throughout. I am brave and gutsy. I am not afraid to try new things and go to new and different places.

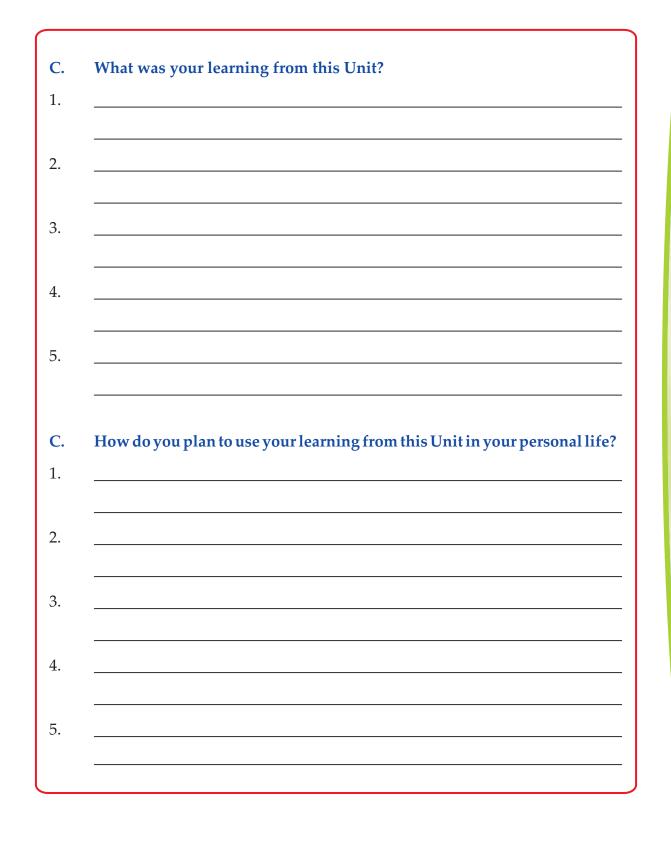




Self-Assessment



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Questionnaire on Self Esteem

Are you wondering how much self-esteem you have or how much your child has? Would you like to know how strong your self-esteem is?

Then please take a moment to complete the Rosenberg self-esteem scale.

The Rosenberg Self-Esteem Scale is a 10-item self-report measure of global self-esteem. It consists of 10 statements related to overall feelings of self-worth or self-acceptance.

The items are answered on a four-point scale ranging from strongly agree to strongly disagree.

Self-Esteem Quiz

Simply complete the self esteem Quiz questions below.

Rate each statement based on how much you agree. Rate your responses as follows:

Strongly Disagree	SD
Disagree	D
Agree	А
Strongly Agree	SA

- 1. I feel that I'm a person of worth, at least on an equal basis with others.
- 2. I feel that I have a number of good qualities.
- 3. All in all, I am inclined to think I'm a failure.
- 4. I am able to do things as well as most other people.
- 5. I feel I do not have much to be proud of.
- 6. I take a positive attitude towards myself.
- 7. On the whole, I am satisfied with myself.
- 8. I wish I could have more respect for myself.
- 9. I certainly feel useless at time.
- 10. At times I think I'm no good at all.

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Scoring Procedures for the Rosenberg Self Esteem Test

Scores are calculated as follows,

For items 1, 2, 4, 6, and 7:

Strongly agree (SA)	3
Agree (A)	2
Disagree (D)	1
Strongly disagree (SA)	0

For items 3, 5, 8, 9, and 10 (which are reversed in valence):

Strongly agree (SA)	0
Agree (A)	1
Disagree (D)	2
Strongly disagree SD)	3

The scale ranges from 0-30.

A score below 15 suggests low self-esteem and above indicates that self-esteem is healthy and intact.

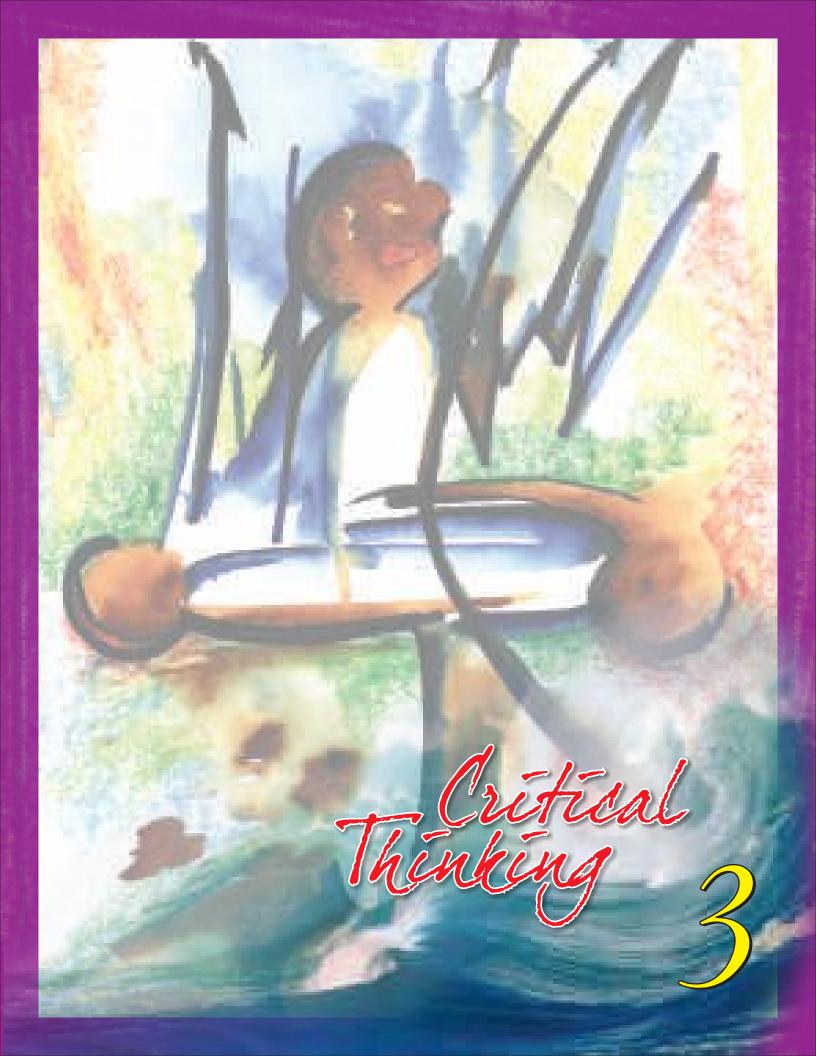
Those with high self-esteem have an unusually positive self image. Most people with low self-esteem do not have a negative, but rather a neutral self-image.

Suggested activities

Peer Educators can

- Create or help to design self awareness checklists, diaries, portfolios, questionnaires
- Do similar activities with other class students, e.g. positive strokes, SWOT analysis etc
- Activity on simplified version of Johari Window
- Create opportunities for students to ask/ seek help





ritical Thinking

Critical Thinking is the ability to analyse information and experiences in an objective manner. Critical Thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as Values, Peer-Pressure and the Media.





Objectives:

- To help students understand the importance and need of critical-thinking.
- To help them analyse and evaluate situations/actions/thought rationally.

Process

This session explains the importance and need of critical-thinking as a value. The focus is on the process of evaluating and rational thinking about the situations, actions, thoughts and/or concerns regarding themselves and the world. The critical-thinking helps us to view things pragmatically. It introduces an objective way in which a person analyses the happenings around him/her.

A critical thinker :

- asks relevant questions
- assesses statements and arguments
- has a sense of curiosity
- tries to find alternatives and solutions
- listens carefully and gives feedback
- examines problems closely
- looks for evidence

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UNIT : 3 - Critical-Thinking

Activity 1 : Case Study on "I Care for Senior Citizens"

Time required : 40 minutes

Material needed:

• Copies of the Case-Study

Mode : Group

Life-Skills to be enhanced

• Critical Thinking, Creative Thinking, Empathy, Self Awareness, Problem Solving

Objectives:

- To help students to critically analyse a situation
- To help them empathize with elderly people

Process :

- This session will start with distribution of photocopies on Case-Study "I Care for Senior Citizens".
- Students will fill the worksheet
- Students will exchange their worksheet with their partners and discuss the responses.
- On the blank worksheet they will, in a group, give five ideas on how to make senior citizens happy, peaceful and contented.



Worksheet - I Care for Senior Citizens!	
the following questions and answer in the space provided.	
How do you associate yourself with senior citizens (your grand-parent or elderly people known to you)?	
Do you include them in your celebrations and vice-versa, If so, how?	
Have you ever sought advice from your grand-parents or elderly people close to you about your problems in school/friends/health?	
Initiate a discussion with the class/your group focusing on following specific questions:	
 (a) What are the lack of facilities elderly people face in cinema-halls, parks, markets and banks or roads? List the facilities they must have at these places. 	
(b) Do you think it is the lack of facilities that makes them dependent on others?	
(c) How do you connect their anger, depression, irritation with the above?	

UNIT : 3 - Critical-Thinking

Worksheet

In your groups give five ideas on how you can make senior citizens of your home/ country happy, peaceful and contented. Be as creative as you like.

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Activity 2 : Gender Stereotypes

Time : 40 min

Materials : Black-board/White board/Flip-chart and Markers

Mode: Individual

Life Skills to be enhanced : Critical-Thinking, Self-Awareness

Objective : To make students aware of the dangers of gender stereotypes and the media's role in perpetuating gender stereotypes and critically examining them

- An understanding of the potentially damaging effects of living up to stereotypes and how they can lead to abuse and violence against ourselves and others
- An understanding of the media's role in perpetuating these stereotypes
- An understanding that "going along with the crowd" can involve sacrificing one's own principles, as well as infringing on the rights of others

Process:

Gender Stereotypes

• Write 'Act like Man' at the top of the flip-chart paper or board and record student responses. Make specific prompts by asking what it means to "Act like a man" in sports, business, etc

Ask students :

• What does it mean to act like a man? What words or expectations come to mind?

(e.g., men don't cry, men are tough, men are strong)

- Draw a box around the entire list.
- Call this 'Act like a Man' box. Inside the box is a list of attitudes and behaviours that boys are pressurized to adopt in the process of becoming men in our society. Men and boys are not born this way; these roles are learned.

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- Next, write 'Be Ladylike' at the top of another sheet of flip chart paper and record student responses. (As with the boys, begin by directing questions to the girls and then encourage boys to respond.) Ask your students:
 - What does it mean to be ladylike? What words or expectations do you think of? (e.g., girls are polite, girls are neat, girls are passive)
 - Draw a box around this list.
- This is the 'Be Ladylike' box. It's full of stereotypes, just like the 'Act like a Man' box. Its walls of conformity are just as restrictive. Women also learn to conform to very specific role expectations as they grow up being female in our society.

Learn Gender Roles

Ask students :

- Where do we form opinions about these gender roles?
- Discussion prompts : What kind of people lead to the forming of these stereotypes? People in entertainment? Sports? Media? When the students respond "TV" or "movies", ask for specific examples to list.
- Where do women acquire these messages from?
- Discussion prompt: You may put "moms" on the paper and ask for discussion. Who are the other people who influence our learning on gender roles? Where else in society do we find these messages? Ask for specific examples if the comments are too general.
- Write these responses down the left side, outside the box. You may draw arrows to illustrate how these influences reinforce the wall of the stereotype box.

How are Stereotypes reinforced?

Ask students :

- What names or 'put-downs' are directed at boys when they don't fit the box?
- What names are women called if they step out of the stereotype box?

Note: Allow students to be blunt with their slang in this educational context.

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• Write the name along the bottom of the appropriate box. You may draw arrows to illustrate how they reinforce the wall of the 'stereotype box'.

Ask students:

- How do these labels and names reinforce the 'stereotype box' and the stereotypical images.
- How does it feel when we are called these names?
- What do you think the person who is using these 'put-downs' is feeling?
- These names are used in order to hurt people emotionally and we react by retreating to the "safety" of the stereotype box.

Evaluating the Gender Stereotypes

Ask students:

- How many boys in the class have never cried.
- They must put their hands up.
- Note: Choose "don't cry" from their list. If it was not offered during the brainstorming, select another reference.
- Does this mean that those of you who didn't put up your hands are cry babies etc.
- What about the girls; how many want to be passive, etc.?

Ask students:

• What are some situations where you may be pressurized to 'Act like a Man' or 'Be a lady'?

(e.g., for boys, friends may tell you to try a cigarette or participate in a risky activity, to prove that you're 'tough', or for girls, you might be prevented from playing a certain sport or you might let someone bully you into doing something that you don't want to do, because it isn't "ladylike" to argue or be assertive.)

• How might these stereotypes lead to violence?

(e.g., boys might be expected to 'fight it out', rather than 'talk it out,' and girls might be expected to put up with bullying, rather than be assertive.)

- Let's look at our 'Act like a Man' stereotype box. If you are a victim of bullying, or physical-abuse, how do the attitudes in this box make it difficult for you to talk about your problems? What names will you be called if you talk?
- These stereotypes create an unhealthy message ourselves and: When we get hurt, we take it in, keep it within, don't ever tell anyone. When we raise a child to take the pain, keep it within, and not show any feelings, we're creating an emotional time bomb. What is going to happen when this person finds himself/herself getting mad or upset about something at the age of 17 or 18 or 20?

Key Messages:

- We're all real people and we can experience the full range of emotions, including happiness and sadness, love and anger. The bottom line is that stereotypes are destructive because they limit our potential! Yet how many guys do we know who try hard to act like the stereotypes, without even a second thought? What damage do we do to ourselves and others? Boys are not born to be violent, or to have unhealthy attitudes towards girls. We learn these attitudes and behaviors through the stereotypes of what society thinks it means to "Act like a Man," and we can free ourselves from the restrictions of theses boxes once we see them as unrealistic ideals. Then we can start the process of change.
- This is not to say that it's incorrect for guys to like sports or fix cars or for girls to enjoy cooking (cite other examples from student generated list). (Note: It is important to make this point in order to be sensitive to boys or girls who may feel defensive.) The problem is that we are told that we must perform these roles in order to fit in. It is important for all of us to make our own decisions about what we do.

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• A stereotype rigidly confirms the belief that if you are a girl or a boy, or a woman or a man, you must perform these specific roles, and do them well. This belief takes away our personal choices in determining our own interests and skills. It also discourages men from participating in "women's work" (such as flower arranging and child care) and it restricts women from choosing roles that are traditionally "male" (such as engineering and army).

Student Activity

Have you ever experienced a situation where you were expected to act a certain way because you were a girl or a boy, even though it may not have been the way you felt like acting?

Activity 3 : Analysing Self-Perception "I am not beautiful"

Time required: 40 minutes

Material needed :

• Copies of the case-study for the class, List of questions to be asked, Black/white board, Markers, Duster etc.

Mode:Individual/Whole class.

Life-Skills to be enhanced :

• Self-Assessment, Critical-Thinking, Creative-Thinking, Decision-Making

Objective:

- To help students analyze and evaluate situations/actions/think rationally
- To enhance their Thinking-Skills

Process:

- Distribute the case study 'I am not beautiful' to the class.
- Open a discussion about all of us having different qualities and all of us having some good and positive qualities.
- Emphasize that knowing these, helps to see oneself more clearly and more positively. Positive-thinking about oneself does reflect in one's behaviour with others.
- The class can be divided into five groups (*avoid friends in a group*). Each student is given a work-sheet.
- Each group is supposed to discuss its listing with each member explaining and listening. The group has to draw some conclusions. It can choose a speaker person and others can also speak if needed.
- Teacher writes their observations on 'stickers or slips' and sticks them on the black-board.
- Each one of them individually fills in worksheet 'I am a beautiful person' and discusses with another partner.

Key Messages

These have to emerge from the discussion.

- We are all made differently.
- All of us have some likeable qualities.
- Knowing good things about oneself helps in improving one's self image.
- One becomes friendlier, positive, a better-friend, a global-leader and better child.
- Negative perception breeds unhappiness within and without.

Case Study : I Am not Beautiful

Nina/Ranjan was a 12 year old girl/boy who was very thin and too tall for her/his age. Her/His class fellows called her a 'khamba' (a beam pole). She/he hunched and drooped her/his shoulders to look less tall. She/he was always quiet and when spoken was rude. Once when s/he was being scolded for rude behaviour, Mrs. Tyagi, her/his class teacher who was very kind, called her/him aside and said that she had a special task for her class. Mrs Tyagi told her/him to come to the table. As she/he was walking, the class began to twitter at the ugly walk. Nina/Rajan scowled. Mrs. Tyagi came out with the comment "Look what a beautiful height Nina/Ranjan has. Do you know children, that good height is one of the most sought after qualities in a model? Nina/Ranjan has these qualities."

Hearing this, Nina/Ranjan beamed and blushed. Her/his scowl disappeared and her/his hunch straightened. She/he thought "Oh! I know what I will be. I am beautiful. I will be a top model. Let me find out about the other qualities of a model too."

Note: This is a case study of physical appearance. Facilitator/teacher must bring out the point that 'beauty lies within. Intrinsic qualities, positive attitude and a kind and compassionate person will always be beautiful.

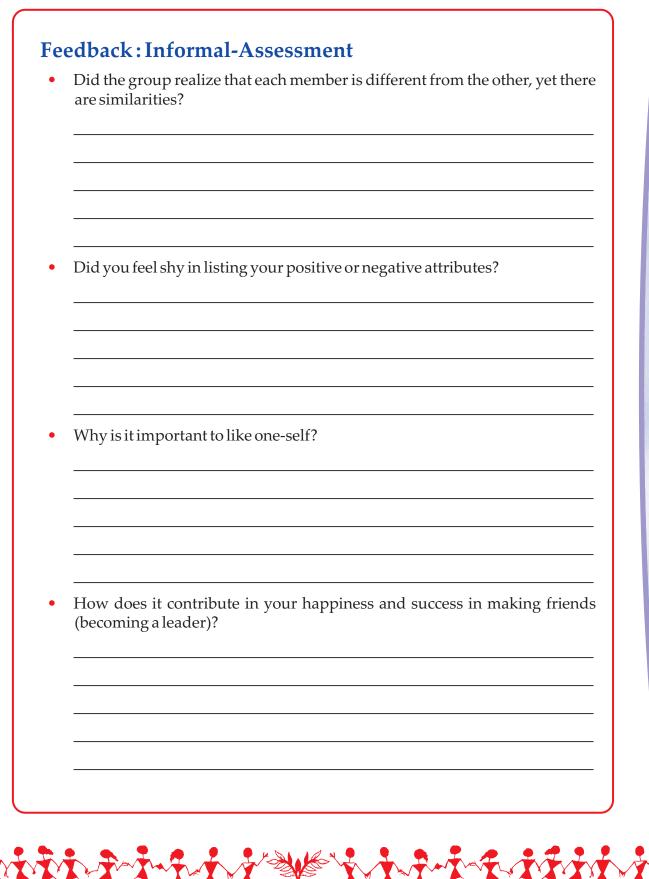


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Worsheet - 'I Am A Beautiful Person'

1.	My friends like me because I
2.	Three of my best qualities are :
	a)
	b)
	c)
3.	I made my parents / teacher / grandparents happy by
4.	I love myself because
5.	I am a beautiful person because
5.	Happiness to me is
7.	I will do anything to put a smile on another person's face because



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Activity 4 : Safe behaviour on the road !

Time required: 40 minutes

Material required :

• Copies of Worksheet on 'Safe-Behaviour on the Road' for distribution to students, small 'stick on' writing slips for the teacher to pin on the board as points emerging from the discussion.

Mode : Group Activity

Life-Skills to be enhanced:

• Self-Assessment, Critical-Thinking, Creative-Thinking

Objectives:

- To help students critically think and get an insight into their own and others' behaviour on the road
- To make them understand about safe behaviour on the road

Process:

- Class is divided into four/five groups.
- The teacher has to explain that the subject in hand has two parts. In the first half all the groups will draw circles that show the inter-connection between traffic accidents and the points given (Worksheet Safe Behaviour on the road)
- Each group makes a presentation to others.
- The teacher then lists out all the points that have emerged from presentations.
- The second half of the session in hand deals with 4/5 different topics related to traffic behaviour. The groups discuss topics given to them by the teacher (from the Question Sheet) so as to help the whole-class learn various ideas.
- The questions on different topics are listed in a Question-Sheet for the teacher.

Key-Message

- Critical Thinking is an important ability to evaluate the situations.
- Critical Thinking can develop an important skill in students by helping them to recognise and assess the factors that influence attitudes and behaviour.

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Question-Sheet : for the Teachers

Pedestrians and traffic

- What are the problems of pedestrians?
- Why are they caused?
- What solutions can you offer?

School bus/Auto

- What are the norms to be followed by school bus/auto drivers?
- What are the norms to be followed by students in the bus?
- Will you report unsafe behaviour of the driver and students to the class teacher/Principal/ parent or to all of them?

Cycling/Biking

- Dangers a cyclist faces on the road.
- Which behaviour patterns expose the cyclists to accidents?
- Unsafe activity while driving.

Accidents on the Road and You

- Have your parents ever stopped their vehicle to help an accident victim on the road?
- Would you help an accident victim as a grown up driver?
- If you don't help, what is the feeling you will have?

Cleanliness and Safe Road Traffic

- List the things that make roads dirty and cluttered.
- Link up with hazardous driving, unsafe traffic for pedestrians and different vehicles.



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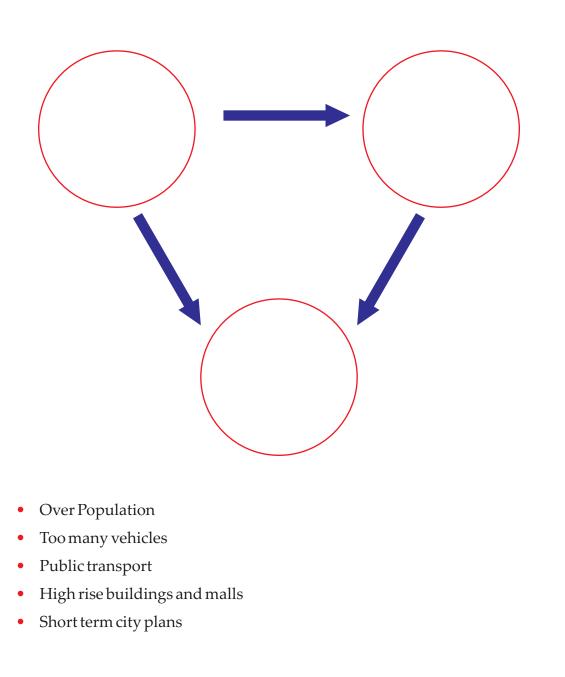


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Work-sheet : Safe-Behaviour on Road

Draw the diagram showing the relationship between the accidents on the road and the points given below:-



Activity 5: My Subject, My Career, My Choice!

Time required: 35 Minutes

Materials Needed:

• Blackboard/White board, Marker, Duster etc.

Mode:

• Individual Students/ Pair work

Life Skills to be enhanced:

• Critical Thinking, Decision Making, Problem Solving, Coping with stress, Managing Emotions and Interpersonal Relations.

Objectives:

- To appreciate the fact that Life decisions depend on many points
- To comprehend that career selection is based on many factors.

Process:

- 1. Divide the class into groups of 10-12 students each.
- 2. Discuss on how we take decisions in life regarding selection of subjects, streams and finally career. We often make these choices based on various factors. There is a need, especially when one is in classes 9th and 10th, to think about one's choices before making.
- 3. Ask students to think critically and answer the following questions.
 - a. What work, do you think you will be doing in 10 years from now?
 - b. Would you rather be an employee or self employed?
 - c. Would you go for government sector service or for the non governmental sector or the corporate sector?
 - d. Does your chosen field need specialization?
 - e. According to you how many years of specialization does it need?

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- f. Is the decision apt for a particular career made by you or by your parents?
- g. Do your friends or peers influence your decisions?
- h. Is the choice of subject made by you or by your parents?
- i. Does the choice of your subject correspond to your career choice?
- j. How much guidance do you expect from your teachers/ career counselor for this decision?
- k. What should one do if one's choice is different from one's parent's choice?
- 4. Group members should discuss questions written on the board.
- 5. One member will come and present the points.

Key Messages

Choosing a career is an issue for a life time and has far reaching consequences. Considering various alternatives, assimilating information from various sources, understanding ourselves and our abilities, our background and making a tentative decision on what we want to become is of supreme importance. Career cannot be chosen by popular vote or opinion or peer pressure. However, discussions with parents and with trusted adults are necessary and part of the process of making a decision about career.

Note for Facilitators / Teachers:

Suggest to the students to create a career road map based on the answers and put it at a prominent place so that they can re-read it over the months and work towards their goal. State that ideally the students should involve a process of examining critically their desires, ambitions, abilities, values, aptitude, interest and opportunities. Using a combination of Life Skills, the students should think about the various choices and make a final decision only when they are sure that the choice that they shall be making will in no way clash with their interests. Remind them that such choices usually decide the direction. Thus it is best to think them over well.

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Student Worksheet

My Career Timeline			
Today	 	 	
After 1 year			
After 5 years	 		
The sycars			
After 10 years			

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UNIT : 3 - Critical-Thinking

Activity 6: Beauty Is Not Skin Deep

Time required: 40 minutes

Materials:

• White board and Markers

Mode: Individual / Group

Life Skills to be enhanced :

• Critical Thinking, Effective Communication

Objectives:

Students will

- Consider what it means to be beautiful.
- Compare ideas with those of researchers in the field.
- Develop a questionnaire to determine what other people think beauty is.

Process:

- Begin the lesson by asking students what they think it means to be beautiful. If students need help getting started, open the discussion with the following suggestions, recorded on the board:
 - A beautiful person has big eyes and a small nose.
 - A beautiful person does not have acne.
 - A beautiful person is kind in the inside as well as being attractive on the outside.
 - A beautiful person has long, straight hair.
- Continue the discussion by adding student's ideas about beauty to the list you started. Then tell students that they are going to work in small groups to think more deeply about this issue.

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- Divide students into groups of three or four. Give students about 15 minutes to brainstorm ideas. If students feel ready, they can begin to draft questions for their questionnaires.
- Have the groups complete their questionnaires. Then have the groups "pair up" and try out their questionnaires on their classmates.
- Conclude the lesson by bringing the class together for a final discussion.
 - How well do students think their questionnaires worked?
 - Do they help reveal what students think beauty is?
 - Did the activity help them clarify what beauty really is?

Key Messages:

- Beauty is more than good looks.
- Non-physical factors are a part of the subconscious assessment of beauty.
- People we really like are co-operative, dependable, brave, hard working, kind, empathetic, considerate and pleasant

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Student Worksheet

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Develo	p your questi	onnaire he	re		
				 	 -
				 	 _
				 	 -
					 _

Activity 7: What Size is It?

Time required: 30 Minutes

Materials Needed:

• Student Worksheet, Blackboard/White board, Marker, Duster etc.

Mode:

• Individual Students/Pair work

Life Skills to be enhanced:

• Critical Thinking, Problem solving, Inter Personal skills, Creative Thinking

Objectives:

- To encourage students to use their knowledge and experiences.
- To use mathematical concepts to encourage students to use their higher-order thinking skills and help them develop their concept of size.

Process:

Arrange the students in teams. Write the following words on the white board:

happy	kind	tall	smart
happier	kinder	taller	smarter
happiest	kindest	tallest	smartest

- Discuss the comparative qualities of each with the students.
- Ask what the difference is between the words in each set.
- Have them demonstrate their understanding by first creating some type of drawing or picture that depicts the difference in the degree of words in the worksheet.
- After they have completed their drawings or representations, have them write their descriptions or explanations.
- Encourage the students to be as creative as they can as they think of ways to describe the comparisons.
- Have each team share how they described each set of words.
- Ask why it is good to have various degrees of comparison and how it makes us all unique

Key Messages

- Students demonstrate an understanding of comparisons
- They learn to appreciate the differences in various people

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Student worksheet

Drawing



Descriptions/Explanations

Rina has long black hair, but Radhika's hair is longer. Vartika has the longest hair of all the girls in our room.

• big, bigger, biggest

bright, brighter, brightest

mad, madder, maddest

wise, wiser, wisest

neat, neater, neatest

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Activity 8: You Tell Me

Time required: 30 Minutes

Materials Needed:

- Student Worksheet, White Board, Marker, Duster etc.
- Mode : Individual Students

Life Skills to be enhanced:

• Critical Thinking, Problem Solving, Inter Personal Skills, Creative Thinking

Objectives:

- To encourage students to use higher-order thinking skills and promote use of knowledge and inference skills
- To help students learn how to construct meaningful sentences.

Process:

- Students will read the incomplete statements provided in the Student Worksheet.
- Using their knowledge and experiences, they will determine an appropriate word that will complete the sentence in a coherent manner.
- After they have practiced completing the sample statements, place the students in teams and have each team develop five to ten statements that leave missing words.
- An "answer key" with the missing words for each will also be developed by the team.
- Each team will then exchange statements with another and determine what the missing words are.
- The teacher will have the answer key to check correct responses. The answers do not have to be the exact words in the answer key but must make sense in the context of the sentence.
- The sentence must have a subject and a verb, the correct tense of the verb, and subject-verb agreement. Correct spelling of words is also essential.
- The team that completes the statements first and correctly will win the honor of being "best team for the day."

Note to the Facilitator / Teacher

This activity can also be extended by the teacher to include such other content areas as science, mathematics, social studies, and geography. For example, if the class has been involved in science lessons about plants and how they grow, you may give them sentences based on it.

Key Message

This activity involves the use of knowledge, experiences and inference skills

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Student Worksheet

Here are some sentences for you to convert. The first one has been done as an example

Sentence: The man ______ the little boy fall.

Possible correct answers: saw, made

The man saw the little boy fall.

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The man made the little boy fall.

- Can you _____ me find my blue socks?
- Plants need _____, ____, ____ in order to grow and stay alive.
- Some plants can live and grow without ______.
- _____ grows only in ______.
- My _____ came to visit last summer, I hope _____ will come back soon.
- Did you know that _____ have wings?
- _____do experiments to find out how or why something happens.
- The capital city of our state is ______.
- The leader of our state is the _____
- The leader of our country is the _____.
- The tallest building in our city is the ______.
- Ranjan had one hundred and seventy-five rupees. He went for shopping and spent Rs. 96. He came home with ______ left.

Self-Assessment

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A .	Read the following and mark tick T or F.	
	True / False	
•	Creative and Critical Thinking cannot go together.	
•	Thinking could be developed by Critical Thinking.	
•	Critical Thinking helps to take right decisions.	
•	We cannot become good at Critical Thinking.	8
3.	What was your learning from this Unit?	
•		
5		
2.	How do you plan to use your learning from this Unit in your personal- life?	
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2 3.		
». <u> </u>		
4		
5		
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Q.1 Sample Question:

The teacher can ask the following question to the students:

Two people are sitting in a room at equal distances from a bottle of perfume. After the bottle is opened, one person smells the perfume, and the other person does not.

- A. Write a list of questions that occur to you about the statement (that is, the reasons one person smells the perfume and the other does not).
- B. Put a star (*) to the left of the question above that you think would yield the most fruitful, testable hypothesis.
- C. For the question you chose in part B above, write a well-formulated hypothesis that could actually be investigated.

Rating Scale:

Score	Interpretation	
A+	Greater than 3 logical questions	
А	3 logical questions (possibly some illogical)	
B+	1 or 2 logical questions (possibly some illogical)	
В	Illogical questions or no answer	
С	Hypothesis not specific to this situation.	

