



**LIFE SKILLS, HEALTH  
AND WELLBEING  
PROGRAMS IN  
SCHOOLS**

**MANUAL  
FOR TEACHERS**

**CENTRAL BOARD OF  
SECONDARY EDUCATION**



## PREFACE

The COVID pandemic has affected all sections of the society in one way or the other. As per UNICEF, the 2020 lockdown led to the closure of almost 1.5 million schools in India. This brought chaos to the lives of over 247 million learners of elementary and secondary schools.

As Educators, we understand that this unprecedented situation could have a profound impact on the mental and social-emotional well-being of children. This further has a deterring effect on academic achievement and learning. The pandemic has brought an urgency to nurture generations to inculcate human values such as kindness, compassion, gratitude, etc., giving it the same importance as cognitive/scholastic skills.

Academic performance is an indicator of success of the teaching and learning process. It is a complex construct that is influenced by numerous components/factors, including personal (cognitive capacity and personality) and educational factors. In addition, academic performance is associated with social and psychological wellbeing. One way to address these factors is through Life Skills Education in schools. A Life Skills based approach provides a strong theoretical base for the design and implementation of intervention programmes to improve students' ability to face adversities and achieve a higher level of holistic wellness.

CBSE has mandated its schools to integrate Life Skills Education in the curriculum of classes VI-X to develop a sense of self confidence, eco-sensitivity and right approaches to life processes etc. among the students. The Board had also brought out Resource Material for teachers to provide them broad guidelines and activities on Life Skills, Health and Wellbeing Education. While efforts are being made by schools, still there is need to focus more on curriculum integration and capacity building of stakeholders.

So for the effective implementation of Life Skills, Health and Wellbeing Programmes in schools, this Training Programme has been designed. This programme aims at sensitizing the School Teachers towards the socio-emotional well-being of the students and empowering them to be the advocates of Life Skills Education.

It further reaffirms the importance of implementation of Life Skills Education as a part of school education programme and brings out the role of the School Teachers for its effective implementation in the schools.

The programme also focuses on the usage of the existing CBSE resource material i.e. Life Skills Manuals, Adolescent Education Programme, Handbook on 21st Century Skills, Mental Health and Well Being Manual, Revised Health Manuals for providing diverse opportunities to the students to equip them with relevant values, attitudes and skills that will enable them to

participate fully in their society and deal with the demands of the increasingly vulnerable situations.

Throughout this training programme, the School Teachers will be engaged in meaningful and purposeful activities enabling them to design instructional practices to meet the needs of all learners.

## **ACKNOWLEDGEMENTS**

### **ADIVSORY**

1. Smt. Nidhi Chhiber, IAS, Chairperson, Central Board of Secondary Education
2. Dr. Joseph Emmanuel, Director Academics, Central Board of Secondary Education
3. Dr. Jitendra Nagpal, Sr. Consultant Psychiatrist, Moolchand Medcity

### **CONTENT DEVELOPERS**

1. Ms. Neetu Kapoor, Principal, Army Public School, Delhi Cantt.
2. Ms. Aprajita Dikshit, Consultant Child and Adolescent Psychologist, Expressions India, Delhi
3. Mrs. Rekha Chauhan, Counsellor Incharge, Presidium Group of Schools, Delhi

### **EDITORIAL TEAM**

1. Ms. Ramandeep Kaur, Deputy Secretary, Academics, Central Board of Secondary Education
2. Dr. Geetanjali Kumar, Practicing Counsellor, Life Skill Trainer and Parenting Coach
3. Ms. Usha Anand, Retd. PGT Psychology, St. Thomas School, Mandir Marg, New Delhi
4. Ms. Manashvi Palan, Senior Manager, Dream a Dream Foundation
5. Sh. Avichal Pathik, Context Facilitator, Dream a Dream Foundation
6. Ms. Tania, Context Facilitator, Dream a Dream Foundation

## BACKGROUND

The integration of Life Skills into school curriculum has gained increasing importance in recent years. The importance of Life Skills in a person's life lies in their ability to adapt to all circumstances and navigate through the fast changing pace of time. These skills include personal, interpersonal, and social skills such as communication, problem-solving, decision-making, empathy, self-awareness, resilience, and critical thinking.

NEP 2020 suggests, *“With the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields rooted in Indian context.”*

*“Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.”*

Life Skills Integration in classroom helps learners build confidence in communication, cooperative and collaborative skills, provide them with tools important for development, find new ways of thinking and problem-solving and provide methods on how to socialise, make new friends and recognise the impact of their actions and behaviours.

Life Skills also help learners to take action in situations where their parents or teachers may not be available and make themselves take responsibility for what they do, instead of blaming others.

The COVID pandemic has affected all sections of the society in one way or the other. As per UNICEF, the 2020 lockdown led to the closure of almost 1.5 million schools in India. This brought chaos to the lives of over 247 million learners of elementary and secondary schools.

As Teachers, we understand that this unprecedented situation could have a profound impact on the mental and social-emotional well-being of children. This further has a deterring effect on academic achievement and learning. The pandemic has brought an urgency to nurture generations to inculcate human values such as kindness, compassion, gratitude, etc., giving it the same importance as cognitive/scholastic skills.

We are aware that the National Education Policy 2020 as well as international agencies such as UNESCO and WHO have emphasized on the crucial role of Life Skills in nurturing learners to be ‘future-ready’.



**Embedded in Sustainable Development Goals (SDGs), there is broad consensus on type of skills needed**

**FOUNDATIONAL**  
Literacy, Numeracy and Digital Skills

**TRANSFERABLE**  
Can be applied in different situations such as communication, creativity, problem solving, empathy, respect for diversity and critical thinking

**JOB SPECIFIC**  
Allows performance in particular job such as carpentry, coding, accounting or engineering. Can become outdated

Source: UNICEF: Comprehensive Life Skills Framework - Rights based and life cycle approach to building skills for empowerment retrieved online <https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>

Academic performance is an indicator of success of the teaching and learning process. It is a complex construct that is influenced by numerous components/factors, including personal (cognitive capacity and personality) and educational factors. In addition, academic performance is associated with social and psychological wellbeing. One way to address these factors is through Life Skills Education in schools. A Life Skills based approach provides a strong theoretical base for the design and implementation of intervention programs to improve students' ability to face adversities and achieve a higher level of holistic wellness.

This Manual, therefore, focuses on building the skills of the School Teachers who play an important role in shaping better human beings and supporting development of skills to increase learner's success.

## WHO SHOULD USE THIS MANUAL?

This manual is for the Master Trainers and Resource Persons (RPs), who are skilled to train a group of School Teachers coming from diverse backgrounds, context and sections of society.

### FACILITATION TIPS (FOR RESORCE PERSONS)

- Go with a calm and open mind.
- Be patient with the participants.
- Lead by example. What you would want participants to do, do it yourself first.
- Build a safe space for all.
- Nudge the participants to think by asking them reflective questions.
- Use gender neutral terms and inclusive language.
- One size may not fit all, therefore before responding to any of their queries, be clear about the context of their school setting.
- Give them a space to explore, learn and bring forward their knowledge.
- Be supportive. When participants discuss their difficulties, do not jump to conclusions, try to listen to the challenges faced by them.
- Give participants an opportunity to speak more than you. Have a good balance of speaking and listening.

## SCHEDULE OF THE PROGRAM

SESSIONS	TIMINGS	DURATION
Registration and Sharing of Agenda	9.00 am – 9.30 am	30 mins
<b>SESSION I – Relevance of Life Skills for Overall Health and Wellbeing</b>		
<b>Activity 1:</b> Recapitulating Understanding of Life Skills Handout: 1A	9.30 am – 10.15 am	45 mins
<b>Activity 2:</b> Need and Relevance of Life Skills, Health and Wellbeing Programs in the present day scenario	10.15 am – 11.00 am	45 mins
<b>TEA BREAK (11.00 AM – 11.30 AM)</b>		
<b>SESSION II – Internalization and Application of Life Skills</b>		
<b>Activity 3:</b> Application of Life Skills Handouts: 2A and 2B	11.30 am – 12.15 pm	45 mins
<b>Activity 4:</b> Synthesis of Life Skills Education with present day School Education Handouts: 2C	12.15 pm – 1.00 pm	45 mins
<b>LUNCH BREAK (1.00 PM – 2.00 PM)</b>		
<b>SESSION III: Enhancing Life Skills Among Learners</b>		
<b>Activity 5:</b> Pedagogies/Strategies: Enhancing Life Skills among Learners Handout: 3A, 3B, 3C and 3D	2.00 pm – 3.30 pm	90 mins
<b>TEA BREAK (3.30 PM – 4.00 PM)</b>		
<b>SESSION IV: Weaving Life Skills, Health and Wellbeing Programs in Schools</b>		
<b>Activity 6:</b> Weaving Life Skills, Health and Wellbeing programs into School Curriculum Handouts: 4A and 4B	4.00 pm – 4.50 pm	50 mins
<b>Activity 7:</b> Measuring Life Skills Handouts: 4C and 4D	4.50 pm – 5.30 pm	40 mins
Closure of the Program <ul style="list-style-type: none"> <li>• Key Takeaways</li> <li>• Feedback and Feedforward</li> </ul>		

**SESSION I**

**RELEVANCE OF LIFE SKILLS FOR OVERALL  
HEALTH AND WELLBEING**

## INTRODUCTION

**Time Required:** 10 Minutes

**Objectives:**

- To create a friendly training atmosphere
- To establish good rapport between the participants and the facilitators
- To share agenda of the Advocacy Program

**General Guidelines for the Resource Person:**

- Welcome Participants, introduce yourself as the Resource Person for the training workshop and share the agenda of the program. This is a Capacity Building Program for the School Teachers for the implementation of Life Skills, Health and Wellness Program in schools. It is designed to enhance the skills of the Teachers to integrate Life Skills Education, Health and Wellness Program in school and create a suitable environment for health and wellbeing among learners in the school.
- Distribute Training Workshop Manual to each participant (For Master Trainers' Workshop).
- Invite the participants to share their name, location and one thing they hope to gain from this workshop. If time permits, ice breaker activity can be taken up during the introduction. Suggested ice breaker activities have been given.

