



Life Skills



TEACHER'S MANUAL – VIII



Central Board of Secondary Education

PREET VIHAR, DELHI - 110092

Vision of Life Skills Education

Nurturing.....

Aware, Responsible and Empowered Learners.

Mission of Life Skills Education

The effort is to create learners who are equipped with accurate, objective and scientific knowledge, attitudes and value enhanced Life Skills. These will help young learners to make informed decisions, solve problems, think creatively and critically, communicate effectively, build healthy relationships, empathise with others, cope with challenges and manage their lives in a healthy and productive manner.

Goal of Life Skills Education

Aims to mobilise a behaviour development approach through adequate delivery of content addressing knowledge, attitudes and value enhanced Life Skills.



Teacher's Manual
Life Skills


VIII



CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi-110092





Teacher's Manual-Life Skills for Class-VIII

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Preface

Young people hold the promise of our future. They are our demographic force. Working with and helping young people have always been a priority across time and cultures. But the changing times have challenged us in exceptional ways to find ways to protect and empower our young people to live and become happy, healthy adults. The Life Skills Approach is one such approach that promises to contribute to the well-being of our young and empowers them to meet the many challenges of life.

Early adolescence is generally defined as the period between 10 - 14 years. It is the time between childhood and adolescence. It is a distinctive developmental stage of life. Early adolescents are unique in terms of their intellectual, social, emotional and physical development and therefore it requires great care while planning programmes for them.

With the life situation becoming more complex and challenging, there is a great need for the next generation to learn how to cope with change. Life Skills enable them to take on the challenges of life with confidence and courage. Acquisition of Life Skills by students enables them to deal effectively with life's adversities and stressful moments with a sense of calm.

The Central Board of Secondary Education has introduced Life Skills Education as an integral part of the curricula for classes - VI to X and has now brought out 'Life Skills Manuals' for teachers teaching classes VI, VII and VIII. The teachers are advised to make the best use of these Manuals which provide guidelines to them in each of the ten core Life Skills as identified by World Health Organization (WHO). The activities are specifically designed for the students of Classes VI, VII and VIII to enhance the skills of *Self Awareness, Critical Thinking, Creative Thinking, Effective Communication, Interpersonal Relationships, Managing Emotions, Coping with Stress, Empathy, Decision Making and Problem Solving.*

In this series, in addition to enhancing knowledge, the focus of the content and activities is on development of Life Skills in students, which would help them in resisting peer pressure, making informed decisions and healthy choices to effectively cope with risky situations they encounter in their daily lives.

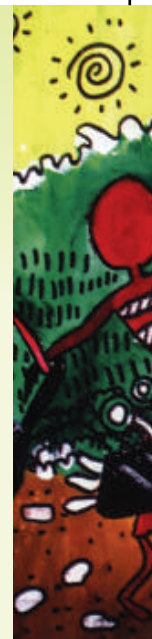
It is hoped that the formal modes of learning like Language, Science, Mathematics and Social Science are gradually integrated with Life Skills Education which would effectively promote trans-disciplinary approach in both scholastic and co - scholastic areas.

I do hope that the teachers would follow the Continuous and Comprehensive Evaluation format to assess Life Skills of the learner where indicators of assessment and checklists have been provided.

I express my appreciation for the effort put in by Dr. Nagpal, Consultant Psychiatrist, Moolchand, New Delhi and the entire team members who have helped to shape this book. I would also like to acknowledge the contribution of Dr. Sadhana Parashar, Professor and Director (Academics, Research, Training and Innovation), CBSE for providing the conceptual framework for the document and in bringing out the Life Skills Manuals for Classes VI, VII, and VIII and editing them along with Ms. Ramandeep Kaur, Education Officer, CBSE, Ms. P. Rajeswary, Education Officer, CBSE and the co-ordination by Ms. Archana Thakur, AEO, CBSE.

I hope that the teachers teaching Class VIII will find this manual useful and would be able to use the activities provided in a meaningful way. Any suggestions for further improvement are always welcome.

Vineet Joshi
Chairman





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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण ¹ [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 ² [राष्ट्र की एकता और अखंडता]

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित 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 कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य 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;
- ¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा (12.12.2002) से अंतः स्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[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 the² [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;
- ¹(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and fourteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)

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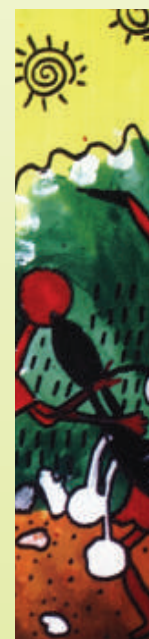
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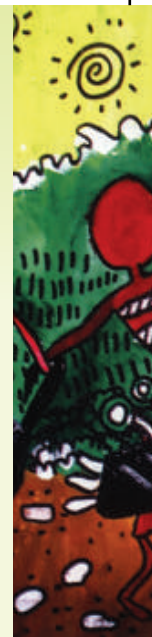
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Introduction

Life Skills Education, as defined by the UNICEF, is "a behaviour change or behaviour development approach to address a balance of three areas: knowledge, attitude and skills". Life Skills enable individuals to translate knowledge, attitude and values into actual abilities that is what to do and how to do it, given the scope and opportunity to do so.

In recent years, the concept of Life Skills has been popularly used particularly in the context of health and reproductive health. World Health Organization (WHO) while initiating Life Skills Education conceptualized Life Skills as psychological competence. Psychological competence is the individual's ability to maintain a state of mental well being and demonstrate this in adaptive and positive behaviour while interacting with others, and with her/his culture and environment.

World Health Organization has defined Life Skills as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". 'Adaptive' means that a person is flexible in approach and is able to adjust in different circumstances. 'Positive behaviour' implies that a person is forward looking, and even in difficult situations can identify a ray of hope and opportunities to find solutions.

Life Skills are the abilities that help in promotion of mental and social well being, and competence in young children to face the realities of life. The ultimate aim of Education is the overall development of a child's personality which cannot be achieved without exposing students to various Life Skills.

The ten core (generic) Life Skills as listed by WHO are **Self Awareness, Empathy, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Effective Communication, Interpersonal Relationships, Coping with Stress and Managing Emotions.**

According to **developmental scientists**, early adolescence (10-14 years) is singled out as a critical moment of opportunity for building skills and positive habits, since at this age, there is a recognition of self, ability to think and solve problems. An early adolescent is expected to move from the security of a middle school to the challenges of a secondary school education. The wider social context of early and middle adolescence provides varied situations in which there is motivation to practise new skills with peers and other individuals outside the family. Developing skills and competencies are recognized as critical to a child's growing sense of identity.

The transition to high school is also a challenge for students, both academically and socially. Effective strategies for coping with problems, planning and time management skills, problem solving and decision making skills are among the factors identified as instrumental in students making a successful transition from the middle school (6th-8th grade) to high school (9th-12th grade). Researchers recommend that middle schools can foster these skills by providing students with opportunities to improve **Life Skills**.

Hence, Life Skills Education plays a key role in the growing years. Activities designed to strengthen Thinking Skills, Social Skills, Personal Self-Management Skills and Emotional Skills will help learners to be actively engaged in school. Enhancing the social environment with **Life Skills empowerment** of students can increase peer bonding, which in turn, may enhance academic achievement and reduce problematic behaviour. Peer Educators trained by Counsellors of schools, can present an effective resource for mentoring students as peer interaction is the most successful form of transaction of Life Skills.

I sincerely hope the Manual will achieve the purpose of bringing Life Skills Education into the larger curriculum of schools.

Dr. Sadhana Parashar

Professor and Director (Academics, Training, Innovation and Research)





PSYCHODYNAMICS OF ADOLESCENTS

The more we understand adolescents, the greater is the likelihood of dealing with them in a sane, positive manner. If we keep the characteristics of adolescents in mind, we can provide an atmosphere conducive to learning for all students.

The characteristics of young adolescents between the age of 10 to 14 are characterized by their diversity as they move through the puberty growth cycle at varying times and rates. Yet, as a group, they reflect important developmental characteristics that have major implications for the agencies that seek to serve them.

In the area of **Intellectual Development**, young adolescents:

- Display a wide range of individual intellectual development.
- Are in a transition period from concrete thinking to abstract thinking.
- Are intensely curious and have a wide range of intellectual pursuits, few of which are sustained.
- Prefer active over passive learning experiences.
- Prefer interaction with peers during learning activities.
- Respond positively to opportunities to participate in real life situations.
- Are often preoccupied with self.
- Have a strong need for approval and may be easily discouraged.
- Develop an increasingly better understanding of personal abilities.
- Are inquisitive about adults, often challenging their authority, and always observing them.
- May show disinterest in conventional academic subjects, but are intellectually curious about the world and themselves.
- Develop a capacity to understand higher levels of humour.

In the area of **Emotional/Psychological Development**, young adolescents:

- Experience mood swings often with peaks of intensity and unpredictability.
- Need to release energy, often resulting in sudden, apparently meaningless outbursts of activity.
- Seek to become increasingly independent, searching for adult identity and acceptance.
- Are increasingly concerned about peer acceptance.



- Tend to be self-conscious, lacking in self-esteem, and highly sensitive to personal criticism.
- Exhibit intense concern about physical growth and maturity as profound physical changes occur.
- Are concerned with many major societal issues as personal value systems develop.
- Believe that personal problems, feelings, and experiences are unique to themselves.
- Are psychologically vulnerable, because at no other stage in development are they more likely to encounter so many differences between themselves and others.


In the area of **Moral Development**, young adolescents:

- Are generally idealistic, desiring to make the world a better place and to become socially useful.
- Are in transition from moral reasoning which focuses on "what's in it for me" to that which considers the feelings and rights of others.
- Often show compassion for those who are downtrodden and have special concern for animals and environmental problems.
- Are moving from acceptance of adult moral judgments to development of their own personal values; nevertheless, they tend to embrace values consonant with those of their parents.
- Rely on parents and significant adults for advice when facing major decisions.
- Increasingly assess moral matters in shades of grey as opposed to viewing them in black and white terms, characteristic of younger children.
- At times, are quick to see flaws in others, but slow to acknowledge their own faults.
- Owing to their lack of experience, are often impatient with the pace of change, underestimating the difficulties in making desired social changes.
- Are capable of and value direct experience in participatory democracy.
- Greatly need and are influenced by adult role models who will listen to them and affirm their moral consciousness and actions as being trustworthy role models.
- Are increasingly aware of and concerned about inconsistencies between values exhibited by adults and the conditions they see in society.

In the area of **Social Development**, young adolescents:

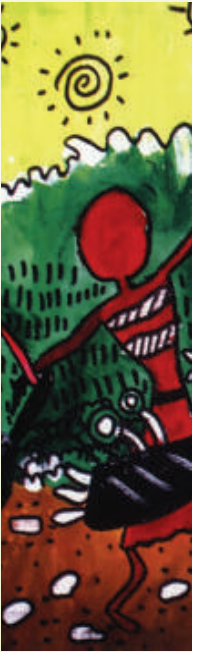
- Have a strong need to belong to a group, with peer approval, becoming more important as adult approval decreases in importance.



- 
- In their search for self, model the behaviour of their older, esteemed students or non-parent adults.
 - May exhibit immature behaviour because their social skills frequently lag behind their mental and physical maturity.
 - Experiment with new slang and behaviours as they search for a social position within their group, often discarding these "new identities" at a later date.
 - Are dependent on parental beliefs and values, but seek to make their own decisions.
 - Desire recognition for their efforts and achievements.
 - Like fads, especially those shunned by adults.
 - Often overreact to ridicule, embarrassment, and rejection.
 - Are socially vulnerable because, as they develop their beliefs, attitudes, and values, the influence of media and negative experiences with adults and peers may compromise their ideals and values.

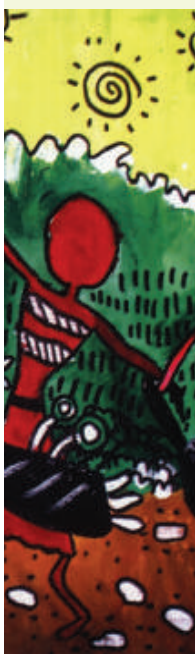


Section - 1
Exploring Life Skills



*“If we cannot love the person whom we see,
how can we love God, whom we cannot see?”*

- Mother Teresa



Unit : I An Introduction to Life Skills

"You must be the change you wish to see in the world."

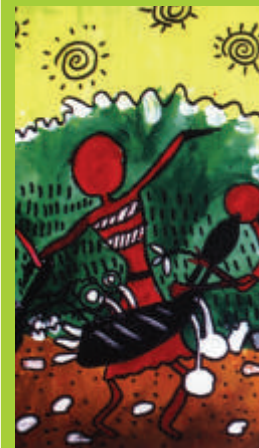
-Mahatma Gandhi

Adolescence has often been portrayed as a period of stormy stress, but adolescents can make an immense contribution to society if they are given proper support and space through handholding and informed interaction. Even the 1994 **Cairo International Conference on Population and Development (ICPD)** recognized adolescents and youth as *'the most important resource for future development'* and made several recommendations to meet their multidimensional needs. Adolescents are the most productive force of a country as they have unlimited energy, vitality and idealism, as well as a strong urge to experiment and create a better world.

WHO defines early adolescence both in terms of age (10-14 years) and in terms of a phase of life marked by special attributes. These attributes include rapid physical, psychological, cognitive and behavioural changes and developments, including the urge to experiment, attainment of sexual maturity, development of adult identity, and their transition from socio-economic dependence to relative independence.

As a dynamic productive force, it is important for a country and its adolescents that the transition from childhood to adulthood is smooth and effortless. But it is a fact that most of the adolescents are unable to utilize their potential in an appropriate way and are engaged in frivolous and non productive activities due to lack of proper guidance and motivation. These high risk behaviours are affecting society to a large extent and therefore require effective and immediate programmes which would be beneficial to young adolescents. In this connection, Life Skills Education plays a vital role in creating awareness and provides guidance and direction to them. Life Skills Education empowers them with improved decision making skills, abilities that promote mental well being and competencies to face the realities of life.

Life Skills Education would enable adolescents 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. Researchers recommend that middle schools can foster these skills by providing students with opportunities to improve their Life Skills. So the major objectives of Life Skills Education are to empower young adolescents to respond to real life situations in positive and responsible ways; to increase awareness among youth about the social concerns and to alleviate social evils.





1.1 What are Life Skills?

A skill is a learned ability to do something well. So Life Skills are the abilities that individuals can develop to live a fruitful life.

Life Skills are psychosocial abilities that enable individuals to translate knowledge, attitudes and values regarding their concerns into well informed and healthy behaviours. Empowered with such skills, young people are able to take decisions based on a logical process of "*what to do, why to do, how to do and when to do*".