The following questions can also be used to assess critical reasoning/thinking:

Test of Critical Reasoning involves reflective judgment on the part of test takers to take on a series of facts and solve a specific problem based on those facts. No previous information or experience could be helpful in this regard. Tests such as these particularly entail deduction of logical conclusions only from the information available at hand as there is always enough information to draw inferences.

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This test consists of 30 questions. Answer as many questions as you can in 25 minutes. Since there would be a lot of information for you to take in, it is recommended that you keep a piece of scrap paper and pencil handy.

Start the test once you are ready.

Facts: Rajesh is taller than Ravi. Sunil is taller than Rajesh.

Question 1. Who is the shortest?

А	В	С	D
Rajesh	Ravi	Sunil	Can't say

Question 2. Who is the tallest?

А	В	С	D
Rajesh	Ravi	Sunil	Can't say

Facts: Mr. Singh lives to the east of Mr. Shukla. Mr. Kapoor lives to the east of Mr. Singh.

Question 3. Who lives the farthest west?

А	В	С	D
Mr. Singh	Mr. Shukla	Mr. Kapoor	Can't say

Facts: Manya, Anya and Tahira have two pets each. One of them does not have a dog. Anya is the only one to have a cat. Tahira has a dog. Manya and Anya have parrots.

Question 4. Who has a tortoise?

А	В	С	D
Manya	Anya	Tahira	Can't say

Facts: Ritu and Riya like pizza, but Reshma and Rajini like burgers. Both Ritu and Rajini like chicken.



Question 5. Who likes pizza and chicken?

А	В	С	D
Ritu	Riya	Reshma	Rajini

Question 6. Who likes burgers and chicken?

А	В	С	D
Ritu	Riya	Reshma	Rajini

Facts: Amrita and Garima have more money than Anurag although Girish has less money than Anurag. Rajnish has more money than Anurag.

Question 7. Who has the least amount of money?

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А	В	С	D	Е
Anurag	Girish	Rajnish	Amrita	Can't say

Question 8. Who has the maximum amount of money?

А	В	С	D	Е
Anurag	Garima	Rajnish	Amrita	Can't say

Facts: Mrs. Dubey has four children - Pinky, Choti, Gudiya, Bittoo. Pinky and Choti both eat chappati and rice. Gudiya and Bittoo will eat fish and chicken. Pinky and Gudiya are the only ones who like dal and chappati.

Question 9. Which is the only food Gudiya does not eat?

А	В	С	D	Е
Chappati	Rice	Fish	Chicken	Dal

Question 10. Who eats Dal, Chappaties and Rice?

А	В	С	D	Е
Pinky	Choti	Gudiya	Bittoo	Can't say

Question 11. Who eats Fish and Chicken but does not eat Dal?

А	В	С	D	Е
Pinky	Choti	Gudiya	Bittoo	Can't say

Question 12. Which food will be acceptable to most of the children?

А	В	С	D	Е
Chappati	Rice	Fish	Chicken	Dal

Facts: Rahul, Sandeep and Ajay take tiffin to work while Ashish, Randeep and Mukul buy a meal in the canteen. Ajay, Ashish, Randeep travel by bus. Randeep, Sandeep and Mukul are married.

Question 13. Who is married and has a packed lunch?

А	В	С	D	Е
Rahul	Sandeep	Ashish	Ajay	Mukul

Facts: Some pings are pangs. Some pangs are pongs.

Question 14. Which of the following can we conclude for sure?

А	В	С	D	Е
Some pings	No pongs	All pings	All pongs	Some pangs
are pongs	are pings	are pongs	are pangs	are pings

Facts: All Tingos are Bingos and all Ringos are Tingos.

Question 15. Which of the following statements is true?

А	В	С	D	Е
All Bingos are	All Bingos	All Ringos	All Tingos	None of
Ringos	are Tingos	are Bingos	are Ringos	these



Facts: Prashant, Geetika, Harsimran, Paul and Nafisa are students in a class. Prashant and Harsimran are intelligent in English and Hindi. Geetika and Harsimran are intelligent in English and Social Studies. Nafisa and Paul are intelligent in Math and Science. Nafisa is intelligent in Science, Hindi and Math. Geetika and Paul are intelligent in Math and Social Studies?

Question 16. Who is intelligent in English, Math and Social Studies?

А	В	С	D	Е
Prashant	Geetika	Harsimran	Paul	Nafisa

Question 17. Who is intelligent in English and Hindi but not in Social Studies?

А	В	С	D	Е
Prashant	Geetika	Harsimran	Paul	Nafisa

Question 18. Who is intelligent in Math, Social Studies and Science?

А	В	С	D	Е
Prashant	Geetika	Harsimran	Paul	Nafisa

Question 19. Who is intelligent in English, Social Studies and Hindi?

А	В	С	D	Е
Prashant	Geetika	Harsimran	Paul	Nafisa

Question 20. Who is intelligent in Math, Hindi and Science?

А	В	С	D	Е
Prashant	Geetika	Harsimran	Paul	Nafisa

Facts: In a DVD shelf, the movie 3 *Idiots* is under the shelf on which there is *Sholay*. The movie *Rangeela* is on the shelf above *Dil Chahta Hai*. On the top shelf is *Qayamat Se Qayamat Tak*. *Sholay* is on the same shelf as *Singh Is King* whereas *Dil Chahta Hai* is on the shelf below 3 *Idiots*.

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Question 21. Which DVD movie is on the bottom shelf?

А	В	С	D	Е
Sholay	Singh Is King	Rangeela	3 Idiots	Dil Chahta Hai

Question 22. Which two movies are on the same shelf?

А	В	С	D	Е
3 Idiots and	Sholay and	Dil Chahta Hai	0 0	
Rangeela	Dil Chanta Hai	and Qayamat Se	and Rangeela	
		Qayamat Tak		

Facts: The green light only ever goes on when tank A is full and tank C isn't empty. The red light is always on unless either tank A isn't full or tank B is empty.

Question 23. Given that the green light is on, we can conclude all of the following EXCEPT...

А	В	С	D	Е
Tank A cannot	The red light	Tank C cannot	We don't have	The red light
be empty	must be on	be empty	enough	will only be on
			information to	if Tank B
			determine	isn't empty
			whether tank B	
			is empty or not	

Facts: Titan, a moon which orbits planet Saturn, is the second largest moon in the Solar System, smaller only than Ganymede, on of Jupiter's moons.

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Question 24. Given that the statement above is true, we may logically conclude all of the following EXCEPT:

А	В	С	D	Е
No moon larger than Ganymede orbits planet Saturn	Exactly one moon larger than Titan orbits planet Jupiter	Jupiter has at least one moon other than Ganymede	Saturn has at least one moon other than Titan	Titan is larger than Miranda, the largest moon of Uranus, which is another planet in the Solar System.

Facts: Mr. Baker, Mr. Butcher and Mr. Builder are a baker, a butcher and a builder, but not in that order. No man has the same profession as his name. Mr. Builder is not a butcher.

Question 25. Which of the following is true?

- I. Mr. Baker is a butcher.
- II. Mr. Butcher is a baker.
- III. Mr. Builder is a baker.

А	В	С	D	Е
Ionly	II only	III only	I and II only	I and III only

Facts: A, B and C are all different individuals. A is the daughter of B. B is the son of C. C is the father of D.

Question 26. Among the following statements, which is true?

А	В	С	D	Е
C is the uncle of A	D and B are brothers	A is the daughter D	If X is the	If Y is the granddaughter
01 A	brothers	daughter D	daughter of B, then A and	of C, then Y
			X are sisters	and A are sisters.

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А	В	С	D	Е
D is the father of A	C has four children	A has two brothers	A is the granddaughter of C	Another party Y, could be the mother of A

Question 27. Which among the following statements is contradictory to the facts?

Question 28. If X is the son of B and X has one brother, Z, which statements would be valid:

- I. A is the sister of Z
- II. Z and B are brothers
- III. C is the grandfather of Z

А	В	С	D	Е
I only	II only	III only	I and III only	I and II only

Facts: There are six members - F, E, D, C, B, A who can serve on three committees - X, Y, Z, and each member should serve on exactly one of the committees. Committee X should consist of exactly one member more than committee Y. It is possible that there are no members of committee Z. Among F and E, none can serve on committee X. Among D and C, none can serve on committee Y. Among B and A, none can serve on committee Z.

Question 29. In case B and F are the members serving on committee Y, how many of the six members should serve on committee Z?

А	В	С	D	E
2	3	4	5	0

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Question 30. Of the six members, the largest number that can serve together on committee Z is...

А	В	С	D	Е
6	5	4	3	2

Score Board:

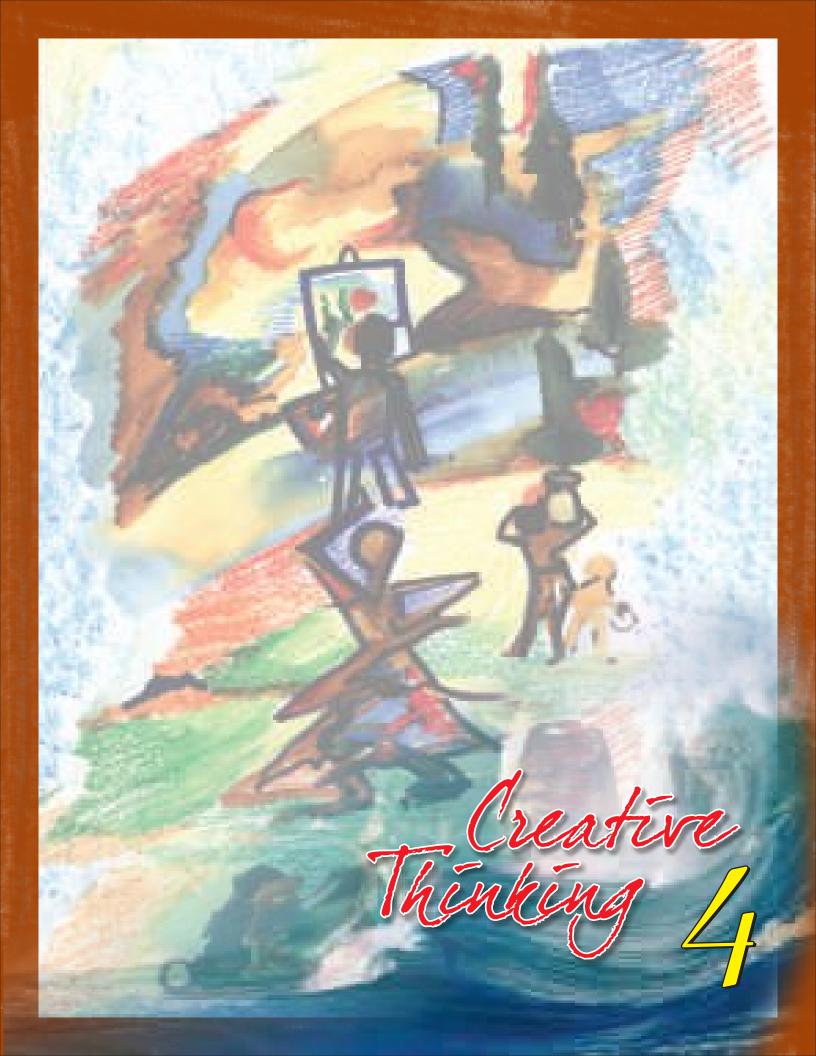
Score	Class 9th	Class 10th
Least Ability	0-6	0-8
Average Ability	7-19	9-21
High Ability	20+	22+

Suggested Activities

Peer Educators can

- Use De Bono's six thinking hats and other activities with the other class students
- Develop application, analysis and synthesis based questions in each subject
- Create questions based on critical, reflective and societal thinking
- Conduct group discussions, role play, debates on gender stereotype / safe behaviour/careersetc
- ♦ Work out strategies on building self-esteem in students
- Collect print/electronic media based advertisements, movie clips and analyse authenticity, learnings, behavior patterns etc

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Creative Thinking

Creative Thinking contributes to both Decision Making and Problem Solving by enabling us to explore available alternatives and the various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified or no decision is to be made, Creative Thinking can help us to respond adaptively and with flexibility to the situations in our daily lives.





Creative Thinking

Objectives :

- To make students understand creatively the connection that they have with their families, homes, the neighbourhood, cities, the state and the nation.
- To enhance their **Creative-Thinking**.
- To help students identify and enhance the skill to find creative and constructive solutions to problems and issues.
- To help them gain an enhanced understanding of self and others through sharing.

This session explains how we can tackle the situations or problems in a better way through our **Creative Thinking** Skills. It emphasises that there can be more than one way to approach a thing or situation. Innovation can give us better results leading to better solutions. The main objective is to promote lateral thinking or *'thinking out of the box'*.



UNIT : 4 - Creative-Thinking

Activity 1 : Squiggly Squiggles

Time required : 30 minutes Materials needed : A4 sheets Mode : Individual, Small group Life Skills to be enhanced :

Creative thinking, Problem solving

Objectives:

- To be able to create squiggle stories
- To apply thought and creativity to an abstract idea
- To enhance their Creative Thinking skills

Process:

- The teacher will pass out a piece of paper that has a squiggle on it (the same for each student).
- The students should be given about 10 minutes to create their drawing.
- The teacher should encourage the students to turn the paper around for different perspectives.
- The teacher should, then, pass out the 12 x 18 paper, and have the students divide it into six parts.
- The students will be instructed to draw a simple squiggle in each section.
- Then, they should look at the squiggles for similarities. The students should find a theme for their squiggles and draw pictures in each section.
- Finally, when the students have finished drawing, they should make up a short story about their six pictures.
- When they have finished, volunteers will be allowed to share their pictures and stories with the class.

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Notes for the Facilitator

The teacher's role here is to encourage creativity and divergent thinking. There is no right or wrong way to do this, so you just need to emphasize that everyone can be creative by nurturing an acceptance of their creative ideas. Students may have trouble finding a theme for their pictures. If this happens, the teacher may want to encourage the students to think of stories in their heads, and then look at the squiggle and decide what pictures they could make out of them.



Worksheet

Questions to be answered

A

1. How did the squiggle seem to change when you turned the page?

2. How did you feel when a classmate drew something you hadn't thought of on their sheet?

3. Did you see their way of thinking?

- 4. How can this activity help you in looking at art forms from now on?
- 5. How can this activity help you to look at every day situations?



UNIT : 4 - Creative-Thinking

Activity 2 : Around Me!

Time required : 40 minutes

Material needed :

• Worksheet – A and Worksheet-B.

Mode : Individual students

Life-Skills to be enhanced :

• Creative Thinking, Critical Thinking, Problem Solving

Objectives :

- to help students understand the inter-connection they have with people/society
- to enhance their Creative Thinking skills

Process:

- The facilitator to ensure that learners understand situations described in Worksheet A. The issues described are related to their immediate environment which widens gradually with age. Any action or non-action, wrong or right affects the balance around us. Give concrete examples from family and the environment.
- Once they have understood the concept, give them the questions to be answered on work. Allocate 10 minutes for Worksheet A.
- Next give them Worksheet B. Allocate 10 minutes.
- Finally divide them into groups to plan innovative ways to celebrate festivals in the neighbourhood. Let them make quick presentations of their plans.

Key Messages

• There is inter-connectivity between people. We cannot exist in isolation.

- It helps in constructive action and nation-building.
- It helps in creating/spreading happiness.



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Worksheet A : Around Me!

Questions to be answered

1. List three major reasons of fights between neighbours.

2. Suggest positive solutions to resolve them.

3. How does your neighbourhood/community celebrate festivals?

4. Can you make the celebrations better and more participative? Plan a methodology for it.

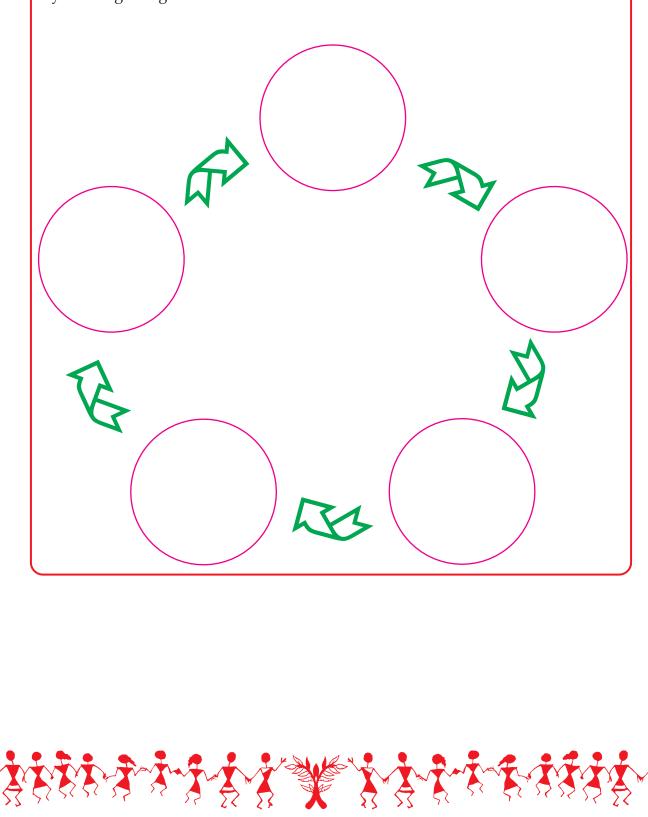


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Worksheet B : Around me!

Find a linkage between your lane, your colony, your city, the state and the country by drawing a diagram.



Activity 3 : Let's make things better

Time required: 40 minutes

Material needed:

Copies of the Worksheet

Mode: Whole class or Group.

Life-Skills to be enhanced:

Creative Thinking, Critical Thinking, Logical Thinking

Objective:

- To help students improve their Creative Thinking skills
- To help them understand that nothing can be 100% perfect, there is always a scope for improvement.
- To inculcate interest about nature herbs or curative properties of the plants.

Process:

- Distribute the worksheet on 'Nature-Cures''let's make things to do better' to each student.
- Ask them to choose anyone of the following and think of at least ten practical ways it can be improved.
- Tell them that they can describe each improvement in a sentence or two (why is it an improvement?) and supply any needed drawings.
- You can also discuss with them the idea list of ways to improve something

Worksheet : Let's make things better

Choose anyone of the following and think of at least ten practical ways it can be improved (You can work on more than one as well)

- 1. PENCIL
- 2. CALCULATOR
- 3. SPOON
- 4. PAPER
- 5. POSTAL SYSTEM
- 6. TYRES
- 7. LIGHTING IN A ROOM
- 8. DESK
- 9. CONTROLLING A CAR
- 10. MUSEUMS
- 11. TELEPHONE
- 12. BALL-POINT PEN
- 13. TEXTBOOK
- 14. PHONE BOOK
- 15. FLASHLIGHT
- 16. BICYCLE
- 17. POSTAGE STAMP
- 18. HAIR DRYER
- 19. BUS
- 20. WINDOW SHADES

You will probably want to submit drawings with this project to show what your improvements will look like.



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An Idea List of Ways to Improve Something

There are lots and lots of things around us. Are they all perfect? Well there is always a scope for improvement. Here is an Idea list of ways to improve something and make it better. So go grab something and make it better...

Simplify--remove complexity

Apply to new use

Automate

Reduce Cost

Make easier to use, understand

Reduce fear to own, use

Make safer

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Give more performance, capacity

Make faster, less waiting

Provide more durability, reliability

Give better appearance

Create more acceptance by others

Add features, functions

Integrate functions

Make more flexible, versatile

Make lighter weight--or heavier

Make smaller--or larger

Make more powerful

Reduce or eliminate drawbacks, bad side effects

Make more elegant

Give better shape, design, and style

Provide better sensory appeal (taste, feel, look, smell, sound)

Provide better psychological appeal (understandable, acceptable)

Provide better emotional appeal (happy, warm, satisfying, enjoyable, fun, likeable, and neat)

Aim toward ideal rather than immediate goals

Give larger capacity

Make portable

Make self-cleaning, easy to clean

Make more accurate

Make quieter

Note: Remember that some of the major problems in modern living are too much noise, too much information, too many decisions, too much complexity, together with a general lack of quality and reliability. Intelligent addressing of these problems in connection with your idea should produce welcome improvements to it.

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Activity 4 : 'Metaphorically Speaking'

Time required: 40 minutes

Materials needed:

• Copies of the worksheet 'Create your own Metaphors'.

Mode: Whole class

Life-Skills to be enhanced:

• Creative Thinking

Objectives:

• To help students think creatively by encouraging them to create metaphors.

Process:

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- Distribute copies of the worksheet 'Create your own 'Metaphors' to all students.
- Ask them to attempt both exercises given in the worksheet.
- Encourage them to think and create their own Metaphors for the items given and write a reason for it.
- Instruct them not to think too much about their metaphors, instead just let them flow.
- If there is a problem in getting started, think of the key attributes of the thing given and then think of other things with similar attributes.

X ¥ X

Key Messages

By saying that a problem is like something, we can find new approaches of handling it.

Creative Thinking is an important and positive way of thinking which helps to lead a healthy life.

Creative Thinking shows that there can be more than one way to approach a thing or situation.

Creative Thinking helps in constructive action and nation building.

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Worksheet: Create Your Own Metaphors!

Exercise 1

Create at least three Metaphors each for: City, School, Pollution, Computer, Exams, Drugs, Friends, Success, Politicians, Low-cost Airlines (well three is not the upper limit, more the merrier!)

First one has been done for you, but you are free to rack your brains and think for more metaphors!

City

Metaphor 1 - A Forest

Reason-Because there are lots of tall buildings

Metaphor 2 - A Graveyard

Reason-Because there are lots of monuments

Metaphor 3 - A Maze

Reason-Because there are lots of confusing roads

Exercise 2

Find Innovative uses for.

Choose any five of the items below and think of at least 25 original uses for it. (That is, you cannot list things that the item is already used for.) The uses can be fanciful, but should at least approach practicality. Describe each use in a sentence or two.

Example: Uses for a knife. **1.** Drill a hole in the tip and use it as a "knife switch" to turn electricity on and off. **2.** Use it to measure a spot for a new sofa, so when you go to the store you will know how many "knife units" long your new sofa can be. **3.** Use it to drill holes in walls.

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a cardboard box
a towel
anail
a sheet of paper
a spoon
a fan
a ball point pen
the yellow pages (commercial telephone directory)
a candle
three feet of Cello tape
a plastic drinking glass
a toothpick
a mobile cover
old newspapers
ball bearings that aren't round
worn out automobile tyres
non-returnable/plastic cold drink bottles
broken rubber bands
pencils
Adoormat

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UNIT : 4 - Creative-Thinking

Exercise 3

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What lffing...

For the questions below trace the reasonable and logical consequences that would follow. You might be sure to think of both good and bad (and perhaps indifferent) consequences. List or describe (in a sentence or two each) at least ten consequences.

- What if each home could run the television only one hour a day?
- What if petrol grew on trees and was a renewable resource?

- What if exams were abolished in college as well?
- What if our pets could talk?
- What if any and every type of food came for Rupee 1 only?
- What if we never had to sleep?

- What if we could read other people's minds (and they could read ours)?
- What if everybody looked almost exactly alike?
- What if clocks and watches didn't exist and daylight lasted six months?

UNIT : 4 - Creative-Thinking

Activity 5: Take a Second Look!

Time required: 30 Minutes

Materials Needed:

Worksheets, Paper, Pencil, rubber etc.

Mode: Group Work.

Life Skills to be enhanced:

• Creative Thinking, Critical Thinking, Problem Solving, Communication Skills

Objectives:

- To enhance students' higher-order thinking skills and promote co-operative learning
- To help develop students' perspective that beauty and good qualities can be found in things and people

Process

- Arrange students in teams of three to five students.
- Have a pre-selected group of objects or articles that have been placed in a bag or box (a suggested list is provided).
- A member from each group will select one object without looking in the bag or box.
- The selected object will be examined by each team member; then the team will fill in the student worksheet.
- Give the teams enough time to discuss each of the instructions and write their responses. Each team will share their information with the rest of the class. A reporter from each team will explain what its object was and will then share its attributes.
- The follow-up discussion should center on how the students were able to think of all the nice and positive things to say about their objects, as though these were real people. The discussion should guide the students to understand how easy it is to find good and useful qualities in everything, especially people, if one takes the time to look.

Key Messages

- Enhancement of students' awareness of cultural and ethnic differences
- Promotion of the idea of looking for and finding good qualities in people
- Students are able to demonstrate an understanding of how good qualities can be found in simple, ordinary objects or articles

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Student Worksheet

1. Think of a way in which your object or article is like a person. 2. List two things that make your object or article beautiful. 3. Name three ways your object or article can be useful to you, your friends, or your family. 4. Name four reasons why you love your object or article. 5. Tell three things you can do that would help your object or article feel good about itself.

UNIT : 4 - Creative-Thinking

Handout of Possible Objects or Articles

(Teacher and/or students are encouraged to add to this list)

- pen
- pencil
- keys
- stick
- crayon
- fevistick
- piece of candy
- safety pin
- beads

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- sharpener
- rubber band

- paper napkin
- roll of tape
- pine cone
- leaf
- rock or pebble
- small sea shell
- paper clip
- eraser
- wire
- hair clip

Å

Activity 6: Picture Stories

Time required: 30 Minutes

Materials Needed: Paper, Pens, Pencil, Eraser

Mode: Individual Students / Group work.

Life Skills to be enhanced:

• Creative Thinking, Critical Thinking, Problem Solving, Communication Skills, Inter Personal skills

Objective:

- To encourage students to use their Critical thinking skills
- To enhance students' creative skills
- To enhance students' comprehension skills

Process:

- Direct the students to first write a story on any topic they choose.
- Next, direct them to rewrite their story, using only drawings, pictures, stick figures and so forth.
- They may use words such as the, then, next, my, etc. But all nouns, adjectives, and verbs must be represented by pictures.
- After completing their stories, students are to give them to another student or group, who will attempt to "read" the picture story using the picture clues provided.
- After students have read the pictures, give them the story in words and ask them to compare their version with the actual story in words.
- Discuss with the class how it was that some students were able to read or infer what the story was about. Ask them what skills they used in doing so.

A Different Story!

Story in words

The dog chased the cat down the street. The cat ran into a house, but a lady with a broom chased the cat out of her house.

Story in pictures

Key Messages

- Students will use their knowledge and experiences to create stories in pictures ("wordless stories").
- Give students the option of working individually, in pairs, or in teams.
- Students demonstrate an ability to create stories that had a beginning, middle and end.





Activity 7: A Thousand Words!

Time required: 30 Minutes

Materials Needed:

• Photo(s) cut from magazines (*remove all headlines, captions, and associated articles describing the scene*)

Mode: Individual Students

Life Skills to be enhanced:

• Empathy, Inter Personal Skills, Communication Skills, Creative Thinking

Objective:

• To become more aware that compassion involves understanding and engaging in another person's life, students view images of people and creatively interpret what they see.

Process

- Choose one or more photos that provoke an emotional response. They should feature at least one person. Choose images in which the emotions of the person are not overt (screaming, crying, laughing, etc.) and their mood or situation is ambiguous.
- Distribute the photo(s) and display them. If you have more than one, tell the students to choose only one to write about.
- Encourage them to pretend that they are the figure in the photo(s) or the photographer. Invite them to think about what the person/photographer sees, hears, tastes, smells, touches, and feels in the captured moment; why the person is happy, scared, bored, or sad; where he/she has come from and where he/she is headed; and why the photographer cared enough to take a picture.
- Share the stories. Suggest that taking the time to figure out a person's feelings is the essence of empathy and compassion, which are key elements of caring. Ask them to explain why.

Note for the Facilitator/Teacher

Say to the students: There is an old saying: "A picture is worth a thousand words." We're going to look at a picture and describe it in a thousand words. But before we do, we need to ask how to feel compassion for another person and why it's important. Solicit and list answers. Point out that part of caring involves empathy — seeing another's perspective and feeling what he or she is going through. Say: Our purpose is to look at the people in the photo with compassionate eyes. Imagine their lives, thoughts, dreams, fears. Invent a story for them. To do so, you have to care about them.

Key messages

- Uses viewing skills and strategies to understand and interpret visual media.
- Understands how images and sound convey messages in visual media (e.g., special effects, camera angles, symbols, colors, lines, textures, shapes, headlines, photographs, reaction shots, sequencing of images, sound effects, music, dialogue, narrative, lighting).











	What do you understand by Creative Thinking?
	How do you feel that Creative Thinking can change your life? Write in your own words.
	What was your learning from this Unit?
ι.	
2	
3. <u>-</u>	
1. <u>-</u>	
5.	
B.	How do you plan to use your learning from this Unit in your personal life?
l	
2.	
3. <u>-</u>	
3. <u>-</u> 1. <u>-</u>	
3. <u>-</u> 1. ₋ 5.	

UNIT : 4 - Creative-Thinking

CREATIVITY ATTITUDE SURVEY

Student's Name	_ Age Sex Date
School	Class (or Grade)
Teacher	Rater

The Creativity Attitude Survey is a creativity measure for children in grades 4-6 (approx. ages 9-11). It assesses imagination, interest in art and writing, desire of novelty, and attraction to abstract and magical.

It is designed to assess subjects attitudes associated with creativity, including confidence in one's ideas, appreciation of fantasy, theoretical and aesthetic orientation, openness to impulse expression, and use of novelty.

DIRECTIONS

On the following pages we would like you to tell us how you think and feel about different things. There are no right answers except those that are accurate about yourself.

For each statement we want you to circle the word "Yes" if you AGREE, or the world "No" if you DISAGREE.

Be sure to answer Yes or No to every question, even if it seems hard to decide.

Schaefer (1991). Creative Attitude Survey. Jacksonville, IL: Psychology and Educators, Inc.

1. Yes No I like to play "make believe" games.

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- 2. Yes No I often act on the spur of the moment without stopping to think.
- 3. Yes No I like social studies better than science*
- 4. Yes No I think daydreaming is a waste of time.
- 5. Yes No In art class, I prefer to be told exactly what to do all the time.
- 6. Yes No I feel that thinking up ideas that are "way out" or "fantastic" is a waste of time.
- 7. Yes No I feel that the best answers are the ones the teacher thinks re right.

8. Yes No I think that stories about wizards and magicians are silly.

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9.	Yes	No	I would rather think up a picture on my own than trace or copy one.
10.	Yes	No	I think it is better for children to keep quiest in class than to give ideas that might be wrong.
11.	Yes	No	Some children are naturally born with better imaginations than others and there is nothing that can be done about it.
12.	Yes	No	I'm afraid to express my ideas because they usually are no good.
13.	Yes	No	I would rather learn strange new games then play games that I know well.
14.	Yes	No	My favorite color is blue.*
15.	Yes	No	Other children have better ideas than I do, and it is best to follow what they do.
16.	Yes	No	Art is one of my favorite subjects in school.
17.	Yes	No	I like to "clown around" and pretend to be other people.
18.	Yes	No	I think that children have a lot of good ideas and that teachers should listen to them more often in class.
19.	Yes	No	If someone gets an idea that is different from everyone else's, the idea is probably not very good; otherwise other children would have thought of it too.
20.	Yes	No	I like to take my time and think up a number of ideas before trying to solve a problem.
21.	Yes	No	I feel that I have a good imagination.
22.	Yes	No	I admire artists and writers as much as doctors and lawyers.
23.	Yes	No	I feel that children should never "make a mess" when they draw or paint.
24.	Yes	No	I think it is as important for girls to learn to draw or write as to cook and sew.
25.	Yes	No	I only like to draw pictures of real persons or objects.
26.	Yes	No	If other children laugh at your ideas, you should give the ideas up.
27	Yes	No	I think children can write good poetry

27. Yes No I think children can write good poetry.

UNIT : 4 - Creative-Thinking

- 28. Yes No I like kids who are quiet and well behaved better than ones who joke and clown around a lot.
- 29. Yes No I would rather have as a friend someone who is lively and full of ideas than some one who is nice and always wants to do what I want.
- 30. Yes No I usually try to think up new ways of doing things rather than doing them in the accepted way.
- 31. Yes No In school I prefer to learn facts rather than talk about ideas and theories that people have about things.
- 32. Yes No I like drawing No. 1 better than No. 2 (Note: drawing #1 is an abstract line drawing while the other is of a couple of trees situated on a hillside).