**Agenda of the Training Workshop:**

- To bring out the importance of Life Skills, Health and Wellbeing Programs in schools.
- To build up the capacities of the teachers to act as facilitator of Life Skills, Health and Wellbeing Program in schools.
- To equip them with tools and techniques for integrating Life Skills, Health and Wellbeing Programs in the classrooms.

## **ICE BREAKER ACTIVITIES**

**(Use any activity depending upon the need of the audience)**

### **1. ABCs of Me**

- Ask the participants to take a piece of flipchart paper/simple plain paper and write their name vertically down the left side. (It can be done on a large sheet or chart paper or a small piece of paper)
- Next, choose a word that starts with each letter of their name. The word should describe something about their personality. The words must be written horizontally across the paper, using the letters of their name as the first letter of each descriptive word.
- After the descriptive words have been listed, tell them to draw an accompanying picture to illustrate each.
- When finished, tape the poster to the wall (if on a large piece of paper) or wear it as a name tag (if written on a small piece of paper).

### **2. Paper Airplane Game**

- Everyone makes a paper airplane and writes their name, something they like and dislike on it (You may also want to add additional questions).
- On cue, everyone throws their airplane around the room.
- If you find an airplane, pick it and keep throwing it for 1-2 minutes.
- At the end of that time, everyone must have one paper airplane. This is the person they must find and introduce to the group.

### **3. Tattoo Making**

- On your piece of paper, participants design a rough tattoo art that reveals something about them, their work, their hobbies, or their family.
- Let each participant explain the tattoo while introducing themselves.

### **4. Name Tags**

- Use an A4 sheet and a variety of colorful materials for decoration such as glitter, dry leaves, crayons, etc. to make a name tag for yourself.
- The theme for the name tags for this workshop is: What is the first thing / object that comes to your mind when you think of your childhood?
- When the name tags are finished, punch two holes in them, thread some yarn or string through, and hang them around the neck.

## ACTIVITY 1

### RECAPITULATING UNDERSTANDING OF LIFE SKILLS

**Time required:** 40 minutes

**Objectives:**

- To enable participants, recollect their own understanding of Life Skills.
- To enable participants, acquire an experiential learning of various Life Skills.
- To generate curiosity among the participants to get more in-depth understanding of Life Skills.

**Mode: Individual Activity**

**Material required:**

- PPT, White board and Markers

**Handouts:** Handout 1A (Bingo Sheet)

**Process:**

1. Distribute handout 1A (Bingo sheet) to each participant.
2. Ask them to:
  - a. read and follow the tasks given in the bingo sheet
  - b. complete any three tasks
  - c. replace the columns with question mark (?) with similar tasks as given in other columns. (15 mins)
3. Once they all have completed their task, ask them to share their responses. (10 mins)
4. Initiate a discussion as to which task seemed easier to perform and in which task they experienced some difficulty or were reluctant.
5. Ask them to identify the specific Life Skills which helped them to perform those tasks.
6. Invite a volunteer to note down the key responses on white board.
7. At the end summarize the names and definitions of key Life Skills.

**Key Messages:**

- A more effective approach towards Life Skills first requires understanding and articulating them better.
- Life Skills may be viewed as a range of psycho-social and cognitive abilities that empower individuals to make informed decisions and choices, manage their emotional well-being and communicate effectively.
- These skills enhance coping resources and personal and social competencies of individuals.
- Life Skills development is life-long process that helps individuals grow and mature; build confidence in one's decision taken on the basis of adequate information and thought and discover sources of strength within and outside.

- Life skills are generic abilities, which can be effectively integrated in educational processes and can be contextualized to any specific setting.
- From times immemorial, every culture and society has invested in educating and empowering its younger generation to lead fulfilling and responsible lives.
- Enhancement/development of Life Skills among learners will strengthen their overall health and wellbeing by empowering them to connect with their own self, with others, discover one's strengths and weaknesses and hold self-motivation to improve upon it. It will prepare them to cope with difficult situations/pressures in life, find solutions to optimising opportunities, learn strategies of decision making for self and be confident.

#### **Note to the RP**

- RP to highlight the fact that the present activity is a recapitulation of their understanding of Life Skills. This activity further helps in correlating the understanding with the application of Life Skills in real life situations.

**HANDOUT 1A (FOR ACTIVITY 1)**  
**BINGO SHEET (INDIVIDUAL ACTIVITY)**

Strike a conversation with someone you hardly know for 40 seconds	Make a list of five tasks for yourself today in an order of priority	Pay a compliment to someone in the group whom you consider to be well dressed	Create a slogan for your students encouraging them to be a cohesive group
Solve the problem <i>What is it that can bring back the dead, make us cry, make us laugh, make us feeling born in an instant and last a lifetime</i>	Move around and share one of your small secret with somebody in the group	When I am not chosen for something, I wish to, I feel...	?
When I am asked to do something new that I have never done before I _____	Create a list of 7 essentials required by a teacher to be effective in the classroom	?	Write a brief note of not more than five sentences to convey your feelings to one of your students who has recently lost a parent

## ACTIVITY 2

### NEED AND RELEVANCE OF LIFE SKILLS, HEALTH AND WELLBEING PROGRAMS IN THE PRESENT SCENARIO

**Time Required:** 40 Minutes

**Objectives:**

- To establish the need for Life Skills, Health and Wellbeing Programs in schools in the present scenario.

**Mode:** Individual and Group Activity

**Material Required:** PowerPoint presentation, A4 Sheets, Whiteboard and Markers, Video

**Process:**

**Part 1:**

1. Let participants be in groups.
2. Ask them to think of the learners aged between 10-17 years of their school.
3. Instruct them to identify the typical behaviours, characteristics and attitudes of learners in this age in their school. (5 mins)
4. Invite responses from the participants and list them down on the Board.
5. Now take the discussion a little deeper by asking them “*what do you think are the reasons for these behaviours?*” Invite them to think of the reasons and the day-to-day situations they might face due to which they exhibit certain behaviours.

**Note to RP:** *There is a possibility of discussion going towards personalities and genetic factors. Try to keep the conversations to enabling or disabling factors such as care and attention, way of talking, lifestyle etc. Look at them from both positive and negative lens.*

6. Conclude the discussion by bringing out the importance of Life Skills in enabling the learners to thrive and grow from their present situation and be better or to overcome a challenging situation in their life. Also highlight the fact that strengthening social and emotional skills will lead to better coping skills and resilience, reduced symptoms of depression and anxiety and less substance use thus ensuring overall health and wellbeing of the learners.
7. Discuss a little more about these situations through a video. Show the video: [Why Life Skills](#) (13 mins)
8. Use the following questions to initiate discussion after the video:

- a. Which life skills are depicted/showcased in the video?
  - b. Where were these life skills seen to be applied in the video?
  - c. Which life skills are required by the learners to deal with day-to-day life situations?
  - d. Who and what could contribute to a learner to thrive using life skills?
9. Close the activity with the key messages:
- a. Different life skills are used in lives in different situations.
  - b. Sometimes life skills are used to overcome a challenge or adversity.
  - c. Sometime life skills are used to better oneself in a positive situation.
  - d. Individuals use life skills to deal with different situations in life.

**For Resource Person's reference:**

*Some of the typical behaviours, characteristics and attitudes of learners:*

- Care and affection
- Disruption
- Experimenting with the physical appearances
- Exploring and trying new things/increased curiosity
- Withdraw from the family.
- Frequent mood swings
- Respect
- Increased arguments and Verbal aggression
- Pro-social behaviour
- Bullying or Rude
- Anger
- Responsible
- Low impulse control
- Fear of going to school / School absenteeism
- Team player

*Few Underlying reasons for these behaviours:*

- Positive role models
- Low/high Self esteem
- Safe space to grow and explore by making mistakes
- Peer approval: Need to fit in high
- Conflicts at home between the adults
- Proper care and support and attention by adults around them
- Lack of care and attention
- Feel misunderstood
- Feeling loved
- Substance abuse

- Addictions
- Bullying
- Poverty or Malnutrition
- Treated respectfully.

**Note to RP:** *Life Skills displayed in the video:*

- Teamwork
- Asking for help
- Accessing resources
- Grit
- Believing in oneself (self-confidence)
- Adaptability
- Taking initiative
- Growth mind-set

**Note to RP:** *For this session, the RP may focus on the word 'Adaptive' from the WHO definition on life skills, around how people navigate the situations life offers to them and how can life skills be used in those situations.*

**SESSION II**

**INTERNALIZATION AND APPLICATION OF LIFE  
SKILLS**

## ACTIVITY 3

### APPLICATION OF LIFE SKILLS

**Time Required:** 45 minutes

**Objectives:**

- To enable participants to select and apply appropriate Life Skills in personal and professional settings.

**Mode:** Group Activity

**Material Required:** PowerPoint Presentation, A4 Sheets, White Board and Markers

**Handouts:** Handout 2A (Case Studies) and Handout 2B (Worksheet)

**Process:**

1. Divide the participants into 6 groups.
2. Assign one case study (as given in handout 2A) to each group along with handout 2B.
3. Ask each group to select a reporter.
4. Give each group 15 minutes to read the case study and discuss it and complete the worksheet.
5. Ask each group reporter to share the findings. (3 mins. for presentation to each group)
6. Note down the key points from each case study discussion on the board highlighting the various reasons of stress/ challenges/ concerns emerging in each case study.
7. Now ask each group to categorize the listed stressors into professional and personal stressors. (3 mins for this task)
8. Conclude the activity with the following key messages.