WHO defines **Life Skills** as "*the abilities for adaptive and positive behaviour that enable the individuals to deal effectively with the demands and challenges of everyday life*".

Here '**adaptive**' means that a person is flexible in approach and is able to adjust in different circumstances and '**positive behaviour**' implies that a person is forward looking and even in challenging situations, can find a ray of hope.

UNICEF defines **Life Skills** as "*a behaviour change or behaviour development approach designed to address a balance of three areas: Knowledge, Attitudes and Skills*".

Life Skills are defined in the **Targeting Life Skills (TLS) Model (Hendricks, 1996)** as "*Skills that help an individual to be successful in living a productive and satisfying life.*"

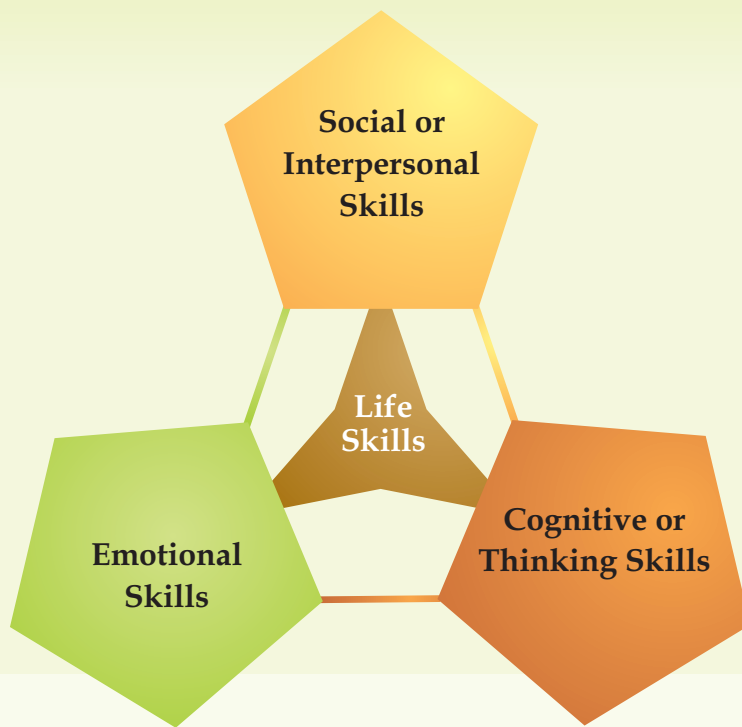
Yarham (1919) defined **Life Skills** as "*the personal competence that enables a person to deal effectively with the demands and challenges confronted in everyday life*".

Key Life Skills

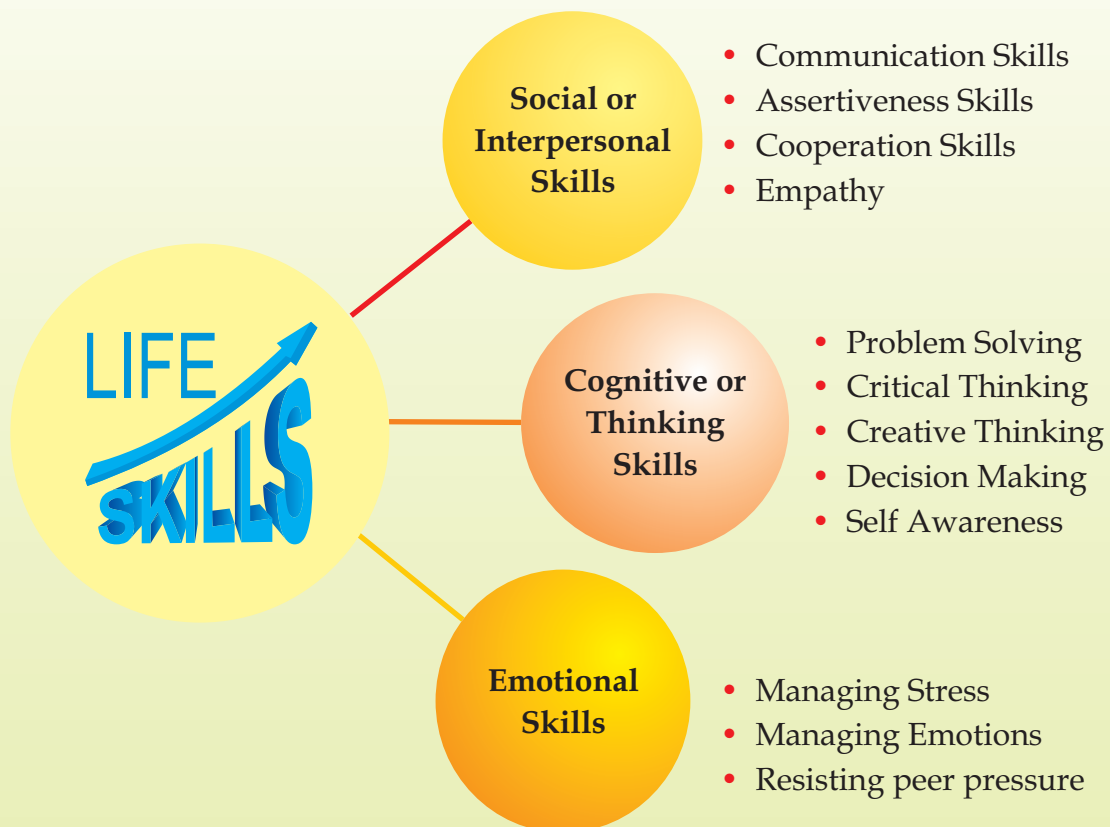
Life Skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and manage their lives in a healthy and productive manner.

Life Skills fall into three basic categories which compliment, supplement and reinforce each other:





These three basic categories further include the following skills.





WHO has identified ten core Life Skills



- **Self Awareness** includes the recognition of 'self', our character, our strengths and weaknesses, desires and dislikes. Developing self awareness can help us recognize when we are stressed or under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy.
- **Empathy** is required to develop a successful relationship with our loved ones and society at large. It is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to a one-way traffic. It 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 diversities. Empathy can also encourage nurturing positive behaviour 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 a well balanced way of life by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.
- **Creative Thinking** is a novel way of 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 others' ideas).

- **Decision Making** helps us to deal constructively with decisions about our lives. It can teach people how to actively make decisions about their actions in relation to a 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 skills** help us to relate in positive ways with people we interact. 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 maintaining good relations with family members who are the most important source of social support. It may also mean an ability 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 desires, and also needs and fears. And, it would also mean being able to ask for advice and help in the time of need.
- **Coping with Stress** means recognizing the sources of stress in our lives, recognizing how they affect us, and how we act in a way that helps us control our levels of stress by changing our environment or lifestyle, and learning how to relax.
- **Managing Emotions** means recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we don't respond to them appropriately.

(Adapted from "Life Skills Education for Children and Adolescents in Schools"-Programme on Mental Health, World Health Organization, Geneva, 1997)

All these skills are interrelated and reinforce each other. Together, they are responsible for our psychosocial competence; build our self-esteem and self efficacy and nurture holistic development.





1.2 Who needs Life Skills?

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, young people in this age group seem to be most vulnerable to behaviour related health problems. Life Skills are thus needed for the promotion of good health and well being, rather than as an intervention aimed only at those already at risk.

1.3 Life Skills Development

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 Program can be effectively provided to young adolescents by teachers, peer educators, parents, counselors, psychologists, health workers and social workers.

All these program providers or facilitators of Life Skills Education should

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

Transacting Life Skills Education

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 transaction of Life Skills





Education. Life Skills Programme can be infused in other school subjects and it can also be introduced as a new subject.

While transacting Life Skills Education, students should be actively involved in a dynamic teaching-learning process. The emphasis should be on those teaching learning experiences that promote '*experiential learning*' because Life Skills cannot be learnt in abstract and theoretical way. So the critical components of this type of education are participatory and interactive teaching learning methods.

Greene (2003a) suggests a teacher should imagine, reflect and act with more and more concrete responsibility. The teachers should not merely prepare Life Skills lessons but they should be prepared and planned as a part of unified and sequential programme which promotes psychosocial competence and mental health of the young adolescents.

It is rightly said by **Albert Bandura**, "*When people mentally rehearse or actually perform modeled response patterns, they are less likely to forget them than if they neither think about them nor practise what they have seen*". So the teachers and facilitators can make use of real life activities, worksheets and assignments, simulation, drama, brainstorming, situation analysis, relaxation exercises, games and many more such interactive and participatory techniques to transact Life Skills Education. It is by participating in such learning activities that young adolescents learn to manage themselves, their relationships and their health related decisions.

The schools should promote Life Skills Education by:

- Creating a friendly, supportive, stimulating and structured learning environment
- Catering to the needs of all the students
- Promoting mutual respect and individual empowerment
- Encouraging collaboration among teachers, disciplines and students
- Strengthening community action by involving parents and outside agencies in schools.

Importance of Life Skills Education

Many research studies have demonstrated that Life Skills Education is very effective in:

- Promoting positive attitudes and behaviours among the young adolescents
- Improving communication abilities





- Promoting healthy decision making
- Preventing negative and high risk behaviours
- Promoting greater sociability
- Teaching anger control
- Increasing self-esteem and self confidence
- Improving academic performance.

Well designed and well delivered Life Skills Programme can help young adolescents become more responsible, healthy and resilient both during adolescence and adulthood.

1.4 Life Skills Journal

Today the young adolescents are so obsessed with electronic gadgets that they spend very little time with their friends. Their emotional skills are not as developed and they cannot express themselves fully. In order to strengthen their emotional resilience and to reduce stress, the young adolescents need to develop positive attitude towards people, things and events in their life. So journal writing can be a way to get through it all as it makes easy to get into the habit of focusing on the positive aspects of life. Journal writing can help nurturing Life Skills also in the process.

A Life Skills journal can be a time diary or a life transforming tool. A student can write in a fancy leather bound book or in a small spiral notebook. A Life Skills journal is personal so each student should be allowed to write in it as he/she wishes.

How to Maintain a Life Skills Journal?

- **Decide on a Journal:** Use a Life Skills journal as a time diary. Choose one that has dates and ample space to record what happened when. Here one can write about all those moments which are life transforming. One can draw to reveal one's thoughts and can also colour those sketches in the Life Skills journal.
- **Decide on a framework:** One can write long, descriptive paragraphs about what one appreciates in one's daily life. One can write a preset number of items per entry (for example, ten per day) or one can resolve to write about whatever seems right for a particular day. The main idea is to get oneself into a place of reflection and positivism. One should do what works best for oneself.
- **Commit to a schedule:** An important aspect of long-term success of Life Skills journal is the frequency with which it is used. It is usually best to aim for once a day in the beginning, or several times per week, but one should allow oneself





some time to catch up if things get busy. The schedule should not be so rigid that one feels like giving up writing if it gets skipped once or twice.

- **Just keep writing:** To maintain a more optimistic attitude, be sure to write regularly. Even if one skips writing frequently, try to remember the main motive of writing the Life Skills Journal and one will be able to get back to the habit of writing anytime one wants.

Benefits of Life Skills Journal

Educators and psychologists recommend journal writing for all ages because there are many benefits of a Life Skills Journal:

- **Journal writing** is a way to express pent up emotions in a socially acceptable way.
- It helps in improving the communication skills of the students as they can freely express themselves in writing and in other creative ways without the pressure of a more structured writing where punctuation, spelling and grammar rules are so important.
- It can help shy students to overcome their problems.
- The students who write regularly develop a better understanding of themselves and the world around them.
- It can help in managing anger by helping the students to acknowledge it, recognize its source and make new choices about how to deal with it.
- Writing in a Life Skills Journal can keep the students sane and balanced throughout their life.
- It is one of the ways to encourage creative thinking.
- It offers self-insight to the students as they can learn the truth about themselves.
- It is a good way to keep a record and to go back to a specific time of your life.

Some ideas to get students involved in journal keeping and to help them benefit from the process are by:

- Helping students commit to a time for journal writing. Do not allow only classroom journal writing sessions, but also urge them to write in their journal at home.
- Explaining that a journal can be their best friend.
- Making journal books a class project for language and arts.
- Providing a topic every week to encourage those students who are not very spontaneous to write in their journals.





Things to be remembered

- Be totally honest while writing something down.
- Express feelings and thoughts and not just the events because feelings are the real indicators of that event.
- Keep reviewing the journal so as to avoid duplicity in the journal.
- Don't always mention the obvious things; try to notice the subtle things also.

"I never teach my pupils; I only attempt to provide the conditions in which they can learn."

- Albert Einstein

Key Messages

1. Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.
2. The Life Skills Education aims to reinforce existing knowledge and positive attitudes and values along with the prevention of negative attitudes and risky behaviours.
3. Life Skills Education contributes to the promotion of personal and social development and the prevention of health and social problems.
4. Participatory and interactive teaching learning methods are the critical components of Life Skills Education.
5. The schools can promote Life Skills Education by creating friendly, supportive, stimulating and structured learning environment.



Life Skills

achieve your personal best





1.5 A Better Me

Some people quietly make a difference to our lives. They are the ones who touch our life in some way or the other. They can make a difference in terms of showing gratitude, compassion and warmth, stress management, etc. but most of us are busy in our own lives and therefore the least bothered to change our lives and that of others. We need to take a break from our routines to help someone. Keep in mind that we too can make a difference to the lives of others. We just need to look around and find someone who needs our support and care.

Life is not just to waste during every passing day. It is to live better every day. We need to promise ourselves that we will improve everyday as a person. If you think you are already the best and you cannot be better, just read this short story.

Time for Self Appraisal



A little boy went into a grocery store, reached for a soda carton and pulled it over to the telephone. He climbed on the carton so that he could reach the buttons on the phone and started punching in the phone number. The store owner listened to the conversation that followed.

The boy asked, “Ma’am, can you give me the job of cutting your lawn”?

Woman (at the other end of the phone line) replied, “I already have someone to cut my lawn”.

“Ma’am, I’ll cut your lawn for half the price of the person who is cutting your lawn now”.

Woman responded, “I am very satisfied with the person who is presently cutting my lawn”.

Note for Teacher: The part of this unit from section 1.5 to 1.14 is in the form of stories and activities that can be used for introducing the ten core Life Skills to the students. This content can be used as a student’s handout along with the specific activities from the section - ‘Internalizing Life Skills’ can be conducted by the teacher / facilitator / peer educator.





Boy (with more perseverance) offered, *“Ma’am, I’ll even sweep your curb and your sidewalk, so on Sunday you will have the prettiest lawn in your area”.*

Woman answered, *“No, thank you”.*

With a smile on his face, the little boy replaced the receiver. The grocery store owner, who was listening to all this, walked over to the boy and said, *“Son, I like your attitude; I like that positive spirit and would like to offer you a job”.*

The little boy replied, *“No, thanks, I was just checking my performance at the job I already have. I am the one who is working for that lady I was talking to!”*

This is what we call *“Self Appraisal”*, which is highly recommended, because it encourages you to be proud of your accomplishments and candid about your weaknesses.