Carles E. Schaefer, Ph.D. Fordham University

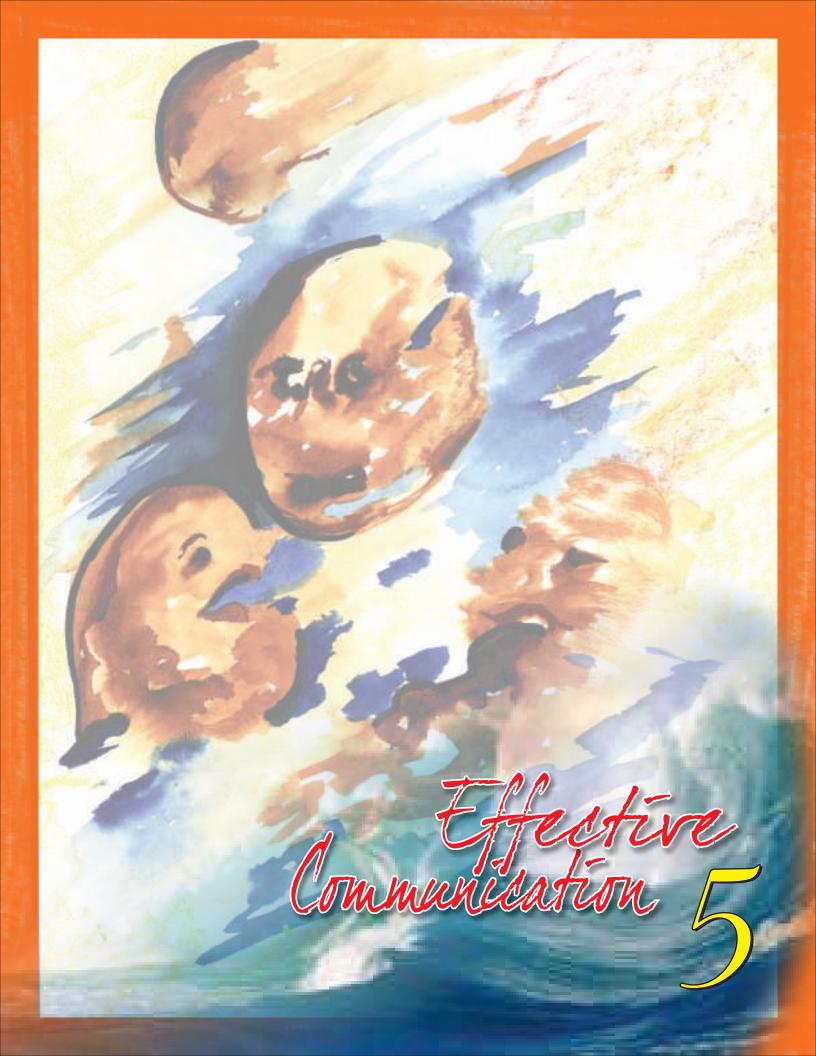
Suggested Activities

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Peer Educators can

Help in creatively designing projects, group work, cartoon strips, reading passport, picture stories, different ending to stories, newsletters, presentation skills, etc

• Use parents as resources for various activities in the school



Hestive-Communication

"Communication is the act of transmitting messages and sharing thoughts, feelings and ideas through verbal and nonverbal means. To communicate, we need a sender, a receiver, a medium and a message."



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Hective-Communication

Communication-skills are essential in every sphere of human interaction. The ability to communicate is vital to the success of any endeavour.

The main objective of this session is to promote effective communication skills to cope with day to day life as well as society.

Objectives:

- to help students interact effectively
- to increase confidence levels of students
- to develop social-skills and etiquette in students
- to help them identify their own communication pattern and assess how it adds or obstructs their communication

This session explains how with developing excellent communication skills we can handle critical situations. Communication provides better ways to understand others or explain things.



A Quiz Competition in progress

Some of the basic conditions necessary for good communication are:

- 1. Listening carefully and responsibly (to do so one must make eye contact, take down notes, not interrupt the speaker until s/he finishes and reinforce the understanding by 'question tagging' i.e. use words like really, is that so, oh, you couldn't reach on time? etc. depending on the situation.)
- 2. The speaker must express himself clearly and completely.
- 3. The words used should specify carefully the purpose of the conversation.
- 3. If questions are asked, they should be creative and open ended i.e. they should not require answers in "yes" or "no".

To communicate effectively, keep the following points in mind

- 1. Clarity and speed of speech
- 2. Tone and pitch of voice
- 3. Choice of words
- 4. Keeping the message short and simple
- 5. Remember to get feedback
- 5. Build a good vocabulary

Effective Communication Skills Pointers

"Effective communication is the respectful exchange of thoughts, feelings, and belief between a speaker and a listener in such a way that the listener interprets the message in the same way as the speaker intends it"

Non Verbal

Speaker and Listener

- Maintain eye contact
- Facial expressions, such as smiling and nodding, should show interest

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- Your body language and gestures should be confident yet nondomineering
- The physical distance should be such to keep you near enough to each other to talk easily, but not so close that you feel suffocated

Verbal

Speaker

- Your words should match your body language
- Ask both specific (Like: Do you understand what I mean by.....?) and open-ended (Like: What do you think of this idea?) questions to check if the other person understands.
- Don't monopolize the conversation
- Keep your tone of voice clear and respectful

Listener

- Use active (nod, look engaged in what the person is saying) and passive listening (respond with short comments to show you're paying attention)
- Let the other person finish sentences; don't interrupt
- Summarize what you have heard and check for understanding by paraphrasing (saying it in your own words), restating (saying it back using the other person's words), or asking specific questions
- Keep your tone of voice clear and respectful

Important terms:

Eye contact: looking directly at someone's eyes (in a non-confrontational manner) while listening or speaking; shows the other person you're paying attention to them.



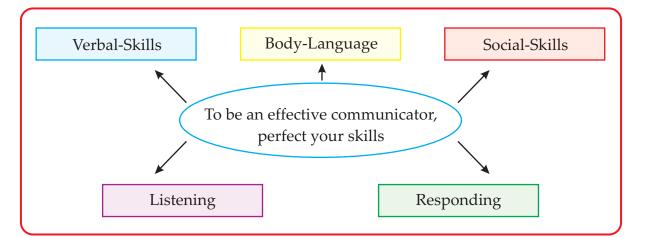
UNIT : 5 - Effective-Communication

Non-verbal/body language: the "message" your body gives; e.g. looking around the room instead of at the person suggests you're not paying attention

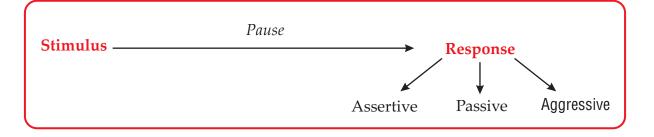
Active listening: showing understanding by repeating back what the other person just said, sometimes by putting the message in your own words

Passive listening: showing interest and understanding by occasionally nodding your head, using short phrases (e.g., I see/ yes, I do/ fine) at appropriate breaks in the conversation.

Responding Right



Right behaviour is often a response to stimulus.





Activity 1 : Actions Speak Louder than Words!

Time Required : 20 minutes

Materials Needed

• Copies of the poem, 'Actions Speak Louder than Words'

Mode: Small group

Life-Skills to be enhanced :

• Effective communication, Creative thinking.

Objectives:

• To help students understand the importance of non-verbal communication.

Process:

- 1. Divide the class into groups.
- 2. Distribute a copy of the poem to each group.
- 3. Ask them to make presentation after discussing the poem among their groupmembers based on the following questions:
 - Identify the sender, receiver and medium in the above situation.
 - How did the man show that 'he really did care'?
 - Is it possible to express feelings without words? How would you tell your mother that you love her without speaking?
- 4. Attempt to write 'a poem' or 'short story' on a similar theme and present it to the class.

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Worksheet : Non-Verbal Communication

Read the poem given below:

Actions Speak Louder Than Words!

Once I was walking down the road On a dark and foggy night When there was hardly any light I could see a man, but not clearly I called out "Hey mister, what is your name" At first there was no reply Perhaps he was a little shy I called out yet again But it was all in vain I was about to give up When it suddenly began to rain And as we ran helter-skelter To find ourselves shelter He opened his umbrella Willing to share And then I realized That my friend of few words Really did care And as we huddled together Cold and numb I realized that my friend couldn't speak Because he was deaf and dumb And then a sudden thought flashed through my mind Do we really need words to be kind? What words couldn't do his actions had done For life long in me

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A friend he had won!





Akshay Bhatia Amity International Saket

Activity 2 : I understand what you say!

Time required: 20 minutes

Materials Needed: Copies of the work sheet 'I understand what you say'

Mode: Individual

Life-Skills to be enhanced:

Communication Skill, Interpersonal Skills, Managing Emotions

Objectives:

- To help students understand the importance of non-verbal communication and how misunderstanding develops if the communication is not proper
- Responding promptly or expressing feeling. verbally or non-verbally to parents in a positive and assertive way

Process:

- Ask students to respond to the question 'what is effective communication?' After gathering the response write them on the board and sum up with the following "Effective communication is the respectful exchange of thoughts, feelings, and belief between a speaker and a listener in such a way that the listener interprets the message in the same way as the speaker intends it."
- 2. Review effective communication skills pointers given on the previous pages.
- 3. Ask students to fill up the worksheet 'I understand what you say' in pairs.
- 4. Then they come in pairs and present their response in front of the class. One of them reads out the parent rule and the other one of them responds using one of the communication technique (paraphrase, summarize, active listening).
- 5. The other students can identify the rule being used.



UNIT : 5 - Effective-Communication

- 6. Summarise the worksheet with these questions : What was difficult about the activity? a. c. **Key Messages:** Effective communication is the most important component for a successful life. Successful communications skill can solve complex problems.
 - Through successful communication one can understand or explain situations in a better way.

- b. What communication skills did you use?
- What happens if you don't use clear communication skills and the other person misunderstands your message?
- d. How do you think these skills would help you with more difficult discussions, such as with your family?

UNIT : 5 - Effective-Communication

Worksheet: I understand what you say

Partners take turns reading and responding to the parents' rules below and practice effective communication skills. You should use communication technique like paraphrase, summarize, active listening and non-verbal Communication

Parent Rule: You have to call me at work from home landline when you get home from school.

Response:
Skill:
Parent Rule: You can't play on the computer until your homework is done.
Response:
Skill:
Parent Rule: You can't attend birthday parties beyond 9 p.m.
Response:
Skill:
Parent Rule: You will not drive until you are 18 years old.
Response :
Skill:
Parent Rule: You can go out with friends once a month.
Response :
Skill:

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Activity 3 : Beautiful-Communication

Time Required : 20 minutes

Materials Needed:

• Copies of the Case-Study – Beautiful-Communication, White-Board Marker etc

Mode: Individual, Small group

Life-Skills to be enhanced

• Communication Skills, Empathy, Interpersonal Skills

Objective:

• to create awareness regarding various forms of communication

Process:

- Read out the story *"Beautiful Communication"* and discuss how communication is possible without words?
- The message of communication is more important than the words.
- In groups, discuss how the disabled or differently abled can be included in the mainstream through effective communication.
- Make a power point presentation to the rest of the class.





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Worksheet - Beautiful-Communication!

Read the story given below :

They were four of them, in the Mumbai city tourist bus where I worked as a guide : an elderly couple, a young man and a girl. It was raining, the mike was not working, the bus near-empty and silent and then I realized that my passengers were deaf mutes.

As if she had read my mind, the young girl whose name was Lisa informed me that she could talk and hear a little while the others were totally deaf. She would lipread me and explain the sights of Mumbai to her friends. The young man was her friend. Both of them were in California University and had come to attend a workshop in Bangalore. The elderly couple were his parents. For all of them, it was their first visit to India.

I found it all unusual. The girl would watch my mouth intently, then with nods, smiles and quick and dexterous signs convey to the others what I had been telling them. Soon we were 'chatting' freely. The older woman 'enquired' about my family and 'discussed' the art of wearing a saree and the problem of Mumbai's population explosion. She also told me that she worked in a bank and her husband was a teacher in a deaf and dumb school.

Soon the trip was over. Lisa clasped my hands. The others pointed out to their hearts and then to me. I was deeply moved. We had broken all the barriers and communicated through silence, without any problem whatsoever.

Activity 4 : Fire, Aim, Ready!

Time Required: 20 minutes

Materials Needed:

• Copies of the Arithmetic test, White-Board Marker etc.

Mode: Individual, Small group

Life-Skills to be enhanced:

• Communication Skills, Critical Thinking, Creative Thinking, Interpersonal Skills.

Objective:

• to enable students to understand the importance of following instructions/directions.

Process:

- Pass out copies of the test face down.
- Indicate that you will be asking them to solve some very simple problems in arithmetic, involving addition, subtraction, multiplication and division.
- State, "As soon as I say 'Go,' turn your papers over, read the entire exercise, and follow the directions. Work as fast as you can, as you just have 60 seconds in hand."
- Say. "Go!"
- Immediately start to count down the seconds remaining (i.e. 59, 58, 57, 56....2, 1) just loudly enough for all members to hear
- When time is up, quickly ask them to report the answers obtained to each question (e.g., "The answer to question 1 is what?" "Question 2?"). Students will soon discover that some of them have different answers. You might facetiously ask them, "Did you all get the same sheet?" Then let the group discover their problem by reading the directions for themselves.

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Summarize the activity with following discussion questions:

- 1. Remember the old saying, "If all else fails, read the directions!" Why didn't we do so here?
- 2. Have you ever seen incidents where poorly given or rushed instructions may be worse than none at all?
- 3. Did you experience pressure at the start of this exercise? What effect did this have on your performance?
- 4. In what ways did we fall prey to the trap of "Fire, aim, ready"? In other words, are we sometimes too quick to act before we analyze and prepare?
- 5. Why is effective communication important for proper execution of instructions?

Notes for the teacher:

- 1. Make sure that your final instructions are given hurriedly and allow no time for questions.
- 2. Be careful not to embarrass anyone for their error. The point is to demonstrate a factor causing barrier in communication.

Key messages :

- Effective communication is the most important component for a successful life.
- Successful Communications skills can solve complex problems.
- Through successful communication one can understand or explain situations in a better way.
- Children learn by modeling the behaviour of adults and other significant people around them. If we are able to take care of etiquette so will our children.

Key messages continued....

- Communicate your feelings and concerns to the child early to avoid misunderstanding
- Help your children express their feelings. Listen to them without being judgemental.
- No matter what, always be there for your children
- How does one talk so that another person listens and understands?
- How does one listen?
- How does one know if one has been heard and understood?

Communication styles

- **Passive Communication** means to communicate in a "weak" way. You are unclear, you are afraid to address the issue or problem. You are not strong with your opinion and you do not want to upset or disappoint the other person. You have confused body language, which shows you are weak, timid, undecided and have a low self-esteem.
- Aggressive Communication means to communicate in a way that threatens to punish the other person if your feelings, opinions or desires are not accepted. You try to discourage the other person, and insist on your rights while denying their rights. Only your ideas, words, opinions, thoughts are correct. You have threatening and forceful body language.
- Assertive Communication means to communicate in a way that does not seem rude or threatening to others. You are standing up for your opinion, ideas, feelings, for your rights without endangering the rights of others. It means telling someone exactly what you want in a way which makes it clear that these are your ideas, words, opinion and thoughts and you believe them to be correct for you. You have strong and steady but non-threatening body language

Worksheet -- Arithmetic Test

Directions: In the following simple arithmetic problems, a plus (+) sign means to multiply, a divide (÷) sign means to add, a minus (-) sign means to divide and a multiplication (x) sign means to subtract. Complete the problems following these directions.

8+2=	14-7=
9+11=	6 x 5 =
4x3=	8+3=
6÷2=	7 x 2=
9-3=	9+2=
7 x 4=	8-4=
4+4=	9+6=
8-4=	1÷1=
12 x 2=	8 x 7 =
20-10=	13-1=
9-1=	16-4=
5+6=	8 x 2=
2 x 1 =	9÷9=
10-5=	6 x 2=
12+2=	8+4=
6÷6=	10-2=
8+5=	4-1=
6+6=	18-3=
17x2=	8+2=
14 ÷7=	15x3=

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Activity 5: Using Assertive Messages "I Really Mean It"

Time Required: 45 Minutes

Materials needed :

Word cards, Flip charts, Markers, White-board/black-board, Markers, Chalks

Mode: Whole Class

Life Skills to be enhanced:

• Effective communication, Self awareness, Creative thinking, Interpersonal Relationships, Empathy

Objectives:

To learn to use assertive messages, especially when you want to say "No"

Process:

- Invite the participants to sit in a circle.
- Explain that communication is about using speech, actions, body language, expression, seeing and listening.
- This exercise will allow the participants to practice their communication skills to make them more effective.
- Start at one end of the circle and ask the participant to pick up two cards.
- Pass the container to the next participant and continue until each participant has 2 cards each.
- Ask each participant to read their cards and think of a sentence that includes the words on the cards.
- Give the participants 5 minutes to prepare. Start at one end of the circle moving from one participant to the next. Each member of the circle will have a chance to participate.

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- Encourage the participants to be creative. Let them use words, facial expressions and body language for maximum effect.
- After each participant has presented his/her sentence invite the group to give feedback.
- Ask them to confine their feedback to whether the sentence was effective in conveying an assertive message? Why?
- After all the participants have had a chance to practice their two sentences, give them student worksheet 1 to fill and facilitate a discussion based on the worksheet

Note for the Facilitator

Young people find it difficult to be assertive in their peer group, especially in situations when they are being pressured. Often, young women find themselves being submissive because they do not know how to assert themselves. This exercise encourages young people to examine their ability to be assertive using speech and body language. The feedback from observers should be carefully channelled so that it is not counter productive. Ask the participants to give feedback only on the sentence and the way it was delivered.

I feel that we can	I will not	Listen I am	Sadness
Happiness	It is so good	I am not at all	I think it will
Love	Dislike	Future is	What do you?
I told you	Of course I	Lifeis	Tomorrow
No, I am	Just wait for	Can you	It is so
Ifeel	I have to	You should	Think
I will			

Word cards that may be used for this game are as follows:

(You may have to duplicate these cards to have enough for all the participants. You can also make other cards using your own imagination and knowledge of the participants)

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Student Worksheet 1

1. How did you feel practicing your assertive statements? Why? 2. Are there moments in your life when you want to say "No" and end up saying "Yes"? Why? _____ 3. What are the key characteristics of an assertive person? 4. What are the advantages and disadvantages of being assertive? _____ 5. Are girls usually less assertive than boys? Why? _____

Student Worksheet 2

Is saying "no" a good indicator of maturity?

• How will you say "no" if a close friend of yours offers you a cigarette?

• Give alternatives to a friend who feels shoplifting is exciting and fun and you must join her next time for this.

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Activity 6: Let's Talk!

Time required: 45 Minutes

Materials Needed:

• Slips with Response Scenarios, White-board/black-board, Markers, Chalks

Mode: Whole Class

Life Skills to be enhanced:

• Effective Communication, Self Awareness, Creative Thinking, Interpersonal Relationships, Empathy

Objective:

• To practice some basic communication skills

Process:

- Invite the participants to sit on the floor in a circle.
- Explain that participants will be practicing some basic communication skills.
- Pass the container, full of the slips of paper, around the circle. Ask each participant to pick one slip.
- Ask them to read the slip and prepare themselves for the exercise.
- Allow 5-10 minutes to prepare (individually).
- Then, start at one end of the circle, and ask the participant to give a response to the situation written on the slip.
- Explain that they can choose a partner to do the exercise.
- Complete the circle.
- After each presentation, ask for feedback and suggestions.
- After the exercise is over, facilitate a discussion in the large group using the following questions:
 - How did you feel doing this exercise? Why?
 - In a real-life situation, would you be able to use these skills? Why/Why not?
 - Have you ever discussed these kinds of issues in your circle of friends/peer group? Would you like to share some of the experiences?
 - What are the basic requirements of good communication?

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UNIT : 5 - Effective-Communication

Key Messages

• Participants will acquire some of the basic communication skills required

Note for the Facilitator

This exercise creates confidence among the participants concerning their ability to communicate on various issues of concern. You can create similar exercises to enable them to converse and connect.

Response Scenarios

- 1. Your friend is confused about selection and wants your advice on how s/he should make this selection.
- 2. Your friend is worried that s/he is becoming obese and wants to know what s/he should do.
- 3. Your friend always participates in sports activities, but her/his parents want him to concentrate more on studies. S/he asks your advice.
- 4. You have a test next day but your friend wants you to come to her/his birthday party in the evening
- 5. You are feeling tired but your friend wants you to talk with him/her.
- 6. Your friend feels it is very stylish to have a mobile and is forcing her/his parents to buy her/him one.
- 7. Your friend throws her/his Tiffin whenever it contains Chapati/ Parantha/Idlis/Rice and vegetables. S/he just likes to eat noodles, sandwiches, burgers and such things.
- 8. Your friends never goes out to play and spends her/his time in watching cartoons or serials. S/he has to wear spectacles also.
- 9. Your senior has been unkind and rude and you need to talk to a friend about the best course of action against bullying.
- 10. Your friends is being teased, bullied and made fun of by a senior boy. You decide to help.
- 11. Your friend feels it is fine to smoke and drink once in a while.
- 12. Your friend feels it is necessary to have a boyfriend / girlfriend else you are not cool.

Activity 7: Hearing and Listening

Time required: 45 Minutes

Materials Needed:

• 10-15 lines of written script on any topic, White-board/ black-board, Markers, Chalks etc.

Mode: Whole Class

Life Skills to be enhanced:

• Effective-Communication, Self-Awareness, Creative-Thinking, Interpersonal Relationships, Empathy

Objective:

• To know the difference between hearing and listening

Process:

- Invite the learners to sit in a circle.
- Ask for volunteers. Take the volunteers out of the room, and instruct them to make noise while the script is being read out. These noises, for example, tapping a pen on the floor a few times or knocking on the wall (should be loud enough for everyone to hear but not overwhelming enough to attract the complete attention of the participants) should be made once or twice.
- Explain to the learners that you will read out a small text and they should try to remember as much as they can of the text.
- After the reading, ask the learners to tell you all that they heard.
- Allow 7-8 minutes for this activity. Then, invite the learners to listen to the same text being read out for a second time.
- This time they should have an objective when listening to the text.
- Complete the reading and ask the learners to report on the stated objective.
- During the first round of reading, most learners will probably be able to tell you bits and pieces of the text you read.
- Listening to the second round of reading with an objective will result in accurate responses from a large number of learners.



- Ask the participants "Why do they think this happened"
- Some learners will tell you that this was because, the second time, they had an objective. Commend the answers. Emphasize that the difference between hearing and listening is that listening has an objective while hearing is general.
- Close the exercise by pointing out that in effective communication listening is an important element.

Key Messages

- Learners will know the difference between hearing and listening.
- Learners will become more aware of themselves, while listening to others.

Notes for the Facilitator

This exercise points out the difference between hearing and listening. It allows the learners to learn from their own experience, and therefore, they tend to remember it.

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SAMPLE TEXT FOR HEARING AND LISTENING ACTIVITY

A woman came out of her house and saw three old men with long white beards sitting in her front yard. She did not recognize them. She said "I don't think I know you, but you must be hungry. Please come in and have something to eat."

"Is the man of the house home?", they asked.

"No", she replied. "He's out."

"Then we cannot come in", they replied.

In the evening when her husband came home, she told him what had happened.

"Go tell them I am home and invite them in!"

The woman went out and invited the men in.

"We do not go into a House together," they replied.

"Why is that?" she asked.

One of the old men explained: "His name is Wealth," he said pointing to one of his friends, and said pointing to another one, "He is Success, and I am Love." Then he added, "Now go in and discuss with your husband which one of us you want in your home?"

The woman went in and told her husband what was said. Her husband was overjoyed. "How nice!", he said. "Since that is the case, let us invite Wealth. Let him come and fill our home with wealth!"

His wife disagreed. "My dear, why don't we invite Success?"

Their daughter-in-law was listening from the other corner of the house. She jumped in with her own suggestion: "Would it not be better to invite Love? Our home will then be filled with love!"

"Let us heed our daughter-in-law's advice," said the husband to his wife.



"Go out and invite Love to be our guest."

The woman went out and asked the three old men, "Which one of you is Love? Please come in and be our guest."

Love got up and started walking toward the house. The other two old men also got up and followed him. Surprised, the lady asked Wealth and Success: "I only invited Love, Why are you coming in?"

The old men replied together: "If you had invited Wealth or Success, the other two of us would've stayed out, but since you invited Love, wherever He goes, we go with him."

Objective Question: What is your Learning from the story?

Expected Response: Wherever there is Love, there is also Wealth and Success

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Activity 8: Appreciating Others "I like You"

Time required: 45 Minutes

Materials Needed:

• Student Worksheet White-board/black-board, Markers, Chalks etc.

Mode: Group

Life Skills to be enhanced:

• Effective communication, Empathy, Self awareness, Creative thinking, Interpersonal Relationships

Objective:

• To learn to appreciate each other's good qualities.

Process:

- Invite the participants to sit in a circle.
- Explain that we all have good and bad in us, and it is important to recognize the good.
- This exercise will enable us to appreciate each other's positive qualities.
- Start at one end of the circle and ask each participant to tell the person on his/her left one thing that s/he likes about him/her.
- When the circle is complete, repeat the exercise in reverse order (i.e., each participant tells the person on his/her right one thing that s/he likes about him/her).
- Ask students to fill up the Student Worksheet :

Key Messages

- Students will become aware of each other's positive traits.
- They will learn to pass on appreciation effectively.
- Students will become more appreciative of people around them, especially their friends and family.



Student Worksheet

How did you feel giving a compliment? Why?

How did you feel receiving a compliment? Why?

How often do you appreciate your friends and family members for the things they do for you?

How do you feel when your friends criticize you or say negative things about you? Why?

Can you think of ways in which you can use your good qualities to help your friends? How?

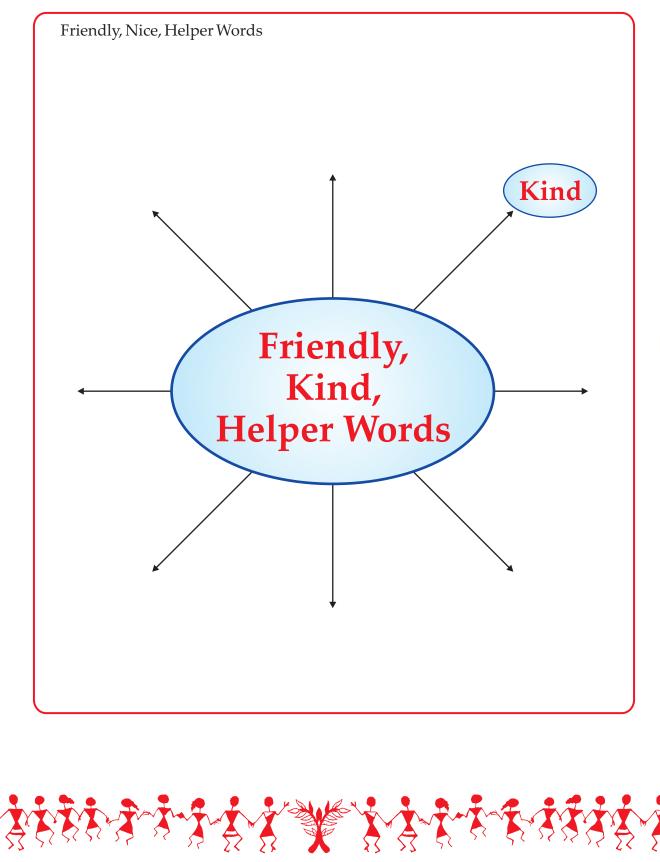
How does communicating properly help in developing better relations?

Note for the facilitator

This is an enjoyable exercise that produces good feelings in the group. You can use this opportunity to discuss the ways in which young people can help friends and empathise with them in difficult situations.

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Student Worksheet



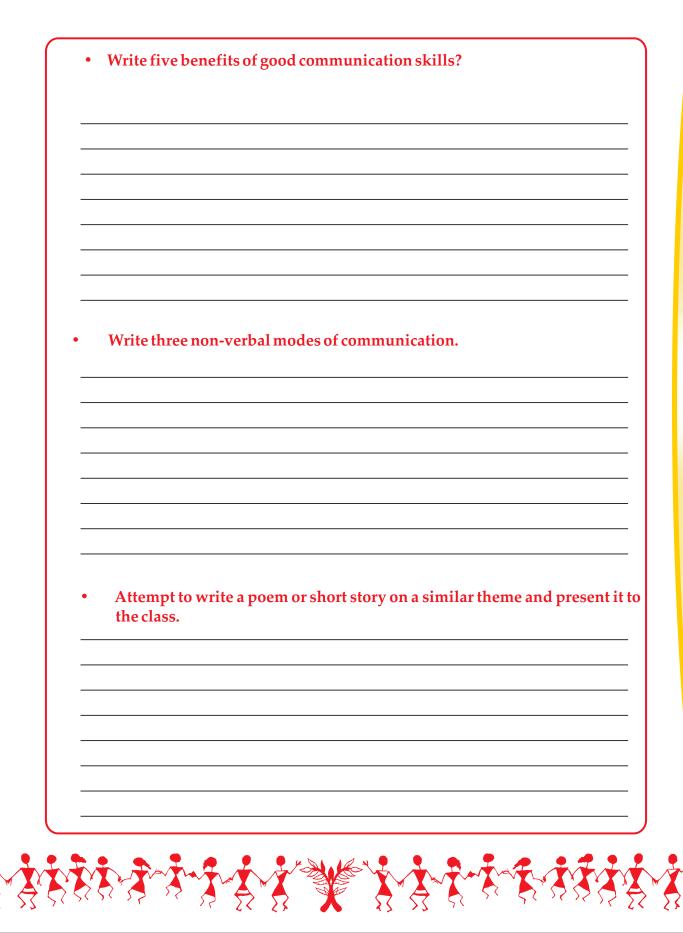
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Self-Assessment

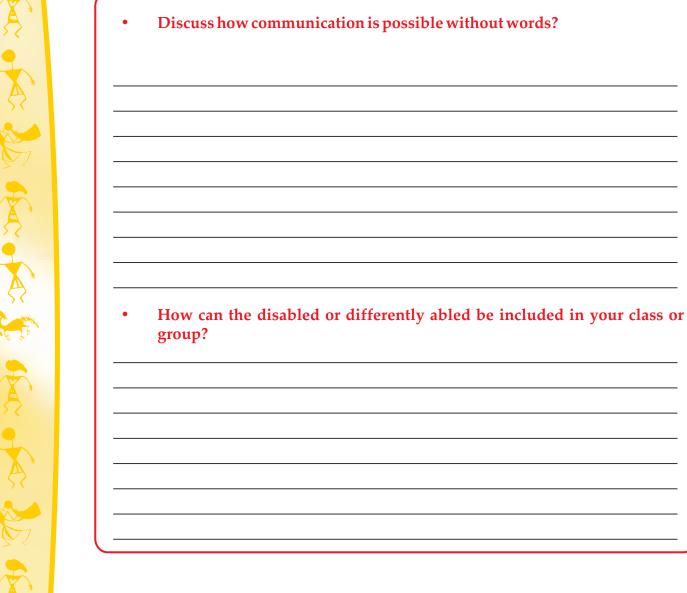
Read the following and tick T or F.