**Key Messages**

1. Many Life Skills are required to manage a situation effectively.
2. A combination of Life Skills helps in identifying the problem and analyzing the situation.
3. An effective solution calls for planning on the basis of facts collected and making informed, appropriate choices.
4. Empowered with skills, individuals are able to take decisions based on a logical process of '*what to do, why to do, how to do, and when to do*'.

### **Note for the Resource Person:**

Highlight that every situation is perceived differently by different people; have a different impact on each one of us; and so, based on our experiences - both personal and social- we respond to the situations differently.

### **The following may be *highlighted* while discussing the challenges/ situations/ concerns:**

- Importance of the way one perceives a situation and feelings associated with it.
- Recognize that a person's internal resources (resilience) impact how she/he deals with stress directly and affect one's well-being.
- Realize that it is helpful to take your time in arriving at decisions – be aware of consequences it might have on you if it is a big decision.
- Anticipate life changes and plan to prepare for change whenever possible.
- Be conscious of your personal limitations before you feel emotionally depleted or get lifestyle diseases.

**HANDOUT 2A (FOR ACTIVITY 3)  
CASE STUDIES (GROUP ACTIVITY)**

**CASE STUDY-1**

Radha is 12 years old and studying in class 6. She is the third child in her family. She is repeating the class but still struggles in understanding different subjects. Her parents are very frustrated as they are accomplished professionals who are doing good in their lives. Her two siblings have excellent academic records. Her teachers think that she does not put in the required efforts. Parents also feel that she is distracted and avoids studying. The child feels miserable, desperate for help and guidance. How can Radha be helped?

**CASE STUDY-2**

Aisha Verma, 36, runs a management consultancy business. She earns Rs.20 lakhs a year and lives with her husband Anurag, 42, who works part-time, and their seven-month-old son Archie. Being the family's principal breadwinner; making sure her employees are paid; the constant pressure to win new business; and worrying about whether she spends enough time with her son. All these factors keep her on tenterhooks.

But she thrives on all these pressures of her job and, because she feels largely in control of her life, says that her stress levels are manageable. 'Of course, I feel stressed because running your own business is a 24/7 commitment. It is very difficult to walk away and switch off or to wind down. However, when I think about my mother, who had to worry about whether she had enough money to put food on the table, I think she would have encountered far greater levels of stress than me. Having had a childhood without much money, I think that would be the biggest source of stress anyone could have.

The thought of the worst times and the coping strategies for the worst time does not relieve her a bit. It's like a constant leaking in her heart. Though she keeps reminding herself that she and her family is comparatively comfortable in times but the pressure of sustaining the big fat income without her husband's support breaks her down. The husband seems so uncertain and disconnected most of the times. She wonders why she is pulling along with him. Yet with every sad thought she tells herself to be brave and face the world happily. It's like living two lives at the same time. Two people in one body.

**CASE STUDY-3**

Mehul is employed in a bank as a customer-care officer. The third child after 2 sisters he was always a pampered baby at home. While in college too, his father dropped him and elder sister picked him up from college. He hardly made friends at school or college, always felt safe and happy amidst his family. But whenever there were relatives around he felt alone and ignored. He was always instructed to do different tasks, his plans were made and he was guided to follow them. His own independent skills never developed. Now at workplace, Mehul is at a loss. He becomes anxious the moment he enters the bank. With people all around, he quietly sits without

looking at or greeting anyone. Talking to people tires him at the first instant. His throat feels dry thinking what is he supposed to reply to the callers. Then the filing work, he just can't start with, the presentation to the boss is another nightmare. All this is taking a toll, affecting his health. Suggest some strategies that can help Mehul fare well at his job. According to you, why does Mehul lack in social skills?

#### **CASE STUDY-4**

Kirti is making all efforts to be a good efficient person both at home and at school, where she works. Any new assignment offered to work upon, she takes the challenges readily. She strives hard to deliver all her lessons in an interesting manner. She tries her best to reach out to all her students. She keeps her children happy with her culinary skills and helps them out in their projects etc. With two sets of parents all living together, her husband and hers, at times, it is a constant race. She feels tired occasionally, her enthusiasm is dipping, giving her company to her husband and family, she is losing herself. Often, she wishes if her life would have been simpler. She is not able to sleep well. She does not get up fresh anymore. Now that beautiful smile that adorned her face is shrinking. Her husband complaints all the more.

#### **CASE STUDY-5**

Aayan had always been an average student. He had never been interested in science subjects. Aayan studied hard for his examinations. But His parents were angry and upset with him as they wanted him to study harder to clear the medical entrance examination. They had him take private tuition. Aayan always found it difficult to follow lessons. His parents were disturbed with the thought that Aayan did not want to do medicine. But Aayan didn't have the courage to disclose this to his parents and with the heavy heart gave in to their desire. With great efforts now Aayan is a doctor who is not happy treating patients. He feels disinterested in the hospital, always searches reasons to skip the hospital. He often dreams of himself being in a kitchen and cooking a dish. This discontentment and unhappiness is creating emptiness in his life. With no friends around, he finds his life very boring, Aayan indulges in minimum communication with his parents lately he has started experiencing difficulty in sleeping so takes pills daily at night before sleeping.

#### **CASE STUDY-6**

Kavita has joined the school a month ago. Ms. Sen who has been a teacher for the past 25 years has been asked to mentor her. Kavita, while appreciating the mentoring does not agree with her inputs towards handling conflicts with students and parents. While handling a parent meeting jointly regarding some behavior concerns of a student of grade 9th where Ms. Sen completely took over the discussion and accused the parent for not being proactive and receptive. Kavita though wanted to intervene but couldn't and remained a silent observer. The parent complained in writing to the school authorities regarding the two of them and she was asked to give an explanation. She is extremely stressed as she is new and on probation at the same time is feeling

frustrated as she is being framed in a situation where she played no major role to play and in fact felt the Ms. Sen was wrong in her handling

#### **CASE STUDY -7**

Mudit is Mr. and Mrs. Malhotra only child. Mr. and Mrs. Malhotra have been living together for 25 years but Mudit does not believe that their relationship is good. His father is an engineer who works long hours and likes leisure time reading the papers. He sees his father as a strict disciplinarian who likes everything his own way. His mother works as a nurse in a local hospital and spends most of her free time with her friends. In order to make ends meet, Mudit's parents are often busy working long hours during the weekdays. Upon returning home from work, they seldom interact with one another and when they do, it often ends up in a squabble or a heated conversation. Unfortunately, Mudit often witnesses their frequent argument. The topic on divorce has often been brought up by both parties during a fight. Mudit cannot seem to understand why his parents are unable to speak to each other properly.

Mr Malhotra sets very high expectations of his academic achievements and punishes him when he fails to get good grades for his tests and examinations. Mrs. Malhotra often goes out with her friends during her spare time and leaves the supervision of Mudit solely to Mr. Malhotra, who often indulges in his own work but keeps a watchful eye over him. In order to obtain good results, Mr. Malhotra schedules countless tuition sessions during the weekends. Mudit has no free time to do activities he enjoys. He has repeatedly tried to explain to his parents that he does not require multiple tuition sessions as he believes that he can manage his own studies but was met by harsh criticism and negative remarks. He feels depressed and frustrated about not having any control over his life and he does not know what he wants to become in the future. He dislikes his parents a lot because he cannot stand up to his hostile parents who seem to dominate his life. He has very few good friends, is often fatigued and has poor concentration during class. Lately the school counselor informs the parents to consult a psychiatrist for Mudit as he exhibited exhaustion and crying bouts in the class.

#### **CASE STUDY-8**

Kavita has been teaching for the last 10 years in a reputed public school. As an incentive for her good work, she has been promoted and offered posting in their overseas branch. The offer is very lucrative. Her family is very excited about it but she is not as the thought of leaving everybody behind for 3 years is unsettling. How can Kavita resolve her conflict?

**HANDOUT 2B (FOR ACTIVITY 3)  
WORKSHEET (GROUP ACTIVITY)**

<b>1. State the Problem</b>	
<b>2. Identify the Problem</b>	
<b>3. Analyse the Situation</b>	
<b>4. Cause and Effect (Situation)</b>	
<b>5. Weigh the Options</b>	
<b>6. Decide the Action Plan</b>	
<b>7. Strategy for execution of action plan</b>	

## ACTIVITY 4

### SYNTHESIS OF LIFE SKILLS EDUCATION WITH PRESENT DAY SCHOOL EDUCATION

**Time required:** 45 minutes

**Objectives:**

- To enable participants to:
  - identify the goals and challenges of present-day school education
  - understand the need of incorporating life skills program in schools to achieve goals of school education.

**Mode:** Group Activity

**Material required:**

- PPT, White Board, Markers, Chart Paper, Colors

**Handouts:** Handout 2C (Life Skills Education in India)

**Process:**

1. Divide the participants into groups of five to six each and distribute chart paper to each group.
2. Ask the participants to make a presentation on the following on a chart paper:
  - a. goals and challenges of current school education
  - b. ways and means that can indisputably help in meeting those challenges and achievement of goals of school education (15 mins)
3. Invite each group representative to make his/her presentation before the larger group. (3 mins for presentation to each group)
4. Gently steer the discussion towards the idea on *enhancing cognitive abilities in schools and also equipping children with other abilities/skills that allow them to succeed and contribute to the society they live in (Broadly such abilities/skills are -Communication, Critical thinking, Creativity, Self-Management, Decision Making, Perseverance-Life skills).*
5. Highlight the listing of life skills by different organizations that exhibit an overlapping of many life skills along with inclusion of few more set of skills that are relevant in the present times.
6. Distribute handout 2C to each participant for quick reading. (Give 5 minutes for reading of handout)
7. Conclude the entire discussion with emphasis on the fact that *Life Skills are important for present learning and outcomes of this learning in future. So Life Skills Education should be explicitly woven into school education program.*

**Key Messages:**

1. Life Skills, as a concept is broad and multifaceted. Life Skills Education, therefore, includes a wide range of goals, content and approaches.