(Source: http://www.cannyben.blogspot.in/2005_05_31_archive.html)

However good we are, we should always keep an eye on our performance and keep on checking if there is any scope for improvement. At the same time, we should also introspect to improve ourselves and increase our worth as a person. Self worth is a favourable estimate of oneself. It comes from within us and we cannot get it extrinsically. Here are some simple ways to increase your worth.

- Nurture good feelings about yourself.
- Applaud yourself often.
- Speak positively to yourself about yourself.
- Write down something you feel proud about, preferably at the end of the day.
- Be open and honest with others.
- Be assertive. Learn to say 'No' to others without offending them.
- Take pride in whatever work you do.
- Walk tall and proud.
- Dress smartly.
- Love yourself.
- Work on your strengths rather than focus on your weaknesses.
- Reward your successes.
- Be honest with yourself.



- Help other people who need your care and support.
- Face your fears and challenges.
- Be optimistic.

When you do this, you would feel better and more confident. When you feel more confident, you can do everything better. Then applaud yourself once again. Try not to compare yourself with others who are better skilled than you because you will feel miserable. And, if you compare yourself with those who are inferior in talent or capability, you may become arrogant and overconfident. So try to compare yourself with yourself. This can be done by asking yourself these questions:

- Am I a better person than I was?
- How can I be a better person than I am today?

Questions like this will help you improve what you do.

For example athletes, while practising for athletic competitions, many do not train with other runners. They run with timers. They time themselves and keep running again and again, trying to improve their own timings. On a particular day, if they ran a certain distance in three minutes, then they try to complete it in less than three minutes. Here they do not compete or compare their performance with others. They race against themselves. So when you try to build your inner strength, compare how you are now, how you were earlier and how you intend to be in future. Of course, it is a wonderful idea to look up to those (for example great saints, leaders, teachers, patriots, artists, writers, scientists, etc.) you admire, be inspired by them and emulate them. What is stressed is the avoidance of making unhealthy comparisons.

It is important to increase one's self-worth as it is directly related to self confidence. It elevates one's self confidence and one can present one's strengths to the world thus leading to an emotionally healthy life. So spend some time in building up your self-worth, just like you spend time in building up your physical health and intelligence.

"There is nothing noble about being superior to some other person.

The true nobility is in being superior to your former self."

- An Indian Proverb





Think and Do

1. Can there be a more superior being than man? Imagine a super evolved species and write his/her autobiography. Points to be included:
 - Relationship with humanity
 - Development of body parts
 - Social interactions
 - Both inner and outer beauty
 - Development of the brain
 - Thinking skills
 - What makes the super species better than today's human being
2. Who else do you consider better than yourself? Reflect and note down in your Life Skills Journal:
 - What are my positive traits?
 - What are my negative traits?
 - If I have to become a better "Me" in a year's time, what do I need to do?





1.6 Empathise... do not Sympathise

A Butterfly Story



A man found a cocoon of a butterfly. One day a small opening appeared, he sat and watched the butterfly for several hours as it struggled to force its body through that little hole. Then it seemed to stop making any progress. It appeared as if it had gotten as far as it could and it could go no farther.

The man felt sympathetic on seeing the butterfly struggle so much. He decided to help it. He took a pair of scissors and snipped off the remaining bit of the cocoon. The butterfly then emerged easily.

But it had a swollen body and small, shriveled wings. The man continued to watch the butterfly because he expected that, at any moment, the wings would enlarge and expand to be able to support the body, which would contract in time. Neither happened! In fact, the butterfly spent the rest of its life crawling around with a swollen body and shriveled wings.

It never was able to fly.

What the man in his kindness and haste did not understand was that the restricting cocoon and the struggle required for the butterfly to get through the tiny opening were nature's way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight once it became free from the cocoon.

(Source: <http://www.forwardsteps.com.au/docs/Struggling-Butterfly-Story.pdf>)

Sometimes struggles are also needed in our life. They develop our strength. Life without obstacles and struggles would cripple us and we will not be able to progress. We would not be as strong as what we could have been. And, we could never fly.

During these tough times, people need empathy from us, but we in turn try to be sympathetic just like the man in the story. Empathy and sympathy are different feelings. Empathy is a much deeper emotion as compared to sympathy. The latter feels pity for another person while maintaining a distance from another person's feelings. Whereas, an empathetic person truly understands the depth of another





person's feelings as he/she tries to recognize the feelings being experienced by the other person. An easy way to distinguish between empathy and sympathy is that, empathy is about feelings and sympathy is about actions.

One can understand the **difference between sympathy and empathy** with the help of an example of a therapist. A therapist is sympathetic while maintaining a distance from the patient thus failing to understand the patient's viewpoint. On the other hand, an empathetic therapist attempts to further understand the patient's point of view, thus maintaining a closeness with the patient. The empathetic therapist does not get involved in the emotional state of the client. Therefore, the therapist needs to maintain a distance while being empathetic towards the patient.

'Empathy' is the translation of the German term **Einfühlung**, meaning, 'to feel as one with'. It implies an ability to experience the emotions that match the other person's emotions, to know what the other person is feeling, or "walking a mile in someone else's shoes", in order to understand the other person's perspective properly. It enriches by making us look at people, situations and objects outside ourselves - **IT EXPANDS OUR VIEWPOINT.**

According to **Alvin Goldman**, "Empathy is the ability to put oneself into the mental shoes of another person to understand his/her emotions and feelings".

According to **Mike Robbins**, in Empathy:

- E- Everybody needs somebody
- M- Model and mirror
- P - Put yourself in their shoes
- A - Ask if you can help
- T- Treat others the way you want to be treated
- H - Helpful
- Y - You feel better and they feel better

Buddhism evolved as a result of Gautam Buddha's empathy towards his fellow beings.





Benefits of Empathy

1. When we practise empathy, we recognize opportunities like...
 - The butterfly in every caterpillar
 - The tall tree in a tiny seed
 - The chicken in the egg
 - The saint in every person
 - The calm after a storm
 - A leader in every monitor
 - A champion in every child.
2. **Empathy makes us be aware:** When we become like others even for a while, we become sensitive, accepting and loving towards them. And, people appreciate us for it and want to return that love.
3. We discover our self through others, and get more love in life.
4. It heals the sufferings of others.
5. It leads to compassion towards sufferers.
6. It connects people together thus building a bond of trust among them. People who are in pain feel understood and less alone.
7. It is a powerful communication tool as it increases the emotional intelligence of the receiver.

"Empathy is forgetting oneself in the joys and sorrows of another, so much so that you actually feel that the joy or sorrow experienced by another is your own joy and sorrow. Empathy involves complete identification with another."

- Dada Vaswani





Think and Do

The following test makes you ponder upon the levels of empathy. It is the ability to feel and comprehend other people's emotions. An empathetic person makes an active effort to be in tune with another person, leaving out personal attitudes such as sympathy, antipathy, fondness and moral judgments.

- How do you share joys and pains of people around you?
- Have you ever been told by someone that you are not able to understand him/her? Narrate the situation.
- How do you feel when someone dear to you suffers?
- How do you feel, when someone dear to you is happy?
- When you describe a personal experience you had, do you just describe the facts or do you also describe your emotions?
- How do you feel when you see a stranger suffering?
- Do you feel unease when you talk about your feelings or emotions?
- Are you able to step into "someone else's shoes"?
- Do you ever feel an impulse to act when you see a person in difficulty? If you have, describe the situation.

Empathy is

seeing with the **eyes** of another,
listening with the **ears** of another,
and **feeling** with the **heart** of another.





1.7 Lateral Thinking

A Blind Boy



A blind boy sat on the steps of a building with a hat by his feet. He put up a sign which said, *"I am blind, please help"*. There were only a few coins in the hat.

A man was walking by. He took a few coins from his pocket and dropped them into the hat. He then took the sign, turned it around, and wrote some words. He put the sign back so that everyone who walked by would see the new words.

Soon the hat began to fill up. A lot more people were giving money to the blind boy. That afternoon the man who had changed the sign came to see how things were. The boy recognized his footsteps and asked, *"Were you the one who changed my sign this morning? What did you write?"*

The man said, *"I only wrote the truth. I said what you said, but in a different way."*

What he had written was: *"Today is a beautiful day and I cannot see it."*

Do you think the first sign and the second sign were saying the same thing? Of course both signs told people that the boy was blind.

But the first sign simply told people to help by putting some money in the hat. The second sign told people that they were able to enjoy the beauty of the day, but the boy could not enjoy it because he was blind.

The first simply said the boy was blind. The second sign told people that they were lucky that they were not blind. Should we be surprised that the second sign was much more effective?

(Source: <http://anuragsingh.name/blog/2011/01/16/life/the-blind-boy/>)





So be creative and innovative. Thinking differently from the usual is **Lateral Thinking**. The term Lateral thinking was coined by **Edward de Bono**, a Maltese psychologist, physician and writer. It first appeared in his book titled "*The Use of Lateral Thinking*" (1967).

De Bono defines **Lateral thinking** as "*methods of thinking concerned with changing concepts and perception*". According to him, lateral thinking revolves around reasoning that is not immediately obvious. It takes thinking away from the predictable and expected.

Lateral thinking is a tool to promote fresh and creative thinking which can help us find solutions to our problems. It leads us to be innovative and creative while seeking solutions as is clear from the example of Japanese people who faced the problem of storage of round watermelons.

Is there another way?



The Japanese grocery stores are much smaller and therefore do not have space to waste. Once they faced a problem. Watermelons, as we have seen are big and round, wasted a lot of space. Most people would simply tell the grocery stores that watermelons grow round and there is nothing that can be done about it.

That is how the majority of people would respond. But some Japanese farmers took a different approach. If the supermarkets wanted a square watermelon, they asked themselves, "*How can we provide one?*" It wasn't long before they invented the square watermelon.

The solution to the problem of round watermelons was solved as the farmers did not assume it was impossible but simply asked how it could be done. They found out that if you put the watermelon in a square box when they are growing, the watermelon will take on the shape of the box and grow into a square fruit.

This made the grocery stores happy as it was much easier and cost effective to ship the watermelons. Consumers also loved them because they took less space in their refrigerators.

(Source: <http://www.ezsoftech.com/stories/mis63.asp>)





Here are a few lessons which we can take away from this story:

- **Do not assume:** Throughout our life, all of us have been doing things in a certain way which take the shape of a round watermelon. We do not even think of doing them in some other way. We assume that they cannot be changed. But we should break away from such assumptions and look for new and better ways to do things. This will greatly improve our overall life.
- **Think out of the box:** We should look at our problems from a different perspective to solve them.
- **Question your habits:** Forming habits after a thoughtful process is a positive thing, but most of us adopt them from others without even thinking about them. We should make an effort to question the way we have been doing things and improve our lives.
- **Look for another and a better way:** When doing things, we should look for even better ways of doing them and we will find them.
- **Even the word 'Impossible' says "I am possible":** There is nothing impossible in this world. If we decide to look for a solution to a particular problem which seems impossible, we can find it through our lateral thinking.

Benefits of Lateral Thinking

- Stimulates creativity and innovation
- Stimulates "out of the box thinking"
- Facilitates brainstorming
- Helps solve problems
- Helps come up with brilliant ideas

Lateral Thinking and Logical Thinking

Logical thinking is following a logical path or process. A problem is solved by following a set of steps, for example, arithmetic problems.

Whereas Lateral thinking is thinking out of the box, which stimulates creativity. For example, solving problems through the trial and error method.





Reflect on this classic example of Lateral Thinking, which makes us appreciate the difference between Lateral and Logical Thinking.

A Pebble Story

Many years ago, in a small Indian village, a farmer had the misfortune of owing a large sum of money to a moneylender.



The moneylender, who was old and ugly, fancied the farmer's beautiful daughter. So he proposed a bargain. He said he would forgo the farmer's debt if he could marry his daughter. Both the farmer and his daughter were horrified by the proposal.

So the cunning moneylender suggested that they let Providence decide the matter.

He told them that he would put a black pebble and a white pebble into an empty money bag. Then the girl would have to pick one pebble from the bag.

- If she picked the black pebble, she would become his wife and her father's debt would be forgiven.
- If she picked the white pebble she need not marry him and her father's debt would still be forgiven.
- But if she refused to pick a pebble, her father would be thrown into jail.

They were standing on a pebble strewn path in the farmer's field. As they talked, the moneylender bent over to pick up two pebbles. As he picked them up, the sharp-eyed girl noticed that he had picked up two black pebbles and put them into the bag.

He then asked the girl to pick a pebble from the bag.

Now, imagine that you were standing in the field. What would you have done if you were the girl? If you had to advise her, what would you have told her?

Careful analysis would produce three possibilities:

- The girl should refuse to take a pebble.
- The girl should show that there were two black pebbles in the bag and expose the moneylender as a cheat.
- The girl should pick a black pebble and sacrifice herself in order to save her father from his debt and imprisonment.

The girl's dilemma cannot be solved with traditional logical thinking. Think of the consequences if she chooses any one of the above three possibilities. What





would you recommend that the girl should do?

Here is what she did

The girl put her hand into the moneybag and drew out a pebble. Without looking at it, she fumbled and let it fall onto the pebble-strewn path where it immediately became lost among all the other pebbles.

"Oh, how clumsy of me," she said. "But never mind, if you look into the bag for the one that is left, you will be able to tell which pebble I picked."

Since the remaining pebble is black, it must be assumed that she had picked the white one. And since the moneylender dared not admit his dishonesty, the girl changed what seemed an impossible situation into an extremely advantageous one.

(Source: <http://www.citehr.com/2398-pebble-story.html>)

It becomes clear from the story that to think in a lateral manner, one's perception needs to be changed. The problem needs to be considered from a different perspective, away from the obvious assumptions. Even the most complex problems have a solution. We just need to think in lateral manner to solve them.

Lateral Thinking Techniques

According to **Edward de Bono**, following are the techniques of Lateral Thinking:

- **Alternatives / Concept Extraction:** Use concepts to breed new ideas.
- **Focus:** Sharpen or change your focus to improve your creative efforts.
- **Challenge:** Break free from the limits of accepted ways of operating.
- **Random Entry:** Use unconnected input to open new lines of thinking.
- **Provocation:** Move from a provocative statement to useful ideas.
- **Harvesting:** Select the best of early ideas and shape them into practical approaches.
- **Treatment of Ideas:** Develop ideas and shape them to fit an organization or situation.

"The Lateral Thinking creativity program provides you with a number of proven and concrete ways to learn the power of creativity and innovation."