	True / false
•	Effective-communication is an integral part of our life.
•	Only communication-skills can develop social-skills.
•	Listening skill is an essential component of communication.
•	Non verbal mode of communication is possible.
•	Body-language, when agressive can hamper conversation.
•	Silent communication is impossible.
•	A good listener cannot be a good speaker.
What	was your learning from this Unit?
1.	
2.	
3.	
4.	
5.	
Howd	lo you plan to use your learning from this Unit in your personal-life?
1.	
2.	
3.	
4.	
5.	

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Communication Skills Test

This self-assessment exercise is designed to help you evaluate your own interpersonal communication skills and style, and provide you with helpful tips for becoming a good communicator - and team player!

In each of the following, read items A, B, and C, then mark the one that best describes your communication style. (24 total)

Remember the best answer is not necessarily the Correct one. In fact there is no Right or Wrong answer.

1. When conversing with others

- A. I usually do most of the talking.
- B. I usually let the other person do most of the talking.
- C. I try to equalize my participation in the conversation.

2. When I first meet someone

- A. I wait for the other person to make the introduction first.
- B. I introduce myself with a smile and offer a handshake.
- C. When I first meet someone, I hug the person.

3. I usually

- A. "warm-up" new conversations with small talk.
- B. I usually avoid small talk and jump into more important matters.
- C. I usually avoid starting conversations.

4. I usually

- A. Make an effort to remember and use peoples' names.
- B. Don't pay attention to names as I tend to forget them.
- C. Only learn the names of important people.
- 5. I_____ use courtesy words and phrases "Please," "Thank you," "You're welcome," "I'm sorry."
 - A. Frequently
 - B. Occasionally
 - C. Never

6. I tend to

- A. Be serious and don't smile often while conversing.
- B. Smile all the time while conversing.
- C. Smile at appropriate times while conversing.

7. I _____ make eye contact while conversing..

- A. Always.
- B. Sometimes.
- C. Never.

8. While conversing

- A. I hold my head still at all times.
- B. I nod my head at appropriate times.
- C. I nod my head constantly.

9. While conversing

- A. I stand one-foot away from the person.
- B. I stand two- to three-feet away from the person.
- C. I stand five- to six-feet away from the person.

10. I often

- A. Stand while talking to a person who is sitting.
- B. Sit while talking to a person who is sitting.
- C. Lean down while talking to a person who is sitting.

11. To end a conversation

- A. I often just leave.
- B. I begin to look impatient hoping the person will get the hint.
- C. I wrap up with a closing statement.

12. If a co-student has put on weight

- A. I say nothing about it.
- B. I tell the person that he or she has changed in appearance.
- C. I honestly tell the person that he or she looks fat.

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13. When I'm listening to the teacher

- A. I often cross my arms over my chest.
- B. I often lean back and turn my body away from the teacher.
- C. I often lean slightly forward and face my body toward the teacher.

14. When I cross my leg

- A. I cross my leg facing the speaker.
- B. I cross my leg away from the speaker.
- C. I bob my foot.

15. While listening

- A. I tend to be distracted by things going on around me.
- B. I listen for meaning and ask questions.
- C. I watch the person speak, but I don't "hear" a word.

16. When someone talks about an unfortunate or sad experience

- A. I don't comment about it.
- B. I try to change the subject.
- C. I try to relate to the person's feelings and show sensitivity to his or her misfortune.

17. When I discuss a topic

- A. I tend to talk about and focus on positive (good) aspects.
- B. I tend to talk about and focus on the negative (bad) aspects.
- C. I tend to complain.

18. When I have a negative opinion or comment

- A. I just say it.
- B. I lead in with a positive comment first.
- C. I say nothing.

19. When I receive unfavorable feedback

- A. Inote where I need to improve.
- B. I get angry and defensive.
- C. I deny the problem, make excuses, or plead ignorance.

20. When I give a person negative feedback

- A. I focus on the person's observable work or behavior and offer suggestions.
- B. When I give a person negative feedback, I focus on what I don't like about the person.
- C. I simply tell the person what to do right.

21. When I give a person negative feedback

- A. I do it around others so everyone can hear.
- B. I do it in front of the supervisor.
- C. I talk with the person alone in a private place.

22. When I disagree with a person

- A. I listen first, ask questions for clarification, then disagree non-judgmentally.
- B. I quickly point out the person is wrong and why.
- C. When I disagree with a person, I say little or nothing.

23. When I'm in a group

- A. I tend to frown a lot.
- B. I tend to smile and use humor at appropriate times.
- C. I tend to be serious.

This last item has four choices (A, B, C or D). Which one best describes you?

24. A. I'm a "hands-on" person. I tend to:

prefer hands-on experiences and activities; focus on tasks to be done; refrain from discussions; think in a logical and organized way; do things in an orderly way; have difficulty adjusting to change.

B. I'm a "thinker." I tend to:
 enjoy listening to a logical presentation of ideas;
 enjoy analyzing problems and finding systematic ways to solve problems;
 enjoy creating models based on theory and information;

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like structure and organization; act slowly in making decisions; show more interest in ideas than people.

- C. I'm an "explorer." I tend to: try things by trial and error; explore practical uses for ideas and theories; make decisions that provide quick solutions; decide quickly; take risks; enjoy change; rely more on people for information.
- D. I'm a "free thinker." I tend to:
 base views and opinions on feelings;
 enjoy tossing around ideas (brainstorming);
 approach and view problems and experiences from different perspectives;
 rely on intuition, not logic, for making decisions;
 dislike structure.

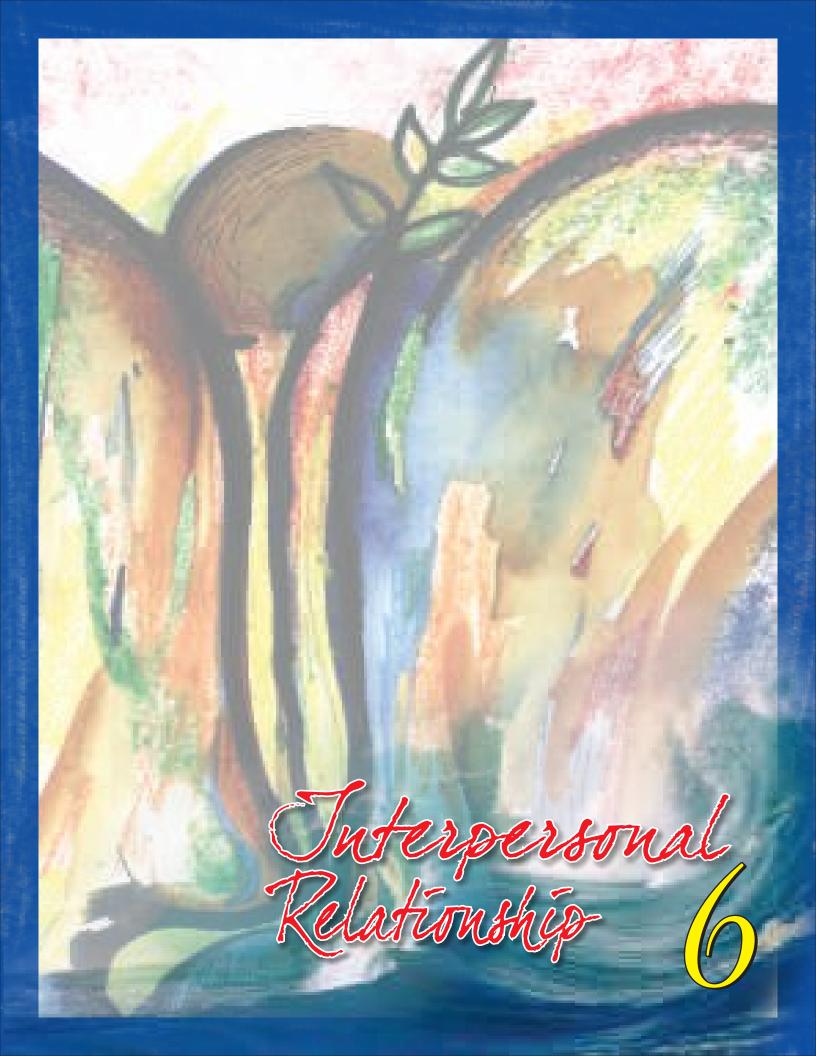
This Communication Skills Test is designed by Robin Jacobs, Portland Community College, Portland, Oregon.

Suggested Activities

Peer Educators can

- Organize group discussions, extemporary dialogue competition, elocution, Just a Minute, Jingle, Turncoats, quiz etc
- Organize discussions wherein students can communicate their viewpoints effectively on issues that concern them
- Organize Experience Sharing Sessions or circle time with teachers





Interpersonal-Relationship

Interpersonal – Relationship skills helps us to relate to the people we interact with in positive ways. This may mean being able to make and sustain friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, who are an important source of social support. It may also mean being able to end relationships constructively.



A

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Inter-Personal Skills

Objectives:

- to help students interact effectively
- to increase confidence level of students
- to develop social-skills and etiquette in students

Process

This session will explain the importance of interpersonal-skills in life. In our life we are bound to have different relationships with parents, neighbours, school, society, nation and the world.

We expect different things from people depending on our relationships with them. We invest more time and effort in relationships that mean the most to us. Some relationships are more important to us than others. We are the ones who decide how important a relationship is? What is important to us may be different from what is important to other people. Our feelings about other people in our life determine the importance of our relationship with them.

There are many ways to decide if someone is important to us. One way is to imagine how we would feel if that person was no longer a part of our life. The type of relationship we have with a person may also help us decide how important that person is to us.

Some of these relationships are very important to us for different reasons. There are four basic types of relationships:

1. **Close Personal:** People we trust and share our private thoughts with and whose opinions matter most.

Examples: close friends, seniors etc.

- 2. **Social:** People in our community we recognize by their role in society. Examples: teacher, police officer, bus driver, neighbour etc.
- 3. **Family:** All relatives as well as any other people we consider family. Examples: children, parents, aunts, uncles, cousins etc.

Activity 1 : Appreciating Family and Friends

Time required : 40 minutes

Materials needed :

• White-board, markers, Duster, Pointers etc.

Mode: Group

Life-Skills to be enhanced :

• Inter Personal Skills, Communication Skills, Self-Awareness, Empathy

Objectives:

• To develop an ability to develop successful Inter-Personal Relationships with friends, seniors, relatives and neighbours

Process

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- The facilitator explains that when something is important to us, we say we value it.
- He/she asks the students to think of something that they said they valued, yet did not take care of.
- The facilitator then explains that we sometimes do the same in our relationships with family and friends.

Students are asked:

- What do you do to show that you value a friendship or a family relationship?
- What makes you feel that someone does not value your relationship with him or her?

(Answers are put on the board for all to see).

Students are divided into groups of three or four, and they are asked to consider different scenarios that illustrate a bothersome quality that someone has.

A

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Students are asked to think about the scenarios using several questions:

- What are the positive qualities of the person?
- What quality is causing the conflict?
- Is this necessarily a bad quality? When might it be a useful quality?
- If you were in this situation, how would you handle this problem in a positive way?
- Why do you think this quality bothers the person in the scenario so much?
- Each group presents their scenario to the class and describes what they would do to resolve the relationship problem.

As a home-work assignment, students are asked to describe ways in which they show that they care for and value their family and friends. For up to four people, they are to write about one additional thing they could do to further demonstrate their appreciation for that person.



UNIT : 6 - Inter-Personal Skills

Activity 2 : My Relationship Chart – My Magic-Wall

Time Required: 40 minutes

Materials Needed:

• Work-sheet: My Magic-Wall, 'Black-board / Chalk / Duster / Dhart, etc.

Mode : Group

Life-Skills to be enhanced:

• Inter Personal Skills, Communication Skills, Self Awareness, Empathy

Objectives:

- to develop a deeper understanding of relationships.
- to analyse the types of relationships.

Process:

- Think about the important people in your life.
- Use the following chart to evaluate your relationships.
- Choose an important person for each type listed on the left side of the chart.
- Fill in that person's name and their relationship to you.
- Then list the reasons you feel these people are important to you.
- Students can make their own chart and collage for themselves.
- Students can decorate and put it up on the class board or at home.

UNIT : 6 - Inter-Personal Skills

Worksheet – My Magic-Wall !

Relationship Type	Person	Ways They Are Important to Me !
Close-Personal		
Social		
Family		

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Activity 3 : Healthy-Relationships

Time required: 40 minutes

Materials needed :

• Blackboard, Chart, Duster, Different colour markers, Worksheet

Mode: Individual

Life-Skills to be enhanced :

• Interpersonal Relationship Skills, Communication Skills

Objective:

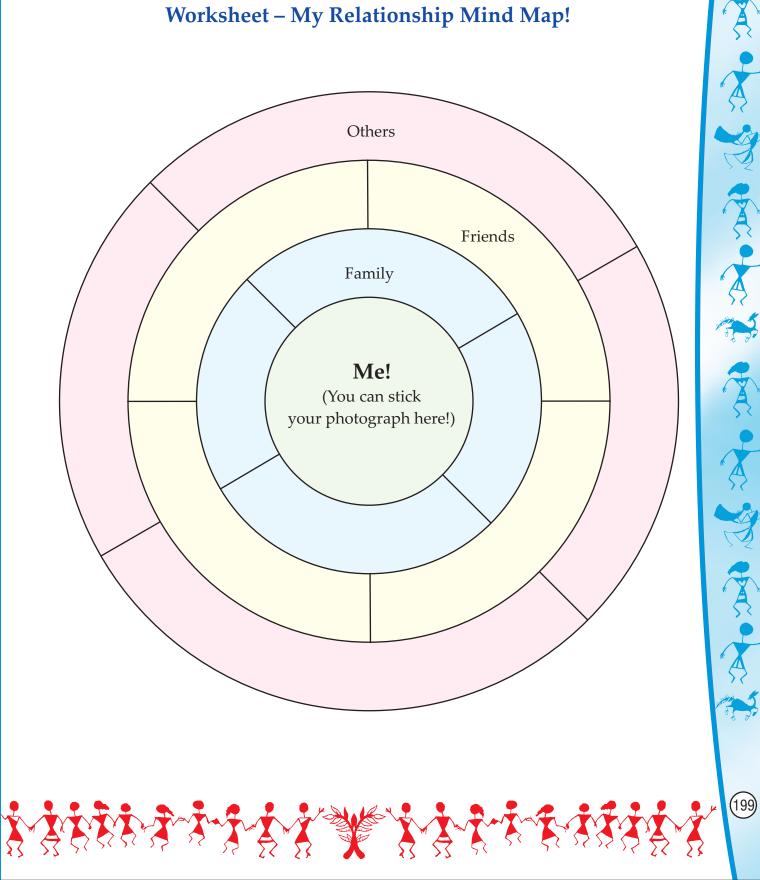
• To develop a positive attitude to build healthy relationships

Process:

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- Ask students to draw a "Mind-Map" by putting their name in the centre of a small circle.
- Around the circle, draw a series of circles that represent all the relationships they have.
- Write the names or roles of those closest to them in the circle that goes around their name, and then do the same for all the other circles moving outward. For example, in the circle around their name, you might list the names of family members. The next circle might have names of their friends, the next their teachers, then their cousins, relatives, etc.
- Talk about the relationships they have with each person or group of people, (how "close" they are, how much personal information they share, how much they trust each person).
- Ask your students whom they consider to be part of their "support system" people they would go to for help with a problem.
- Let the students lead teachers in this exercise who is closest to them might not be who or what they think is closest.
- On the basis of their responses deduce and write on board the essential characteristics of a "Healthy-Relationship".





Activity 4 : My Relationship Scale !

Time required : 40 minutes

Materials needed :

• Worksheet : "My Relationship Scale", White-Board, Marker, Duster etc.

Mode : Group

Life-Skills to be enhanced :

• Inter Personal Skills, Communication Skills, Self Awareness, Empathy, Critical Thinking

Objective :

• To enable students to understand the importance of relationships

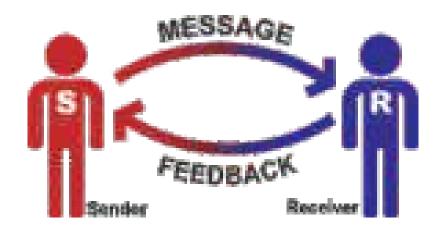
Process :

(200)

• Think about the relationships in your life and place them on an importance scale in the Worksheet provided.

Key Messages

• Interpersonal Relationships are a very important factor in the grooming of one's personality.



Worksheet – My Relationship Scale !

Less Important	Important	Very Important

- 1. How would you feel if the most important relationship was no longer a part of your life?
- 2. How would you feel if the least important relationship was no longer a part of your life?
- 3. How would you communicate to the "Very Important" people in your life that you value them?

(201)

Activity 5: Web of Relationships

Time required: 45 Minutes

Materials Needed:

• List of emotions/feelings, White-board/ black-board, Markers, Chalks, Duster etc.

Mode: Whole Class

Life Skills to be enhanced:

• Managing Emotions, Effective communication, Self awareness, Interpersonal Relationships

Objective:

- To enable the participants to explore their relationships with different people in their lives
- To enable understanding of the fact that we all have a network of relationships that allow us to lead useful and comfortable lives

Process:

(202)

- Divide the participants into small groups of 4 to 5.
- Explain that they will be drawing a web of the relationships in their lives. Everyone has a web of relationships that sustains and supports them. We have relationships with our friends, with family members and with many other people known and unknown to us.

- The web will enable us to understand their relationship to us and others and how the combination help us in our lives.
- Ask each group to draw a web of relationships. They can choose one person in their group and draw a web of their relationships or they could draw a common group web.
- If the task is difficult to understand, give an example by showing a web diagram on the board or a flipchart.



Å

203

- Give the groups 30 minutes to do the exercise. Ask them to put up their outputs on the wall. If they have used chalk and the floor to do the exercise, the groups could visit each other's web.
- Ask students to write their responses in the worksheet.

Key Messages

- Learners will learn that a web of relationships exists in everyone's life.
- Learners will become aware that these relationships can be tapped and supported to create a web of support and care for people around us

Note for the facilitator

Drawing a diagram of relationships allows the learners to examine the role of different relationships in their lives and the way in which these relationships interact with each other. The drawing enables a visual context to the discussion and enables focused discussion. Girls and boys may have differences in their webs and it would be interesting to examine the reasons for this.



Student Worksheet - A

Why is web of Relationship helpful?

(204)

In the web of relationships are there some relationships that help you more than the others? Which ones and why?

How do different relationships help you and each other?

How can relationships be nurtured and improved to enhance the quality of our lives?

Inter-Personal Relationships Worksheet - B

Sheena comes from a joint family. She aspires to be a doctor. She likes to devote more and more time to studies but her grand mother wants her to get involved into household chores as she returns from school. Whenever she sits to study she is made to get up on pretext of one thing or the other. Her parents find themselves helpless as they feel they shouldn't argue with elders. Her grades have started going down. What should she do in such a situation to get familial support?

Yash is fascinated by cars and hopes to be an automobile engineer one day. He wants to opt for science but his businessman father feels that he should opt for commerce and take care of family business of hotel and restaurant as he grows up. He is good in mathematics and science but lacks concentration and likes doing lots of things all at the same time. His father feels that he won't be successful in life if he opts for science and is very upset with him. Yash feels that his father is imposing himself and nags all the time! What ideas would you suggest to the father to handle the situation and improve the inter-personal relationships between father and son.

Inter-Personal Relationships Worksheet - C

Pyramid of Friends

206

The bottom line should list your most important friends, other friends can be listed above in order of importance. The top line may be of those who help and support you in some way once in a while (It will be nice that after you identify these friends you go to them and say thanks for all support and for being there for you.

Activity 6: The Buyer, the Seller and the Goods

Time required : 15-30 minutes

Materials needed : None

Mode: Groups of three

Life Skills to be enhanced :

• Interpersonal relationships

Learning Objectives:

- To experience relationships of power
- To discuss ways to maintain a balance in relationships of power

Process:

- Ask the Students to form groups of three and to assign each member of the group as either A, B or C.
- Tell them that in the activity:
 - A will play the Buyers,
 - B will play the Sellers,
 - C will play the Goods (or Merchandise).
- Instruct the Buyers not to buy the Goods and instead to find defects in them.
- Instruct the Sellers to try to convince the Buyers to buy their Goods.
- Instruct the Goods to keep silent and not to move unless told to do so by the Sellers and the Buyers.
- After a few minutes, ask the players to switch roles and continue the roleplay until everyone has experienced being the Buyer, Seller and the Goods.

(207)

Student Worksheet

- Do you have any observation about the activity?
- How did you feel when you were the Buyer/Seller/the Goods?
- Of the three, who do you think is the most powerful and why?
- Who do you think is the least powerful and why?
- What power do the goods have?

(208)

- What could the Seller do to 'empower' the Goods?
- In our everyday life situations, when do we feel like a Buyer, a Seller and Goods?

How do we deal with these feelings?

Activity 7: People around Me

Time: 15-30 minutes

Materials:

• Worksheets, Pen/Chalk/Board or a Large sheet of paper

Mode: Individual and then sharing in plenary

Life Skill to be enhanced:

• Interpersonal relationships

Objectives:

- To identify the people with whom you have relations
- To examine your relationships with other people
- To determine ways to improve these relationships

Process:

- First establish the fact that no person lives in a vacuum. Talk about the proverb 'No Man is an Island'.
- Ask the students what they understand about this proverb.
- Stress that everyday, people have to deal with people and these relationships are called 'interpersonal relationships'.
- Ask the students why it is important to have good interpersonal relationships. Then ask them to define the parameters of these relationships.

- List these on the board or sheet of paper. In addition to what the students provide, include the following basic attributes:
 - Trust and Honesty
 - Loyalty and Faith
 - Confidence and Confidentiality
 - Open channels of communication
 - Warmth and Love

(210)

- Firmly establish/agree that these factors affect the quality of our relationships with other people. These can determine whether certain relationships are excellent or poor.
- Then give each student enough time to complete the worksheet.
- Ask the students to share their results with others in small groups or in plenary.

211

Student Worksheet:

Looking at your worksheets, what did you discover?
Which relationships can be improved and how?
What do you think we need to do to improve our relationships with others

Self Assessment Read the following and tick T or F.

True/False

- 1. Relations can change one's life.
- 2. Important relations have value in our life more than any other thing.
- 3. Maintaining interpersonal relationships is really important.
- 4. We have to work hard to keep our relationships happy.
- 5. There can be no misunderstanding in any relationship.
- 6. If you don't like something about the other person you must stop communicating with them.
- 7. You must never trust anybody.

(212)

- 8. Relationships can go through good and bad phases.
- 9. If you have done something wrong you need to hide it from your family and friends or else your image will get affected.
- 10. You should only share your happiness and keep your problem as well as sorrows to yourself.

What was your learning from this Unit?

How do you plan to use your learning from this Unit in your

personal life	e:		
1			
2		 	
3		 	
4		 	
5.			

Interpersonal Reactivity Index

The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by choosing the appropriate letter on the scale at the top of the page: A, B, C, D, or E. When you have decided on your answer, fill in the letter on the answer sheet next to the item number. READ EACH ITEM CAREFULLY BEFORE RESPONDING. Answer as honestly as you can. Thank you.

ANSWER SCALE:

А	В	С	D	Е
DOES NOT				DESCRIBES ME
DESCRIBE ME	<			VERY WELL
WELL				

- 1. I daydream and fantasize, with some regularity, about things that might happen to me. (FS)
- 2. I often have tender, concerned feelings for people less fortunate than me. (EC)
- 3. I sometimes find it difficult to see things from the "other person's" point of view. (PT) (-)
- 4. Sometimes I don't feel very sorry for other people when they are having problems. (EC) (-)
- 5. I really get involved with the feelings of the characters in a novel. (FS)
- 6. In emergency situations, I feel apprehensive and ill-at-ease. (PD)
- 7. I am usually objective when I watch a movie or play, and I don't often get completely caught up in it. (FS) (-)
- 8. I try to look at everybody's side of a disagreement before I make a decision. (PT)
- 9. When I see someone being taken advantage of, I feel kind of protective towards them. (EC)
- 10. I sometimes feel helpless when I am in the middle of a very emotional situation. (PD)
- (213)

ng how things (PT)	I sometimes try to understand my friends better by imaginal look from their perspective.	11.
omewhat rare (FS) (-)	Becoming extremely involved in a good book or movie is a for me.	12.
(PD)(-)	When I see someone get hurt, I tend to remain calm.	13.
a great deal. (EC)(-)	Other people's misfortunes do not usually disturb me	14.
ne listening to (PT) (-)	If I'm sure I'm right about something, I don't waste much ti other people's arguments.	15.
ere one of the (FS)	After seeing a play or movie, I have felt as though I w characters.	16.
(PD)	Being in a tense emotional situation scares me.	17.
on't feel much (EC)(-)	When I see someone being treated unfairly, I sometimes d pity for them.	18.
(PD)(-)	I am usually pretty effective in dealing with emergencies.	19.
(EC)	I am often quite touched by things that I see happen.	20.
o look at them (PT)	I believe that there are two sides to every question and try both.	21.
(EC)	I would describe myself as a pretty soft-hearted person.	22.
the place of a (FS)	When I watch a good movie, I can very easily put myself in leading character.	23.
(PD)	I tend to lose control during emergencies.	24.
is shoes" for a (PT)	When I'm upset at someone, I usually try to "put myself in "while.	25.
e how I would (FS)	When I am reading an interesting story or novel, I imagin feel if the events in the story were happening to me.	26.
I go to pieces. (PD)	When I see someone who badly needs help in an emergency	27.
feel if I were (PT)	Before criticizing somebody, I try to imagine how I would in their place.	28.

NOTE:	(-) denotes item to be scored in reverse fashion	
	PT = perspective-taking scale	A=0
	FS=fantasy scale	B=1
	EC = empathic concern scale	C=2
	PD=personal distress scale	D=3
		E = 4

Except for reversed-scored items, which are scored:

A=4	B=3	C=2	D=1	E = 0
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Interpersonal Reactivity Index by Davis, M. H. (1980)

DESCRIPTION:

Purpose	The IRI was designed to assess empathy, which was defined as "the reactions of one individual to the observed experiences of another."
Questions	28 items using 5-point scales (A = does not describe me well to E = describes me very well)
Sub-scales	4 sub-scales, each with 7 items:
	• Fantasy assesses the extent to which individuals identify with fictional characters.
	• Perspective-taking assesses the extent to which individuals spontaneously (try to) adopt others' points of view.
	• Empathetic concern assesses the extent of individuals' "feelings of warmth, compassion, and concern for others."
	 Personal distress assesses the extent of individuals "feelings of anxiety and discomfort" as a result of "another's negative experience."
Domain	
Psychometrics	• When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me. (Fantasy)
	• Before criticizing somebody, I try to imagine how I would feel if I were in their place. (Perspective-taking)

(215)

Sample items • When I see someone being taken advantage of, I feel kind of protective towards them. (Empathetic concern)

• When I see someone who badly needs help in an emergency, I go to pieces. (Personal distress)

REFERENCES:

- Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. JSAS Catalog of Selected Documents in Psychology, 1980, 10, 85.
- Davis, M. H. (1983). Measuring individual differences in empathy: Evidence for a multidimensional approach. Journal of Personality and Social Psychology, 44(1), 113-126.

Suggested Activities

Peer Educators can

(216)

- Collect case studies from their own classes related to interpersonal relationships in consultation with their counselor and then organize discussions on the same
- Conduct some of the activities mentioned in the unit with the students of the other classes
- Help in organizing PTMs, Functions, interaction with parents etc
- Organize environmental and socially relevant based questionnaires which can be given to the community by them



Managing Emotions

Managing Emotions includes skills for increasing internal locus of control for Managing Emotions, Anger and Stress.



(219)



It has been observed that people who control their emotions are more optimistic, generally productive and effective in their lives.

Managing-Emotions is the ability to identify and express our emotions appropriately.

- 1. Self-Awareness/Recognising Emotions: Identifying emotions as they occur and to be able to monitor emotions from moment to moment is the key to self understanding. Being aware of our own emotions makes us more confident when making personal decisions.
- 2. **Managing-Emotions:** Having appropriate emotional reactions is the capacity that builds on Self Awareness. The ability to control negative reactions such as grief, anger, anxiety, depression etc. is an important emotional skill that we all need to develop. People who lack emotional self- regulation are continually faced by feelings of distress.

Objectives:

• to enhance knowledge and understanding about emotions and how to deal with them

• to develop skills to manage emotions which can give positive inputs for a balanced life.

Every one of us feels different emotions at different times. Sometimes we feel happy, sometimes sad, worthless, hurt or depressed. It is very normal and natural to feel various emotions. Life would indeed be very boring and dull without these colours of life called emotions.



Steps for dealing with emotions:

- 1. Identify your emotions.
- 2. Analyse why the situation bothers you.
- 3. Analyse the effect the situation has or can have on your life.
- 4. Decide what you can or cannot change.
- 5. Select a positive way to react.

A A D A A A A A A A A A A A A A

220

6. Think of something positive you can learn from the situation.



A

(221

Activity 1 : Dealing with Emotions!

Time required: 40 Minutes

Materials needed :

• Worksheet : Variation Exercise, White-board, Marker, Chalks

Mode : Whole Class

Life-Skills to be enhanced :

• Self Awareness, Empathy, Coping with Stress, Critical Thinking, Decision Making, Dealing with Emotions, Interpersonal Relationships, Effective Communication

Objective :

• to help the students recognize emotions and to identify appropriate ways of expressing them.

Process:

- Relate the purpose of the session to the students.
- Mark four areas in the classroom for choices a, b, c or d using chalk.
- Read the first situation and ask all students to choose how they would react to the situation.
- After each situation is read and students make their choices, the teacher asks them to explain why they made that particular choice.
- At the end, the teacher facilitates a group discussion with the help of Discussion Prompts given in a box.
- The facilitator sums up the session highlighting key points.

A

A. A.

A. A.

222

Discussion Prompts

- 1. Why did you pick the particular response you chose?
- Do you think the other students in the group made correct choices? 2. Do you think that your choice is the best? 3.

A

(223

Worksheet : Variation-Exercise

Situation-Choices

1. Your friend borrows your favourite book (also expensive) and when you ask him to return it; he says he has lost it.

You...