2. Research, unequivocally shows that students who develop social-emotional skills and academic mindsets are better equipped to succeed in school and are able to transfer theoretical concepts to real-life situations.
3. Life Skills encompass a wide-ranging and often unstructured set of skills and attitudes that are difficult to be rigidly defined but essential in the present times.
4. While these terms are not synonymous, they do typically encompass the general skills, mindsets and abilities.
5. Considering the present-day challenges faced by all the stake holders, it is imperative to leave life skills approach in the existing school curriculum.

## HANDOUT 2C (FOR ACTIVITY 4)

### LIFE SKILLS EDUCATION IN INDIA (INDIVIDUAL ACTIVITY)

A Life Skills program is a pathway to achieve goals of education and acts as a bridge connecting literacy with education. This program helps children to have more control to improve their lives by impacting their choices and behavior.

#### NEP 2020 and Life Skills

Calling for deep sector reform and a systemic overhaul, the National Education Policy (NEP) 2020 has emerged as a landmark moment for the Indian education sector. Informed by the view that education must go beyond academic outcomes to focus on the holistic development of our future generations, the policy recommended incorporating life skills as part of the curriculum. It duly notes that the aim of education has to go beyond cognitive development by building character and creating holistic and well-rounded individuals equipped with key 21st-century skills. Imparting life skills education can go a long way in imparting such holistic and well-rounded education which is cognizant of the changing needs of our time.

#### Life Skills as defined by different Organizations

Hilton-Pellegrino Framework	World – Health Organization (WHO)	Collaborative for Academic, Social and Emotional Learning (CASEL)	Character Lab	Partnership for 21 <sup>st</sup> Century Skills
<ul style="list-style-type: none"> <li>• <b>Cognitive Competencies</b> <ul style="list-style-type: none"> <li>○ Cognitive Processes</li> <li>○ Knowledge</li> <li>○ Creative and Innovation</li> </ul> </li> <li>• <b>Intra Personal Competencies</b> <ul style="list-style-type: none"> <li>○ Work Ethic</li> <li>○ Positive Self Evaluation</li> <li>○ Intellectual Openness</li> </ul> </li> <li>• <b>Interpersonal Competencies</b> <ul style="list-style-type: none"> <li>○ Teamwork and Collaboration</li> <li>○ Leadership</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Problem Solving</li> <li>• Creative Thinking</li> <li>• Critical Thinking</li> <li>• Communication</li> <li>• Interpersonal Skills</li> <li>• Self-Awareness</li> <li>• Empathy</li> <li>• Coping with Emotions</li> <li>• Coping with stress</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-Awareness:</b> Accurately assessing one’s feelings, interests, values and strengths</li> <li>• <b>Self-Management:</b> Regulating one’s emotions to handle stress, controlling impulses</li> <li>• <b>Social Awareness:</b> Being able to take the perspective of and empathize with others</li> <li>• <b>Relationship Skills:</b></li> </ul>	<ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Gratitude</li> <li>• Zest</li> <li>• Optimism</li> <li>• Social Intelligence</li> <li>• Self- Control</li> <li>• Grit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning Skills:</b> <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Creative Thinking</li> <li>• Collaborating</li> <li>• Communicating</li> </ul> </li> <li>• <b>Literacy Skills:</b> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• Technology</li> <li>• Literacy</li> </ul> </li> <li>• <b>Life Skills:</b> <ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Imitative</li> <li>• Social Skills</li> <li>• Productivity</li> <li>• Leadership</li> </ul> </li> </ul>

		Establishing and maintaining healthy and rewarding relationships, resisting inappropriate social pressure, resolving conflict <b>• Responsible decision – making:</b> Making decisions respect for others, applying decision – making skills to academic and social situations		
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Source: Life Skills in India: An Overview of Evidence and Current Practices in our Education System, Central Square Foundation

### The Growing Need for Life Skills Education in India

The purpose and goal of education has generally been restricted to academic achievement of scores and grades. We as teachers need to know *which competencies are truly relevant for children to succeed in the 21<sup>st</sup> century*. Following are some of the areas in the life of an individual wherein Life Skills can make a difference:

- **Academic Achievements:**

Academic achievement and Life Skills are strongly interrelated. Self-esteem and sense of agency or sense of control (Krishnan et al,2009), self-control or diligence (Duckworth, Seligman, 2005), academic tenacity (Dweck,2012) – and several other behaviours, skills, attitudes, and strategies – beyond content knowledge and academic skills are necessary for sustained and significant improvement in the achievement of learning outcomes.

- **Workforce Readiness and Employment Outcomes:**

We face a growing abilities gap – the youth segment of our population (15-34 years) is projected to peak at 484.86 million in 2030; this has important implications for the labour market. Research has consistently found that cognitive abilities explain only a fraction of variance in wages, finding that other, non-academic skills play a complimentary role in shaping longer-term outcomes.

Functional literacy does not translate into being work ready, with nearly 75% of youth entering the workforce every year considered unemployable or not job-ready. Job skills demands have undergone major changes over the last few decades – tasks demanding routine manual input and routine cognitive input have declined steadily between 1960 and 2000, while those requiring non-routine analytic and non-routine interactive skills have grown significantly. Employment potential today depends upon not only technical skills, but

also the social ability to work effectively, and interpersonal, cooperation, communication and creative skills.

- **Adulthood Outcomes:**

Social and emotional competencies do not just raise academic achievement and educational attainment, but also impact the personal satisfaction and growth, citizenship, and reduced risky behaviours like violence and drug use. Such skills are a vital determinant of future outcomes, not only in terms of employment, also in nurturing the mindsets and abilities to lead a responsible and productive life in society.

- **Return on Investment:**

Addressing tangible learning outcomes is often seen as a greater need than investing in life skills education for children from disadvantaged backgrounds. However, there is strong evidence demonstrating that cognitive skills and life skills are complementary in affecting socio-economical outcomes, and that building character skills can be life-changing for children from such backgrounds. It is evident that psycho-social competencies, such as resilience, self-esteem and problem solving are vital in helping children move up and out of poverty.

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**SESSION III**  
**ENHANCING LIFE SKILLS AMONG LEARNERS**

## ACTIVITY 5

### PEDAGOGIES/STRATEGIES: ENHANCING LIFE SKILLS AMONG LEARNERS

**Time required:** 90 minutes

**Objective:**

- To empower participants to select and adopt appropriate tools and techniques for enhancing Life Skills among learners.

**Mode:** Individual and Group Activity

**Material Required:**

- Power Point presentation, A4 Sheets, White Board and Markers

**Handouts:** Handout 3A (Learning Pyramid), Handout 3B (Life Skills Education and Role of Teachers), Handout 3C (Techniques for transacting Life Skills Education), Handout 3D (Practical Tips for Teachers)

**Process:**

1. Initiate the activity by asking the following question to generate discussion:
  - a. *Which teaching methods do you think are best teaching-learning tools for making life long impact on the learning of the students?*
2. Talk about the Learning Pyramid to make participants aware about the pedagogies which make a lifelong impact on the learning of the learners.
3. Distribute **Handout 3A** to the participants to further reinforce their understanding.
4. Initiate a discussion by asking the following questions:
  - a. *How do Life Skills get developed in learners?*
  - b. *What should be the role of teachers in enhancing Life Skills in the learners?*
  - c. *How can a teacher benefit from the knowledge of developmental milestones of different age groups in developing Life Skills in learners?*
5. Give **Handout 3B** to the participants to further reinforce their understanding. Give them a few minutes to read the handout.
6. Divide the participants into five or six groups.
7. Give **Handout 3C** to each group.
8. Instruct each group to:
  - a. *select any one age group*
  - b. *read and highlight any two techniques in the handout that are most suited for enhancing life skills among the chosen age group*
  - c. *enlist advantages and disadvantages of the selected techniques most suited for the age group chosen by them*
  - d. *enlist the Life Skills which can be developed with those techniques*
  - e. *exemplify the use of the techniques chosen. (15 mins)*