- Edward de Bono





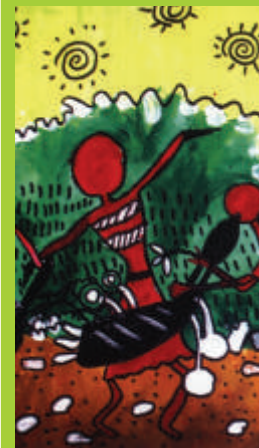
Think and Do

Solve the following lateral thinking puzzles:

(Answers are elsewhere in the book)

1. Acting on an anonymous phone call, the police raid a house to arrest a suspected murderer. They do not know what he looks like, but they know his name is John and that he is inside the house. The police bust in on a carpenter, a lorry driver, a mechanic and a fireman all playing cards. Without hesitation or communication of any kind, they immediately arrest the fireman. How do they know they have got their man?
2. How could a baby fall out of a twenty storey building onto the ground and live?
3. A man and his son are in a car crash. The father is killed and the child is taken to the hospital, gravely injured. When he gets there, the surgeon says, "*I can't operate on this boy- for he is my son!!!*" How can this possibly be?
4. There are six eggs in the basket. Six people each take one of the eggs. How can it be that one egg is left in the basket?
5. Why is it better to have round manhole covers than square ones?
6. A man holidaying abroad fell off a yacht into deep water. He could not swim and he was not wearing anything to keep him afloat. It took thirty minutes for the people on the yacht to realize that someone was missing. The missing man was rescued two hours later. Why did he not drown?
7. Five pieces of coal, a carrot and a scarf are lying on a hill near a remote house. Nobody put them on the lawn but there is a perfect logical reason why they should be there. What is it?
8. A woman gave birth to two boys who were born at the same hour of the same day of the same month of the year. But they were not twins and she had no access to a time machine. How could this be?
9. A man was driving alone in his car which spun off the road at high speed. He crashed through a fence and bounced down a steep ravine before the car plunged into a fast flowing river. As the car slowly settled in the river, the man realized that his arm was broken and that he could not release his seat belt and get out of the car. The car sank to the bottom of the river. He was trapped in the car. Rescuers arrived two hours later, yet they found him still in the river, but alive. How come?
10. A police officer saw a truck driver clearly going the wrong way down a one-way street, but did not try to stop him. Why not?





1.8 Analytical Thinking

The Golden Advice

A king often went on hunting trips into the forest with his minister and servants. On one such trip, he came across a sage who kept repeating, "My advice will be sold for a hundred coins of gold!" The king was a sport. He thought, "What is a hundred coins of gold to me? If this sage's advice is good, I will be a better man." So he went up to the sage. Giving him the gold coins, the king asked him for some advice. The sage calmly took the coins and said, "O King, always remember this. Never do anything before thinking what its effect will be". The king's minister laughed and thought, "Ha! Such an ordinary thing and it costs a hundred gold coins! What a fool the king is!" The king guessed what his minister was thinking. All the same, he told him calmly, "See that the sage's words are engraved in stone and placed in my private chamber so that I can see them every morning and night". The minister thought this was quite strange, but he did as he was told. A few months later, one of the king's enemies met the royal physician and bribed him with ten thousand gold coins to poison the king. The royal physician was afraid to do something wrong, but the idea of earning so much so easily was very tempting. He agreed to it.

A few days later, the king fell ill. This was a golden opportunity for the physician. He mixed the poison as if it were a dose of medicine and moved towards the king's bed. Suddenly his eyes fell on the sage's golden words engraved in stone. Never do anything before thinking what its effect will be. The physician began thinking- if the king dies of poisoning, the guards will kill me. Of what use will the gold coins be then? He threw away the poison and mixed the right medicine instead. The clever king saw him doing this and demanded to know why. Under threat, the physician confessed the truth. The king called for the minister and said, "The other day, when you heard the sage's advice, you laughed. But see how useful it has turned out to be. Had the physician not seen the words, he would have poisoned me. I would have died and so would he. There would have been riots and the kingdom would have been in grave danger." The minister had to admit the truth of the golden advice.

STOP
THINK
ACT
LOOK BEFORE YOU LEAP!!





Look before you leap. This story talks about analyzing a situation and then taking action. In other words, critically thinking and then acting.

What is Critical Thinking and Analytical Thinking?

Before we find out the meaning of 'critical and analytical thinking', we should find out the meaning of the word "*thinking*". According to the Oxford dictionary, thinking means "*using thought, rational judgment and intelligence*". And when we use our thinking process for different purposes, it is classified as 'various ways of thinking'.

Critical Thinking - There are several meanings associated with the word "*critical*" depending on the context, like "*expressing or involving an analysis of the merits and demerits of a work*".

Skills involved in Critical thinking



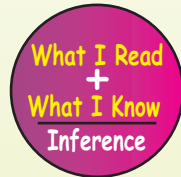
Interpretation

The ability to grasp the real meaning of something.



Analysis

Ability to break a complex problem down into smaller and more manageable parts for the purpose of examination.



Inference

The act or process of arriving at logical conclusions.



Explanation

The act of clarifying something.



Evaluation

The process of systematically assessing or appraising something.



Self Regulation

The ability to control one's emotions and propensity to suspend judgment, i.e., thinking before acting.





So critical thinking is a thought process that involves analysis, evaluation and reflecting upon an idea, an observation or an experience that a person has undergone, so as to arrive at a judgment or, a conclusion.

Analytical thinking - The word 'analytical' refers to "*the ability to analyze*" or "*division into elements or principles*". Analysis means to break a complex problem down into smaller, more manageable "*independent*" parts for the purposes of examination - with the hope that solving these smaller parts will lead to the solution of the more complex problem as well.

To analyze an incident, for example, you may start by asking:

- What happened?
- When and where did it happen?
- Who was involved?
- What did they do? How did they behave or react?

You might also go on to ask:

- What were the main factors?
- Why was the timing and place important?
- Why did people act or behave as they did?
- Why was this approach taken?
- How effective was the approach?
- What were the strengths or weaknesses of this approach?
- How might things have been done differently?
- What can I learn from this?

Analytical thinking is a thinking process which involves analysis. It is a powerful thinking tool for understanding the parts of a situation. It can further be defined as:

- The ability to scrutinize and breakdown facts, thoughts, theories, ideas, arguments, events, situations, practices and procedures into their strengths and weaknesses.
- Developing the capacity to think in a thoughtful, discerning way to solve problems, analyze data, and recall and use information.

From the above explanation, we can conclude that analytical thinking is one of the components of critical thinking. Both are related to each other. Both help us get to a solution or arrive at a conclusion. So as to assimilate how to handle situations





effectively, one needs to develop analytical and critical thinking. Thus one needs the ability to analyze and critique.

“Education can and should do much influence social, moral and intellectual discovery by stimulating critical attitudes of thought in the young.”

- George Bernard Shaw



Think and Do

Think of a recent situation where you reacted or acted impulsively without thinking about the consequences of the action. Recall the incident as clearly as you can by asking yourself following questions.

- What happened?
- What were the main factors?
- When and where did it happen?
- Why was the timing and place important?
- Who was involved?
- What did they do, how did they behave or react?
- Why did people act or behave as they did?
- Why was this approach taken?
- How effective was the approach?
- What were the strengths and weaknesses of this approach?
- How might things have been done differently?
- What can I learn from this?

You can mention details of the incident in your Life Skills Journal.





1.9 Solution is the word

The earth is richly endowed with nature. In the entire universe, the earth is the only planet known to support life everywhere i.e. on the slopes of high mountains, on the floors of oceans, in the sweltering deserts and at the frigid poles. Life comes in many forms and sizes and is known as biodiversity or environmental richness. Preserving this natural environment is important as it is the source of all our resources for life. But the very actions of our own species i.e. men are causing a major threat to this natural environment. This is the global climate change.

The earth's climate has warmed and cooled for millions of years, but currently, the climate is growing warmer day by day. All of us are observing the indications of this change all around us in the form of rising sea levels, rising surface temperature and melting ice caps.



The main cause of the current global warming is the "greenhouse effect". The carbon dioxide from smoke emitted by the factories, industries and automobiles and other gases like chlorofluorocarbons (CFCs), methane and nitrous oxide gets collected in the atmosphere. As a result the atmosphere traps the heat being radiated back by the earth towards the space like a greenhouse. All these gases are expected to raise the global temperature by an average of 2°C by the year 2100, causing the polar icecaps to melt, sea levels to rise and unusual weather conditions which may cause millions of deaths.

This is a harsh reality faced by mankind which must be solved. Everyone has to think of a solution to this problem because everyone is creating and leaving a carbon footprint and thereby adding to the greenhouse effect.

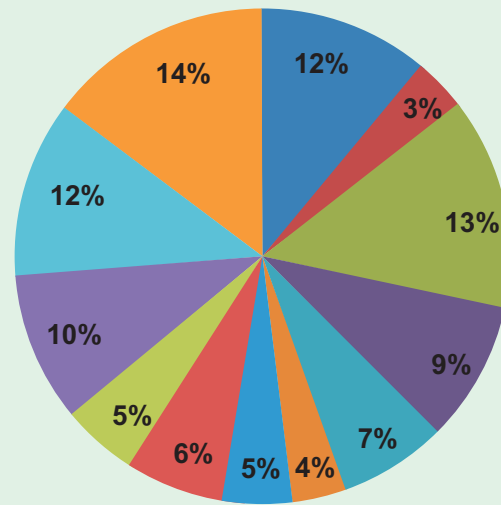
A **carbon footprint** is the total amount of greenhouse gases emitted by an activity, organization, event, product or person. It is a powerful tool to understand one's impact on global warming. It is expressed in kg carbon rather than kg carbon dioxide. To convert kg carbon dioxide into kg carbon, multiply it with a factor 0.27 (1,000 kg CO_2 equals 270 kg carbon).





Main elements which make up the total of a typical person's carbon footprint in today's world

- Share of Public Transportation - 12 %
- Recreation and Leisure - 13%
- Car manufacture and delivery - 7%
- Food and Drinks - 5%
- Public Transport - 5%
- Home Electricity - 12%
- Financial Services - 3%
- House Buildings and furnishings - 9%
- Clothes and personal effects - 4%
- Holiday Flights - 6%
- Private Transport - 10%
- Home gas, oil and coal - 14%

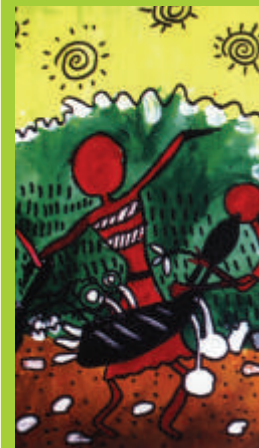


A carbon footprint is made up of the sum of two parts, the primary footprint (slices of the pie chart depicting the percentage of holiday flights, public transport, private transport, home electricity and home gas, oil and coal) and the secondary footprint (rest of the slices of the pie chart).

The **primary footprint** is a measure of our direct emission of carbon dioxide from the burning of fossil fuels, including domestic energy consumption and transportation. We have direct control of these.

The **secondary footprint** is a measure of the indirect emission of carbon dioxide from the whole lifecycle of products we use-i.e. from production till breakdown. The more we buy, the more emissions will be caused on our behalf.





Carbon footprint breakdown in India

- India's average carbon footprint is 1.6 tonnes / annum per person as compared to the world's average of 3.9 tonnes / annum per person.
- One night of air-conditioner use (one ton AC suitable for a small sized room) results in approximately the same carbon footprint in just eight hours as driving a Maruti 800 car for 85 kilometers.
- A 1000 km domestic flight on any Indian airline creates a footprint of 110 kg of carbon dioxide equivalent. The same journey by rail would create a footprint of 14 kg of carbon dioxide.
- The carbon footprint generated by a single roundtrip flight between India and USA/Canada overshoots the annual footprint of an average Indian by 62%.
- One kilogram of mutton production in India causes about the same greenhouse emissions as driving a Maruti 800 car for 140 km.

All these seem to be serious. We could help control global warming by taking a few simple steps towards saving our planet.

- Take a pledge to reduce your home energy use by using energy efficient light bulbs. Installing only six compact fluorescent light bulbs will save the average family consumption by ₹ 300 per year.
- Eating meat costs a lot of energy. Eating vegetarian food once a week can make a big difference.
- Food travels a long distance from farm to plate. Transporting food to far off places means higher energy consumption, lower quality produce and less local agricultural investment. Visit your local farmer's market and make a meal entirely from local food, instead of picking up variety of imported vegetables from a supermarket or a mall.
- Organic food seems to be sold everywhere, but what does 'organic' mean? Organic food is "*produced by farmers who emphasize the use of renewable resources and the conservation of soil and water to enhance environmental quality for future generations*". Buy organic foods at the grocery store which is a more sustainable product.
- You can reduce your household waste by purchasing items that have minimal packaging.
- Of the 25 billion single serving plastic water bottles we use each year, 80% end up in landfills. Recycle your water bottles and, better yet, choose to re-use a refillable water bottle made of a safe material.
- Unwanted gifts should be swapped. Even gift cards can be re-used or





exchanged. Recycle your old cards yourself, and/or turn the images into gift tags or new cards for the next year.

- “Phantom” loads occur in most appliances that use electricity, such as DVD players, televisions, music systems, computers and kitchen appliances. In an average home, 75% of the electricity used to power home electronics is consumed while the products are turned off. This can be avoided by unplugging the appliance or using a switch on the power strip to cut all power to the appliance.
- Most mass produced during wrapping as found in stores is not recyclable and ends up in landfills. Instead, here's a great chance to be creative! Wrap presents with old maps, the comics section of a newspaper, or children's artwork. If every family wraps just three gifts this way, it would save enough paper to cover 45,000 football fields.
- Download and buy new music online instead of buying it on CDs. The “jewel cases” that CDs come in are usually made from polyvinyl chloride, a dangerous material that cannot readily be recycled. Downloading and buying online will also help cut down on the production costs and energy used to create the discs themselves.
- ENERGY STAR computers and monitors save energy only when the power management features are activated, so make sure power management is activated on your computer.
- Donate your time or money to an environmental group! Get into holiday spirit by volunteering! There are countless ways that may help to improve your community and the planet-from cleaning up a local river to initiating a recycling drive or plant some trees around and motivate others also to do so.
- Unplug battery chargers when the batteries are fully charged or the chargers are not in use.
- Calculate and monitor your personal carbon footprint constantly.
- Avoid high speeds. Above 60mph, fuel mileage drops rapidly.

“What we are doing to the forests of the world is but a mirror reflection of what we are doing to ourselves and to one another.”

Reduce Your Carbon Footprint - Mahatma Gandhi





1.10 My Smart Decisions

An interesting insight into decision making

A group of children were playing near two railway tracks, one still in use while the other disused. Only one child was playing on the disused track, the others on the operational track.