- a) Ask him to buy you the same book/ pay for it.
- b) Shout at him and make sure he feels bad.
- c) Say its okay; you need not worry or feel bad about it.
- d) You break your friendship with him.
- 2. Someone that you know very well tells you that you are dark in complexion and also very thin. He teases you that you are boring and unattractive.

You...

- a) Ignore him and walk away.
- b) Get depressed and stop going out.
- c) Tell the person that the comment was rude and that you didn't appreciate it and that you feel hurt.
- d) Ask the person to just 'shut up'.
- 3. Your friend borrows your notes, promises to return them by 5 p.m. He does not show up until 8 p.m. and gives you no excuse. Due to this you have not been able to prepare for your exam to be held the next morning. Inside you feel angry and hurt.

You...

- a) Tell your friend that you will never lend your notes to him in future.
- b) Act like it does not bother you and let it go.
- c) Ask your friend to explain why he is late and then express your feelings.
- d) You scream at him without giving him a chance to explain.
- 4. Your senior at school bullies and threatens you not to complain about it to anybody.
 - (a) You decide to listen to him/her out of fear.
 - (b) You tell your best friend with a request not to disclose it to anybody else.
 - (c) You tell your parents and they take it up with the counsellor / principal.
 - (d) You fight with the bully along with a gang of your friends.

Activity 2 : Managing-Emotions

Time required: 40 Minutes

Materials needed:

• Worksheet Case-Study, White-Board and Marker, duster etc.

Mode: Group

Life Skills to be enhanced :

• Managing Emotions, Effective Communication, Critical Thinking

Objective:

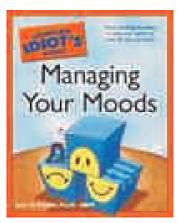
• to enhance the students' knowledge and understanding on emotions and how to deal with them.

Process:

(224)

- Relate the purpose of the session to the students.
- Divide the class into groups, each group with about 7-8 students.
- Circulate copies of the Case-Study to each group.
- Ask them to analyse the situation among the members. 15 minutes are allotted for this activity.
- Each group will present on how to deal with the case in the situation provided to them.
- Conclude the session by highlighting key-messages.

NOTE : The Facilitator can also prepare other Case-Studies and deliver them in different groups.



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(225)

Steps for dealing with emotions include:

- Identify your emotions
- Analyze why the situation bothers you
- Analyse the effect the situation has or can have on your life
- Decide what you can and cannot change
- Select a positive way to react
- Think of something positive you can learn from the situation.

Key-Messages

- Emotions are natural feelings.
- Emotions are not good or bad, how they get expressed is more important.
- Managing our emotions is an important part of growing up.
- Managing Emotions is the ability to identify and express our emotions appropriately.



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Worksheet – Case-Study

Arshia's Case-Study

Arshia is a 15 year old girl, studying in class X. Her classmates make fun of her dark complexion and protruding teeth and tease her that she is not good looking. She has developed an inferiority complex due to her complexion and suffers from low self esteem. As a result, she avoids going to school and remains alone most of the time. She hardly talks to any one. Her performance in the school has also started deteriorating. Lately she has become very irritable, short tempered and often gets into arguments and even picks up fights with her brother and parents over trivial matters.

Analysis of the Case-Study

1. What do you think is more important - the physical-appearance or the over all personality of the individual? Share your views with the others in your group and then write a final statement here :

2. How can Arshia improve her self-confidence? After discussing in your group write solutions here:

3. How can she handle her emotions in a healthy way? Give two suggestions.

A

A

(227

Activity 3 : Role-Play

Time required: 40 minutes

Materials needed :

• Photocopy of the Role-Play situations, White-board and Marker, Duster etc.

Mode: Group

Objective:

• to enhance the students' knowledge and understanding about emotions and how to deal with them.

Life Skills to be enhanced :

• Managing Emotions, Inter Personal Relationship, Effective Communication

Process:

- Ask the students about their understanding of the word 'Emotions'.
- Ask them to identify some common situations in which they have felt negative emotions such as anger, grief, hurt, worthlessness, sadness, depression etc.
- Make a list of the situations shared by students on the white board.
- Divide the students into groups, each group with not more than 7-8 students.
- Assign one-one situation to each group (situations could be selected either from the ones identified by the students themselves or the ones mentioned here).
- Ask each group to prepare a Role-Play of about 5 minutes on the situation assigned to them.
- Give them 10 minutes for preparation.
- Help students recognise emotions in all the situations presented.
- Identify common emotions such as fear, grief, anger, depression etc.
- Each role-play to be followed by a small discussion among the whole group.
- At the end of the session, involve the whole class and discuss appropriate ways of handling fear, grief, anger etc.
- Sum up the activity with the help of Key Messages given earlier which should be reinforced.

Worksheet : Role-Play Situations

Situation 1:

Dhir is a student of class IX and he is not doing well in his studies. Last week his parents had to go to attend a family function. They didn't take Dhir along with them as his exams were round the corner and they wanted him to concentrate on his studies. This hurt him deeply because he thought that his parents were ashamed of him and so they didn't take him with them for the family function.

The fact was that Dhir's parents had a lot of care and concern for him and they didn't want his valuable time to be wasted. But Dhir's opinion about the situation was that he was not worthy enough and that his parents were too ashamed of him. Dhir has loaded the situation with his negative interpretation and turned it into a cause of hurt.

Situation 2:

Aayush is a 15 year old boy studying in class X. His final exams are very close but he is least bothered. He spends most of his time in playing, chatting and roaming around with his friends. When his parents try to talk about it with him, he gets annoyed. He rudely tells them that they should not interfere in his life.

He gets angry, shouts and uses abusive language very often, and even fights with them on trivial matters.

Situation 3:

(228

Aashu is a 15 year old girl and a student of class X. She is overweight, uses glasses and is short in height. Her friends make fun of her and very often call her *'Chashmish'*. They tease her and say that she is boring and unattractive. She feels very upset and deeply hurt. But she doesn't express her feelings to anyone.

Situation 4:

Sneha is a 15 year old girl, who studies in class X. She is a good orator and often participates in school programmes. Last week she had a quarrel with her friend Ishita as she was selected to participate in a school function and Ishita was not. Ishita is one of her close friends. Ishita stopped talking to Sneha and even persuaded some of her other classmates not to talk with her. This has made Sneha very sad and depressed and she is not able to concentrate on her studies and often cries at home but does not share her feelings with parents or anyone else.

A

A

A

(229)

Activity 4: Handling Emotions

Time required: 45 Minutes

Materials Needed:

• List of emotions/feelings, White-board/ Black-board, Markers, Chalks, Duster etc.

Mode: Whole Class

Life Skills to be enhanced:

• Managing Emotions, Effective Communication, Self Awareness, Interpersonal Relationships

Objective:

• To learn to distinguish between healthy and unhealthy expressions of feelings/emotions

Process:

- Ask the participants to divide into two teams, and sit on the floor facing each other.
- One team should demonstrate unhealthy ways of showing feelings/emotions, and the other team should demonstrate healthy ways of showing feelings/emotions.
- Each team will have two minutes to decide on their response and display it.
- The facilitator will read out the feelings/emotions.
- The facilitator can use his/her own list or quickly make one with the help of the participants using a flip chart and markers.
- Switch teams after 10 minutes and follow the same process.

Key Messages

- Participants will become aware that some emotions are healthy while others are not.
- Participants will be able to deal with their emotions.

Note for the Facilitator

It is said that there is nothing healthy or unhealthy about feelings and emotions. This is true to some extent, but the ways in which they are expressed can be healthy or unhealthy. For example, berating or humiliating your learners when you are feeling frustrated would be unhealthy. Unhealthy expressions of emotions and feelings can also take the form of suicide or self-injury. It is important that participants learn to distinguish between feelings/emotions and the way they are expressed.

Facilitator's Handout

Questions for discussion:

(230)

- How did you feel when you used unhealthy ways of showing feelings/emotions?
- How did you feel when you used healthy ways?
- Which is easier and more effective?
- When do you use healthy ways and when do you use unhealthy ways of showing emotions/feelings? Why?
- Do you get the desired results from an unhealthy way of showing emotions/feelings?
- Do you see any advantage in using healthy ways of showing emotions/feelings?

List of emotions/feelings which may be discussed

Love	Gloom	Sadness	Shame
Joy	Confusion	Excitement	Anger
Happiness	Frustration	Helplessness	Jealousy
Bravery	Revenge	Depression	Loneliness
Hate	Fear	Embarrassment	Empathy
Patience	Peace	Contentment	Envy

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Activity 5: My Feelings!

Time required: 45 Minutes

Materials Needed:

• Slips of feelings

Mode: Groups

Life Skills to be enhanced:

• Self Awareness, Effective Communication, Managing Emotions, Empathy

Objectives:

- To help students with self-discovery
- To promote students' appreciation of their individuality
- To help students understand their feelings
- To help students make inferences

Process:

- Write the sentences listed below, and any others you wish to include on individual sentence strips or large cards. Place in a box.
- Ask students to form a circle. Select a leader to stand in the middle of the circle. The leader will pull a sentence strip or card, read it aloud and then point to someone in the circle to react.
- The student who has been selected must begin his or her reaction by saying, "I feel". The student can either answer in words or express feelings with facial expressions or body language.
- If facial expressions or body language is used, the other students will try to guess or read these expressions and determine how the student feels.
- Discussion about why some students feel the way they do about certain things and how to help bad feelings turn into good feelings should follow.
- To ensure that everyone gets a turn at being a leader and the opportunity to participate in expressing themselves, student leaders should be rotated after two sentences and selection of students should be done in a clockwise fashion.

Key Messages

- Students will be able to demonstrate their ability to express their feelings using expressive language
- Students exhibit their understanding of body language or facial expressions
- Students are able to demonstrate their ability to use inferences
- Students express empathy for understanding of others feelings?

Handout

Feelings Strips

(232)

How do you feel when you:

- ... Are praised for something good you did?
- ... Are not included in a game/event?
- ... Get all of your Maths problems correct?
- ... Have something taken away from you?
- ... Share with a friend?
- ... Win a game?
- ... Want something that belongs to someone else?
- ... Are told that you did a very good job?
- ... Are home alone?
- ... Are accused of something you did not do?
- ... Get a hug or a kiss from your parents?
- ... Have an argument with your best friend?
- ... Are told that you are smart, beautiful, helpful and loving?
- ... Are told that you are useless and will never be successful in life?
- ... Your parents don't permit you to do something that you want to do?

Self-Assessment

A: Answer the following:

What do you understand by the word Emotion?

Why is it important to learn to manage our emotions?

How does Self Awareness/identifying emotions help us in managing our emotions?

Do you think Life Skills are important in everyday life?

How do we deal with our emotions? (Write three lines)

B: Read the following and mark with Yes/No:

1.	Do you think managing our emotions is important?	Yes / No
2.	Do you think this session would help you in your daily life?	Yes / No
3.	Did you enjoy the session?	Yes / No
4.	Do you think that now you are in a better position to deal with ye	our
	emotions?	Yes / No

C: Answer the following in your own words

1. Why is it important to express feelings in a relationship?

2. How do we learn to express appropriate emotions before others?

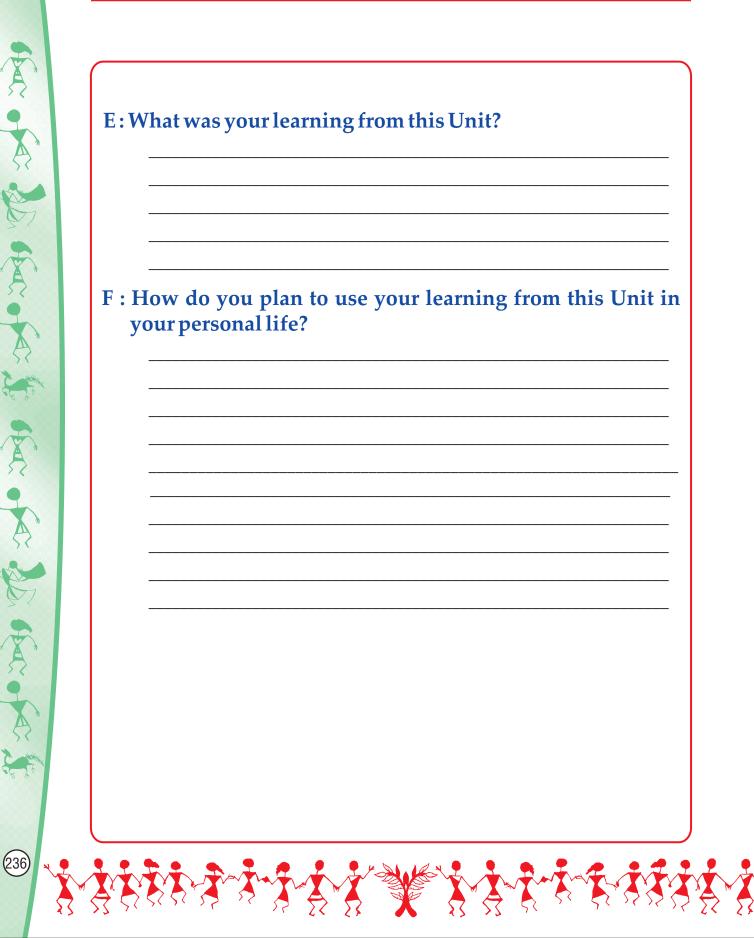
3. Do you think Managing Emotions is important?

(234)

4. Do you think learning such Life Skills would help you in your daily life?

5. Did you enjoy the session? Write how you felt in a few lines.

7	Llow do you think this species would help you in Managing Emotions
7.	How do you think this session would help you in Managing Emotions (write five lines)
Ð	
D :	Read the following and mark T for true and F for false True/False
1.	True/False
1. 2.	Feeling different emotions at different times is normal. (
1. 2. 3.	Feeling different emotions at different times is normal. (Managing our emotions is an important Life Skill. (



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Activity 6: My Emotional Worksheet

Time required: 30-45 minutes

Materials needed :

• Worksheet and a Pen

Mode: Individual work and then small group discussion

Life Skills to be enhanced:

• Self Awareness, Managing Emotions

Objectives:

- To reflect on the emotions that one feels in a particular situation
- To explore ways of dealing with a given emotion

Process:

- First ask the students about the most common feelings that they have in given situations. Allow time for the students to share their feelings.
- Stress that people feel a lot of emotions and that among these complex human emotions there are FOUR (4) BASIC HUMAN EMOTIONS, one positive and three negative emotions. Happiness (+), sadness (-), anger (-) and fear (-).
- Other emotions such as rage, wrath, love, loneliness etc. stem from these four basic emotions.
- Then distribute the worksheets and allow time for the students to fill them up.
- When completed, ask the students to go back into their groups to share their findings.

- After sharing, ask the students to summarise their answers based on the following discussion questions.
- 1. In which situations or when do young people feel
 - happiest
 - saddest
 - most afraid
 - most angry

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- 2. What are the things we usually do when we are happiest? Saddest? afraid? angry?
- 3. How do we deal with these basic emotions?
- 4. What is good about managing our emotions? What is not good about not being able to manage them?

• Then ask the group to perform a dramatic presentation (maximum 5 minutes) that portrays their answers.

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Student Worksheet 1

My Emotional Worksheet
My name is:
I am happiest when
I am saddest when
I hate it when
My greatest fear is
When I am happy, I
When I am sad, I
When I am angry, I
When I am frightened, I
Sometimes I feel
And when I do (feel like this) I would

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Student Worksheet 2

• What can you say about the activity?

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• How was it talking about your feelings and ways to manage them?

• Why do you think that it is important for young people like you to be able to manage emotions?

Activity 7: What would I do if..?

Time required : 30 minutes to 1 hour

Materials needed :

• Board, Markers or Chalk, Paper and Pens

Mode : Groups discussion

Life Skills to be enhanced:

• Self Awareness, Managing Emotions

Objectives :

- To explore ways of managing emotions
- To discuss the most difficult emotions that young people face
- To agree on the most realistic and positive way of managing these emotions
- To present the outputs of the discussions in a role-play

Process:

• Ask the students which are the top ten emotions that they (as young people) think and feel are the most difficult to handle. List the top ten on the board as agreed by all.

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- Ask the students within their group discussion to talk about one or two (depending on the number of groups) of these difficult emotions and the best ways to manage them.
- Invite them to prepare a short play/ sketch to show the outputs of their discussions.

Student Worksheet

• What can you say about this activity?

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• How was it to take about your feelings and explore ways to manage them?

• Why do you think it is important for young people like you to be able to manage your emotions?

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Activity 8: Unexpressed Emotions

Time required: 30-60 minutes

Materials needed :

• 4 balloons (1 red, 1 white, 1 yellow, 1 blue)

Mode: Individual

Objective:

- To introduce need to express feelings
- To demonstrate how unexpressed emotions can be self destructive
- To understand the need to find outlets for expressing feelings constructively
- Identify and learn skills to deal with their personal emotional style

Process:

Students need to understand how reactions to an event can cause feelings of stress. If the energy produced in the body is not released, the energy builds-up continuously and causes problems for us and others.

Balloon Demonstration

- Blow a white balloon fully. Tie it off. Handle the balloon with care. Why? Discuss. (It may pop!)
- Blow red balloon up until it pops. Describe what happened and why?
- Blow yellow balloon up fully but do not tie it off. Now take fingers off balloon and let it go. You have no control over what happens.
- Blow blue balloon up all the way. Tie it off. Now toss it around room. Balloon can withstand interaction and won't break.



Discussion points for teachers:

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- White balloon: Handle with care-Energetic-Looks good-Can't take much more.
- Red balloon: Too much energy-Point of no return-Irreparable damage-No fun.
- Yellow balloon: Out of control-Okay at appropriate times and places-Because it's not tied off, it's flexible (can add or release air before letting go)-Before a person lets go their emotions can be managed.
- Blue balloon: Withstands additional pressure-Is resilient-more fun-Worry free

Student Worksheet

Identify personal style. Which balloon represents you and why?

Which emotional style would you prefer, and how can you achieve that preference?

Aggression Questionnaire (Buss & Perry, 1992)

Instructions:

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Using the 5 point scale shown below, indicate how uncharacteristic or characteristic each of the following statements is in describing you. Place your rating in the box to the right of the statement.

1	extremely uncharacteristic of me
2	somewhat uncharacteristic of me
3	neither uncharacteristic nor characteristic of me
4	somewhat characteristic of me
5	extremely characteristic of me

1.	Some of my friends think I am a hothead.		А
2.	If I have to resort to violence to protect my rights, I will.		PA
3.	When people are especially nice to me, I wonder what they want.		Н
4.	I tell my friends openly when I disagree with them.		VA
5.	I have become so mad that I have broken things.		PA
6.	I can't help getting into arguments when people disagree with me.		VA
7.	I wonder why sometimes I feel so bitter about things.		Н
8.	Once in a while, I can't control the urge to strike another person.		PA
9.*	I am an even-tempered person.		А
10.	I am suspicious of overly friendly strangers.		Н
11.	I have threatened people I know.		РА
12.	I flare up quickly but get over it quickly.		А
13.	Given enough provocation, I may hit another person.		PA
14.	When people annoy me, I may tell them what I think of them.		VA
15.	I am sometimes eaten up with jealousy.		Н

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16.*	I can think of no good reason for ever hitting a person.		PA
17.	At times I feel I have received a raw deal out of life.		Н
18.	I have trouble controlling my temper.		А
19.	When frustrated, I let my irritation show.		А
20.	I sometimes feel that people are laughing at me behind my back.		Н
21.	I often find myself disagreeing with people.		VA
22.	If somebody hits me, I hit back.		PA
23.	I sometimes feel like a powder keg ready to explode.		А
24.	Other people always seem to get the breaks.		Н
25.	There are people who pushed me so far that we came to blows.		PA
26.	I know that "friends" talk about me behind my back.		Н
27.	My friends say that I'm somewhat argumentative.		VA
28.	Sometimes I fly off the handle for no good reason.		А
29.	I get into fights a little more than the average person.		PA

Scoring

- The two questions with the asterisk are reverse scored.
- The Aggression scale consists of 4 factors, Physical Aggression (PA), Verbal Aggression (VA), Anger (A) and Hostility (H). The total score for Aggression is the sum of the factor scores.

References

• Buss, A.H., & Perry, M. (1992). The Aggression Questionnaire. Journal of Personality and Social Psychology, 63, 452-459.

Emotional Intelligence Self-Evaluation

Instructions :

Begin with Part I: Rating and proceed sequentially through each of the other parts.

Part I: Rating. In the space provided next to each of the following statements, please check the number that best describes your agreement with the item, using the scale immediately below.

1	Disagree Very Much
2	Disagree Moderately
3	Disagree Slightly
4	Agree Slightly
5	Agree Moderately
6	Agree Very Much

1.	I use both negative and positive emotions as a source of wisdom about how to navigate my life.	1 🗌 2 🗌 3 🗌 4 🗌 5 🗌 6 🗌
2.	Negative feelings help me to address what I need to change in my life.	1 2 3 4 5 6
3.	I am calm under pressure.	1 2 3 4 5 6
4.	I have the ability to monitor my feelings from moment to moment.	1 2 3 4 5 6
5.	When challenged, I am good at getting calm and focused to flow with life's demands.	1 2 3 4 5 6
6.	When challenged, I am able to summon a wide range of positive emotions such as fun, joy, fighting spirit, and humor.	1 🗌 2 🗌 3 🗌 4 🗌 5 🗌 6 🗌

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7.	I am in charge of how I feel.	1 2 3 4 5 6
8.	After something has upset me, I find it easy to regain my composure.	1 2 3 4 5 6
9.	I am effective at listening to other people's problems.	1 2 3 4 5 6
10.	I do not recycle and dwell on negative emotions.	1 2 3 4 5 6
11.	I am sensitive to the emotional needs of others.	
12.	I have a calming influence on other people.	1 🗌 2 🗌 3 🗌 4 🗌 5 🗌 6 🗌
13.	I am able to motivate myself to try and try again in the face of setbacks.	1 🗌 2 🗌 3 🗌 4 🗌 5 🗌 6 🗌
14.	I try to be creative with life's challenges.	1 2 3 4 5 6
15.	I respond appropriately to other people's moods, motivations, and desires.	1 🗌 2 🗌 3 🗌 4 🗌 5 🗌 6 🗌
16.	I can easily enter into a "zone" state, or a state characterized by calmness, alertness, and focus.	1 2 3 4 5 6
17.	When the time is right, I face my negative feelings and work through what the issue is.	1 2 3 4 5 6
18.	I am capable of soothing myself after an upsetting event.	1 2 3 4 5 6
19.	Knowing my true feelings is crucial to my well-being.	1 2 3 4 5 6
20.	I am good at understanding the emotions of other people, even when the emotions are not directly expressed.	1 🗌 2 🗌 3 🗌 4 🗌 5 🗌 6 🗌

21.	I am adept at reading people's feelings by their facial expressions.	1 2 3 4 5 6
22.	I can easily set negative feelings aside when called upon to perform.	1 2 3 4 5 6
23.	I am aware of subtle social signals that indicate what others need.	1 2 3 4 5 6
24.	People view me as an effective coach for others' emotions.	1 🗌 2 🗌 3 🗌 4 🗌 5 🗌 6 🗌
25.	People who are aware of their true feelings are better pilots of their lives.	1 🗌 2 🔲 3 🗌 4 🗌 5 🗌 6 🗌
26.	I am often able to improve the moods of others.	1 2 3 4 5 6
27.	I am a good person to come to for advice about handling relationships.	1 🗌 2 🗌 3 🗌 4 🗌 5 🗌 6 🗌
28.	I am strongly attuned to others' feelings.	1 🗌 2 🗌 3 🗌 4 🗌 5 🗌 6 🗌
29.	I help others use their motivations to achieve their personal goals.	1 🗌 2 🗌 3 🗌 4 🗌 5 🗌 6 🗌
30.	I can easily shake off negative feelings.	1 🗌 2 🗌 3 🗌 4 🗌 5 🗌 6 🗌

Ref.: ed.swau.edu/England/handouts/emotional_intelligence_self-evaluation.pdf

Emotional Competency	Item Numbers	Your Score
Emotional Awareness	Items: 1+2+4+17+19+25	
Managing One's Emotions	Items: 3+7+8+10+18+30	
Self-Motivation	Items: 5+6+13+14+16+22	
Empathy	Items: 9+11+20+21+23+28	
Coaching Others' Emotions	Items: 12+15+24+26+27+29	

Part II. Scoring. Add your score for the various areas of emotional intelligence according to the instructions below.

Part III. Interpreting Your Scores. Comparing your scores with the chart below will allow you to assess your current standing on the various emotional competencies relative to a cross-industry sampling of managers and other professionals.

Emotional Competency	Definite Strength	Needs Some Development	Needs Substantial Development
Emotional Awareness	31 or above	26-30	25 or below
Managing One's Emotions	32 or above	27-31	26 or below
Self-Motivation	31 or above	27 - 30	26 or below
Empathy	31 or above	26-30	25 or below
Coaching Others' Emotions	30 or above	25-29	24 or below

Each of the above competencies are important for being able to perform well in most managerial and professional jobs and are important to leading a fulfilling life in general. Therefore, you should consider creating a plan of self-development for areas in which your scores fell into the "needs substantial development" or "needs some development" range.

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Suggested Activities

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Peer Educators can

- Conduct the activities mentioned in the Unit with the students of the other classes
- Design poster making, drawing etc activities to verbalize emotions
- ✤ Handle some of the minor issues on their own







Coping with Stress

Coping with Stress means recognising the sources of stress in our lives, recognising how they affect us, and acting in ways that help us control our levels of stress by changing our environment or lifestyle and learning how to relax.







Objectives:

- To help students gain knowledge and understand issues related to stress management.
- To help them deal with stress more effectively.
- To acquire skills of managing stress.

Stress

Stress is the reaction of mind and body to any event that brings about a change. The change could be pleasant, unpleasant, boring or exciting.

Kinds of Stress

There are two kinds of stress:

- 1. Positive / Healthy stress; and
- 2. Negative / Unhealthy Stress

The positive stress or Eustress can act as a motivating factor. It can work as a resource for a person to develop his/her capacity to meet new challenges in life. Some examples of positive stress can be a student creating a presentation, an athlete gearing up for a match or a parent finding a match for his daughter.

Negative stress can be caused by even a trivial event such as travelling in a crowded bus or by a serious matter like a family member suffering from a fatal disease.

Stress Management

Stress management is a process of coping and eliminating stress through different activities and techniques. It indicates reduction of stress as well as management of situations that give rise to stress in the person.

Stress Reaction

Whenever a person faces stress, certain changes occur in his/her body and mind. This set of changes is called stress reaction. It consists of a chain of physical and bio-chemical

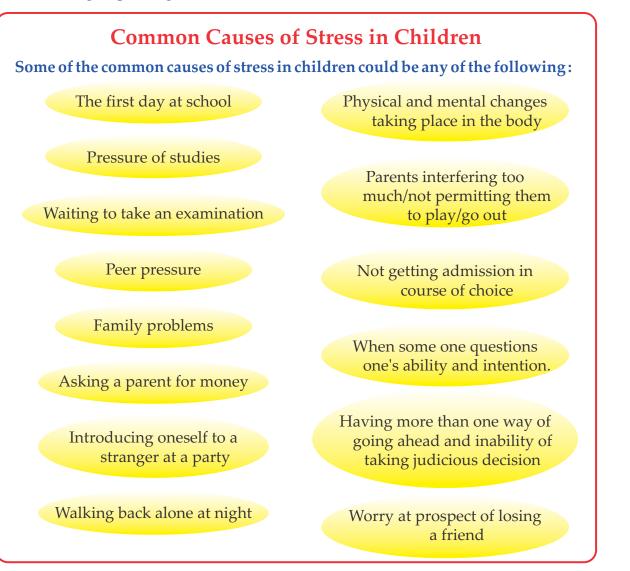


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changes due to the reactions of the nervous system and the other organs of the body to different chemicals. As a result the body goes on "full alert".

- *Stage I:* There is increased production of certain hormones in our body. The heart rate, the oxygen intake and blood flow to the muscles increases.
- *Stage II:* All the above changes provide the person with the strength, energy and clear thinking required to give his/her best.
- *Stage III:* Once the challenge is fully met, all the organs begin to relax and return to their original state. If the challenge is not met, the body again goes back to stage I (prolonged stress).



UNIT : 8 - Coping with Stress

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Symptoms of Stress

Some common symptoms of stress in children are:

- Increased heart rate
- Headache
- Sleeplessness
- Stomach problem like constipation, loose motions
- Chest pain
- Excessive tiredness
- Dry mouth
- Loss of appetite
- Depression
- Excessive anger
- Impatience
- Lack of concentration etc.

How do you know you're stressed?

Emotional	Thoughts	Behaviour	Physical
Being in a bad mood	I can't do this	Rushing around	Feeling hot
Feeling upset	I'll never finish	Starting tasks and not finishing them	Heart beating fast
Feeling angry	I can't cope		Sweating
Feeling impatient	Mind racing	Not being able to concentrate	Stomach ache
Feeling hopeless		Shouting	Headache
		Waking up too early in the morning	

Dealing With Stress, Anxiety and Depression

Stress, anxiety, and depression influence your eating and physical activity habits and your weight. Some problems require professional assistance. But here are some things that you can try for yourself:

Change Your Thinking:

- Your mood (sad, nervous, stressed, etc.) comes from your thoughts and what you tell yourself. In most cases, you can control your mood by choosing what you think about and what you tell yourself.
- When you are feeling too much stress, be aware of what you are thinking. Are these thoughts making you feel worse? If so, then replace them with more positive thoughts. Make a list of 4-5 positive statements about yourself that you can use when feeling stressed. Here are some examples:
 - a. I can control my reaction to a situation, even if I can't control the situation.
 - b. I am a good person.

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- c. I am calm and relaxed.
- d. I am at peace with myself and with the world around me.
- e. I will accept the things I cannot change. I will have the courage to change the things I can and I will learn to know the difference.

Help Your Body Handle Stress: If it is not within your power to change the event, change your attitude!

Relaxation - long walks, exercise, yoga, deep breathing, meditation, listening to music, writing a diary, knowledge of Self, confidence in one's own abilities, knowledge of stress signals, sufficient sleep, balanced diet, use of Life Skills etc.

- Take a walk, Exercise, Jog, Run, Play, Do Yoga, (aerobic activity is essential)
- Eat a healthy diet high in fruit and vegetables. Drink plenty of water.

- Get enough rest.
- Try a massage.
- Take a long shower or bath.
- Take a break from stressful situations: count to 10, take a deep breath, daydream, or take a vacation if you can.
- Divide big tasks into little ones, and tackle one at a time.
- Learn how to relax and practice this regularly.
- Arrange to have some quiet time for yourself each day.
- Talk over your troubles with someone you trust. Share your feelings/problems with parents/teacher/trusted friends.
- Take the time to do things you enjoy.
- Plan ahead and pace yourself so you aren't late or in a terrible rush.
- Listen to or make music, paint, or express yourself artistically.
- Picture yourself handling particular stressful situations calmly and effectively.
- Have fun! Laugh more. It's hard to be stressed when you are laughing.
- Spend time on your favourite hobby.
- Watch a funny movie.
- Do fun things in fun company.
- Try to find alternative ways of doing things.

"Success is going from failure to failure without loss of enthusiasm." Winston Churchill

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UNIT : 8 - Coping with Stress

Some effective ways to handle stress

1. **Relaxation** – long walks, exercise, yoga, deep breathing, meditation, listening to music, writing a diary etc. Knowledge of Self, confidence in one's own abilities, knowledge of stress signals, sufficient sleep, balanced diet, use of Life Skills.