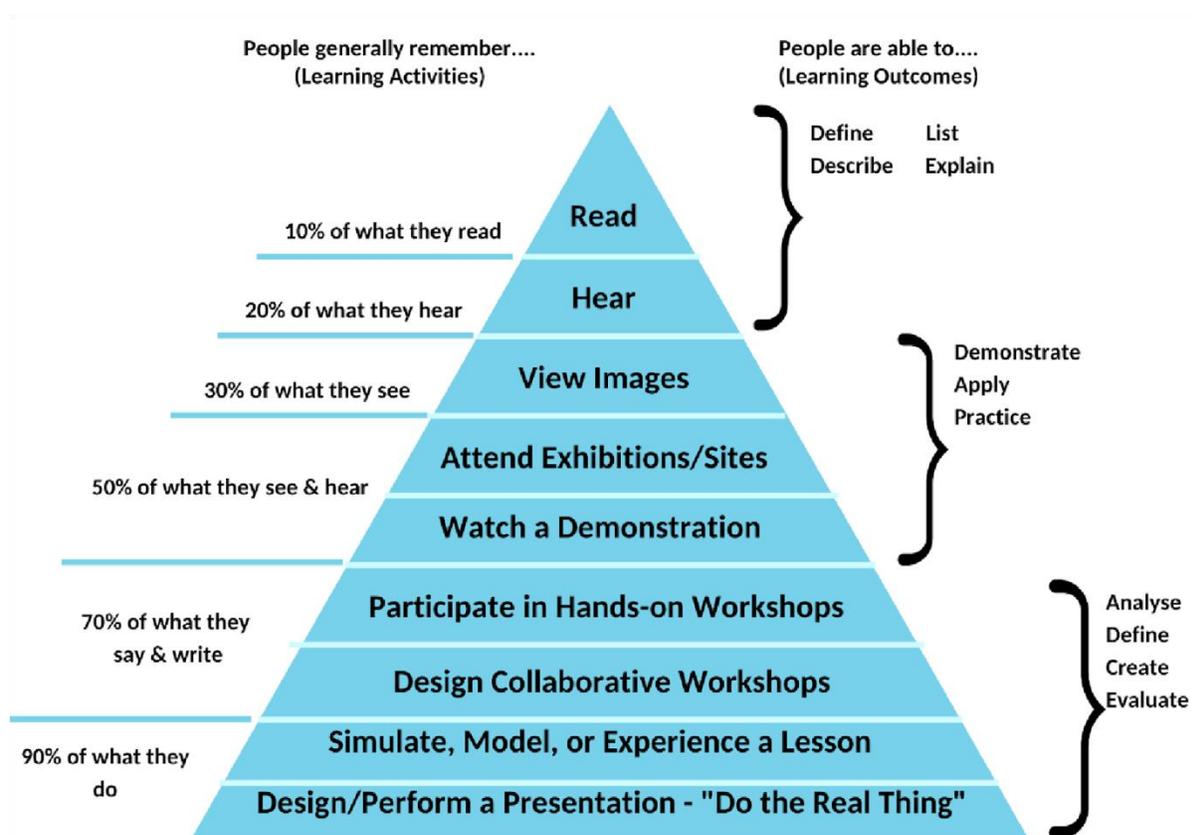
9. Invite each group representative to present their work to the larger group. (3 mins each group)
10. Invite members of other groups to share their ideas/comments on the techniques being presented by the other groups.
11. Ensure that all the techniques to enhance Life Skills are discussed.
12. Let participants be in groups only.
13. Ask them the following questions to initiate discussion on enhancing/developing skills among Children with Special Needs:
  - a. *What kind of skills need to be enhanced/developed among Children with Special Needs (CwSN)?*
  - b. *What is the role of the teachers in enhancing/developing these skills among CwSN?*
  - c. *Which strategies work best with these children for enhancing/developing these skills among them?*
14. Share with them a few suggestive activities for enhancing different skills among these children.
15. Discuss with them a few practical tips to identify the signs/symptoms enabling a teacher to refer a child to the School Counsellor and questions to ask a child who does not open easily.
16. Distribute handout 3D to each participant for their further reference.
17. Close the activity with the key messages.

## HANDOUT 3A (FOR ACTIVITY 3)

### LEARNING PYRAMID (INDIVIDUAL ACTIVITY)

The **learning pyramid** (also known as “the cone of learning”, “the learning cone”, “the cone of retention”, “the pyramid of learning”, or “the pyramid of retention”) is a group of popular learning models and representations relating different degrees of retention induced from various type of learning.

A pyramid model was developed by the National Training Laboratories Institute in the early 1960s, on its main campus in Bethel, Maine, for which the original, internal research has been lost. This NTL's learning pyramid model still became a central representation of this concept with a large number of models drawing from it. This NTL's model generally displays the following representation.

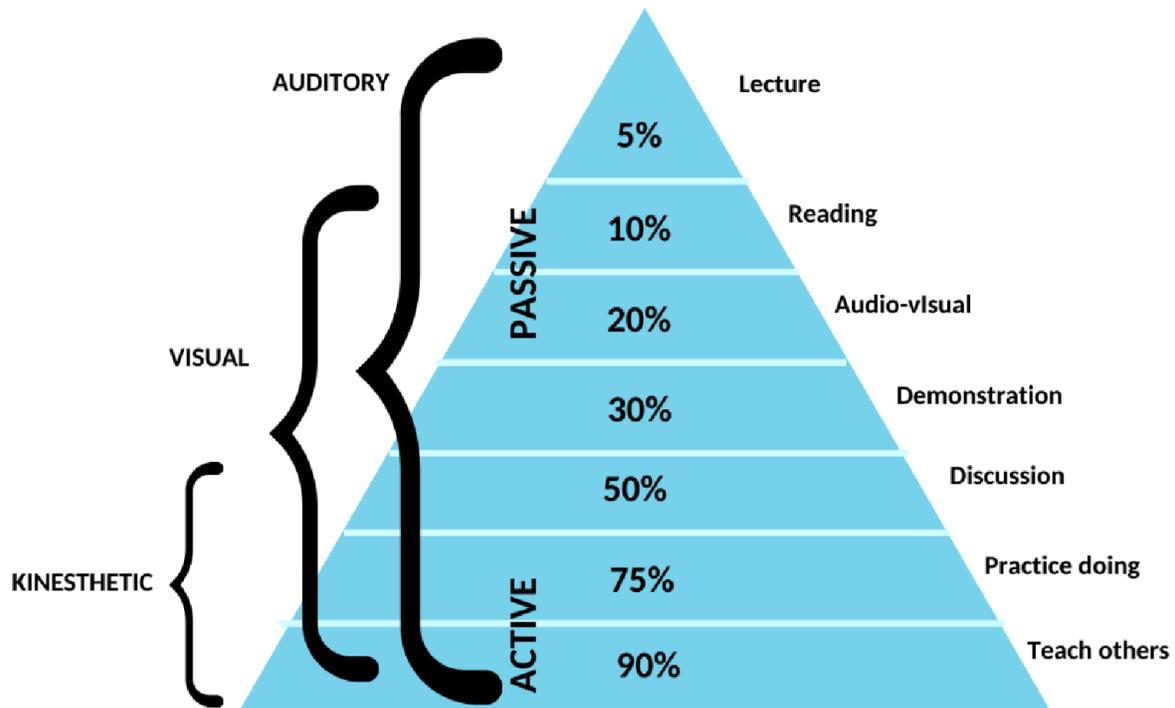


**Edgar Dale's Cone of Experience**

Source: <https://www.improvestudyhabits.com/wp-content/uploads/2019/11/Bogus-cone-of-learning.jpg>

Studies show that varying your study methods and materials will improve your retention and recall of information, and enhance your learning experience. The "learning pyramid", sometimes referred to as the "cone of learning", developed by the National Training Laboratory,

suggests that most learners only remember about 10% of what they read from textbooks, but retain nearly 90% of what they learn through teaching others. The Learning Pyramid model suggests that some methods of study are more effective than others and that varying study methods will lead to deeper learning and longer-term retention.



## Lecture

The Learning Pyramid suggests that Lecture is one of the most ineffective methods for learning and retaining information. Lecture is a passive form of learning where you simply sit back and listen to information being spoon fed to you by your teacher or professor. Attempting to acquire information and gain understanding only through lectures is not the most effective way of learning. However, auditory learners tend to find lectures more stimulating and educational than learners who have non-auditory learning styles. Lectures are most effective when learners arrive to class prepared, actively participate in class discussion and take good notes.

## Reading

While more effective than Lecture, Reading is still one of the less effective methods for acquiring and retaining information, according to the Learning Pyramid. However, if you are a visual learner, reading textbooks will likely be a more effective learning method for you than for learners with non-visual learning styles. Notwithstanding, reading textbooks is a necessary (and required) method of study in most academic settings.

## **Audio-visual**

The Learning Pyramid suggests that audio-visual learning methods only lead to a 20% retention of information gained. The audio-visual learning method may incorporate various audio-visual learning/teaching tools including videos, sound, pictures and graphs. However, as media and computer technology continue to evolve, new forms of audio-visual instruction are leading to more effective learning and retention of material. The effectiveness of audio-visual learning and study methods is enhanced when combined with other, more active forms of learning.

## **Demonstration**

Demonstration usually involves the teacher providing learners a learning task that they can observe. Within the structure of the Learning Pyramid, demonstration is the first of the seven study methods that involves active learning. Demonstration tends to offer learners less ambiguity than passive study methods and leads to fewer misconceptions and greater understanding. Demonstration can be an effective study method, especially when information is ambiguous or confusing.

## **Discussion**

Discussion, or "Group Discussion", is a form of Cooperative Learning. It is also an active learning method that can lead to greater retention of information and material studied and higher academic achievement. It relies on learners interacting and studying material with other learners and instructors. Discussion Groups are intended to stimulate student thinking, and increase participation and engagement. Discussion can occur within a classroom setting or by forming a study group.

## **Practice by doing**

Practice by doing, a form of "Discover Learning", is one of the most effective methods of learning and study. This method of study encourages learners to take what they learn and put it into practice – thereby promoting deeper understanding and moving information from short-term to long-term memory. Practice by doing makes material more personal and thus more meaningful to learners. Practice by doing also leads to more in-depth understanding of material, greater retention and better recall.

## **Teach others**

The key to subject mastery is teaching it to others. If you're able to accurately and correctly teach a subject to others, you'll have a very good mastery of the concepts, and superior retention and recall. According to the Learning Pyramid model, learners are able to retain about 90% of what they're able to teach others. The most common form of teaching others is Peer Tutoring. However, the best place to teach others is in a study group. One of the main activities that should occur in an effective study group is peer to peer teaching, where each group member takes the opportunity to teach the other group members the course material being studied.