Think for a while that a train is coming, and you are just beside the track interchange. You can make the train change its course to the disused track and save most of the kids. However, that would also mean the lone child playing on the disused track would be sacrificed. Or would you rather let the train go its own way?



Let's pause to think what kind of decision we could make...

Most people might choose to divert the course of the train, and sacrifice only one child. You might think the same way. Exactly, I thought the same way initially because to save most of the children at the expense of only one child was rational decision most people would make, morally and emotionally. But, have you ever thought that the child choosing to play on the disused track had in fact made the right decision to play at a safe place?

Nevertheless, he had to be sacrificed because of his ignorant friends who chose to play where the danger was. This kind of dilemma happens around us every day in the office, community, in politics. The child who chose not to play with the rest on the operational track was sidelined. And in the case he was sacrificed, no one would shed a tear for him.

The right decision would be not try to change the course of the train because the kids playing on the operational track should have known very well that track was still in use, and that they should have run away if they heard the train's sirens. If the train was diverted, that lone child would definitely die because he never thought the train could come over to that track! Moreover, that track was not in use probably because it was not safe. If the train was





diverted to the track, we could put the lives of all passengers on board at stake! And in your attempt to save a few kids by sacrificing one child, you might end up sacrificing hundreds of people to save these few ignorant kids.

While we are all aware that life is full of tough decisions that need to be made, we may not realize that hasty decisions may not always be the right ones.

(Source <http://www.ezsoftech.com/stories/mis62.asp>)

"Remember that what's right isn't always popular and what's popular isn't always right."

Children often make quick judgments based on desire, especially when some unexpected situations come up, leaving them with little time to think about the pros and cons. Some of those hasty decisions may involve cheating in school; skipping a class test; going somewhere which their parents do not approve of. All these bad decisions can lead to a loss of trust, low grades, disgrace and other reckless behaviour. Children try to explain their bad decisions by saying that everyone does it or what else could they do.

How to make smart decisions?

Smart decisions are the products of a creative mind and always take time. Learning to make smart decisions helps to avoid painful and embarrassing situations in life.

Here are the four steps for making smart decisions:

1. **Think:** Smart decisions should be made after a careful thought. One should take stock of oneself i.e. knowing about one's values, strengths and weaknesses. One should also know what one wants to be. Knowing what you really are and what you really want from life can help in making smart decisions in life.
2. **Consult:** Before making important decisions consult or take advice of an expert or an elderly person whom you trust.
3. **Explore your options:** Do not make snap judgments. Try to explore different alternatives available to you and weigh their pros and cons.
4. **Make a decision:** Select a best option and then act upon it. But try to evaluate if the decision made is working or not.





The skills needed to make decisions



Active Listening

To listen to what the other person is saying.



Empathy

To understand what the person is feeling.



Negotiation

To “give and take” when solving problems.



Understanding limits

Know the limits.



Support for the decision

Once the decision is made, others should comply.

The process of decision making

Defining the Problem

The problem must be understood properly so as to find a relevant solution.



Brainstorming possible solutions

Different ideas should be explored so as to make a smart decision.



Considering the consequences of each solution

The consequences or the pros and cons of each possible solution should be considered before making a decision.



Selecting a solution

The solution which seems to be best should be put to in action.



Evaluating the decision

The decision made should be evaluated in terms of how well it solved the defined problem.



Selecting the second option

If the first choice did not result in the desired outcome, then select the second option.





Things to be kept in mind

- Decisions are based on values.
- Smart and good decisions lead to one's goals easily.
- Behaviour is based on decisions.

Think and Do

1. Do you make smart decisions?

Do you

- Consider the consequences rather than make a complete leap of faith about most things?
- Avoid making decisions for fear of making poor ones?
- Generally take advice when given?
- Enjoy taking part in family discussions and decision making processes?
- Follow what peers say rather than make independent decisions?

Score:

Question Number	Yes	No
1	2	0
2	0	2
3	2	0
4	2	0
5	0	2

10: A careful decision-maker. Not rash at all.

6-8: Considers options and then may act a little rashly.

0-4: Either makes poor decisions or none at all. Need to work hard to slow down or take risks and make some choices.

2. Use the decision making steps to discuss "What if" questions with one of your classmates:

- You fail in a class test.
- A stranger offers a ride.



- Your friends want you to bunk school.
- Your father tells you not to go out with friends.

As you and your friend discuss these "What if" situations, many possible solutions with appropriate consequences will result. Note them in your Life Skills Journal.

Laterally thought answers to the puzzles (you can think of different but other contextually correct answers as well)

- The fireman is the only man in the room. The rest of the card players are women.
- The baby fell out of a ground floor window.
- The surgeon cannot operate on her own son; she is his mother.
- The last person took the basket with the last egg still inside.
- Round covers cannot be dropped or fall down a manhole, unlike square ones which can if get tilted diagonally.
- He fell into the Dead Sea, which lies between Israel and Jordan. The water is salty and so dense that anyone in it floats very easily.
- They were used by children who made a snowman. The snow has now melted.
- They were two of a set of triplets (or quadruplets, etc.)
- The water in the river only came up to the man's chest.
- The truck driver was walking.





1.11 Effective Communication

Mountain Story



A son and his father were walking in the mountains. Suddenly, his son falls, hurts himself and screams, “AAAhhhhhhhhhhh!!!”

To his surprise, he hears the voice repeating, somewhere in the mountain, “AAAhhhhhhhhhhh!!!”

Curious, he yells, “Who are you?”

He receives the answer, “Who are you?” Angered at the response, he screams, “Coward!”

He receives the answer, “Coward!”

He looks to his father and asks, “What’s going on?” The father smiles and says, “My son, pay attention.” And then he screams to the mountain, “I admire you!” The voice answers, “I admire you!” Again the man screams, “You are a champion!” The voice answers, “You are a champion!”

The boy is surprised, but does not understand. Then the father explains, “People call this echo, but actually this is how we communicate. In the process of communication you receive the response that you give. If you say bad things you will get to hear bad things yourself and if you speak well you get to hear good yourselves as well. People respect you if you also do the same.”

So follow “echo-principle” in life for better and effective communication.

(Source: <http://www.inspirationalstories.com/7/758.html>)

Communication is an everyday natural occurrence. It is the act of transmitting messages and sharing thoughts, feelings and ideas through verbal and non-verbal means.

“A man is as alive as he can communicate. Communication skills are essential in any sphere of human interaction. The ability to communicate is vital to the success of any endeavour.”

Unfortunately we do lack effective communication skills. In certain situations, some of the basic conditions necessary for good communication are not met such as,





1. Listening carefully and responsibly (to do so one must make eye contact, take down notes, not interrupt the speaker until he/she finishes and reinforce the understanding by 'question tagging' i.e. use words like 'really', 'is that so', 'oh', 'you couldn't reach in time', etc., depending on the situation).
2. The speakers must express themselves more clearly and completely.
3. The words used should clarify the purpose of the conversation.
4. If questions are asked, they should be creative and open ended, i.e. they should not require answers as 'yes' or 'no'.
5. Both the listener and the speaker must show complete concentration in the conversation.
6. To communicate effectively, keep in mind:
 - Clarity and speed of speech
 - Tone and pitch of voice
 - Choice of words
 - Keeping the message short and simple
 - Get a feedback
 - Build a good vocabulary.

By screaming, yelling, throwing fits, calling names and showing little respect one makes a bad situation worse.





Learn to listen

There are different ways by which students communicate at school. They read, speak, write and most importantly they listen. In fact, listening is a skill that enhances understanding and comprehension. In order to be a good listener, one must concentrate totally on what the speaker is saying. This helps them to absorb and analyze the content.

Do you know that it is possible to hear and not listen? Sometimes when you are bored or disinterested, you may hear without listening! Has this ever happened to you?

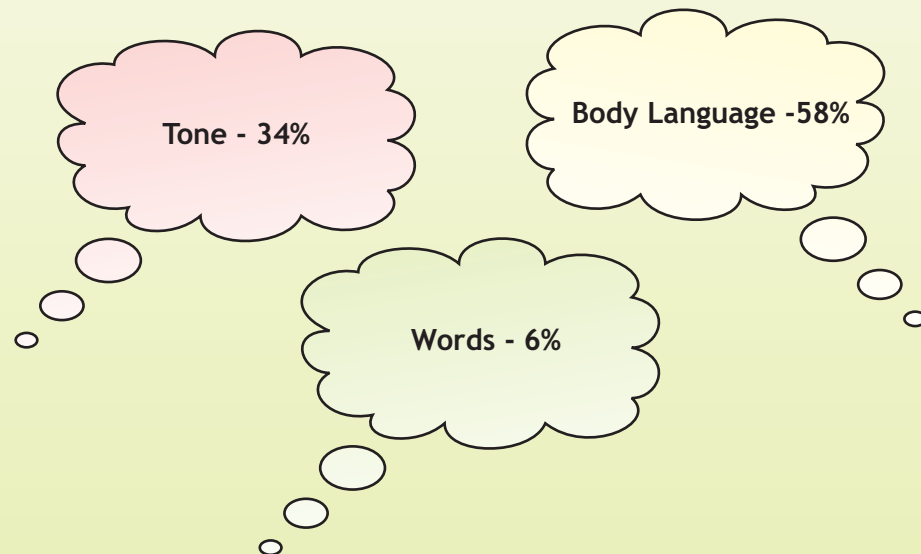
A '*listener*' could show active responses like asking questions, making exclamations like "wow" or respond by actions like nodding, smiling, etc.

How do we communicate?

Purpose: To establish the significance of non-verbal and verbal communication.

What to do: Enact a situation when you meet someone for the first time.

How do you make an impression?





Here is an excerpt from the Reader's Digest that tells you how communication is possible without words.

Beautiful Communication

They were four in the Bombay city tourist bus where I worked as a guide to 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 lip read me and explained the sights of Bombay to her friends. The young man was her boyfriend. Both of them were in a California University and had come to attend a workshop in Bangalore. The elderly couple was 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, caste, and discussed the art of wearing a sari and the problem of Bombay'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 the silence.

-Jyoti Nirodi, Varanasi



Non - Verbal Communication

Any interaction that does not use words is called a non-verbal communication or communication through body language.

Body Language includes

Posture - sitting or standing position

Position - of head and shoulders

Gestures - use of hands

Way of walking

Expression - of face

Eye contact

Speech pattern - speed, fluency, pauses





While communicating, we tend to get aggressive, passive or assertive. Most people react to situations in one of these three ways. Being aggressive or passive can result in negative communication. Being assertive supports in communicating the message in straight and firm words, clearly.

What is Assertiveness?

According to **Elizabeth Scott, M.S.**, *"Assertiveness is the ability to express one's feelings and assert one's rights while respecting the feelings and rights of others. Assertive communication is appropriately direct, open and honest, and clarifies one's needs to the other person."*

Assertiveness comes naturally to some, but is a skill that can be learned.

How does Assertiveness compare to Aggressive and Passive Behaviour?

Assertive, aggressive and passive behaviour are different communication styles.

Sometimes people confuse assertive behaviour with aggression seeing that both types of behaviour involve standing up for one's rights, expressing one's needs and refusing to compromise in any way.

Assertiveness is no doubt standing up for one's rights and expressing oneself in ways that respect the other person. In no way it violates the rights of others. It is communicating one's needs, feelings and opinions to others in a direct and honest manner. It is all about being calm but still being firm. People with assertive behaviour think *"win-win"* and try to compromise so that both the parties win.

Individuals with aggressive behaviour are often driven by anger and think in retaliatory terms. They tend to employ tactics that are demeaning, abusive and disrespectful. They do not think of other person's point of view. They win at the expense of others thus creating a conflicting situation.

Individuals with passive behaviour do not know how to communicate their feelings and needs to others. They fear conflict so much that they keep their feelings under wraps and let their needs go unmet. They keep the peace and let others win.

Over a passage of time, passive - aggressive communication style damages relationships and diminishes mutual respect.

Here is a common scenario with examples of each style of behaviour:

Scenario: Someone cuts in front of you while you are in a waiting line.

An aggressive response would be to assume that he/she did it on purpose and angrily say, *"Hey you, no cuts, can't you be in the queue!"*

A passive response would be to just let the person stay in front of you.

An assertive response would be to assume that they may not have seen you in line, and politely say, *"Excuse me, but I was in line"*.





Benefits of Assertiveness

Assertiveness is a healthier communication style. Being assertive offers many benefits.

- Helps you to keep people from bullying you. On the other side, it can also help you not to ignore what the other person is saying.
- Helps in communicating your needs, wants and feelings to others in an effective manner.
- Both persons/groups feel respected and heard as nobody's feelings are hurt.
- Helps in strengthening mutual relationships.
- Helps you become more confident and positive in approach, thus enhancing your self-esteem.
- Helps in leading a balanced life as you take more in control of your daily life.
- Improves your decision-making skills and helps in resolving conflicting situations.
- Helps in managing friends and others effectively and empathetically.
- Reduces stress and anxiety.
- Helps in developing a positive rather than rash behaviours to manage aggressive and passive behaviours in others.
- Helps in standing up for your rights.
- Develops the ability to say 'no' assertively and not feel guilty.
- Helps in having more personal time, thus enhancing the prospects of advancement.
- Helps in earning respect from others.
- Creates a "win-win" situation for both parties.
- Improves your communication skills.
- Helps in coping with mental health problems.

No doubt, assertiveness has many benefits but assertiveness is a skill to be learnt which takes time and practice.

Learning to be more assertive

1. **Learn about yourself:** The first step in becoming more assertive is to take an honest look at yourself and answer the following questions to see where you currently stand.
 - Is it difficult to accept constructive criticism?
 - Are you able to say 'no' to the unreasonable requests from friends?
 - Can you ask for help without any hesitation?





- Is it hard to maintain eye contact while talking to others?
- Are you able to express your opinion freely if it is different from those of others?

The answers to these questions will let you know where you stand on the assertiveness spectrum. Knowing where you want to be, you may benefit from learning the assertiveness skills.

2. **Use "I" statements:** Use of "I" statements rather than "You" statements helps in communicating your needs more clearly. It shows ownership of your reactions and less blame which is an assertive action. Remember to stick to the first person and avoid "You are".

For example:

"When you do (their behaviour), then (the effects/results of their behaviour), and I feel (how you feel)."

Putting it in day to day life examples:

"When you arrive late, I have to wait, and I feel frustrated."

"When you borrow my notebook before a test, I cannot prepare, and I feel tensed."