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Activity 1 : Coping with Emotions

Time required: 40 Minutes

Materials needed :

• Old magazines, Chart paper, Glue etc.

Mode: Group

Life Skills to be enhanced

• Self Awareness, Coping with Stress, Critical Thinking, Effective Communication

Objectives

• to enable the participants to be aware of various emotions

Process:

- Relate the purpose of the session to the students.
- Divide the participants into four groups.
- Circulate copy of one exercise to each group.
- Give them 10 minutes to think and prepare the presentation.
- Ask each group to give a presentation.
- Sum up the acts.

1. Read the situation given below and draw or find pictures from old magazines that reflect the feelings portrayed by these

A person is angry

A person is showing superiority

A person is scolded

A person is not listening in class

Enact the above situations without using words

UNIT : 8 - Coping with Stress

2. Cut and match the emotions listed below with the faces drawn in the box and display the same on a chart paper.

{Angry} {sad} {enthusiastic} {lost} {tired} {calm} {ervous} {agitated} {happy}



3. Emotions are reflected in the tone. Dramatize the following situations using appropriate tone.

How would you say, 'Hello' to:

- a friend you haven't seen for many years.
- a person you do not like.
- a six month old baby.

Goodbye to:

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- your mother who is going abroad.
- some one who has been annoying you.
- your friend after school.
- 4. Present a roleplay on any one of the situations.
- You want to attend a late night party at your friends place. Your mom and dad do not permit you to go there. How would you cope in this situation?
- Your friend's brother Mohan thinks that he can't be happy unless he cracks IIT entrance exam. Somehow he fails to do so. How would you counsel him?
- You are going to take an examination but you are stuck in a traffic jam. How will you cope with the anxiety?

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Activity 2 : Just Chill Out!

Time required: 40 Minutes

Materials needed :

• Copies of worksheet on 'Causes of stress', White board and Markers.

Mode: Working in Pairs

Life Skills to be enhanced

• Self Awareness, Coping with Stress, Critical Thinking, Effective Communication

Objectives

- to enhance students' knowledge and understanding about causes of stress
- to help them learn how stress affects our body and mind
- to enhance their skill in coping with stress

Process:

- Relate the purpose of the session to the students.
- Divide the group into pairs.
- Circulate copy of the exercise to each pair of students.
- Give them 20 minutes to think and complete the exercise.
- At the end of the exercise, involve the whole group in a discussion on the common causes of stress, how it affects our body and ways of dealing with stress.
- Sum up the activity with the help of the key messages.

Key Messages

- Stress is a common phenomena in every one's life.
- Ninety five percent of the stress in our lives is self induced.
- Sharing feelings with a trusted person is healthy to escape from stress.
- Recognise what stresses you out and do something about it.
- It is essential to learn to:
 - Identify the source of our stress
 - Analyse how stress affects our lives
 - Find ways to control stress
 - i) Learn to relax
 - ii) Accept things that cannot be changed.
 - Focus on strengths the positive components of self and life.

Student Worksheet : Causes of Stress

1. Describe three situations in which you have felt stressed.

2. When I am stressed, my thoughts are:

3. When I am stressed, my feelings including physical feelings are:

4. Stress affects my health because...

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5. Stress affects my Self-Esteem because...

Activity 3 : Positive Stress and Stress Snap

Time required: 40 Minutes

Materials needed :

• Copies of Worksheet on Positive Stress and Stress Snap, White Board and Markers

Mode:

Individual work

Life Skills to be enhanced :

• Self Awareness, Empathy, Coping with Stress, Interpersonal Relationships, Effective Communication

Objectives

- to enhance students' knowledge and understanding about common causes of stress
- to help them to learn different ways of dealing with stress

Process:

- 1. Relate the purpose of the session to the group.
- 2. Distribute copies of the exercise to all students.
- 3. Give them 20 minutes to think and complete the exercise.
- 4. At the end of the exercise, involve the whole group in a discussion on the common causes of stress and ways of dealing with it.
- 5. Sum up the activity with the help of the Key Messages.

Key Messages

- 1. 'Positive Attitude' for Good Health can be built by being open minded, and appreciative of others point of views.
- 2. Being accountable and accepting failure and success with equanamity.
- 3. Being creative and looking at alternate (cost effective /time /energy) and easy ways of doing things.
- 4. Being focused on problems ahead reduces anxiety.
- 5. Cherishing a goal in life is an important aspect of positive growth.
- 6. Possessing a good sense of humor and being able to laugh at oneself is a desirable skill.

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Student Worksheet: Stress Snap

Shade four squares which apply to you in the way you deal with stress.

Going for a walk	Painting/drawing	Gardening
Listening to music/ dancing	Jogging	Cycling
Eating	Praying/meditation	Playing Games
Playing with pets	E-mailing/SMS/Chatting	Writing/Diary/ Journal/Poetry/Letters
Watching movies	Doing yoga or relaxation exercise	Going out with friends

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2.	Do I expect more good things to follow, or do I view positive happenings as fluke or coincidence?
3.	What about negative events? Do I blame myself, or look at oth circumstances?
4.	Do I look at one negative event as evidence of more to come (like an omen)?
5.	Do I tend to encourage myself mentally, or do I berate myself inside?
6.	Would I talk to a friend the way I talk to myself?
7.	Do I tend to see and expect the worst?

UNIT : 8 - Coping with Stress

Activity 4 : Coping with Stress

Time required : 40 Minutes

Materials needed:

• Charts, Two sets of sketch pens, Cello-tape, scissors, White-board and Markers, Group Discussion Cards.

Mode:

Group work

Life skills to be enhanced:

• Self Awareness, Coping with Stress, Interpersonal Relationships, Effective Communication

Objectives:

- To help students understand the concept of stress and the changes occurring in the body during stress
- To help them learn different ways of handling stress

Process:

- Divide the class into groups, each group with not more than 7–8 students.
- Give the topic to each group (Each group is given the same topic i.e. reactions in body during stress).
- Inform the groups that they have 20 minutes for discussion and preparation on the topic.
- This will be followed by presentation by each group.
- The presentation time allotted to each group is 10 minutes.
- Supplement the presentation with the relevant Key Messages.
- Clarify doubts and questions raised by students.
- Teacher can do a breathing activity given below with the entire class as a way of combating stress.

Breathing exercises are an ideal way to relieve stress because they are fast, simple, free and can be performed by just anyone. They can also be done anywhere and at virtually any time.

Here's How:

- 1. Sit or stand in a relaxed position.
- 2. Slowly inhale through your nose, counting to five in your head.
- 3. Let the air out from your mouth, counting to eight in your head as it leaves your lungs. Repeat several times. That's it!

Tips:

- 1. As you breathe, let your abdomen expand outward, rather than raising your shoulders. This is a more relaxed and natural way to breathe, and helps your lungs fill themselves more fully with fresh air, releasing more "old" air.
- 2. You can do this just a few times to release tension, or for several minutes as a form of meditation.



Key Messages

- Stress is a common factor in day to day life.
- Stress is the reaction of mind and body to any event that could be pleasant, unpleasant, boring or exciting.
- Common causes of stress are common generally for everybody.

• If it is not within our power to change the event therefore, one can change one's attitude, change your feelings/problems with parents/teacher/trusted friends.

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UNIT : 8 - Coping with Stress

Activity 5: How To Handle Your Anger?

Time required: 45 Minutes

Materials Needed:

• Handouts, Students Worksheet

Mode:

• Individual Students

Life Skills to be enhanced:

• Handling Stress, Managing Emotions, Critical Thinking, Problem Solving, Inter Personal skills, Creative thinking

Objective:

• to make students learn how we can calm our anger, stay in control and handle stress

Process

- Have students identify ways in which they handle their anger in positive ways. List these on a chart. Paste the chart in the classroom
- Role play situations that create anger.
- Let students show how they would react in each situation.
- Discuss how controlling their anger can change the situation and role play it again.

Key Messages

- Anger can cause us to lose control of our behaviour.
- Anger can lead to violence, even when we don't intend it.
- We can calm our anger, stay in control and handle stress.

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Student Worksheet : Situations Handout

- Your friend teases you about your hairstyle.
- You find out that your best friend has gone roller skating/to see a movie with someone else and didn't invite you.
- Your sister or brother borrows your favorite sweater without asking.

Student Handout

How to relax and calm with relaxation exercises

- **Breathing Deeply:** Take a deep breath while counting to five. Then as you count back to one, slowly release the air.
- **Muscle Relaxing:** Pretend to become frozen by slowly tightening each part of your body until they are "frozen solid". Then, "thaw" by relaxing each part of your body and allow your anger to melt away.
- **Combined Breathing and Muscle Relaxing:** Pretend you are balloons filling up with air. Count to five, slowly breath in and fill up yourself as a balloon, stretching and tightening your muscles. Hold it for a few seconds. Then, count back to one again, release the air and relax your muscles as though your balloon is deflating.

STOP...

Count to ten. Take a deep breath. Or walk away until you have calmed down.

SAY. . .

What's wrong. Use your words to say what you don't like.

TELL...

What you would like to have happened.

- Sit silently in a restful posture and close your eyes.
- Feel at ease by letting your body loose, slowly start from your toes and reach up to your face
- Breathe through the nose and repeat a word. Breathe naturally as you do this.
- Continue this for 15-20 minutes. Do not think of anything and concentrate on your breath only. After being in this posture you may slowly open your eyes after a few minutes.

Activity 6: Take Care

Time required : 1 week

Materials needed:

A notebook or Diary

Mode : Individual

Life skills to be enhanced :

Self awareness, Effective Communication, Copping with Stess.

Objectives :

Students will

- Review the effects of stress and low self-esteem on the body and mind
- List some ways of coping with problems and stress, and
- Participate in a therapeutic writing activity

Process:

- Ask students how many of them feel stressed. Compile a list of the things that they find stressful. Ask what effects stress can have on the body. (Answers may include the following: affects concentration, leaves teens prone to accidents, wears down the immune system, raises blood pressure, affects blood sugar levels, and leads to weight gain.) Ask what ways students have of coping with stress and compile a list of those.
- Explain that expressing feelings is one of the best ways to alleviate stress and confront problems. But not everyone is comfortable talking to someone else. One way to express feelings in a completely private way is to write about them. It's called therapeutic writing, and it can take numerous forms.
- Ask students to choose a special notebook or binder that will be their diary/journal. They should feel free to decorate their diary/journals and express themselves.

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- Their assignment is to write in their journals at least three times over the next week. The focus of the assignment isn't to write grammatically correct compositions, but for students to write honestly about their feelings. Their writing can take one of many forms. Here are a few suggestions:
 - Write a letter to someone you wish to talk to but can't.
 - Write a letter to yourself, saying the things you think you need to hear.
 - Write a script between you and anyone else you'd like to talk to, imagining what the person might say to you when you tell them what's on your mind.
 - Write an account of your day, focusing on what's bothering you or causing you stress and explore why it's an issue and what you might try to better cope with it.
 - Write a poem expressing your feelings.
 - Write a story in which one of the characters expresses your feelings.
- To get students started, lead a brief writing exercise during class. A good way to begin is by using writing prompt. Give students 15 to 20 minutes to write a response to this opening phrase: When I think about what I have to do today, I feel.... This can be entry #1 in their diaries. They'll add at least three more over the course of the next week, and you can lead additional diary writing exercises in class.
- After the week is up, review the students' diary writing experience. Did they find it helpful, fun, or useful? Do any of the students think they'll continue writing as a way of coping with problems and stress?
- Wrap up the diary writing exercise by assigning one more entry. Have students look into stress-coping strategies and write about whether they think the strategies might work for them and how.

Note for teachers:

Make children understand that it is okay to reach out for help to a trusted adult in the state of stress. These web resources are helpful:

- About.com's Teen Stress and Its Management: http://stress.about.com
- Teens Health: Spotlight on Stress http://www.kidshealth.org/teen/your_mind/emotions/stress.html

Key Messages

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- Fight or flight is a bodily response that gets you ready to face a sudden threat. The flight or fight response is useful if you need to jump out of the path of an oncoming car, but it can cause trouble when activated by non-threatening situations such as a big exam.
- Stress is a state of tension that causes chemical and emotional responses in the body. Occasional stress is necessary to confront life's challenges, but ongoing stress is harmful to the body.
- Therapeutic writing is a form of writing to express emotion and work though problems or questions. Therapeutic writing can help teens express their feelings and bring relief from problems and stress.

AN INSPIRING POEM

The longer I live, the more I realize the impact of attitude on life. *It is more important than the past,* than education, than money, than circumstances, than failures, than successes, than what other people say or do. It is more important than appearance, giftedness, or skill. It will make or break a company, a church, a home. The remarkable thing is, you have a choice every day regarding the attitude you will embrace for that day. We cannot change our past. We cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude. I am convinced life is 10 percent what happens to me and 90 percent how I react to it. And so it is for you. You are in charge of your attitude.

- Author unknown

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UNIT : 8 - Coping with Stress

Self Assessment

- A. Answer the following in your own words:
- 1. What do you understand by the word "stress"?
- 2. Give some common situations in which you have felt stressed.
- 3. How does our body react to a stressful situation?
- 4. Mention two examples of positive stress.
- 5. Mention three healthy ways of dealing with stress.
- 6. How is this session going to benefit you in Coping with Stress?

B. Answer the Questions

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Yes / No

- 1. Did you enjoy this session?
- 2. Is it helpful in your daily life?
- 3. Do you think you will be able now handle stress in a better way?
- 4. Do you think stress is normal in our lives?
- 5. Do you think stress is always unhealthy / harmful?
- 6. Do you think this session is helpful in your daily lives?
- 7. Do you think now you are in better position to handle stress?

UNIT : 8 - Coping with Stress

	Read the following and tick T or F.	Trues / Tele
	1. Stress is always unhealthy.	True / False
	 Only some people have stress. 	
	 All people react to stress in the same way. 	
	4 Coping with stress is an important skill.	
	5. Stress can be controlled.	
D.	Read the following and answer in your own words	
	1. What was your learning from this Unit?	

Student Appraisal

Please identify the sources of your stress:

Rating Scale

Score	Interpretation
1	Never
2	Rarely
3	A little of the time
4	Some of the time
5	A good part of the time
6	Most of the time
7	Always

Check List		1	2	3	4	5	6	7
	School							
1.	I cannot pay attention in class.							
2.	I study but have trouble passing tests/ assignments.							
3.	I do not understand what my teacher teaches.							
4.	I am not sure if I am able to do well in school.							
5.	My attendance is poor.							
6.	I am often late for class.							
7.	I have too many assignments.							
8.	I cannot stay awake in class.							

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UNIT : 8 - Coping with Stress

	Check List	1	2	3	4	5	6	7
	Relationships							
9.	I have trouble getting along with family members.							
10.	I have no friends.							
11.	I offen fight with my parents							
12.	I am fighting with friends							
13.	A family member/friend has been sick or died.							
14.	I find it hard to express my feelings.							
15.	I am lonely, I miss my family/friends.							
	Body, Mind and Feelings							
16.	I have gained/lost some weight.							
17.	I am tired and sleeping more/ less than normal.							
18.	I feel sad/depressed.							
19.	I do not feel like anyone cares about me.							
20.	I do not want to do things that I used to like to do.							
21.	I feel like I have too much pressure.							

UNIT : 8 - Coping with Stress

Score Board

Score	Interpretation
1-60	low levels of perceived stress
61120	moderate levels of perceived stress
121-147	High levels of perceived stress

References:

Hannell, G. (2006). Identifying children with special needs. Checklists and action plans for teachers. Thousand Oaks, Corwin Press.

Suggested Activities:

Peer Educators can

 Give demonstrations in assembly on the various techniques of coping with stress

- Organize yoga, meditation and PE classes for their juniors
- Organize parental interaction on how adults lope with stress



Empathy

Empathy is the ability to understand what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to accept others who may be very different from ourselves. This can improve social interactions, especially in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with people with mental disorders or disability who may be stigmatised and ostracized by the very people they depend upon for support.



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Empathy

Objectives:

- To help students understand the importance and need for empathy and how to see things from another person's viewpoint.
- To help them develop the ability to imagine what life is like for another person.
- To identify their own communication pattern and assess how it adds or obstructs their communication.



Activity 1: I'll Manage

Time required: 40 minutes

Materials needed:

• Worksheet - 'The Mountain and the Squirrel' and I' ll Manage

Mode: Group Work

Life Skills to be enhanced:

• Self Awareness, Critical Thinking, Creative Thinking, Empathy

Objective:

• To help students understand the importance and need for empathy

Process:

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- Students read the poem 'The Mountain and Squirrel' and 'I'll Manage'.
- Open a discussion on two poems.
- Divide the class into four groups.
- Distribute topics for group work.
- Assign each group a topic.
- Ask each group to make a presentation on the topic to the whole class.

TOPICS

Group 1 : How do you feel when someone you love gets hurt?

Group 2 : Is it possible to undergo another's pain?

Group 3 : We need to empathise and not sympathise.

Group 4 : EQ (Empathy Quotient) is more desirable than IQ.

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Worksheet: I'll manage!!!

Six billion people, Yet I'm so alone. I've got friends, I've got family But none of them know. A big empty hole -That can never be filled. Questions unanswered, I'm confused and I'm scared. I wish I could leave. I wish that I could be free. I wish I was not someone -No one else but just me. You can't understand, What I'm talking about. I don't think you'd hear me If I scream or shout! But it's alright -It's okay. I'm going to get through this, Some how, some way! I'll cry, I'll Smile I'll manage this someway Empathise if you can But please No Sympathy!

Worksheet : The Mountain And The Squirrel

The mountain and the squirrel Had a quarrel, And the former called the latter

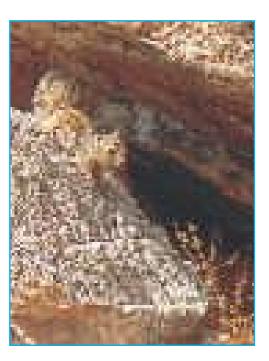
"Líttle Príg."

Bun replied,

<u>"You are doubtless very big:</u>

But all sorts of things and weather Must be taken in together To make up a year And a sphere. And I think it no disgrace To occupy my place. If I'm not so large as you, You are not so small as I, And not half so spry: I'll not deny you make A very pretty squirrel track. Talents differ; all is well and wisely put: If I cannot carry forests on my back, Neither can you crack a nut."

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-Ralph Waldo Emerson

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Activity 2 : Working Together!

Time required: 40 minutes

Materials needed :

Whiteboard, Marker

Mode: Group

Life Skills to be enhanced :

• Self Awareness, Critical Thinking, Empathy

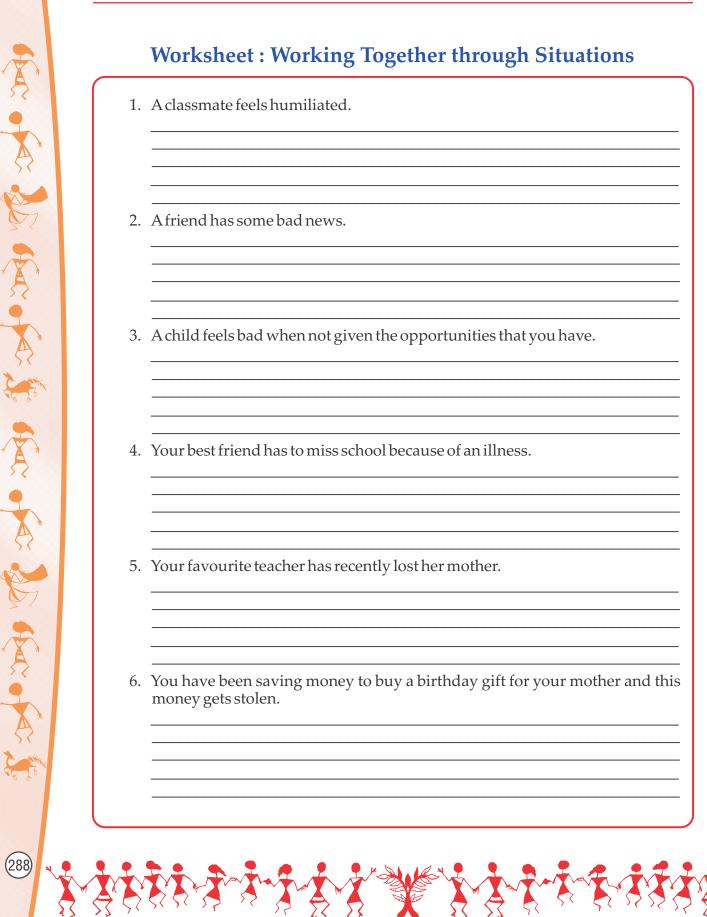
Objective

- To develop ability to be flexible and adaptable
- To help students see things from another person's viewpoint
- appreciate alternate opinions

Process

- Divide the class into groups.
- Give each group a situation to discuss.
- The group brainstorms with each other and provides solutions.
- Each group shares its situation and the solutions.
- Plenary by the Facilitator through a Whole Class brainstorming session followed up with consensus building.





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1.	Have you ever faced any of the situations discussed in the class? How discussed in the class?
	you feel?
2.	Have you ever felt bad or responsible and helped someone else?
3.	When you are hurt or angry, do you put yourself in the other person's shoes Give an example?
4.	Do you think you will use the skill of empathy in the future in all you
	relationships?

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Activity 3 : Mirror Exercise!

Time required : 40 minutes

Material Needed: None

Mode: Working in pairs

Life Skills to be enhanced :

• Empathy, Creative Thinking

Objective

- 1. To follow a partner's movement in a mirror
- 2. To pay attention to movements and actions

Process:

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- Ask students to find a partner and form a circle of pairs.
- Tell them that the activity is a mirror game activity. Ask them to follow the following instructions:
- Face each other
- Designate each other as A and B.
- In the first round, A plays "the person" and B plays "the mirror"; then they reverse roles.
- Encourage them to make as many movements as possible for their mirror images to follow, beginning with facial expressions, then body movements.
- After two rounds, ask the students to sit in a circle and begin discussing the experiences.

Self Assessment

- How did you like this activity?
- When you were the mirror, how were you able to keep up with the movement of the person you were reflecting?
- In our everyday life situations, when do we need to reflect each other's actions or emotions and why?

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Activity 4 : If the Shoe Fits

Time required: 40 minutes

Materials needed:

• Music on a tape or CD, if not available, the group can sing a song and agree on one signal to signify a stop, Student Worksheet

Mode: Individual / Group

Life Skills to be enhanced :

• Empathy

Objectives:

- To try on someone else's shoes
- To talk about how it feels to be in someone else's shoes.

Process:

- Ask everyone to sit in a circle and take their shoes off placing these in front of them.
- Tell them that the game entails passing everyone's shoes to the right, while the music plays (or while the group sings a song).
- When the music or song stops, everyone has to slip on the shoes in front of him/her (in some instances, there may not be enough shoes if the game has slowed or not all are wearing shoes in the beginning).
- After five rounds, ask everyone to retrieve their shoes wherever they are.



Then they should go back to their seats and begin to discuss the game. Give them the Student Worksheet.

Student Worksheet :

- Did you like the game?
- How did you feel when you were asked to remove your shoes?
- Who felt reluctant and why?

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- How did it feel when you had to wear other people's shoes?
- How does it feel when you see your shoes being worn by someone else?
- What went on in your mind when you saw someone else's shoes in front of you and you had to wear them?

• How could these feelings be applied in real life?

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Activity 5 : The Emotion Relay

Time required: 40 minutes

Materials needed :

Ten numbered small strips of paper with the following words written on them:

HAPPY

FRUSTRATED

SAD

FURIOUS

SHOCKED

SHY

CALCULATING

BOASTFUL

IRRITATED

FEARFUL

Mode:

• Two or three groups in a line (depending on the number of persons)

Life Skills to be enhanced :

• Empathy, Dealing with Emotions

Objectives:

- to be the first group to pass on a specific expression from the first person through the last person in line
- to observe different facial expressions and assume the appropriate emotion
- to accurately convey messages through expressions

Process:

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- Facilitator will need two sets of strips with the ten emotions.
- One set to be cut into strips to be shown to the first person in each row.
- Lay down the strips of paper on the floor or put them on the board and explain to the students that these are ten different emotions.
- Explain how the game will work: it is a relay game and everyone else in the row turns their back from the board except the first person in row.
- The first persons from each row come forward and you will show them a number. Then they read the corresponding emotion and try to simulate a facial expression that best represents the emotion.
- As soon as you give the signal, they run back to their respective rows and tap the back of the next person and show their facial expressions.
- This person then taps the back of the next person who then receives the same facial expression until the last person gets it.
- The last person runs to the front, and chooses an emotion from the board or floor that he/she thinks corresponds to the facial expression he/she received.
- The first row or group that gets the correct emotion wins a point.
- Repeat the game for five or more rounds and then ask the students to form a big circle before discussing the experience.

Key Message

- Empathy is the ability to understand what life is like for another person
- Empathy can improve social interactions.
- Empathy can develop the ability to imagine what life is like for another person.
- It helps to identify their own communication pattern and determine how it impacts their communication.





Activity 6: Reading without Seeing

Time required : 40 minutes

Materials Needed

• Braille History, Chalkboard, Small paper bags, Alphabet blocks, Alphabet ink stamps (you can create them by engraving letters on a potato), The Braille Alphabet, Paper punch, Construction paper, glue sticks, Index cards

Mode: Individual

Life Skills to be enhanced:

• Empathy

Objectives

• Students learn about Louis Braille and the Braille alphabet and explore some of the challenges people with impaired vision might face

Process

- Begin by sharing a bit of background information on Louis Braille. Discuss with students what having impaired vision might be like. Record students' thoughts on the chalkboard.
- Distribute a few alphabet blocks in a bag, and ask students to identify each letter by feeling it. Discuss the results. Was the method successful? Why or why not?
- Place several alphabet ink stamps that spell a word into small bags. Arrange students into groups, and give each group a bag. Have students reach into the bag, feel the stamps, record the letters they feel, and determine the word. When everyone has had a turn, take the stamps out so that students can see whether their sense of touch provided the correct answers. Discuss the results. Was the method successful? Why or why not?
- Invite students to study the Braille Alphabet. Print a copy of the alphabet for each student. Have each student punch dots from construction paper and

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glue them to an index card to create a Braille version of his or her name. Place the cards in a box, and ask students to take turns pulling one out and "reading" the name.

- After students have completed the activities, ask them to record their experiences in their notebook. Encourage them to include their thoughts about both their frustrations and their successes.
- Encourage students to share the activities with their parents or other family members.

Key Messages

Empathy, literally "in feeling", is the capability to appreciate, understand, and accept another person's emotions. Showing empathy genuinely is one of the most important interpersonal skills that anyone must master.



We feel happy when we share

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Student Worksheet:

EMPATHY AWARD

Instructions: The president has decided to give an Empathy Award to the person who's shown the most empathy. It's up to you to nominate someone for this important award. First, check out biographies of famous people (from the past or present) on the Internet or in the library to figure out who you'd like to nominate. Then, fill out the nomination form below.

Who would you like to nominate for the Empathy Award?

Briefly write about your nominee.

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How has your nominee shown empathy?

What can you learn about empathy from your nominee?

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Activity 7: Who Needs My Help?

Time required: 30 Minutes

Materials Needed:

• One photocopy of the *"Who Needs My Help?"* worksheet for each child

Mode: Individual Students

Life Skills to be enhanced:

• Critical Thinking, Problem solving, Inter Personal skills, Creative thinking

Objective:

• Children are prompted to think about the needs of others and to provide help without being asked. Their experience providing help is reinforced by drawing and/or writing about it.

Process

- Make each student individually fill out the "Who Needs My Help?" worksheet.
- Tell them to think about someone in their life who could use their help. Offer suggestions if they can't think of anyone (e.g., a parent at dinner time, a younger sibling who can't dress him/herself, a friend who lost a toy, etc.).
- After you've written how you will or have helped your person, draw a picture on the worksheet showing how it looked.
- Gather the worksheets and have the children share their pictures.

Note to the teacher

Consider making this an ongoing activity by replenishing the worksheets as the children turn them in. Or provide rewards (treats, Big-time Helper badges or ribbons, etc.) to those who complete a given number of worksheets.

Key Messages

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- It helps to discuss what it means to be a caring person.
- Emphasize that caring people don't wait to be asked to help others they do nice things on their own.



Student Worksheet

Who Needs My Help?

- 1. Who needs my help?_
- 2. What help does he/she need?_____
- 3. When does he/she need help?_____
- 4. Why does he/she need help?_____
- 5. How can I help?_____
- 6. When I helped, this is what it looked like (draw a picture in the box):

Empathy Worksheet

You are watching some children in your class play basketball at the court. A skinny boy with glasses tries to shoot a basket but ends up falling on his face. His glasses break. Some older children begin to laugh at him. The boy can't see very well without his glasses. You want to help him, but if you do, the other children may laugh at you, too. How do you feel? What should you do?

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Activity 8: An Experiment in Unfair Treatment / Bias

Time required : 40 minutes

Materials Needed

• Ribbons, one per student (an equal number of two colors of ribbons, cut, with a safety pin attached to each), a simple reward for each student; a chocolate or pen, list of very easy spelling words for spelling bee, list of very difficult words for spelling bee

Mode: Group

Life Skills to be enhanced:

• Empathy, Interpersonal relations

Objectives

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Students will

- Experience in a small way what it feels like to be treated unfairly
- Discuss their feelings about being on either/both sides of bias and unfair treatment

Process

- Prepare two sets of ribbons; each set should be a different color. Provide one ribbon -- equally divided between two colors -- to each student.
- As each student enters the class, pin one colored ribbon to his or her shirt. (Ask permission before pinning. Students who prefer to not wear the ribbon can display it in some other way.) When students have settled down, ask them if they would like to take part in an experiment.

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- Proceed by setting up a spelling bee, with students forming teams based on the color of their ribbons. The catch is that all students wearing one color ribbon will be given very easy words to spell; students with the other color ribbon will be given very difficult words.
- As the spelling bee progresses, you might award a simple prize, such as a chocolate or pen, to each student who correctly spells a word. (If you do that, however, you should be prepared to give all students the same reward at the end of the activity.
- Very quickly, students should notice what is going on. When they do, give them an opportunity to tell you how it makes them feel. Ask students who were on the team given difficult words how they felt knowing they would get a difficult word because they were wearing a certain color ribbon. Ask the others how they felt.
- When the introductory activity is complete, you can discuss that how we as society single out people for their disabilities, diseases (Like- AIDS, Leprosy).
- Ask students is it right to do so and hurt them emotionally and mentally as well.
- Ask them to write an Empathy pledge for themselves and share it with all in the class.

Student Worksheet:

Students might write a simple paragraph describing the activity, how they felt about it, and what they learned from it.



A. Wha	it was your learning from this Unit?
1	
	do you plan to use your learning from this Unit in your personal life?
1	
3	
5.	