## Conclusion

The effectiveness of any learning method, as presented in the Learning Pyramid, will also be influenced by your own unique learning style. Some learners retain and recall information best through visual (spatial) learning, while others are aural (auditory) learners.

Also, remember that the key here is to vary your method of learning. Don't assume just because the Learning Pyramid suggests that Lectures are the least effective study method for retaining information, that lectures aren't important. Lectures are still very important. Each of the learning methods presented in the Learning Pyramid are important. Even if it's difficult for you to remember everything that is taught during lectures, the notes you take during lecture may be vital to your ability to participate in a discussion of the material later on in your group, or teach the material to others. Vary your method and focus on the methods and learning styles that yield the best results for you.

Source: <https://www.educationcorner.com/the-learning-pyramid.html>

## HANDOUT 3B (FOR ACTIVITY 5)

### LIFE SKILLS EDUCATION IN CLASSROOMS (INDIVIDUAL ACTIVITY)

Ouane (2002) says *"Life Skills are developed as a result of a constructive processing of information, impressions, encounters and experiences, both individual and social that are part of one's daily life and work, and the rapid changes that occur in the course of one's life"*.

Life Skills Development is a life-long process that helps individuals grow and mature; build confidence in one's decisions taken on the basis of adequate information and thought, and discover sources of strength within and outside. It is noteworthy that, from times immemorial, every culture and society has invested in educating and empowering its younger generation to lead fulfilling and responsible lives. For example, the 'Panchatantra' stories from India have very important lessons in Life Skills enhancement that remain relevant to all generations.

The Life Skills Education Program can be effectively provided to children and young adolescents by teachers, peer educators, parents, counsellors, psychologists, health workers and social workers.

All these program providers or facilitators of Life Skills Education Program should:

- Be warm, caring, supportive and enthusiastic
- Be resourceful
- Be competent enough to guide and counsel learners effectively
- Have adequate knowledge about adolescence
- Be positive role models for the learners

No doubt transacting Life Skills Education is a challenging job but it is rewarding. Schools play an important role in transacting Life Skills Education because the traditional mechanisms for passing on Life Skills are no longer adequate. Therefore, the schools are an appropriate place for the integration of Life Skills Education. Life Skills Program can be infused in other school subjects.

The place of life skills teaching in the school curriculum can vary greatly. Life skills have been taught in schools in the context of various educational initiatives, eg. as a part of comprehensive school health education, life planning education, and mental health promotion. When the life skills program is included, as a part of the school curriculum it may be referred to as "integrated". Life skills have also been taught within the teaching of academic subjects, such as the teaching of communication skills in the context of language classes. Taught in this way, life skills education is often said to be "infused" into the existing curriculum. Life skills education may also be implemented as an extra-curricular activity.

Teachers are the first gatekeepers for successful integration of life Skills in classrooms, therefore the teachers of CBSE schools should be introduced to the Life Skills Education (LSE) Program, improving their *understanding* of Life Skills and *building their capacity* to execute the said program in their classes.

Life Skills Education plays a vital role in creating awareness and provides guidance and direction to learners. Life Skills Education empowers them with improved decision-making skills, abilities that promote mental wellbeing and competencies to face the realities of life.

Life Skills Education would enable learners to articulate their issues and know their rights; build their self-esteem and self-confidence; and develop the ability to take responsibility for self, relationships and (to an extent) society around them. So, the major objectives of Life Skills Education are to develop Life Skills to empower learners to respond to real life situations in positive and responsible ways; to increase awareness among them about the social concerns and to alleviate social evils from society.

Everyone and anyone who wants to lead a meaningful life, needs Life Skills. They are applicable to all ages of children and adolescents in schools since learners seem to be most vulnerable to behaviour related health problems. Life Skills are thus needed for the promotion of good health and wellbeing, rather than as an intervention aimed only at those already at risk.

Life Skills Education (LSE) is about developing social, emotional and thinking skills among learners, so a teacher should plan strategies accordingly. During their school years, children and young people have to deal with many academic and other everyday demands. Life skills (also called transferable skills, soft skills, socio-emotional skills, or 21st century skills) are assumed to help learners to cope with these demands on their own and to make an important contribution to well-being and healthy development for themselves and others.

Life skills support the development of foundational skills such as literacy, numeracy, digital skills and can also be utilized in several areas, such as gender equality in education, environmental education, peace education or education for development, livelihood and income generation, and for positive health promotion among others. Life skills also empower learners to take positive action to participate in their communities, engage in continuous learning, protect themselves and promote health and positive social relationships.

To achieve this goal, educational processes should engage learners in creating knowledge that is relevant to their experiences, promoting healthy attitudes and enabling them to think critically and respond to real-life situations in positive and responsible ways. Life skill education is designed to facilitate the practice of psychological skills in a culturally appropriate way. Life skills include proper time management, good study habits, concentration, completion of assignments, etc.

Life skills are those necessary and indispensable abilities which aid in tackling real life problems. Although children imbibe formal education, but very often they are not adequately prepared for the world, due to undue emphasis upon bookish knowledge. There is a 'skills mismatch' between the competencies youth need to be successful in the workplace and those they actually possess. In order to make our students successful in every area of their life, it is imperative to move away

from the bookish knowledge. Therefore, it is imperative to include life skill lessons in the school curriculum.

School education plays an important role in Life Skills development among individuals, especially in current times when traditional mechanisms for passing on Life Skills are no longer adequate, considering the influences that shape a learners' development. Therefore, school education has an abundant potential to provide them with varied experiences in their formative years.

Teachers have the maximum interaction with learners on a daily basis in the school setting. Therefore, it is important that classroom interactions imbibe life skills as well as integration in transformational teaching methods.

While integrating Life Skills Education, learners should be actively involved in a dynamic teaching and learning process. The emphasis should be on those teaching and learning experiences that promote 'experiential learning'. Life Skills cannot be learnt in abstract and theoretical ways rather they are better learnt when experienced by the learners themselves. It is advisable that whatever methods a teacher or facilitator chooses, they should be learner centred, i.e. based on the particular needs, developments and interests of the learners and help bring about positive behaviour change.

**Here are some of the ways to nurture or develop life skills in the students:**

### **Nurturing Inquisitiveness**

The inquisitive nature of the child should be enhanced from a very younger age by encouraging them to investigate, experiment, ask questions, come up with different ideas. This will enhance critical thinking skills, creative thinking and communication skills of the children.

### **Emphasizing on the power of effort**

Students learn more intrinsically, at a molecular level when they reinforce the belief on success based in effort as compared to ability. Adults working with young children need to share their own stories of establishing efforts and convalescing with practice. With sincere effort to come up with constructive solutions, children are taught to imbibe the traits of hard work and determination.

### **Encouraging use of daily objects in assorted ways**

Life skills encourage the use of day-to-day materials in unique, innovative ways to supplement growth of cognitive development. It imperative to teach young ones that elaborative concepts don't lead to constructive answers but solutions can be found amongst the simplest things available. This not only supplements the growth of intuitive leaning but also teaches an integral lesson of self-reliance, an ability that comes handy as one grows up.

## **Creating an environment for constructive feedback**

Assimilation of essential skills helps eschew a space for peer assessment. Teachers should support children in sharing their views- what they liked and observed, and what can be implemented usefully. Productive feedback helps create self-awareness while helps forge bonds with the unlikeliest allies.

## **Collaborate with others**

Mentoring and collaboration are exceptional ways to build real life skills. Functioning side by side helps develop work moral principles and model skills-essential for success as adults. As humans, one needs to be taught on the benefits of teamwork and living in the society as a collaborative being, all which can be imbibed from a young age.

## **Characteristics of a Classroom environment supportive of Life Skills Education:**

- Reflections of real life situations and contexts.
- Collaboration among teachers, disciplines and learners.
- Encouragement of curiosity, exploration and investigation.
- Responsibility for learning opportunities.
- Acknowledgement of effort, not just performance. Focus more on process than product or final presentation.
- The role of teachers and facilitators in developing Life Skills differs from traditional instruction in their being a guide and friend to facilitate learning.

## **The following behaviour promote Life Skills Education Development:**

- Requiring justification for ideas and probing for reasoning strategies.
- Confronting learners with alternatives and thought-provoking questions.
- Asking open ended questions.
- Serving as a master of apprentices rather than a teacher of learners as in vocational education.
- Using Socratic discussion techniques, enquiry and debate to stimulate critical thinking.
- Assigning simple assignments and projects based on Life Skills.
- Life Skills as an independent subject as well as integrating it with other disciplines.
- Providing opportunities for developing Life Skills.
- Allowing learners to practice the skills in different situations, as actual practice of skills is a vital component of Life Skills Education.
- Seeking cooperation and participation of parents in developing right attitudes towards life among the learners, as family is also one of the basic institutions that lay the foundation of Life Skills.
- Acting as positive role models, as Life Skills are better caught than taught.

## **Conclusion**

The skills needed for success in the future will go far beyond the context of a traditionally drafted system. Life skills pave way to a well-balanced meticulous individual, ready to reach for stars and tackle adversities with the right tools.

**NOTE:** Teachers can make use of Life Skills Manuals and Health Manuals brought out by CBSE for enhancing Life Skills of their students and promoting their overall Health and Wellbeing.