3. **Listen carefully:** Listen carefully to what others are saying. Do not interrupt them. Let them know that you have heard what they said. It is important to understand the other person's point of view. If need be, do ask questions for clarification.
4. **Maintain a direct eye contact:** Maintain a direct eye contact with the other person but be sure your facial expression agrees with the message delivered by the other person.
5. **Use assertive body language:** Communication is not just verbal, non-verbal behaviour also plays an important role in communication. Let your body reflect confidence even if you are not feeling it. Stand erect and be relaxed. Do not use dramatic gestures. Practise assertive body language in front of a mirror.
6. **Do not say 'Yes' when you want to say 'No':** Learn to say 'No' if someone is asking you to do something that you do not want to do at that time. Be straight forward and honest.
7. **Be firm:** Use a firm but pleasant tone.
8. **Rehearse what you want to say:** If it is difficult to say what you want to then do not get discouraged. Figure out typical scenarios or situations where you went astray and then practise those situations. Consider role playing with a friend or a family member and ask for their feedback.





9. **Start small:** Start with situations and people with whom it would be easier to be assertive. As your confidence level increases, increase the difficulty level.
10. **Keep emotions in check:** In most conflicting situations, you might feel like crying or get angry or frustrated. These are normal feelings which all of us experience which get in the way of resolving the conflicts. Try to be calm and breathe slowly but keeping your voice even and calm.
11. **Try to think win-win:** Being assertive does not mean "winning the argument" or "being right" but be respectful of the other person even if you do not like their actions. It is finding a compromise or a way for both of you get your needs met.

"Assertiveness is not what you do, it's who you are!"

- Shakti Gawain

Think and Do

1. In the table given below are some situations, write in the columns how you would react to these:

Situation	Passive	Assertive	Aggressive
Your teacher scolds you for not doing your homework.			
Your friend asks you to show your answer sheet in an exam.			
Your parents check you for spending excess time talking on the telephone or watching television.			
You need a raise in your pocket money.			
Your parents are going out to dinner.			
You are left in charge of your younger brother.			

2. Make one assertive, one aggressive and one passive statement and write them down in your Life Skills Journal.
3. Reflect and note down your reflections in the Life Skills Journal:
 - Was there any moment in your life when you wanted to say "No" and end up saying "Yes"? Why?
 - What are the key characteristics of an assertive person?
 - What are the advantages and disadvantages of being assertive?





1.12 The importance of Relationships

Family and Stranger

On my way back from school, I met a stranger. And I said, *"Oh, excuse me please"*.

He said, *"Please excuse me too; I wasn't watching for you"*.

Both of us were very polite. After saying goodbye, we went on our way.

But at home a different story is told, how we treat our loved ones, young and old.

I reached home, threw my bag on the couch. My mother came in and said, *"Pick up your bag and keep it on your study table"*. I ignored what she said.

I went to my younger sister watching television, snatched the television remote from her hand and pushed her aside. She fell down and started crying. My mother came running inside, *"What happened?"*

While pointing towards me, my sister said, *"He pushed me and snatched the remote from my hand"*.

I immediately replied, *"I just took the remote and she is cooking up stories"*.

But my mother was adamant and said, *"Say sorry to her, she is hurt"*.

"Oh it was all her fault, she watches so much of cartoons, she could have given me the remote when I asked her and you also favour her all the time", said I and left the room.

Later that day, while I was doing my homework, my sister stood beside me very still. When I turned, I nearly knocked her down. *"Move out of my way"*, I said with a frown. My sister walked away, her little heart broken. I did not realize how harshly I have spoken.

While I was lying awake in bed trying to sleep, a small voice came to me and said, *"While dealing with a stranger, you use common courtesy, but the people you love, you seem to abuse. Look on the study table, you will find a card there. That card was made by your baby sister. She drew and coloured it herself. Your sister stood quietly not to spoil the surprise, and you never saw the tears in her eyes."*

By this time, I felt very small, and now my tears began to fall.

I quietly went and knelt by her bed and said, *"Wake up, little sister, wake up"*. *"Is this the card you made for me?"*

My sister smiled, *"I thought I should say sorry and tell you that you are the best"*





brother. I knew you would like it and you can watch television whenever you want to.”

I said, “Sister, I am sorry for the way I acted today. I should not have pushed you that way.”

My sister said, “Oh brother, that’s okay. I love you anyway.”

I said, “Sister, I love you too, and I do like this card, especially made by you”.



Humans are social animals. It is essential to adapt and build relationships for our mental health, self-esteem, and ability to work is influenced greatly by our relationships. Your relationships will work best if you are able to be yourself. Relationships in which you can be yourself are likely to make you feel more comfortable and happier. This does not mean you can throw tantrums when you feel like it, nor be rude to people as you wish. However relationships tend to be unsatisfying when one is fulfilling a role rather than being oneself. So in order to improve relationships one must first understand them. Your relationship with others is the key to your success or failure.

A relationship is a connection between individuals such as parent-child relationship. Relationships usually involve some level of interdependence and tend to influence each other. They share their thoughts and feelings with each other.

Good relationships do not just happen. Any type of relationship requires a lot of work to be maintained and build upon. It is wrong to hold a view that the best way of improving our relationships is to change other people.

Improving your relationships

1. Know thyself

The Socratic dictum of 'know thyself' seems to be a simple adage, but it is essential for building good relationships. If you are not aware of your needs, wants and limits then there is every likelihood of your becoming dependent on others and clingy. Knowing yourself will enable you to revel in other's success and achievements rather than resenting them.

2. Knowing the other person

Knowing the other persons you are intimately connected with is definitely worth it but it is not an easy task.

3. Take responsibility

This is the most important to improve your relationships. It means taking responsibility for your feelings and needs.





4. **Treat others the way you want to be treated.**

This is the essence of good relationships. We all yearn to be treated with love, kindness, compassion and acceptance. Relationships flourish when we treat one another with kindness.

5. **Gratitude instead of complaints**

To maintain good relationships, we should have an attitude of gratitude and try not to complain too often because complaints create stress. On the other hand gratitude creates healthy relationships.

6. **Being tolerant**

You cannot change other persons easily. Try not to focus on the negative aspects of their personality because it is going to make you feel unhappy. As long as no one is treating you badly, you have to be tolerant.

7. **Change yourself rather than changing others**

If your relationship is stormy, then work on changing yourself rather than others because it is not easy to change other people. The only way to change the other person is to change the way you relate to them. Working to change yourself is a difficult process. Once you start making changes in yourself, the other person is likely to begin to change. These changes take time and require persistence.

8. **Loving, living and sharing**

Best relationships are based on living, loving and sharing. Living means letting others live as they choose. Do not try to force your preferences on them. Loving means unconditional love. This is probably the hardest thing to do for maintaining healthy relationship because sometimes we try to place conditions on our love as a way of shaping the outcomes we desire for. We should try to come out of this temptation and simply love people for who they are. Sharing creates harmony and balance in a relationship.

9. **Face the difficulties and problems within your relationships**

Do not let problems to aggravate in a relationship as they fuel up misunderstanding and anger which can rip apart your relationship. Talk openly about your feelings to one another to sort out your problems.

10. **Nurture your relationships**

The word nurture means to nourish which promotes well being of yours and of those around you. Be attentive and find opportunities to nurture your relationship with others.





- Nurture your relationships with time. Spend quality time with the other person. If left unattended and uncared, the relationship will come to an end.
- Never be too busy to call or talk to loved ones.
- Talk face-to-face with family and friends.
- Be a good listener by paying attention to details.
- Be available whenever a friend or a family member is in need.
- Remember the important dates in the lives of your loved ones and wish them.
- Send flowers, special occasion cards and ‘thank you’ notes as small tokens to express your love and appreciation.
- Value relationships for who they are, not what they do.
- Whenever need be, never hesitate to say, "I am sorry".
- Have a positive attitude.

All these act as a cementing force to improve your relationships. Apart from these, try to accommodate the differences along with the compatibilities for a long lasting connection.

"However good or bad you feel about your relationship, the person you are with at this moment is the right person, because he or she is the mirror of who you are inside."

- Deepak Chopra

Think and Do

1. **Think on the following and note your thoughts down in your Life Skills Journal:**
 - a. What qualities do you look for in a positive relationship?
 - b. What do you do to show that you value a friendship or a family relationship?
 - c. What makes you feel that someone does not value your relationship with him or her?
 - d. In case of a discord or disagreement, what measures should be taken so that it does not affect one's relationships?

2. My Relationship Chart

There are three basic types of relationships:





- a. **Personal:** People you trust and share your private thoughts with and whose opinions matter most. Examples: close friends.
- b. **Social:** People in your community who you recognize by their role in society. Examples: teacher, police officer, bus driver, neighbour.
- c. **Family:** All relatives as well as any other people you consider family. Examples: parents, siblings, aunts, uncles, cousins.

Think about the important people in your life. Use the chart to help you 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.

Relationship type	Important person	Why they are important
Personal		
Social		
Family		





1.13 Be Emotionally Smart

If you want to be happier, learn the "Law of the Garbage Truck" written by David J. Pollay, syndicated columnist with North Star Writers Group.

Discover the Law of the Garbage Truck

The Law of the Garbage Truck



I hopped in a taxi, and we took off for the Central Station. We were driving in the right lane when all of a sudden a black car jumped out of a parking space right in front of us. My taxi driver slammed on his brakes, the car skidded and at the last moment the car stopped just one inch from the other car's back-end. The driver of the other car whipped his head around and he started yelling at us. My taxi driver just smiled and waved at the driver of the other car. My taxi driver was friendly.

I asked, "Why did you just do that? This driver ruined your car and could have killed us!" This is when my taxi driver told me what I now call, "The Law of the Garbage Truck".

He said, "Many people are like garbage trucks. They run around full of garbage, full of frustration, full of anger, and full of disappointment. As their garbage piles up, they need a place to dump it. And if you let them, they'll dump it on you. Don't take it personally. Just smile, wave, wish them well and move on. Do not spread it to other people at work, at home or on street. Believe me. You'll be happier."

The essential point is that successful people do not let garbage trucks take over their day. Life is too short to wake up in the morning with regrets, so "Love the people who treat you right. Forgive the ones who do not."

Irving Berlin rightly said, "Life is ten percent what you make it and ninety percent how you take it."

This law of life is like a tool. If applied consistently, it can transform your life into a more useful and joyful experience. Happiness is directly related to emotional intelligence. Happier people are more emotionally intelligent than those who are unhappy.





Till recently, the intelligence quotient of a person was the main factor in deciding his or her worth as a student or a professional. Now Emotional Intelligence (EI) or Emotional Quotient (EQ) has emerged as a more vital factor in judging a person. It refers to one's attitude to oneself and others, as well as one's emotional balance and maturity. It is the capacity to identify, understand and control feelings or emotions of oneself and of others. It is the ability to remain in control of one's emotions.

Peter Salovey and John D. Mayer have defined **Emotional Intelligence** as, "*the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions*" (1990).

According to **Daniel Goleman**, "*Emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them*". The term Emotional Intelligence encompasses the following five characteristics and abilities:



1. Self Awareness
2. Self Management
3. Self Motivation
4. Empathy
5. Social Skills

These competencies are measured in determining the Emotional Quotient (EQ) of an individual.

Constituents of Emotional Intelligence are the ability to

- persist in the face of difficulty
- monitor one's feelings
- read other's feelings
- get along with others
- resist temptation in the service of a higher goal
- take action that considers the needs of self and others

Emotional Intelligence revolves around the regulation of emotions i.e. the ability to manage emotions depending upon the situation. Persons with high Emotional Intelligence are aware of their emotions and are able to control them in different



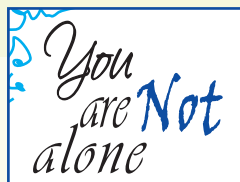


situations. On the other hand, individuals with low Emotional Intelligence might not be aware of the source of their emotions and might allow anger to influence their thoughts.

Adolescents begin to develop Emotional Intelligence but still they are not always predictable in their emotional maturity and may experience mood swings i.e. going from sadness to anger to joy within a minute. This feeling is very common among the young adolescents of today who are more emotionally troubled. They are becoming more disruptive, uncooperative and very frustrated with whoever they come in contact with.

Taking control of negative emotions

Adolescents can follow these guidelines that can help them in taking control of their bad emotions.



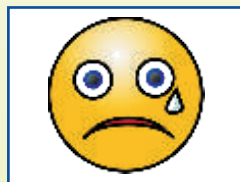
Recognize you are not alone

Every adolescent experiences mood swings but in varying degrees.



Talk to people you trust

Talk to your parents, elder siblings, and to friends. Share your feelings and experiences while dealing with bad emotions. Teachers and counselors can also be approached as they are in a better position to help you to sort out your problems. Do give vent to your bad emotions, as keeping them inside can worsen your health.



Cry

When feeling bad or depressed, cry. There is nothing wrong in crying and it makes a person feel emotionally lighter.



Catch your breath

If you are feeling angry or irritable, count up to ten or do something that lets your anger or irritation settle for a moment.



Exercise

Exercise helps in reducing stress and anxiety. Go for a walk, ride a bicycle, play some tennis, run, etc. but try not to push yourself too hard, or the real purpose of exercise will be defeated.





Get enough sleep

Get adequate rest as tiredness can lead to more bad emotions like irritability and sadness.



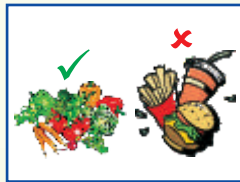
Relax

Engage in some relaxation activities that help to quiet your mind like meditation, reading something of your interest, watching a comedy or cartoon movie. Learn some deep breathing exercises; they also help in calming down of bad emotions.



Create

Get involved in some creative work such as writing a diary or journal, making something out of wood, or starting an art or music piece, etc. These help you to express your thoughts and feelings.



Healthy diet

Have a balanced diet which helps to produce positive feelings or emotions. A balanced diet includes fresh fruits and vegetables, whole grains, etc.



Positive attitude

Buddha rightly said, "*You become what you think*". Your thoughts can be negative or positive or you feel good or bad depending on the circumstances. Emotions control your life. Practise positive emotions and have positive attitude as they bring you happiness and success.



Avoid Toxic People

It is true if we are constantly in the company of people who are angry and discouraging, then we will also become like them. Avoid the company of such individuals.

When young adolescents increase their Emotional Intelligence, they can easily handle negative feelings or bad emotions.

Role of Language in Emotional Intelligence

Language is an essential part of Emotional Quotient. It is an easier, but powerful mode to express one's feelings. Just go through the example of a four year old boy, Rahul who used his language skills to express his feelings towards his mother.





Rahul snapped at his mother saying, "Go away!" when she refused to buy him a toy. It was his way of expressing anger towards his mother.

Even before children develop language skills, emotional intelligence exists. This can be seen in most cases when, babies want to have some physical contact with either of their parents to feel secure when they go to sleep.