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Activity 9: Empathy Towards Animals In Captivity

Time Required : 40 Minutes

Material Needed :

• Drawing sheets or A4 size paper and sketch pen, White / Black Board or Chart paper

Mode: Group/Individual activity (both)

Life Skills to be enhanced :

• Empathy

Objective:

- To make children explore the connection between human and animal oppression and explore ways that they could choose not to oppress them
- To familiarize children with the concept of empathy and empower them to take positive action
- To understand that animals have feelings and how they feel when being taken to be put into captivity
- To recognize the kind of suffering animals goes through in terms of their needs and wants, when in captivity

Process:

- Tell participants to relax, get comfortable and close their eyes.
- Read the passage in gentle voice.
- Allow the participants 5 minutes to draw. If they seem unsure what to draw, give them one example of something they may want to take with them such as "own food".
- After five minutes tell the participants to stop drawing and collect the papers.
- Give the papers randomly back to participants so everyone has someone else's paper.
- Ask selected participants to interpret the drawings in front of them.
- Ask a volunteer to record on the board the wishes as they are read out. If any pictures are ambiguous ask the drawer to explain, also ask the drawers to confirm the interpretations are correct.

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- After taking answers from the selected participants, ask if anyone has any different wishes. Add these to the board.
- Summarize the wishes on the board, highlighting/ numbering those that are most popular.
- Ask the participants to explain all the arguments as to why it is not acceptable for them to be enslaved or used however the aliens want.
- Have students create a list of examples of oppression (human and animal) on the black/white board.

Self Assessment:

- 1. How does it feel to be oppressed and without freedom, like being in a cage?
- 2. Lead the class in a discussion of animal oppression, freedom, rights and power.
- 3. List out 5 ways by which you can reduce animal sufferings in your community and discuss it with your friends and family.
- 4. What can we do, individually and collectively, to act responsibly towards both people and animals? How do we mobilize others to help us so we can all work together toward this effort?

Passage to be read out to students

"You are leaving the room..... You walk down the road and come to a beautiful forest.

You walk slowly into the forest.... looking at all wondrous things you can see.

You stroll towards a clearing.... as you walk you are listening to the sounds of nature....

observing everything around you.... you breathe in every smell.... you breathe deeply, feeling calm and relaxed...

You arrive in the picturesque clearing, surrounded by gorgeous flowers.

Suddenly, you hear a strange noise. You look towards the direction of the noise and you are shocked to see a space ship. Aliens come out of the ship and run quickly towards you.

They are hunting you, you feel very scared. You don't understand their words/ language but

you realize they are telling you that they want to take you away.

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UNIT : 9 - Empathy

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To explain, the aliens show you a picture.... they are going to put you in a cage so you can be examined.

They communicate to you that you can have 3 wishes for things you would like to have when you are taken away.

You can't speak the alien's language, so you must communicate your wishes by drawing them.

On your sheet/ paper, draw the 3 things you would want to have with you when you are take away, you have 5 minutes.



The Self Report Altruism Scale

Instructions: Check the category on the right that conforms to the frequency with which you have carried out the following acts.

Score	1 Never	2 Once	3 More than once	4 Often	5 Very Often
1. I have helped push a stranger's car out of the snow.					
2. I have given directions to a stranger.					
3. I have made change for a stranger.					
4. I have given money to a charity.					
5. I have given money to a stranger who needed it (or asked me for it).					
6. I have donated goods or clothes to a charity.					
7. I have done volunteer work for a charity.					
8. I have donated blood.					
9. I have helped carry a stranger's belongings (books, parcels, etc.).					
10. I have delayed an elevator and held the door open for a stranger.					
11. I have allowed someone to go ahead of me in a lineup (at photocopy machine, in the supermarket).					



UNIT : 9 - Empathy

12. I have given a stranger a lift in my car.			
13. I have pointed out a clerk's error (in a bank, at the supermarket) in undercharging me for an item.			
14. I have let a neighbor whom I didn't know too well borrow an item of some value to me (e.g., a dish, tools, etc.)			
15. I have bought 'charity" Christmas cards deliberately because I knew it was a good cause.			
16. I have helped a classmate who I did not know that well with a homework assignment when my knowledge was greater than his or hers.			
17. I have before being asked, voluntarily looked after a neighbor's pets or children without being paid for it.			
18. I have offered to help a handicapped or elderly stranger across a street.			
19. I have offered my seat on a bus or train to a stranger who was standing.			
20. I have helped an acquaintance to move households.			



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Low score = below 50 Average score = 50High score = above 50

Scores on this scale are related to other measures of altruism and to measures of empathy, moral judgment, social responsibility, and prosocial values. High scores indicate more self-reported altruism. Rushton's studies indicate that people who score higher rather than lower on this scale are more likely to be seen by their peers as altruistic and are more likely to have performed altruistic behaviors such as completed an organ-donor card.

[Rushton, J. P., Chrisjohn, R. D., & Fekken, G. C. (1981). The altruistic personality and the self-report altruism scale. Personality and Individual Differences, 2, 293-302.]

Suggested Activities

Peer Educators can

- Plan, organize and execute activities related to Community Outreach Programs
- Plan, organize and execute activities related to social and environmental issues
- Design questionnaires, checklists, assign tasks etc based on the above
- Organize on rotation mentoring of specially abled children
- Conduct sessions for the students of other classes





Decision Making

Decision Making helps us to deal constructively with decisions about our lives. This can have positive consequences for the health of young people when they actively make decisions about their own health practices by assessing different options and the effects of different decisions.



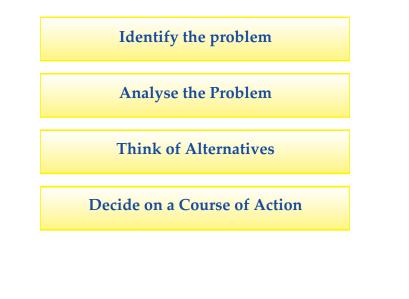
Decision - Making

Objectives:

- To help students understand the process of Decision Making.
- To help them to take responsible and mature decisions.

Decision Making is an important life skill at all stages in life. it involves logical steps : determining the problem, considering multiple alternatives and choosing the best alternative based on the particular situation. Abstract thinking is an important skill for Decision Making. Learners need to move from being absolute thinkers (who believe that there is only one right or wrong answer) to abstract thinkers (they consider more than one right or wrong answer). The other skills required to arrive at a decision would include gathering information, evaluative skills and analytical skills.

The process of Decision Making involves the following process



A decision represents a course of action chosen from a number of possible alternatives. One such model for decision making is given below.

P.O.W.E.R. Model*

Step 1: PROBLEM

Stop and state (or identify) the problem.

Step 2: O = OPTIONS

Think of different things you can do and use them. The more options you have, the better.

Step 3: W=WEIGH

Look at the good things and weigh them against the bad things of every option you thought of , to solve your problem. The things you value should guide you in your decision making.

Step 4: E = ELECT

Choose the best option, talk to a person you respect, then take the best action. Elect the option which obtains what is important to you (values).

Step 5: R = REFLECT

Think or reflect about what happened because of your decision.

{*Namibia Youth Programme: My Future, My Choice (UNICEF, Namibia)}



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Activity 1 : Decision-Making !

Time required : Two sessions of 45 minutes each

Materials needed :

• Burger base, Salt, Pepper, Red chilli powder, Onion, Boiled potato, Green Chillies, Coriander leaf, Butter, Cabbage leaf, Worksheet.

Mode : Group

Life skills to be enhanced :

• Decision Making Skills, Problem Solving, Analytical ability, Creative Thinking, Critical Thinking.

Process :

- 1. Groups to be given Student Worksheet and 20 minutes time to come out with their own symbolic representation.
- 2. Facilitator will show copies of advertisements of fast food and fizzy drinks.



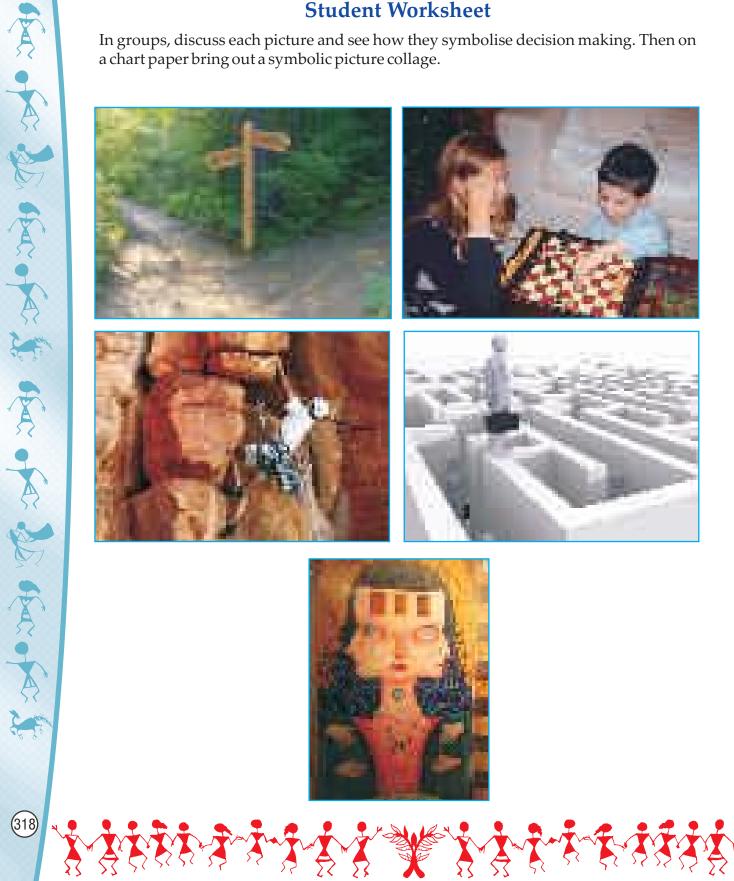




- 3. Facilitator will discuss one operation of the group about eating habits, the food they have to eat, lunch they carry, eating out, advertising world, obesity due to unhealthy eating habits.
- 4. Facilitator then divides the class into groups and asks them to come up with a healthy nutrition recipe/snack.
- 5. Facilitator then hands out one healthy nutritious snack recipe and asks each group to come prepared to prepare it for the entire class.

Student Worksheet

In groups, discuss each picture and see how they symbolise decision making. Then on a chart paper bring out a symbolic picture collage.



Activity 2 : Why we decide on what we decide?

Time required: 1 hour

Materials needed :

• Flash cards, Markers, Chalk

Mode : Group

Life Skills to be enhanced :

• Decision Making, Critical Thinking, Problem Solving, Managing Emotions

Objectives :

• To learn to scrutinize why we chose certain activities/practices and decline others.

Process:

• Invite the participants to sit in a circle on the floor. Leave lots of space at the centre for this exercise.

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- Invite two volunteers to the centre of the circle. Give them a stack of flash cards, markers and chalk.
- Ask the participants to call out activities/practices that may be common in their peer group, for example, going to party, sports, or reading.
- As they call out, ask the volunteers to write each suggestion on a flash card. Try and get a mix of negative and positive activities/practices.
- Try to stop at 10 to 15 activities/practices.
- Ask the volunteers to arrange the flash cards on the floor in a vertical line.
- Ask the participants to call out reasons for choosing an activity/practice. Ask the volunteers to note these on flash cards as well.

- Try and limit the reasons to 8 to 10. If the participants agree, similar sounding reasons could be clubbed together.
- Ask the volunteers to place these "reason" flash cards horizontally.
- Ask the volunteers to draw a matrix using the vertical and horizontal placement of the cards. As a result, there should be a table with rows and columns on the floor.
- Explain that each activity/practice will be analyzed according to the reasons mentioned by the participants.
- Start with the first activity and analyze it against all the reasons mentioned. Then, move to the next and analyze it according to all the reasons mentioned. Complete all the rows, one after the other, in this fashion
- As the participants to analyze each activity, they could give scores to show which reason is the most important for each one.
- Once the matrix is complete, the participants will be able to see why they choose certain activities over others.

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Note for the Facilitator

This exercise is very effective in promoting analytical skills among the participants. It enables maximum use of our senses, which ensures maximum learning. It is participatory and based on the knowledge and perceptions of the participants so no one feels forced. You could ask the participants to do a similar exercise in their free time to analyze their personal and intimate activities/practices according to the reasons for those activities/practices. They could share it with the larger group or with their friends, depending on how they feel about it. The quality of the discussion is dependent on the facilitator's ability to read the matrix and ask open -ended questions. For example,

So, the most important reason for going to a party is to be with friends, and I can see that the most important reason for using abusive language is also to be with friends. Why is that so?

I can see that the least important reason for using abusive language is having fun. Why is this so?

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Student Worksheet 1

List 5 things that you pressurize your friends to join you in or do.
1
2
3
4
5
List 5 things that your friends have pressurized you to do.
1
2
3
4.
3
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Student Worksheet 2

Listed are the actions/ situations generally our friends ask us to do. Write "OK" or "Not OK" in the column next to them. For "Not OK" actions/situations give a way to refuse.

Action/ Situation	OK/ Not OK	Refusal Technique in case of "Not OK"
Studying overnight at a friend's house		
Smoking		
Using abusive language		
Chatting with a stranger on internet		
Watching an adult movie		
Eating regular balanced diet		
Wearing contact lenses instead of spectacles		
Driving a car without a license		
Sleeping early		
Working out regularly		

Student Worksheet 3

How will you manage the situation in front of your friends if...

- 1. Your parents disapprove of some your friends and all want to come to your home on a Sunday?
- 2. You are not permitted to remain out of your house after 8 p.m. under any circumstance and you have an invitation to your friend's birthday party which starts at 8 p.m. only?
- 3. Your parents want you to wear regular clothes and you want to dress in stylish contemporary dresses?
- 4. Your parents scold you in front of your friends?

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5. Your mother insists that your sister/brother must go with you for the movie that you have planned for with your friends?

Activity 3 : Decision-Making Steps

Time required: 40 minutes

Materials needed :

• Case stories of young people (note these are generic stories, you may be able to draw up your own case stories). "The Decision Making process".

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Mode: Small group

Life Skills to be enhanced :

• Self Awareness, Critical Thinking, Decision Making

Objectives:

- to go through the decision-making steps.
- to discuss the process of decision making.
- to discuss case studies and arrive at decisions using the Decision-Making process.

Process:

- Show the Decision Making process and discuss each item.
- Explain and clarify that good decisions require a step-by-step process.
- Allow time for clarifications and questions. Provide to each group a short Case Study and ask them to discuss about it.

Recognise and Identify what it is you are deciding upon. This can be a problem, a situation or a challenge.

Aiming and desiring positive results.

Analysing and weighing the consequences of an action.

Setting alternatives or options and considering the consequent results.

Acting responsibly or standing up for the decision made.

Case-Studies

Vagmi, 15 year old, female. Her younger sister wants her help in painting as she wants to know what colours to use.

Chetna, 14 years old, female. Her friend asked her to go for a movie, without telling her parents.

Amit, 15 years old, male. He met up with some friends who have once bunked the class and told him that he should try it too.

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Devyani, 15 years old, female. She wakes up one morning and doesn't feel like going to school.

Ankita, 14 years old, female. She gets very low grades in her Mathematics assignment. She can't tell her parents.















Recognise/ Identify	Aim	Analyse	Set Alternatives	Action
What is the situation?	What can be the desired result?	What can happen if?	What are the options and their consequences?	What could be the most responsible course of action?

Worksheet : The Decision Making Process!

• Allow ample time for Group Discussion and Presentation.

Activity 4 : My D3 (Dear Decision Diary)

Time Required : One week

Materials Needed :

• A small notebook and pen, Worksheet

Mode: Individual work

Life skills to be enhanced:

• Self Awareness, Critical Thinking, Creative Thinking, Decision Making

Objectives :

- to go through the decision making steps
- to keep a diary for a week noting all of the decisions taken during that time
- to write down the daily decisions made
- to narrate the situation and the process of decision making

Process:

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• Provide the format and explain the activity to the students, noting that they will be asked to share their experiences at the end of the week.

	\frown
	Date :
5	Time :
Dear Diary	
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Нот	w do you find the experience of keeping a daily journal?
Wh	at did you discover about yourself and the way you make decisions?
<u> </u>	
Ноч	w do you think you can further improve your Decision Making skills?
 Woi	uld you like to write a journal every day ? Give two reasons of how it
	l help you.
Wil	l writing a journal help you to enhance your Decision Making skills ?
•••	i withing a journal help you to enhance your Decision waxing skins .

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Date:	Day:	
(Describe the s	ituation) Dear Diary	
I decided to		
I did this becau	15e	
If I hadn't take	n this decision, the result may have been differe	nt and

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Activity 5 : Decision Making Scale

Time required: 40 minutes

Materials needed :

• Decision Making Scale

Mode: Individual

Life skills to be enhanced:

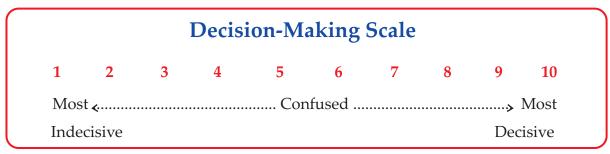
• Self Awareness, Critical Thinking, Decision Making

Objectives:

- to help students analyse and evaluate their own Decision Making skills
- to help them improve their skills of decision making

Process:

- Students make a list of the decisions they have recently taken.
- Provide students with the Decision Making Scale.
- Student rate themselves on decision making scale (on a scale of 1 to 10, where 1 is most indecisive).
- As a plenary ask students to reflect and think about areas where they are not able to take a clear decision.



Activity 6 : The Deciding Factor!

Time required: 40 minutes Materials needed: Worksheet Mode : Group Life skills to be enhanced:

• Self Awareness, Critical Thinking, Problem Solving, Decision Making

Objective:

- To encourage students to think of different ways in which they may solve their problems
- Students will identify the problem, the choices and the consequences both positive and negative

Procedure:

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- A. Distribute copies of the worksheet, "Decision Mountain" (Annex- 4). Inform students that they are going to make a decision by climbing the "Decision Mountain." By climbing the mountain they will learn the steps involved in decision making, while examining in further detail the problem presented in their story. Have students break into groups of five or six.
- B. Ask students to read the situations to their group and identify the problem. At the foot of the mountain, write the problem.
 - 1. Ask students to identify possible options for resolving the problem. List negative and positive options.
 - 2. Next, have the class identify the consequence (positive or negative) for the specific option. List the consequences with the corresponding option number.
 - 3. Review and discuss information. Ask students to decide which options and corresponding consequences are best. Have students write their group decision at the top of the mountain.
- C. Ask students to share their situations with the class. Discuss problems and decisions. Discuss how decisions were made and why it solves the problem.

Situations

- Amita is not doing very well in her English class. Whether she passes or not depends on her final written project. Even though she has always tried hard, she hasn't been able to get very good grades. She finds the paper that her brother did on the topic three years ago and this paper received an "A."
- 2. You forgot your social studies assignment. Today is the day when everyone is supposed to bring some object to show to the class. The object should be something that has to do with Indian History. As you start out the door of the house, you remember your sister's ethnic jewellery collection. Great idea-- you could take the collection to school for social studies class. Suddenly, you remember how your sister feels about the collection. She always says, "I'll never take this collection to school because I don't want to lose or damage it." Since she is already on her way to school, you can't ask permission to take the collection. But the collection is the perfect thing for the assignment.
- 3. You work in a shop part-time so that you can go to school. One day you arrive at the shop and find the owner waiting for you. He begins accusing you of theft, as some things are missing from the shop. Others who work in the shop have accused you of the crime.
- 4. The Arora's new neighbors are coming unexpectedly to visit the Aroras in two hours. The Arora children, Amit and Sumedha, are at home watching their favorite television show with their best friends. Mr. Arora, wanting to make a good impression on the soon to arrive guests and feeling anxious about meeting new people, immediately turns off the television and tells the children to clean the house. When Amit begins to question his father, Mr. Arora gets angrier, and Sumedha, embarrassed by her father's tone of voice, runs to her room crying.
- 5. You are invited to a party at your friend's place this evening. You are really excited and looking forward to it. Your parents tell you that your cousins and their parents are coming to your home this evening. Your cousins are really keen to see you. They are coming from a long way, after a long time and would like to spend time with you.



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	Decision Mountain Decision	
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Activity 7: What Should I Purchase?

Time required: 30 Minutes **Materials Needed:** Newspaper advertisments

Mode: Individual Students

Life Skills to be enhanced:

- Critical Thinking, Problem solving, Inter Personal skills, Creative thinking **Objectives:**
 - To enhance students' understanding of the world of advertisements
 - To help students enhance their Creative Thinking Skills
 - To encourage students to use their Critical Thinking Skills to understand the persuasive advertisements

Process

- Begin a brainstorming/dicussion about commercials and focus on how and why they are successful in getting people to buy certain products, cars, and foods.
- How are these commercials able to convince people that they should spend their vacations in a particular country or on a certain island?
- Ask students why their parents shop at a specific clothing or food store and why they purchase certain brands of clothes, shoe or other items.
- Have students read advertisements. Have them select key words or distinctive phrases that catch their attention or appeal to them.
- They are to make a list of these words and phrases and discuss the reasons for their selections.
- Using these key words and phrases as a guide, the students are to select an existing product or create one and write their own "persuasive TV commercials."
- Each student or team member will present their commercial orally, using their oratorical skills to convince the class that their particular product should be purchased.

Key Messages

- Students will listen to commercials on the radio, watch them on television, and read advertisements in the newspapers, magazines, and "junk mail" received at home critically.
- Students exhibit their understanding of persuasive writing used in advertisements.

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Student Worksheet

TRY ME! BUY ME!

(Design your advertisement here)

Student Worksheet

Wanted: Friend

Pretend you are placing an advertisement in the paper to find a good friend. List the qualities you are looking for and why. At the end of the advertisement you can list the kinds of things they can expect from you if they respond to the advertisement.

Decision Making Worksheet

Raghav's classroom has beautiful potted plants. Each week, a child who has had excellent behavior is asked to water them. It is a big responsibility because the plants have to be watered regularly and given only a jug full of water. Too much water can kill the plant. Last week, Raghav watered the plants. On Monday, Raghav got confused and watered the plants, forgetting that Akansha was in charge of the task this week. On Tuesday, the teacher announced that one of the plants has wilted, and the whole class was upset about the loss. Raghav thinks he may be responsible, because he watered the plant a second time on Monday. Should he tell someone? What would you do? Do you think Raghav did anything wrong? What will the teacher and the other children do if Raghav admits his mistake?

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E	-Assessment
	In which situations do you tend to be 100% sure and quick about your decision?
	List the situations when you can't decide on things.
	What was your learning from this Unit?
	How do you plan to use your learning from this Unit in your personal life?

Measured dimensions of empowerment	Personal empowerment
Measured aspect (s) of empowerment	Conscious choice, Skills decision
Device type	Questionnaire
Name of the subscales	Vigilance; Buck-passing; Procrastination; Hyper Vigilance
Size	22 entries
Specific health issues	No
Setting Audience Language	English
Setting Audience Language Availability	English Yes, reprinted in Mann et al (1997)

Melbourne Decision Making Questionnaire (Mann et al, 1997)

Reference

Mann, L., Radford, M & Ford, S. (1997). The Melbourne Decision Making Questionnaire: an instrument for measuring patterns for coping with decisional conflict. Journal of Behavioral Decision Making, 10, 1-19.

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Guidelines or suggestions for use the instrument

Answer options:

2=true for me, 1=Sometimes true, 0=not true for me
--

Vigilance

- 1 I like to recitals all of the alternatives.
- 2 I try to find out the Disadvantages of all alternatives.
- 3 I how best to carry out recitals a decision.
- 4 When making decisions I like to collect a lot of information.
- 5 I try to be clear about my Choosing Objectives before.
- 6 I take a lot of care before Choosing.

Buck-passing

- 1 I Avoid making Decisions.
- 2 IDo not Make Decisions unless I really Have to.
- 3 I prefer to leave to others decisions.
- 4 I do not like to take responsibility for making Decisions.
- 5 If a decision made by me or Can Be Another person I watch The Other person make it.
- 6 That I prefer people who are better informed decide for me.

Procrastination

- 1 I waste a lot of time on trivial matters before getting to the final decision.
- 2 Just after I have made a decision I delay acting upon it.
- 3 When I have to make a decision I wait a long time before starting to think about it.
- 4 I delay making Decisions Until It's Too Late.
- 5 I put off making Decisions.

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Hyper Vigilance

- 1 Whenever I Face A Difficult decision I feel pessimistic about finding a good solution.
- 2 I feel as if I am under tremendous time pressure When making Decisions.
- 3 The Possibility That Some Might Go Wrong causes small thing to me in my swing abruptly preference.
- 4 I can not think straight if I have to make a decision in a hurry.
- 5 After a decision is made I spend a lot of time convincing myself it was correct.

Suggested Activities

Peer Educators can

- Conduct sessions based on School Health Manual on making informed choices and decisions regarding, Food and Nutrition, Personal Safety, Health and Hygiene, Lifestyles, Values and Beliefs etc
- Conduct sessions for the other students on POWER module, STR and SRT theory etc
- Use the media world to explore the concept of decision making





Problem Solving

Problem Solving enables us to deal constructively with problems in our lives, significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.



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Thomas Edison is one the world's most renowned scientists. His most famous inventions are the electric bulb and the gramaphone. Wherever we see light and hear music we remember him. Here is a beautiful incident in his life that shows us his determination.

Edison was working hard on perfecting his phonograph in which there was a problem of clarity in some tones. He handed over this problem to one of his assistants. After working on it for two years, the assistant came to Edison and told him, "Mr. Edison, I have spent thousands of your dollars and two years of my life and have not reached anywhere. Surely, if there were a solution to this problem, I would have found it by now. I wish to resign."

Edison gently replied, "George, I believe that, for every problem God has given us, He has a solution. We may not find it, but someday someone will. Go back and try a while longer."

George, the assistant went back and kept trying. In a short while after this, he found the solution and helped Edison perfect the phonograph.

Objectives:

- To help students effectively handle various problems.
- Identify their problems and assess how they can approach a positive solution.



Steps to Problem Solving

The lesson is based on four steps to Problem Solving, with activities designed to help students work through each step.

1. What is the Problem - what happened?

A short role play is used to show an argument, and the students are asked to define what the problem is, without making judgments about who is right or wrong. The group is asked to consider what effect defining a problem has on the way we perceive it.

The group is asked to write a short play, showing an argument developing and taking place, followed by a definition of the problem.

Problems that the children experience are introduced as examples of problems for the class to work on together.

2. How does it feel?

A quarrel is illustrated using role play (alternatively the role play of step 1 is described). The group then considers each person in the role play in turn, and they write down the feelings each person may have had, without judging how justified the feeling was.

3. Option Building

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The students brainstorm to show how many possible courses of action be taken to solve the problem.

The group looks at the list of feelings generated at step 2 and suggest what could be done to meet the needs each feeling represents. Once something has been suggested for each feeling, and for each person in the problem scenario, the list of options is compared to the original problem situation, and the group puts forward suggestions for an appropriate solution.

4. Goal Setting

Finally, a plan is drawn up, composed of small steps that each person involved in the argument could take to bring about a solution.

Activity 1 : Conflict Management

Time required: 40 minutes

Materials needed:

• Visual Aid "Types of Conflict" and copies of the "Conflict Story"

Mode: Groups

Life skills to be enhanced :

• Self Awareness, Critical Thinking, Problem Solving, Decision Making

Objectives:

- To experience conflict and find ways to solve it
- To talk about different types of conflict
- To find ways to solve conflicts
- To present these conflicts and solutions in a dramatic presentation

Process:

- Explain to the students that in literature, a writer employs four types of conflict:
 - Man here is representative of both genders
 - Man against Man where a character or characters in a story pose a problem to another.
 - Man against Nature where natural conditions (calamities and disasters) pose a problem to the character(s).
 - **Man against Himself** where the character's own imperfections pose a problem to the character.
 - Man against Society where the rules, norms, values, systems and structures of a society pose a problem to the characters.
- Divide the class into groups and distribute copies of the conflict story for each group to work on and rehearse their own solutions.
- Allow ample time for the groups to talk and plan their presentations.

The Conflict Stories

On a summer weekend, a group of friends decide to go for a swim in the river.

Conflict one : Two of these friends are rivals to be the leader of the group and to 'win' the heart of the girl (or boy) that they love.

Conflict two : There was a rainstorm and the river has become wild with the sudden increase in the volume of water.

Conflict three : One member of the group does not feel too good about him or herself. He/she thinks that one of the other boys/girls is smarter than he/she is.

Conflict four : There is a law forbidding young girls and boys to swim in the river without adult supervision, which none of the young people knew about.

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Activity 2 : The Problem Solving Approach!

Time required : 40 minutes

Materials needed :

• Visual Aid "Problem Solving Approach" and Problem statements

Mode: Group

Life skills to be enhanced :

• Self Awareness, Critical Thinking, Problem Solving, Decision Making

Objectives:

- To develop problem solving approach
- To discuss the problem statements
- To use the problem solving technique

Process:

• Present and explain the following visual aid to the group:

The Problem-Solving Approach is a Scientific Approach:

- 1. **State the problem** (What is the problem and why is it problematic?)
- 2. **Hypothesis** (List possible causes and effects what are the causes and effects of this problem?)
- 3. **Experiment** (List down possible solutions to try)
- 4. **Observe** (List down the observations)
- 5. **Conclusion** (Write down your final solutions to the problem)
- Hand out the problems statement to each group for them to work on using the problem solving approach.

The Problem Statements

- 1. Young people are dropping out of school.
- 2. You are pressured by a group of students to join them in bunking school.

3. There is a bully in the class.

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- 4. A girl is the subject of gossip in school.
- 5. Aboy is being ridiculed by his friends.

Activity 3 : Puzzle Game

Time required: 40 minutes

Materials needed :

• White Board, Marker, Duster, Blank paper, Pen, Pencil etc. 'Copies of Puzzle Game'

Mode: Individual

Life skills to be enhanced:

• Critical Thinking, Problem Solving

Objective:

- To enhance students' problem solving skills
- To inculcate curiosity in students.

Solve it fast

Process:

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- Teacher will explain the rules and regulations of the puzzle game on board.
- Distribute copies of the puzzle game to students.
- Ask them to fill in the blank squares so that each row, each column and each 3by-3 block contain all of the digits 1 through 9.
- Emphasize that if they use logic, they can solve the puzzle without guesswork.

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Your real problem is _____

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	t are all the things one could do to solve her problem? Think of a lot of ive ideas. Write as many ideas as you can.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
15.	

If you have more ideas, write them on the back of this sheet of paper Put a right of star * by the ideas you think are the best.

Activity 4 : Dr. Me

Time required: 40 minutes

Materials needed : None

Mode: Group

Life skills to be enhanced :

• Self Awareness, Critical Thinking, Creative Thinking, Problem Solving

Objectives:

- To untangle a group structure
- To exercise problem solving
- To talk about the process of problem solving

Process:

- Ask a volunteer to step out of the room/venue and wait until he/she is called back.
- Ask the remaining group to form a big circle, holding hands and begin to form as many tangles by crossing over and under without breaking the circle. What one sees after doing this is a tangled structure of people's hands together.
- Ask the volunteer to come back and inform him/her that the challenge is to untangle the structure to form a perfect circle making sure that people keep holding hands at all times.
- Ask around five volunteers to untangle different structures.

To the volunteers

- How was it to untangle the structure?
- What did you do to solve the 'entanglement?'

To the whole group

When do we face entanglements in our lives and how do we undo them?

Key Messages

- Problem Solving enables us to deal constructively with a problem in our life.
- Problem Solving Life Skills lead us in an optimistic way.
- Students who acquire Problem Solving Life Skills can prove to be very productive and responsible.