**HANDOUT 3C (FOR ACTIVITY 5)**  
**TECHNIQUES OF TRANSACTING LIFE SKILLS EDUCATION (GROUP ACTIVITY)**

<b>S. No</b>	<b>Technique</b>	<b>Description</b>
1.	Discussion	Involves exchange and sharing of ideas experiences, facts and opinion on given topic  Can be used in large and small group
2.	Debate	A discussion involving two opposing parties with each group expressing opinions or views about a given topic or subject
3.	Role Play	Short drama episodes or simulations in which participants experience how a person feels in a similar real-life situation
4.	Brainstorm	Free expression of ideas among participants on a given issue or question
5.	Story telling	Telling of narratives with particular theme, based on actual events
6.	Songs and dances	Musical compositions on topical issues and themes
7.	Drama	Composition in verse or prose intended to portray life or character or to tell a story usually involving conflicts and emotions through action and dialogue
8.	Case studies	True or imaginary story which describes a problem, a situation or a character  May also be a dilemma in which the participants should come up with opinions on how they would resolve the conflict
9.	Miming	Acting without words by use of gestures, signs, physical movement and facial expression  Whole idea is communicated through actions

10.	Poetry and recitals	<p>Compositions which capture events, themes and situations in a short and precise manner</p> <p>Used in communicating feelings, opinions, ideas, habit and other experiences</p> <p>Can be in the form of songs, recitations, chants or they can be dramatized to enhance acquisition of various Life Skills</p>
11.	Question and answer	<p>Here a teacher or the learner tries to find out information through asking questions and getting answers from the respondent</p> <p>An effective method of teaching Life Skills Education as it stimulates learner's thinking and creativity</p>
12.	Games	<p>A structured play can sometimes be used as an educational tool for the expression of aesthetic or ideological elements</p> <p>Generally, involves mental and physical simulation, and often both</p>
13.	Working in small	<p>Learners may be organized to do work in pairs and small groups in the classroom</p> <p>Promotes maximum participation from all the learners as they are involved both in "<b>thinking and doing</b>" and cooperative skills such as listening and communication skills, problem solving and sharing of tasks</p>
14	Simulations	<p>Imitation or enactment, as of something anticipated or of a particular appearance or form</p>
15	Demonstrations	<p>A method of teaching by example rather simple explanation or an act of showing or making evident</p>

**HANDOUT 3D (FOR ACTIVITY 5)**  
**PRACTICAL TIPS FOR TEACHERS (INDIVIDUAL ACTIVITY)**

**I. Signs that indicate referring a child to the School Counselor**

1. Having a short attention span and being easily distracted
2. Appearing forgetful or losing things often
3. Being unable to stick to tasks that are tedious or time-consuming
4. Appearing to be unable to listen to or carry out instructions
5. Constantly changing activity or task
6. Having difficulty Organising tasks
7. Being unable to sit still, especially in calm or quiet surroundings
8. Constantly fidgeting
9. Being unable to concentrate on tasks
10. Excessive physical movement
11. Excessive talking
12. Being unable to wait for their turn
13. Acting without thinking
14. Interrupting conversations
15. Little or no sense of danger
16. Reading well below the expected level for age
17. Problem processing and understanding what he or she does
18. Problems remembering the sequence of things
19. Difficulty seeing or hearing similarities and differences in letters and words
20. 'inability to sound out the pronunciation of an unfamiliar word
21. Spending an unusually long time completing tasks that involve reading or writing
22. Avoiding reading, including reading aloud
23. Slow and labour intensive reading and writing
24. Avoiding activities that involve reading
25. Mispronouncing names or words, or problems retrieving words
26. Spending unusually long time completing tasks that involve reading or writing
27. Difficulty summarizing a story
28. Difficulty memorizing
29. Difficulty doing mathematical problems
30. An unusual insistence on routine
31. A reference for being alone or aloof
32. A resistance to being held or touched
33. Engaging in repetitive motor movements or activities
34. A strong sensitivity to sensory stimuli (sounds, lights, tactile sensations, commotion)
35. Repeating words or phrases

36. Laughing, crying or showing distress in situations where one would not usually see or predict such a reaction
37. No apparent response to verbal instructions despite normal results to hearing tests
38. Feelings of sadness, which can include crying spells for no apparent reason
39. Frustration or feelings of anger, even or over small matters
40. Feeling hopeless or empty
41. Irritable or annoyed mood
42. Loss of interest or pleasure in usual activities
43. Loss of interest in, or conflict with family and friends
44. Low self-esteem, feelings of worthlessness or guilt
45. Extreme sensitivity to rejection or failure, and the need for excessive reassurance ongoing sense that life and the future are grim and bleak
46. Frequent thoughts of death, dying or suicide

## **II. Questions to ask a child who does not open up to you easily**

1. What all makes you happy?
2. What troubles you?
3. Are you in any kind of problem?
4. How does this problem make you feel?
5. What makes the problem better?
6. What positive changes would you like to see happen in your life?
7. How would you describe your mood?
8. If I could help you in any way, what would that be?
9. What would it take for you to feel happier or more at peace?
10. What are you worried about?
11. What do you wish your parents knew about you?
12. What do you wish your friends or classmates knew about you?
13. If you could have one wish, what would it be?
14. What do you feel ashamed of?
15. If you weren't afraid, what would you do?
16. What do you do when you are in stress?
17. What is your happiest memory?
18. When you are lonely what are the thoughts that come to your mind?
19. If you could change something about yourself, what would it be?

**SESSION IV**  
**WEAVING LIFE SKILLS, HEALTH AND WELLBEING**  
**PROGRAMS IN SCHOOLS**

## ACTIVITY 6

### WEAVING LIFE SKILLS, HEALTH AND WELLBEING PROGRAMS INTO SCHOOL CURRICULUM

**Time required:** 50 mins

**Objectives:**

- To enable participants to:
  - infuse Life Skills Education, Health and Wellbeing Programs into the school curriculum
  - integrate Life Skills, Health and Wellbeing aspects with different subjects such as History, Civics, Biology, Language and Mathematics etc.

**Mode:** Group activity

**Material required:** A4 sheets, PPT, Chart Paper, and Adhesive Tape

**Handouts:** Handout 4A (Intervention Models) and Handout 4B (Lesson Plan Template)

**Process:**

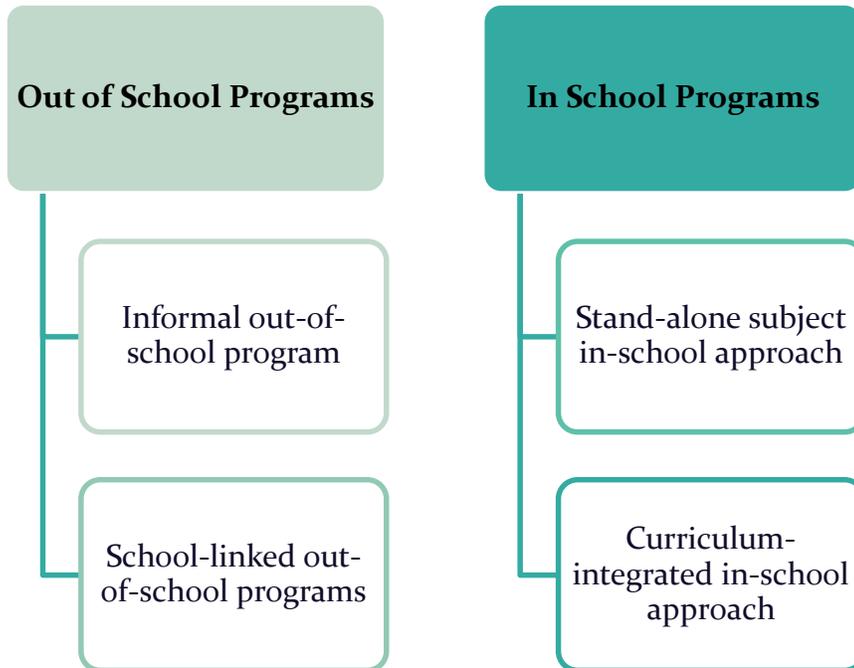
1. Discuss different intervention models with the participants and focus the entire importance on whole school approach.
2. Bring out the dire need for 'whole-school' approach to redesign the curriculum for enhancement/development of life skills in students and promoting other health and wellbeing programs.
3. Invite some examples of school activities which will help in weaving Life Skills, Health and Wellbeing Programs in schools.
4. Distribute handout 4A for their further understanding on different intervention models.
5. Divide the participants in subject wise groups.
6. Distribute handout 4B i.e. lesson plan template and chart paper to each group.
7. Instruct each group to prepare a lesson plan of 30 minutes' duration depicting integration with Life Skills on the chart paper as per the template shared with them. *Encourage them to plan such activities which help in enhancing the Life Skills and Health and Wellbeing of the learners. Also encourage them to integrate latest CBSE Initiatives like Art integrated Pedagogy and other joyful and child centric pedagogy, Sports, and Environmental Concerns, etc. in their lesson plans as all these initiatives in one way or the other enhance the life skills, health and wellbeing of the students. (20 mins. for this task)*
8. Invite any volunteer group to present their lesson plan and others may exhibit their lesson plans. Ensure all the lesson plans are displayed. Invite all for the gallery walk activity. Let them highlight which Life Skills have been targeted and which planned activities will enhance them and ensure overall health and wellbeing of the learners.
9. Conclude with the activity with the following key messages.

## Key Messages

- Curriculum integrated approach blends academic knowledge easily with Life Skills, Health and Wellbeing Program.
- It helps children to practically apply knowledge and develop abilities necessary for real life situations.
- Integration can be established through different & age appropriate activities like role play, games, art activities, etc.
- Correlation is the heart of curriculum integrated approach. It is blending with different subjects/ different content of the same subject, social concerns & initiatives of the Board.

**HANDOUT 4A (FOR ACTIVITY 6)**  
**INTERVENTION MODELS (INDIVIDUAL ACTIVITY)**

Different intervention models for developing Life Skills in students are given below. Such interventions may often move from an out-of-school approach to an approach integrated into whole-school practice, though this path need not be linear.