Role of Emotional Intelligence

Emotional Intelligence plays an important role in our emotional, social and personal life. It helps in managing stressful situations and solves day-to-day problems. It also helps in developing good interpersonal relationships. So it is important to recognize and manage emotions not only for yourself but also for others around you.

Enhancing Emotional Intelligence or Emotional Quotient

Tips:

- Identify your feelings
- **Learn to label your feelings** such as angry, sad, happy, excited, afraid and so on. The earlier you start labeling your feelings, the sooner you start developing your Emotional Quotient. This will also help you to be more sensitive towards your emotional needs and thereby express them properly.
- Discriminate between thoughts and feelings.
- Accept positive as well as negative feelings.
- Talk about different kinds of feelings.
- Acknowledge others' feelings.
- Get supportive feedback about your interactions with others from the people who you trust.

Just hold back your emotions and soon you will be emotionally mature of which you will be proud.

"Instead of resisting any emotion, the best way to dispel it is to enter it fully, embrace it and see through your resistance."

- Deepak Chopra





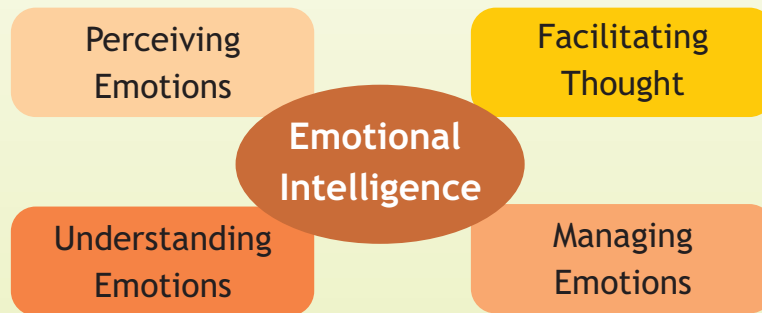
Think and Do

1. For each of the situations given below write the following:

- Normal reaction
- Emotionally smart reaction
- Your reaction
 - a. What if your teacher insults you in front of the class?
 - b. What if your best friend lets you down?
 - c. What if your brother/sister/friend speaks rudely to you?
 - d. What if your younger sibling answers you rudely?
 - e. What if you were unable to perform well as compared to others?

Write about all these situations along with your reactions in your Life Skills Journal.

2. Imagine a situation when you helped your brother/sister when he/she was feeling frustrated, even though he/she was being rude to you. How does it feel to know that you can choose to act with patience in the face of someone else's anger? Write about it in your Life Skills Journal.



Courtesy: blog.ehealthaustralia.org





1.14 De-Stressing

The cup of life



A group of working adults got together to visit their University lecturer. The lecturer was happy to see them. The conversation soon turned into complaints about stress at work and in life.

The Lecturer just smiled and went to the kitchen and got assortment of cups - some porcelain, some in plastic, some in glass, some plain looking and some looked rather expensive and exquisite.

The Lecturer offered his former students the cups to get themselves a drink.

When all the students had a cup in hand, the lecturer spoke, *"If you noticed, all the nice looking, expensive cups were taken, leaving behind the plain and cheap ones. While it is normal that you only want the best for yourselves, that is the source of your problems and stress. What all of you wanted was some water, not the cup, but you unconsciously went for the better cups."*

"Just like in life, if life is water, then the jobs, money and position in society are the cups. They are just tools to hold or maintain life, but the quality of life doesn't change."

"If we only concentrate on the cup, we won't have time to enjoy or taste the water in it."

(Source: <http://thejourneytoislam.wordpress.com/>)





We often complain about trivial pains and problems we face in life and forget about the bigger problems and feel stressed. We are after the glitter of this world and forget the actual purpose and goals in our life. Take a minute or two to think about which is more important to you—the water or the cup. So let us stop complaining and enjoy our life by acknowledging that stress is part of our daily life.

According to **Mrs. Anila Mathews**, a Life Skills teacher, *"Stress is a set of physical, mental and chemical reactions in our body to real or perceived circumstances of fear, danger, excitement, irritation etc. that motivate us to change and react to the situation"*.

Stress affects the body and mind. Its impact can be positive and negative.

Two kinds of stress

1. **Eustress or positive stress** occurs when your level of stress is high enough to motivate you to move into action to accomplish things. It improves your performance.



2. **Distress or negative stress** occurs when your level of stress is either too high or too low and your body and mind begin to respond negatively to the stressors. It impairs your performance.





Sources of stress for students

Plenty of things can cause stress in the lives of the students such as

- Demands of parents
- Intense competition
- The need to excel
- Peer pressure
- Examinations
- Living up to society's expectations
- Heavy Curriculum



Be aware, recognize when you are stressed.



Symptoms of stress in adolescents

- No longer happy about school activities
- Approaches most school assignments with resignation or resentment
- Exhibits boredom
- Sleeplessness
- Overreacts to normal concerns or events
- Fatigue, extreme tiredness, low energy level
- Unhappiness with self and accomplishments
- Nervous habits such as blinking, head shaking, or stuttering
- Physical ailments such as frequent stomach aches or headaches





- Frequent illness
- Dependence i.e. demanding constant support and reassurance
- Engages in attention-getting behaviours such as aggressive or acting-out behaviours
- Inability to make decisions
- No sense of humor
- Lack of concentration

Coping with stress

Take a break

- Breathe deeply
- Sit back and relax
- Do something you love
- Read a good book
- Change your surroundings

Organize your life

- Manage your time
- Make 'To Do' lists
- Plan ahead
- Set mini goals
- Learn to Plan

Communicate

- Express your emotions
- Talk to a friend
- Eliminate negative talk
- Cry
- Laugh

Stretch

- Stand up and reach up
- Neck stretch: roll your head in a half circle, starting at one side, and then dropping your chin to your chest, then to the other side
- Watch a cat stretch and do the same

Practice Relaxation

- Meditation
- Deep Breathing
- Get a Massage
- Visualization
- Take a Bath
- Try saying the Serenity Prayer

You cannot avoid stress, but you can handle it just like an eagle that knows how to fly higher during a storm.





An Eagle Story

An eagle knows when a storm is approaching long before it breaks. It will fly to some high spot and wait for the winds.



When the storm hits, it sets its wings so that the wind will pick it up and lift it above the storm. While the storm rages below, the eagle is soaring above it.

The eagle does not escape the storm. It simply uses the storm to lift it higher. It rises on the winds that bring the storm.

All of us experience storms in our lives and when they come upon us, we can rise above them by our determination and also faith in God.

(Source: <http://www.abbalovesus.com/Eagle.html>)

The eagle story provides us with a powerful lesson not to hide our heads in the sand like the ostrich when we see problems approaching us. We must act like the eagles. We must be realistic since life is not a bed of roses. Storms will enter our lives and we must find ways to use them to rise higher in life.

“There is more to life than increasing its speed.”

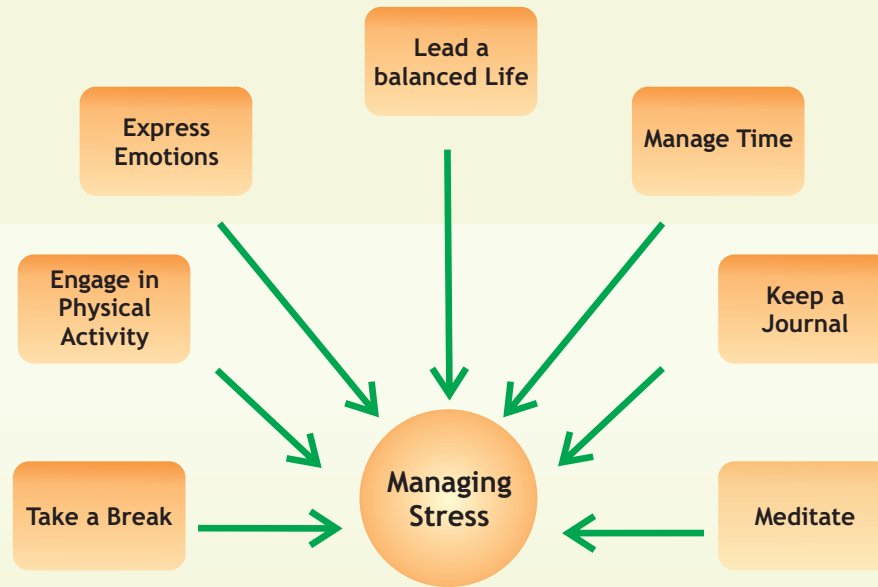
- Mohandas K. Gandhi





Think and Do

1. Write a recipe for de-stressing (mention all the ingredients required along with the quantity).
2. Discuss the activities that your family members use to de-stress. Make a Stress Buster Chart for your entire family.



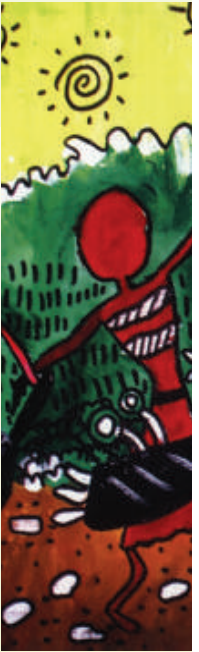
"Stress should be a powerful driving force, not an obstacle"

- Bill Phillips



Section - 2

Internalizing Life Skills



*“By your own efforts waken yourself, watch yourself
and live joyfully. You are the master.”*

- Buddha



Unit : 2

Self Awareness

Activity 1 : Me, this is Me! (Part-1)

Theme: Knowing oneself is a stepping stone to success. Introspection and identifying one's inner qualities can help one focus on one's strengths.

Time Required: 1 period

Materials Needed: Chart paper, marker pens, glue, scissors, pencils, stapler, paints and old magazines / newspapers

Mode: Individual

Life Skills to be enhanced: Self Awareness, Critical Thinking and Effective Communication

Objectives: Students will be able to:

- learn the importance of knowing oneself;
- develop an insight into the characteristics, qualities, interests, weaknesses and strengths of self.



Getting Started:

All students stand up. The facilitator throws a small ball randomly to a student. The student who caught the ball has to say a short sentence about himself/herself which he/she is actually not. The sentence should be amusing. Continue the activity for five minutes. The idea is to get the class energized through laughter.

Ask students to define 'self awareness' and then explain the importance of understanding our individual selves, how each of us is a unique being because of one's unique likes and dislikes, strengths and weaknesses and of course, one's unique innerself.

Process:

- Guide students to create a collage entitled "ME" with the material they brought for the activity.
- The collage should be representative of who they are, the clothes they wear, the work they do, the places they visit and their friends. It should also depict their strengths and weaknesses, their dreams, aspirations and other qualities.
- Instruct them not to write their names on the collage.





After completion, the collages should be displayed during discussion.

Key Messages

1. It is very important to know about our likes and dislikes, strengths and weaknesses.
2. Finding our innerself helps to feel good about ourself.
3. Knowing our innerself needs a lot of introspection.
4. Identifying true inner qualities helps us to focus on our strengths.

Suggested Further Activity:

Encourage students to discuss the collage making activity with their parents to find out more about their likes and dislikes, strengths and weaknesses.

*“He who knows others is wise.
He who knows himself is enlightened”
-Lao Tzu*





Activity 2 : Me, this is Me! (Part - 2)

Theme: It is very important to know oneself. Identifying one's inner qualities can help one to focus on one's strengths. Through this activity the students will get an insight into their likes and dislikes; strengths and weaknesses.

Time Required: 1 period

Materials Needed: Collages created by the students in activity 1 and worksheet

Mode: Individual

Life Skills to be enhanced: Self Awareness, Critical Thinking and Effective Communication

Objectives: Students will be able to:

- understand the importance of knowing oneself;
- get a deeper insight into the character traits, qualities, interests, likes and dislikes and strengths and weaknesses of self.



Process:

This is in continuation of the exercise that was done in Activity 1: Me, This in Me!

- Instruct students to display their collages against the wall or on the ground.
- Allow five minutes to study all the collages.
- Ask students to guess who made which one.
- Instruct each student to explain his/her own collage.





- Generate discussion using the following questions:
 - Was it easy to identify who made which collage? Why or why not?
 - Was it difficult for others to find the pictures or ideas that represent you? Why or why not?
 - Which elements in the collage represent personal happiness? Why?
 - Which elements in the collage represent sadness, anger or discontent? Why?

[Note to facilitator: This exercise is very effective in bringing out the creative energies of the students. First, it allows them to bring out their thoughts and self images on to the collage. They could then show their inner selves through their collages to others while reflecting upon the quality of their lives. They could also use the collages for discussions and self analysis.]

The facilitator needs to look out for signs of low self-esteem, depression, over confidence, etc. that might reflect the need for attention. In such cases, the facilitator may need to provide extra time and support to such individuals after the training or refer them for further attention to appropriate persons.]

Key Messages

1. It is very important to know about one's own likes and dislikes, strengths and weaknesses.
2. Finding one's inner self helps to feel good about oneself.
3. Knowing one's inner self needs a lot of introspection.
4. Identifying true inner qualities helps one to focus on one's strengths.





Worksheet

- 1) Make a list of your likes and dislikes in the space provided below:

	My Likes		My Dislikes
1		1	
2		2	
3		3	
4		4	
5		5	

- 2) Make a list of your strengths and weaknesses in the space provided below:

	My Strengths		My Weaknesses
1		1	
2		2	
3		3	
4		4	
5		5	

- 3) Make a list of your inner qualities that are not visible to others and which makes you so unique. Examples of inner qualities include qualities such as kindness, honesty, aggressiveness, assertiveness, compassion, etc.

My Inner Qualities			
1		6	
2		7	
3		8	
4		9	
5		10	

Suggested Further Activity:

Instruct students to write a paragraph about how it helps to introspect and be aware of one's inner qualities and characteristics.





Activity 3 : Seeing Inside and Outside of Ourselves

Theme: Self awareness is very important Life Skill which helps us to know ourselves in a better way. The more we know about ourselves, the more confident we feel about our own decisions. The activity will enable the students to get an insight into how we see ourselves and how others perceive us.

Time Required: 2 periods

Materials Needed: Worksheet and pen

Mode: Individual / Group activity

Life Skills to be enhanced: Self Awareness, Critical Thinking and Effective Communication

Objective: Students will be able to get an insight into how they see themselves and how others perceive them.

Getting Started:

Open an introductory conversation with students about what they think about themselves and what others think of them. Go on to find out if there is a difference.

In this activity, students will learn that the way they view themselves is sometimes not the way they appear to others.

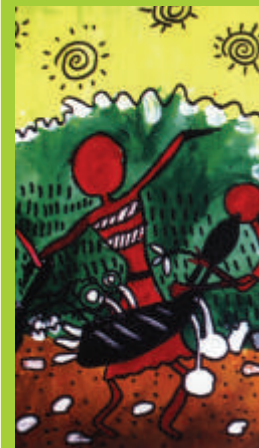
Students will also learn that the views of others play an important part in who we are and how we behave.