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Activity 5: Helping Friends "I Can Help You"

Time required: 90 minutes

Materials Needed:

• As needed by the participants

Mode: Whole Class

Life Skills to be enhanced:

• Problem Solving, Decision Making, Effective Communication, Empathy, Self Awareness, Creative Thinking, Interpersonal Relationships

Objective:

• To practice ways of helping and empathising with friends in difficult situations

Process:

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- Use an energizer to form groups of 4 or 6.
- Explain that the groups will prepare role-plays to show ways they can help their friends based on the scenarios provided.
- Give one scenario to each group.
- Explain that they have 20 minutes to prepare the role-plays and can use whatever props and materials they need for an effective display.
- After all the groups have completed their presentations, invite them to sit in a circle and facilitate a discussion using the following questions:
 - How did you decide on the things to show in your role-play?
 - How did you feel during the other role-plays? Why?
 - Can you use similar ways to help your friends if required? Why/why not?
 - Have you ever helped a friend in similar circumstances? Would you like to share it with the group?
 - How easy or difficult is it to help a friend solve his/her problem? Why?
 - What qualities help you to help others? Why?
 - What qualities prevent you from helping others? Why?
- After the activity give the students handout on "How to Help Friends"?

Key Messages

- Participants will learn ways to help friends in times of need.
- Participants will support and help friends who need their support in managing difficult situations.

Notes for the Facilitator

This is an effective exercise for promoting qualities of co-operation and care. The discussion can be used to enable reflection and analysis in relation to the participant's real life experiences. It is possible that good intentions and attempts to help can produce an undesirable effect. Help the participants find ways of dealing with this kind of situation. Focus on qualities that help to resolve difficult situations and how these can be nurtured.

ROLE-PLAY SITUATIONS

Scenario 1

Your friend has suddenly become very withdrawn and sad. S/he has stopped participating in group activities and spends most of his/her time alone.

Scenario 2

Your friend is unable to concentrate in the classroom and plays truant. You have observed that s/he is becoming very erratic and showing signs of weight loss.

Scenario 3

Your friend is constantly worried about his/her weight. S/he avoids eating and stays away from group activities like picnics and parties.

Scenario 4

Your friend has been spending lots of time in watching T.V and sports and you are worried that it will lower his/her grades

Scenario 5

Your friend has failed in a class test. She is scared about telling this to her/his parents.

Scenario 6

Someone steals things in your class and you get to know that it is your best friend.

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Students Handout

Helpline for the Peer-Educator

Ways friends help each other

- Sharing information or knowledge.
- Motivating each other to do certain things.
- Giving encouragement and emotional support.
- Being attentive and making one feel important.
- Giving material things.
- Being a companion.
- Sharing happiness together.
- Being a role model (someone you want to behave like).
- Teaching social skills.

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- Helping to do things at home or at work.
- Introducing new people and friends.
- Helping convince parents when one wants to tell or do something.
- Introducing one to a new behaviour.
- Warning one against doing something wrong.
- Praising ones good qualities.
- Looking after one in times of illness.

Helping Your Peers:

- You can share and discuss opinions, feelings, ideas, experiences, information and knowledge.
- You can demonstrate new behaviours.
- You can teach your friends to say "no" to things that may have negative consequences, after discussing reasons or motivations.
- You can create pressure that will stop one from doing harm to self and others.
- You can be a role model and encourage your peers to adopt desirable qualities, skills and knowledge.

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Help from peers is more effective and desirable because

- You see each other often.
- You enjoy doing things together.
- You understand each other's feelings and motivation.
- You know each other's language and needs.
- You are less likely to form judgements and more likely to be patient and concerned.
- You can keep secrets and share feelings of trust and confidentiality.
- You like to keep the "we feeling" and therefore, do your best to help each other.
- You would rather seek help from peers than your parents and family.

Problem Solving Worksheet

A girl in Vinni's class makes fun of her almost every day in front of the other students. She laughs at her clothes and the way that she looks. Vinni gets along well with most of the children at school and tries hard to ignore Ishita's teasing, but many times she also gets angry with her. Yesterday, she saw Ishita's father picking her up from school, and heard her father yelling at her and scolding her. Vinni started to feel sorry for Ishita. The next day at school, Ishita makes fun of Vinni again. What should Vinni do? Should she stand up for herself or try to be kinder to Ishita? Should she say something to Ishita about what she saw the day before, when her father picked her up from school, or should she keep this to herself? What might the other students think if Vinni does not defend herself by getting angry with Ishita? Have you been in a situation where someone is being unkind to you for no real reason? What would you do in Vinni's situation?

Self Assessment

- How did you find the experience of talking about and presenting conflict stories and crafting your own solutions?
- What did you consider when you plotted your solutions? Why?
- How was the experience of using the problem-solving approach?
- What factors influenced your hypothesis?
- What daily problems do young people in your country face and what can they do to solve them?
- Why do you think young people need to be able to solve the problems that they face?
- What was your learning from this Unit?

Suggested Activities

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Peer Educators can

- Create Case Studies and use them for discussion
- Conduct sessions in the other classes as per the activities given in the Unit
- ✤ Be role models while solving problems
- List out the problems children generally face in the school and take up simpler ones, one is to one

For assessment by the teachers

- Attached are worksheets that the students can fill in directly.
- These worksheets assess the students' problem solving ability.

There are a total of 20 worksheets. The teacher can distribute these worksheets over a period of four weeks and grading will be based on the ingenuity of solutions and the various approaches utilized by the students to resolve the problems.

Assessment

	Activity 1	Activity 2	Activity 3	Activity 4
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				

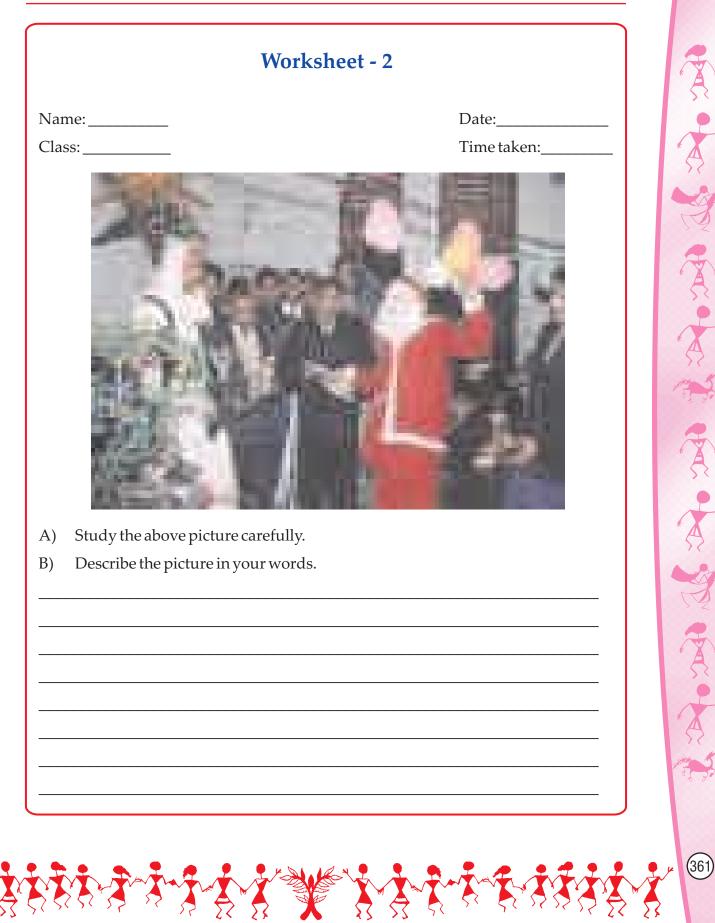
Note: Please refer to the activities attached. The activities can be given in any order and can be clubbed during one class depending upon the time availability.

Score Board:

Grade	Interpretation
A+	The student uses various creative approaches and solutions to resolve the problems. The student typically has more than two ways to approach the problem.
А	The student is involved in resolving the problems and arrives at solutions without getting unduly stressed. The student has more than one way to resolve the problem.
B+	The student is involved and utilizes at least one way to arrive at a solution to the problem. Even though the student is not very expressive, he/she makes an effort.
В	The student is able to arrive at a solution but does not utilize creative solutions to tackle the problem. With effort the student will be able to perform better.
С	The student needs to work harder at approaching a problem and need to be more expressive while describing events. Currently, his/her problem solving tasks can be improved upon with consistent practice.

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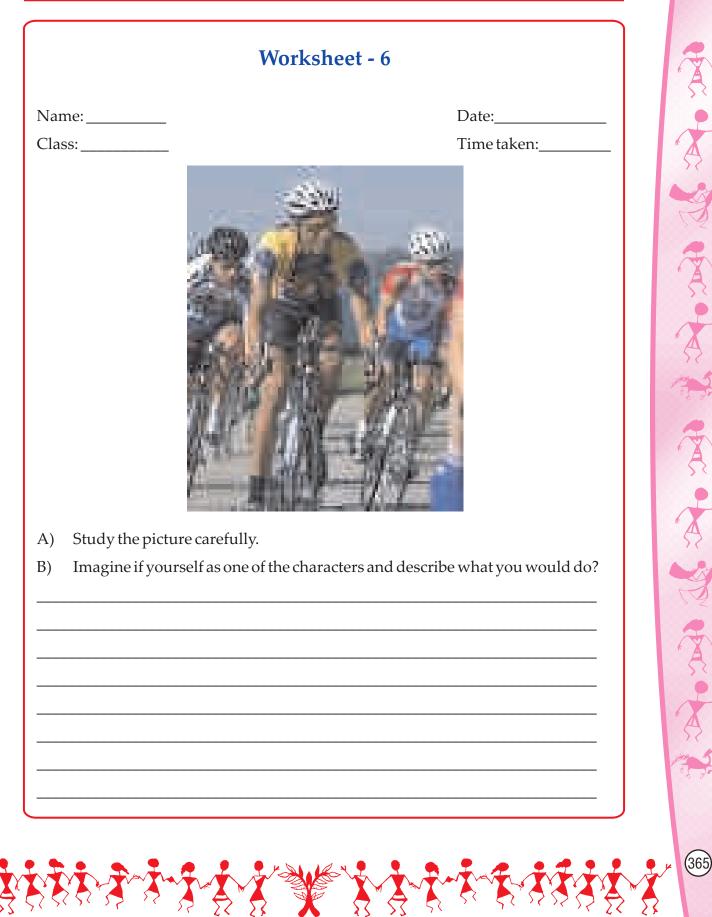
	Worksheet - 1
Name: Class:	Date: Time taken:
 A) Study the above pictur B) Write about three possi 	re carefully.



Name:	Date:
Class:	Time taken:
Imagine that you are an animal and you intimate other animals and save	l a flood has occurred in the forest, How will your life?

Name:		Date	
Class:			taken:
How will you divide the	above square into fou	r parts?	

Name:	Date:
Class:	Time taken:
A) Chudry the charge mintered area fully	
A) Study the above picture carefully.B) Describe in your words about the	above picture
b) besche myour wordsubout me	ubove picture.



Name:	Date:
Class:	Time taken:
A) Study the picture carefully.	
A) Study the picture carefully.B) Write in your own words abo	out the above picture.
	but the above picture.
	but the above picture.
	but the above picture.

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Works	heet - 8
Name:	Date:
Class:	Time taken:
Aim: - To conduct a role play for the f shall be played by both the facilit The selected situations for the role play m	
Self - Appreciation	, I
Sudden class test	
• Desire to be someone else	
Taking initiative	

\$

Name:	Date:
Class:	Time taken:
be played by both the facilitat	
The selected situations for the role pla	iy were based upon:-
Sportsman spirit	
Dominating characterLow confidence	
Sensitive character	

A

The state of the s

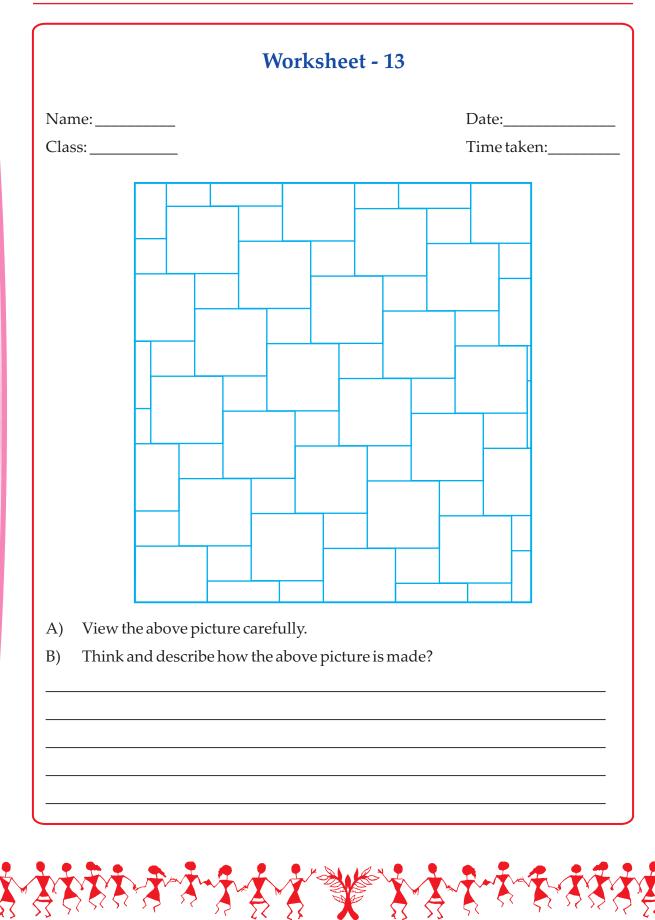
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Name:		Date:	
Class:		Time taken:	
B) When will I be able to ac	chieve my goal?		
		h my goal?	
D) How can I overcome the	e obstacles to reach my	y goal?	

\$

Name:	Date:
Class:	Time taken:
 A) Study the above picture c B) Give a suitable title to the 	arefully and explain in your own words. picture.

NIam	Data
	ne: Date:
Clas	s: Time taken:
A)	Imagine that you are an author. Now write two stories about an issue that you are passionate about.
B)	Characters of your stories will be the same but in one story they will be upset and in the other story they will not be upset.
C)	You have to give a happy ending to both the stories by solving all their problems.



Worksheet - 14

IN	ar	n	e:	_		
				_		

Date:_____

Class:

Time taken:

- A) Just imagine that you are a counselor and a column is published in a newspaper by your name where in you solve people's problems.
- B) What are the things that you focus on while solving such problems.
- C) Now solve the following problems:-

Problem No.1

I copied homework from my friend. When our Ma'am had to check the homework, my friend was on leave and I had to get his homework checked. When she checked our homework, she came to know that either of us had copied. When she asked me, I told her that I had done the homework myself and my friend had copied. She gave him the punishment of repeating the work 20 times. Now I don't have the courage to tell him the truth. Please help me.

Problem No.2

Hello,

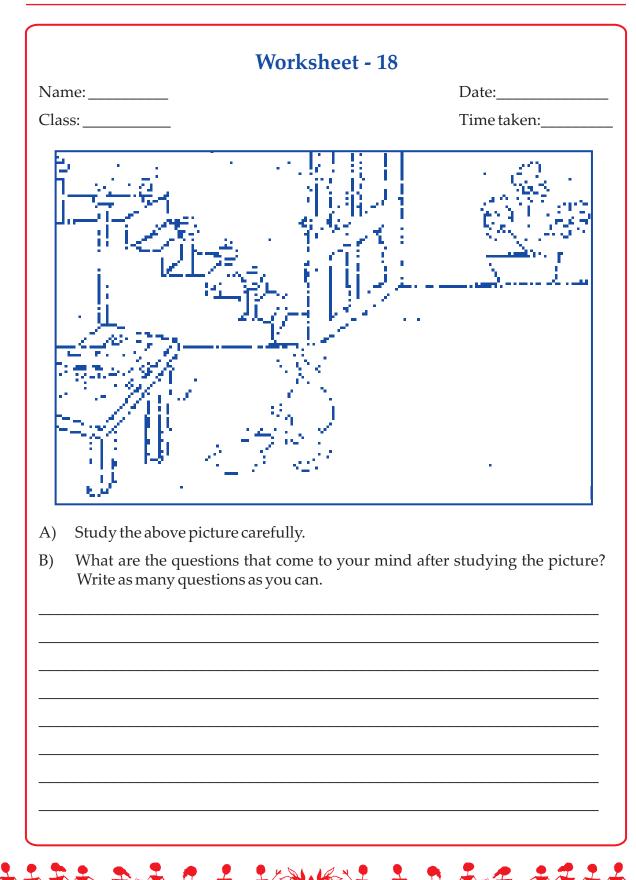
Once I took my brother's jacket and went to play with my friends. We were playing and some other boys came there and suddenly one of my friends had a fight with them. The matter got aggravated to the height of physical abuse. While protecting my friend, I spoiled that jacket. Now I don't have the courage to tell the truth to my brother. Please help me.

Nar	ne: Date:
	5s: fine
A)	Do you know that we can use an object in more than one way? For example we can use a scale like a bookmark also.
B)	How can you use the material given below in at least four different ways: i. Empty pencil box ii. Card Board iii. Paper
	iv. Scale v. Rubber band

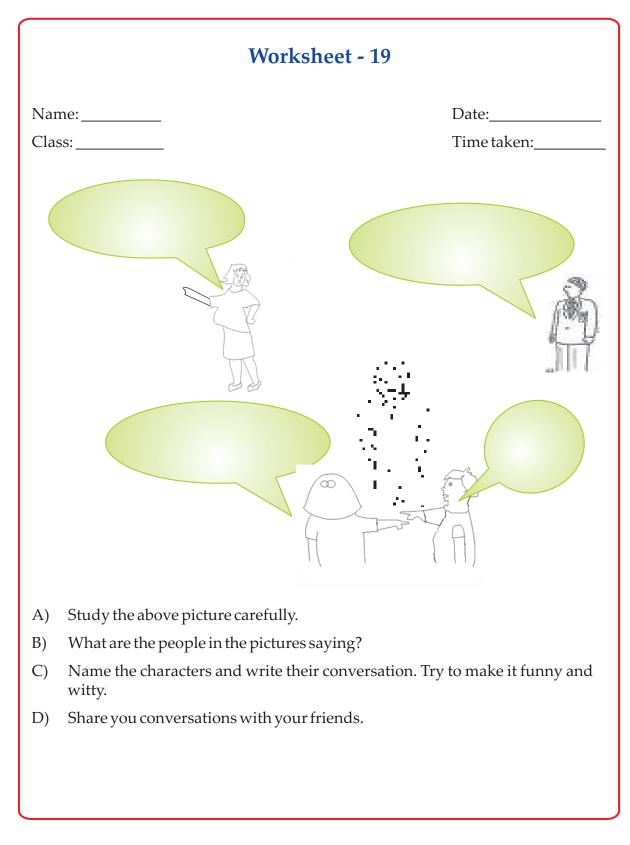
	Worksheet - 16
Name:	Date:
Class:	Time taken:
 A) Imagine that you are you. Write about one 	e a detective and you solve different cases that come to such case.
3) While solving the cas	ses, what are the things you concentrate on?
C) Read the case given b	pelow:
	d in a zoo. A person was found dead outside the Lion ork on his shirt. It is a small mark and at the front of the
Give reason for such an ac	cident.
••••	

Class: A) See the below giv	en columns:		Time taken:
A) See the below giv	en columns:		
A) See the below giv	en columns:		
			_
	Column'A'	Column 'B'	_
	• Book	• Door	
	Butter	Chair	
	• Dance	Circus	
	• Eat	• Forest	
	• Key	Potato	
	• Water	Pitcher	
C) Write a story usin	ng any 3 words from	n Column B	
D) Draw a picture us	sing any four word	s from Column A	and Column B

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UNIT : II - Problem Solving



UNIT : II - Problem Solving

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	Worksheet - 2	0
Name:		Date:
Class:		Time taken:
A) View the above pi	icture carefully.	
	e into four identical parts.	
		• • • • • •

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CENTRAL BOARD OF SECONDARY EDUCATION

2, COMMUNITY CENTRE, PREET VIHAR, DELHI

CIRCULAR NO. 21

D(A)PA/38/2003

5th September, 2003

(381)

To All Heads of Institutions Affiliated to CBSE.

Sub: Life Skills Education for Class VI

Dear Principal,

The Board has introduced Life Skills Education as an integral part of the curriculum of class VI. The schools are advised to adopt an inter-disciplinary approach for transacting the curriculum of Life Skills Education. The transaction should be both through formal modes of learning as well as through co-curricular activities and other informal approaches to learning.

The student may be evaluated through letter grading which could be reflected in the Continuous and Comprehensive Evaluation Certificate being provided to the students by the schools.

The objectives of introducing the Life Skills Education is to empower the affective domain of the learners so that they are able to develop a sense of self-confidence, ecosensitivity and right approaches to life processes etc. Development of basic life skills is central to the transaction of this curriculum so that the learners developed as competent and contributive citizens. The textual material titled "Life Skills Education - Class VI' has been developed by the Board which is available in all our Regional Offices. The cost of the book is Rs.36/-. You are advised to ensure that all the students of your institution are benefited by the effective use of this book.

The Board is in the process of developing textual materials for the other classes and the same will be communicated to you shortly.

Yours sincerely (G.BALASUBRAMANIAN) DIRECTOR (ACADEMIC)

CENTRAL BOARD OF SECONDARY EDUCATION

ACADEMIC BRANCH, SHIKSHA SADAN 17, ROUSE AVENUE, NEW DELHI-110002

D(A)PA/LS/04

CIRCULAR NO:11/04

26th February, 2004

To All Heads of Ins<mark>titutions</mark> Affiliated to Board

Sub: Life Skills Education in class VII

Dear Principal,

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As you are aware, the Board had already introduced the subject of Life skill education as a part of the curriculum in class VI last year. The Board had also brought out the textual material for the students both in English and Hindi. There has been an overwhelming response to this course from various stakeholders keeping in view that the inputs of Life skill education are quite relevant, meaningful and contextual to the learners. It was also felt that it facilitated the learners to fight the consumerist tendencies and to face life with a sense of confidence, conviction and skill. As a follow up of the initiatives already taken, the Board has now brought out necessary textual materials for class VII both in English and Hindi version. You are requested to kindly bring it to the notice of all concerned in the school.

The pedagogy to be adopted for teaching life skill education has to be interactive, experimental and facilitative. The spirit of the above subject should be extended beyond the classrooms walls and scope should be provided for the same in the co-curricular and extra-curricular activities. The subject has to be evaluated in context and as a part of the continuous and comprehensive evaluation. The Board feels the introduction of the above subject with your cooperation would facilitate in imbibing right attitudes for the holistic growth of the learners.

Yours faithfully, (G.BALASUBRAMANIAN) DIRECTOR (ACADEMIC)

CENTRAL BOARD OF SECONDARY EDUCATION

2, COMMUNITY CENTRE, PREET VIHAR, DELHI

NO.D(A)/PA/ 2005

25th January, 2005

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CIRCULAR NO: 04/2005

All the Heads of Institutions affiliated to CBSE

Subject : Life skill Education - Reg

Dear Principal,

As you are aware, the Board had introduced the concept of Life skill Education in class VI from the academic year 2003-04 and in class VII in 2004-05. The Board had also prepared guidelines to schools with regard to the content and pedagogy of the subject.

Life skill Education is based on the need for providing a holistic approach to the educational content as it is based on the belief that every child is unique and possesses an inner potential - that seeks to unfold in the process of growth. The choice of subjects in the process of learning, vocations pursued, interests developed and the goals set for life are all but an expression of this urge of the inner potential to manifest in diverse forms. The educational system has to facilitate to unravel this potential and help the younger generation as balanced individuals with competence to face the challenges of life.

The Board feels that it is important to provide adequate focus on learning of life skills by devoting at least two periods per week. The following suggestions may help you in effective implementation of the Life skills curriculum in your school environment:

- Life skills could be taught as an independent discipline in the content areas identified by the Board
- It could be integrated as well in the teaching of other disciplines of learning
- Students could be assigned simple studies and projects based on Life skills
- Special lectures could be organized to sensitize the students on Life skills
- Cooperation and participation of parents could be sought in developing right attitudes to life

Evaluation of Life skills

- Life skills are not to be evaluated through a terminal written examination
- They should be assessed as a part of the continuous and comprehensive evaluation

- Students should be graded based on their skills and attitudes, and only positive intents of the learners are to be reflected
- Evaluation can also be done as a team instead of individual assessment

The schools should endeavor to provide an appropriate climate for Life skill education as it is a strong and positive input to the holistic development of the learner and development of emotional intelligence.

I am pleased to forward a complimentary copy of the class VII book published by CBSE for your use. The support material for class VIII will be ready shortly for use in the ensuing academic session (2005-06).

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Yours faithfully, (G.BALASUBRAMANIAN) DIRECTOR (ACADEMIC)

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Peer Education - An Emerging Paradigm

The use of same age or same background educators to convey educational messages to a target group...... Peer educators work by endorsing "healthy" norms, beliefs and behaviours within their own peer group of "community" and challenging those which are "unhealthy".

(United Nations Office for Drug Control and Crime Prevention, 2000)

Who Are Peer Educators?

The term "**peer educator**" refers to true peers or near peers. A true peer is a person who is considered a member of a particular group, both by themselves and by other group members. A near peer is similar but differs in some small way, for example they may be a few years older. A person who is a leader or respected within the peer group is more likely to be influential.

Peer educators may act in different roles, such as facilitators, counselors, sources of information, support workers or tutors.

Peer Education and Counseling

- Students suggest that teenagers are more likely to hear and personalize messages, and thus to change their attitudes and behaviors, if they believe the messenger is similar to them and faces the same concerns and pressures.
- Workshops and training programmes have demonstrated that peers influence health behaviors not only in regard to addressing sexuality but also in regard to communication difficulties, aggression, substance use and stress management.
- Peer education works on the premise that teenagers have with their peers, leverages the power of role modeling, and provide flexibility in meeting the diverse needs of today's adolescent.
- Trained peer educators are a more credible source of information for some youth than are adult educators because they communicate in readily understandable ways and serve as positive role models while dispelling misperceptions that most youth are problematic.

Young People are Tomorrow's World

- Adolescents and youth are an enormous untapped resource and potential they are the adult of tomorrow.
- Their energies must be properly tapped and channeled for them to realize their full potential.
- A multi-sectoral approach works best in harnessing youth potential for the greater good of all.

Young people must be involved in designing programmes to address their own needs.

Peer Educators Themselves Benefit From Programs By:

- Receiving special training in making decisions, clarifying values, and acting in accordance with those values.
- Mastering extensive information relevant to their own lives.
- Being recognized as leaders by their peers and their community.
- Having direct involvement, a voice, and some control in program's design and operation.
- Learning important skills, including facilitation and communication.
- Committing to responsible and age appropriate behaviours.
- Programs offering active and meaningful involvement to youth also provide young people with opportunities for self-discipline and self-esteem and to gain positive stature in the community, broader career choices, and a better understanding of diversity.

Key Life Skills

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Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking termed as "thinking skills", and skills related to dealing with others termed as "social skills". While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behavior. Thus, self-management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

The ten core life skills as laid down by WHO are as follows:

- 1. Self-awareness
- 2. Empathy
- 3. Critical thinking
- 4. Creative thinking
- 5. Decision making
- 6. Problem solving
- 7. Effective communication

- 8. Interpersonal relationship
- 9. Coping with stress
- 10. Coping with emotions
- Self-awareness includes recognition of 'self', our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.
- Empathy- To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples' needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. No man is an island, no woman either! We grow up in relationships with many people-parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours.

When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we will be able to elicit support from others, and win their understanding.

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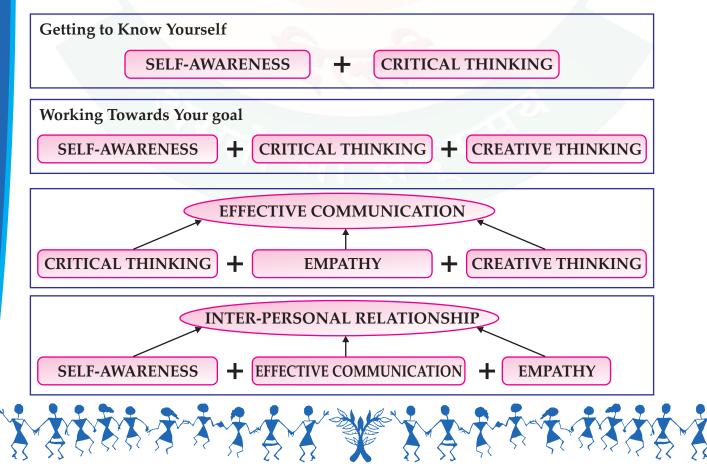
Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behavior towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

- **Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behavior, such as values, peer pressure and the media.
- **Creative thinking** is a novel way of seeing or seeing or doing things that is characteristic of four components fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).
- **Decision making** helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects, these different decisions are likely to have.

- **Problem solving** helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.
- **Interpersonal relationship** skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members which are an important source of social support. It may also mean being able to end relationships constructively.
- **Effective communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desire, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.
- **Coping with stress** means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.
- **Coping with emotions** means involving recognizing emotions within us and others, being aware of how emotions influence behavior and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

Interdependence between Life Skills

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(a) What are Life Skills?

WHO defines life skills as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life".

Life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, communicate effectively and develop coping and self management skills to lead a healthy and productive life.

(b) Why and how are they important?

We find that behavior does not always follow the mind. This is when incidents of "I know but I can 't help it" occur. What we need is skill, the ability to act. Life skills enable us to translate knowledge, attitudes and values into actual abilities.

(c) Why is there a need for Life Skills?

The host of factors that promote high risk behavior such as alcoholism, drug abuse and boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behavior. Life skills training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflict, entangled relationships and peer pressure, they are less likely to resort to anti social or high risk beahviours.

(d) Who needs Life Skills?

The life skills programme is a school based programme where life skills are imparted in a supportive learning environment. They are applicable for all ages of children and adolescents in school. However, the age group targeted is mainly 13-17, adolescent years, since young people of this age group seem to be most vulnerable to behavior related health problems. The programme is for the promotion of health and well being and targeted group is all children and adolescents, rather than as an intervention aimed only at those already at risk or those who already have a problem.

(e) How are they imparted?

The method used in teaching of life skills builds upon the social learning theory and on what we know of how young people learn from their environment; from observing how others behave and what consequences arise from behavior.

It involves the process of experiential learning using 4 components:

- 1. Practical activity
- 2. Feedback and reflections
- 3. Consolidation and reinforcement
- 4. Practical application



(f) Peer Trainer Approach

The peer training approach, involves one teacher and 3-4 student representatives from each school (forming the core life skills team) at the school. They learn these skills through active learning and participation in a 6 session inter school training workshop programme. They further train their peers at school in these skills through the same process. They follow up with the main resource team for feedback, discussions, training material etc.

(g) What are the methodologies used in the workshops?

Each workshop is specially designed to impart a particular skill and involves all or some of the following techniques:

- Mini lecture
- Group participation and discussions
- Brainstorming
- Role play
- Group tasks and activities
- (h) What is the expected outcome of the Life Skills programme?
 - Enhanced self esteem
 - Assertiveness

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- Social sensitivity
- Listening and communication skills
- Ability to plan and set goals
- Learning to learn
- Acquisition of knowledge related to specific contents.