**1. Out-of-School Programs**

A majority of life skills intervention models provide students with hands-on, after-school experiences focusing on social and emotional skill development. While this is distinct from school learning, there are growing attempts to align such programs with curriculum to ensure that such skills are reinforced in children. A recent convening of life skills researchers and educators by Bridgespan emphasized the potential in aligning such out-of-school effort with in-school initiatives to achieve effective learning at greater scale. These after-school programs may be school linked or delivered informally by NGOs.

**2. In-School Programs**

School-linked programs are extra-curricular life skills activities that may be affiliated with schools but not necessarily delivered in or by our schools. Here children participating may be reached through schools, and school resources and facilities are often used. Such programs are typically facilitated by somebody trained in content and delivery of such skills (e.g. peer educator, guidance counselors, social worker).

### 3. Stand-Alone Subject

In this curriculum model, life-skills are taught as a separate scheduled subject in a week. Here, content to be taught may be selected according to pre-determined objectives, as well as teaching methods to meet the needs of learner and capabilities of teacher. This is a model that has been widely used in India, with time designated in the schedule for 'life skills' education and may not be assessed.

#### PROS

1. As a stand-alone subject as part of the curriculum, this is a systematic and transplant approach of teaching life skills.
2. Likely to have teachers who are focused on the issues, and more likely to be specifically trained (but not guaranteed).

#### CONS

1. No reinforcement of skills/attitudes: May result in an overly prescriptive attitude towards the learning outcome, i.e., more toward 'moral education' rather than the development of actual skills and abilities.
2. The subject may be given very low priority and not seen by teachers as important, especially if teachers choose to focus only on 'exam content'.
3. Requires additional time to be found in an already overloaded curriculum.

### 4. Curriculum-Integrated

An integrated approach infuses life skills across the curriculum or teaches specific skills and abilities through subjects, such as science, civics, physical education. This approach blends academic knowledge (e.g. geography) with life skills (e.g. problem solving, negotiation, advocacy), thereby allowing children to practically apply knowledge and develop abilities necessary for real life.

## WHOLE SCHOOL APPROACH TO LIFE SKILLS, HEALTH AND WELLBEING PROGRAMS

Healthy schools recognize supporting improvements not only in the educational outcomes but also addresses their overall health in a planned, integrated and holistic manner. This comprehensive school health approach enables school staff, students and other stakeholders to work together in the creation of a conducive environment for the implementation of Life Skills, Health and Wellbeing programs. This approach is not limited to any one aspect of school functioning but it ensures actions in *social and physical school environment, teaching learning practices, school community partnerships and school management and governance*. Taking action

in all these areas increases the impact of the initiatives taken by the school in enhancing the overall health of the students.

**HANDOUT 4B (FOR ACTIVITY 6)**  
**LESSON PLAN TEMPLATE (GROUP ACTIVITY)**

<b>Unit Theme</b>	
<b>Topic / Theme</b>	
<b>General objective(s)</b>	
<b>Learning Outcomes</b>	
<b>Life Skills Focused</b>	
<b>Instructional Method(s)</b>	
<b>Instructional Material(s)</b>	
<b>Core Instructional Material or Content</b>	

<b>Facilitation (Complete Instructional Strategy/Activities)</b>	
<b>Activities focusing on enhancing/ensuring overall health and wellbeing of learners</b>	
<b>Assessment</b>	

## ACTIVITY 7 MEASURING LIFE SKILLS

**Time required:** 40 minutes

**Objective:**

- To sensitize participants to different techniques of measuring Life Skills of students.

**Mode:** Group activity

**Material required:** PPT

**Handouts:** Handout 4C (Measuring Life Skills) and Handout 4D (Identifying the Measurement Tool/Technique)

**Process:**

1. Let the participants be in the same groups as in activity 6.
2. Distribute handout 4C to all the groups.
3. Instruct all the groups to read the handout and instruct them to:
  - a. List out any three salient features which they may implement in their classrooms.
  - b. Select a strategy along with complete procedure for evaluating the Life Skills as targeted in the lesson plan prepared in the previous activity. (10 mins)
4. Let each group representative present their work. (2 mins. to each group)
5. Distribute handout 4D to all the participants. Instruct them to review and identify the measurement tool as given in the handout.
6. Invite any one participant to share the names of the measurement tools identified.
7. Inform the participants about the Life Skills Measurement Tool for Middle School developed by the Board in collaboration with UNICEF and Young Lives.
8. Conclude the activity with key messages.

**Key Message**

- The teachers may adopt any method for assessing Life Skills among students as they deem appropriate for their classroom situation and which can give them authentic results as far as possible.

**For Resource Person:** Handout 4D

- I. Self-Rating Scale/Self Introspection – Rating Scale
- II. Quiz or Questionnaire on Aggressiveness – This enables an individual to analyse their behaviour triggers and improving upon, where required  
Check your score- If your answer is ‘No’ for

More than 3 questions	Not aggressive
More than 5 questions	Moderately aggressive
More than 8 questions	Very aggressive

## HANDOUT 4C (FOR ACTIVITY 7)

### MEASURING LIFE SKILLS (GROUP ACTIVITY)

While programs targeting life skills have evolved significantly in India, such skills remain abstract and difficult to measure. The measurement of outcomes from life skills programs may be seen as three-fold:

- **Measurement of immediate-term outcomes:**  
Understanding the immediate benefit of an intervention, perhaps occurring while the intervention is taking place on students' behavior, mindsets and abilities, typically through a self-report questionnaire or sometimes through observational tools used by facilitators.
- **Measurement of short-term outcomes:**  
Understanding the short-term outcomes of an intervention, which may occur post the intervention but while children are still in school. Examples of these include behavioural measures as well as academic performance, school dropout.
- **Measurement of long-term adulthood outcomes:**  
Understanding the impact of a life skill intervention on students' longer-term outcomes. These may include educational attainment through school and college, earning, juvenile crime rate, other risk behaviours such as smoking, etc.

Given that momentum among life skill practitioners is still building, the measurement of immediate-term outcomes from such programs should be a key focus. Knowledge of measuring these skills, however, is still under-developed, and approaches are characterized by a lack of consistency and comparability.

#### **Life Skills measurement tools typically include three broad categories:**

1. **Self-Rating Scale:**
  - i. These are the most commonly used means of tracking progress, with students self-reporting on a range of their behavioural characteristics and attitudes.
2. **Teacher Rating Reports:**
  - i. Here, the teacher or facilitator rate students on target skills, competencies and attitudes based on observations during the program. For instance, a simple observational tool to measure the development of five critical life skills (interaction, problem solving, taking initiative, managing conflict, understanding and following instructions). While these may also be cheap and easy to administer, they also involve the possibility that the way teachers' rate may be confounded by student-specific factors such as demographic characteristics.

### **3. Behavioural Measuring Activities:**

- i. These are research based experimental activities designed to gauge students' life skills. While behavioural tasks may be slower and more resource intensive to administrator, they are often relatively more reliable and unbiased than teacher rating or self-rating scales particularly when students are unwillingly or unable to accurately report or rate some things.

Moving forward, more research is clearly needed to develop and test new measures of life skills ability so that practitioners can access an entire toolbox of measures. Furthermore, outcomes from life skills interventions are rarely measured consistently or in comparable manner, with variations in how many domains are measured and what scales are used for measurement. Evaluation designs and measurements (if and when implemented) are also, very often not of consistent quality. The challenge is to assess skills that are important to and for children, in a way is as authentic as possible.

#### **Source:**

1. Kautz, Heckman, Diris, Tir Weel, Borghans, *Fostering and Measuring Skills: Improving Cognitive and Non-Cognitive Skills to Promote Lifetime Success*, 2014.
2. Belfield et al., *The Economic Value of Social and Emotional Learning* (Center for Benefit-Cost Studies in Education, Teachers College, Columbia University, 2015)
3. Flavio Cunha, James Heckman, Susanne Schennach, *Estimating the Technology of Cognitive and Noncognitive Skill Formation* (2010); Pramila Krishnan and Sofya Krutikova, *Non-cognitive Skills Formation in Poor Neighbourhoods of Urban India* (2009).

**HANDOUT 4D (FOR ACTIVITY 7)**  
**IDENTIFYING MEASUREMENT TOOL/TECHNIQUE (INDIVIDUAL ACTIVITY)**

**I. Self-Check Activity**

**Instructions:** Score yourself on each of the following on a scale of 1 to 5, 5 being the highest and 1 being the lowest

S. No.	Life Skill	Very Good (5)	Good (4)	Satisfactory (3)	Below Average (2)	Need to work upon (1)
1	Emotional Intelligence					
2	Self-Awareness					
3	Empathy					
4	Interpersonal Skills					
5	Communication Skills					
6	Gender Sensitivity					
7	Respecting individual differences					
8	Saying “No”					
9	Assertiveness					
10	Handling Stress					
11	Humor					
12	Resilience (ability to bounce back after a setback)					
13	Physical self-care					
14	Spiritual self -care					

## II. Answer in Yes/No

### Do you?

1. Apologise even when you have not done anything wrong?
2. Ask for permission even when getting permission is unnecessary?
3. Worry about what other people think, even if you don't know them?
4. Find it impossible to say 'No'?
5. Smile when you are giving or receiving bad news?
6. Believe people do not want to hear what you have to say?
7. Believe that people take advantage of your inability to express your displeasure openly?
8. Try to be courteous even when the person in front is clearly rude to you?
9. Appreciate and compliment first if you must get a job done by somebody?
10. Hide behind humor and sarcasm to avoid facing difficult situations / confrontations?