[Note for the facilitator: This exercise is fairly simple to conduct, but it requires sensitive handling during the discussion period. The learning from the discussion is dependent on the way the facilitator guides, encourages and prompts the students. Before the start of the exercise, emphasize that the students should not feel targeted or ridiculed during the exercise. Everyone must adhere to the norms of listening and giving feedback. Sarcasm and painful remarks are to be discouraged].

Process:

- In case the class is being conducted outdoors, ask the group of students to sit in a circle. If not, ask them to sit on their individual seats in the classroom.
- Instruct students to close their eyes for five minutes and think about themselves and all the qualities that they embody-both positive and negative.
- Tell them to think about a particular thing (book, stone, paper, etc.), an animal (dog, cat, tiger, etc.) or something found in nature (tree, mountain, river, etc.) which they think symbolizes who they are.





- Let each student open his/her eyes and be ready to associate himself/herself with a symbol he/she thinks appropriate.
- Instruct students to stand up turn wise and mention what symbol represents him/her and why. A volunteer can also take the lead. Allow one minute to each student for explaining himself/herself.
- In the mean time, encourage rest of the group to choose another image or symbol that they think will suit that student better. Ask a few to give reasons for their choice.
- Ask the student (for whom others have given their views) if he/ she accepts the others' views. Why or why not?
- Repeat this with other students. In case the group is very large and there is shortage of time, conduct this exercise among those who volunteer to take the lead.

Key Messages

1. Self awareness is an important Life Skill.
2. The more we know about ourselves, the more confident we feel about our own decisions.
3. Self-Learning happens every day in our interaction with people and environment.
4. Knowing of what others think of us helps us to improve ourselves.

**DO NOT UNDERESTIMATE
YOURSELF BY COMPARING
YOURSELF WITH OTHERS. IT'S
OUR DIFFERENCES THAT MAKE**

**US UNIQUE
AND
BEAUTIFUL.**





Worksheet

1) Here is a list of personal attributes. Tick the ones that best describe you.

Honest		Generous		Mean	
Friendly		Rude		Creative	
Kind		Polite		Reliable	
Respectful		Concerned		Punctual	
Tolerant		Shy		Sociable	
Loyal		Dependable		Happy	
Flexible		Enthusiastic		Serious	
Active		Patient		Foolish	
Helpful		Sensitive		Ambitious	

Web Source: [http://www2.careers.govt.nz/fileadmin/docs/career_kete_section_1_self_awareness.pdf]

2) Answer the following questions :

a) What did you learn about yourself?

b) How did you feel when your view of self did not match the way others perceive you?

c) How did you cope with your friends' varying perspectives about you?

d) Is the way others see you important to you? Why or why not?

Web Source: <http://www.unescap.org/esid/hds/pubs/2317/m8.pdf>

Suggested Further Activity:

Encourage students to write a paragraph describing the qualities of a person who they admire.





Activity 4 : Building Positive Self-Esteem - Setting Goals

Theme: Positive self-esteem is important to be successful in life. It can be built by setting goals. Goal Setting helps us to focus on our objectives. This activity enables students to learn to build positive self-esteem by setting and achieving goals.

Time Required: 1 period

Material Needed: Worksheets

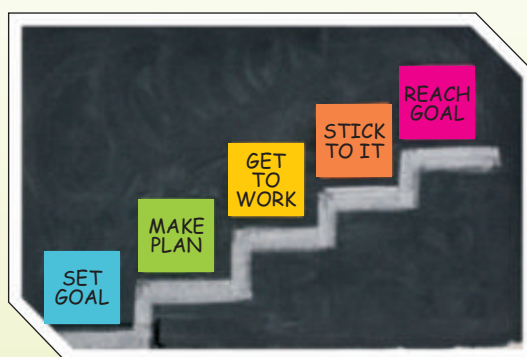
Mode: Individual

Life Skills to be enhanced: Self Awareness and Effective Communication

Objectives: Students will be able to:

- develop a positive self-esteem;
- understand the importance of setting and achieving goals.

Getting Started: Discuss about the importance of setting goals and talk about the following points:



“Set your goals high, and don't stop till you get there.”
- Bo Jackson

- Without goals, it would be like driving a vehicle with no clear destination.
- It could mean reaching a place where we do not want to be.
- Goals keep us focused, motivated and gives us a purpose to life.
- To begin, set small goals that can be easily achieved.
- Setting very big goals and not achieving could lead to dissatisfaction and frustration.
- We can switch to higher goals later on.
- Be very clear about the goals to be achieved.





- Be very clear about how to achieve those goals. Start studying to top the class. Just wishing for it is not good enough.
- The best way to start setting goals is to write down goals as writing clarifies our thinking.
- Only a clear mental picture can transform a goal into reality.
- Always try to be cheerful and optimistic.
- Believe sincerely and confidently that "*I CAN*" and "*I WILL*" reach my goal.

After discussing the above points, ask students to complete their worksheets.

Key Messages

1. Goal setting helps one to see the light at the end of the tunnel.
2. Goal setting helps one to focus on one's objectives.
3. Goal setting helps one to persist with a single mind to thrust forward.
4. Goal setting could be for a day, short term and/or long term.
5. Start goal setting by making a "*Things To Do*" List.



Courtesy: Can Stock Photo - csp13693449





Worksheet

My Strengths and Weaknesses

1. I am good at

2. I need to work harder to improve on

3. To improve, I am going to take the following actions

4. To improve, I will take the help of the following people

5. I would know if my plan is working because

6. If my plan does not work, then I will

7. My reasons for wanting to improve are





Goal - Setting Worksheet

My Goal Statement:	
Why this goal is important to me:	
Actions Required to Achieve my Goal	Time line
1	
2	
3	
4	
5	
Skills and Resources Required to achieve this goal:	
Obstacles that I may face are:	
I can overcome these obstacles by:	
Three qualities that would help me reach my goal:	
1	
2	
3	

Web Source: www.goal-setting-for-success.com

Suggested Further Activity:

Encourage students to set goals that they would like to achieve during the next academic year. Also instruct them to describe how they plan to achieve them.





Activity 5 : Accepting Compliments Assertively

Theme: Accepting compliments assertively is an important social skill. This activity enables students to learn the art of giving and accepting compliments with confidence.

Time Required: 1 period

Material Needed: Worksheet

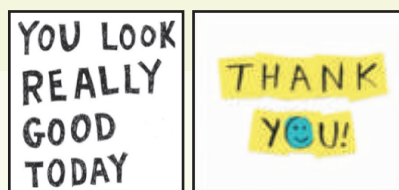
Mode: In Pairs / group

Life Skills to be enhanced: Self Awareness, Effective Communication and Critical Thinking

Objective: Students will be able to accept compliments with assertiveness and confidence.

Getting Started:

The discussion may start with how some people find it extremely difficult to accept compliments about their appearance, work or some other aspect of themselves. On hearing a compliment, they feel nervous and awkward and do not know how to respond. They would change the subject or try to minimize the praise or sometimes may become rude, angry and aggressive.



But being able to accept other people's positive comments about ourselves assertively is an important social skill which opens up the door for more positive thoughts and interactions, thereby raising our self-esteem.

Process:

- Guide students through the following steps for the accepting compliments assertively.

Steps to accept compliments assertively:

- Step 1 :** Look into the eyes of the other person. Otherwise, it may appear as if you don't like them or don't believe them.
- Step 2 :** Listen to what the other person is saying. Say "Thanks", or words that shows you appreciate what was said.
- Step 3 :** A compliment is intended to make you feel good. So, smile when receiving the compliment.
- Step 4 :** Remember to accept the compliment without trying to change the subject or feel that you have to pay them back. This will give you more confidence and help you grow to like yourself better.
- Step 5 :** Your tone of voice speaks volumes. Avoid using negative notes both when giving and receiving compliments.





- On the basis of the steps, invite students to volunteer in pairs for role plays about receiving compliments in an assertive manner under different hypothetical situations as given:

Situations:

- 1) A classmate is wearing a very pretty dress/a smart suit at a birthday party.
- 2) A friend has won the first prize at a singing competition in school.
- 3) It is your friend's birthday and his/her mother has prepared a very nice dinner for you.
- 4) A student who normally does not do well in class has worked very hard and has topped the class in the Mathematics test.

Key Messages

1. Being able to receive compliments in an assertive manner is an important social skill.
2. It is essential NOT to be passive, aggressive or sarcastic to the person complimenting you.
3. Look at the other person, listen and smile while receiving a compliment.
4. Keep obstructive thoughts away when receiving a compliment.
5. Say “Thanks”, or something that shows that you appreciate the compliment.

“A compliment is a verbal sunshine.”

- Robert Orben





Worksheet

Obstructive thoughts that may go on in your minds when somebody is complimenting you:

- They do not really mean it. They are just trying to be nice.
- They may want something from me.
- If I do not accept a compliment, it means I am being arrogant and big-headed.
- If I accept a compliment they may think I am useless.
- It is too embarrassing to say something back.

1. Can you think of other obstructive thoughts that may stop you from responding to compliments assertively? List them.

2. When did you last receive a compliment? What was it?

3. What was the compliment for?

4. How did you accept the compliment? Do you think your response was passive, aggressive or assertive? Read the following notes and write about it.

Passive Response: Responding passively would mean ignoring, deflecting or minimizing the praise. You may feel very nervous and awkward and don't know how to respond. You may leave the other person also feeling awkward.

Aggressive Response: Responding aggressively would mean getting annoyed, disagreeing or responding sarcastically. As with the passive response, this may also result in the other person feeling awkward.

Assertive Response: By responding assertively, you would be able to accept the compliment positively and graciously. This would leave both of you feeling good and you would open the door for positive thoughts, interactions and higher self-esteem.





5. How did you feel on receiving the compliment?

Suggested Further Activity:

Instruct students to do the following:

Practise accepting compliments from family members, friends, classmates and neighbours. Be sure not to turn away or shrug off the compliment. Accept each compliment appropriately. To be sure that this becomes a habit, write down five to ten such compliments over the period of the next one month.





Activity 6 : The 3 R's of Growing-up

Theme: Young adolescents want freedom to do things on their own. For this they have to learn 3 R's of Growing-Up and this activity will help them to learn these 3 R's.

Time Required: 1 period

Materials Needed: White board, marker pens and worksheet

Mode: Individual/Group activity

Life Skills to be enhanced: Self Awareness, Effective Communication and Critical Thinking

Objectives: Students will be able to:

- take responsibility for their own actions;
- choose to do the right thing;
- respect themselves.

Getting Started

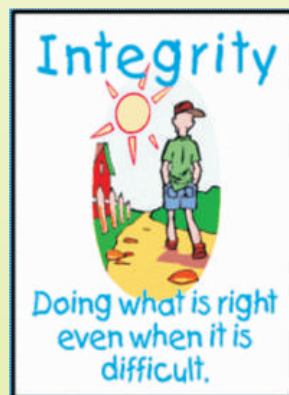
Discuss with the students about how they all like to believe that they are grown up just because they have become a teenager and about how they want more freedom to do things on their own.

They would be able to achieve this freedom by showing their parents and elders that they are **Responsible**, that they can choose to do the **Right Thing** and about how they **Respect themselves**.

Being responsible and making good and right choices lifts one's self respect. Self respect helps every aspect of one's personal and social life, and makes it easier to get through tough times.

Process:

After the brief discussion, read aloud each of the given hypothetical situations. Encourage students to give ideas as to how they may like to handle it.





Key Messages

1. Learning the 3 R's of Growing-Up can help young adolescents to win the trust of parents and elders.
2. Be Responsible-Be trustworthy, follow through commitments and be responsible for your actions.
3. Choose to do the Right Thing - Choosing the right thing is an act of self respect and responsible decision making.
4. Respect Yourself - Respecting ourselves helps us to make good choices.

Hypothetical Situations

1. Situation

You have made a commitment to spend the weekend working on a major school assignment that was due for submission on Monday. Then, a group of friends invite you for an outing with them for half-a-day to celebrate a classmate's birthday. You would love to go, but you cannot do both. What would you do?

2. Situation

You and your friend want to play video games during the weekend and you would like to spend a night at his/her house. Your parents reluctantly give you permission to do so but on the promise that there you would not do anything stupid. But later in the night you find that your friend's brothers are having a late-night party with loud music, laughter and dancing etc. and invite you to join in. How would you react to the situation?





Worksheet

Here are the three ways of showing parents that you have grown up.

6 Ways To Be A Responsible Person	Questions You Ask Yourself When You Have To Choose The Right Thing	7 Ways To Respect Yourself
Take charge of your own affairs	What does my heart and conscience tell me?	Take responsibility for your actions
Follow your commitments	Could my action hurt anyone - including me?	Always do what you believe is right
Answer for your own actions	Is it fair?	Be true to yourself and your highest values
Be trustworthy	How would I feel if someone did it to me?	Respect others and treat them right
Do not procrastinate	How would I feel later if I do it?	Set goals and work to achieve them
Always use your head	What would adults whom I respect will say about it?	Say "No" to negative pressures
		Don't let others make choices for you

On the basis of the above answer the following:

1. Three ways in which you are taking responsibility for yourself, your community, your pet and your environment.

2. Describe an event when you were being really irresponsible. What was the outcome and how did you feel at the end of it?

3. What are the five things that you can remind yourself when you are tempted to do something that you know and feel is wrong?





4. During a test in class, a classmate is encouraging you to copy as you were not fully prepared. What was your choice and why?

5. Make a list of qualities that you respect most about yourself. Why do you respect them? Describe how each one of them could benefit you as you grow up?

Suggested Further Activity:

Encourage students to answer the following :

1. When it comes to making choices, it is okay to do anything you can get away with. Do you agree or disagree? Give reasons.

2. Make a list of responsible behaviours.



Unit : 3 Critical Thinking

Activity 1 : As you Assume it!

Theme: Critical thinking enables one to analyze information and experiences in an objective manner. But there are certain barriers to it. We need to break free these barriers and think without biases.

Time Required: 1 period

Materials Needed: 'As you Assume it' Handouts A, B and C

Mode: Groups of four to five students

Life Skills to be enhanced: Critical Thinking, Creative Thinking and Problem Solving

Objectives: Students will be able to:

- develop critical thinking skills;
- examine issues critically.

Getting Started: Discuss with students:

- Social Assumptions** are ideas adopted by groups of people about other groups who are different. They often shape our views about others and can be dangerous because many times they are not true. Social assumptions can eventually lead to stereotypes.
- Stereotypes** label groups of people in a way that may actually be incorrect. Mostly these labels are negative and can be damaging to the social health of a community.

Process:

- Divide students into groups.
- Inform students that they are going to discuss social assumptions to build on their critical and creative thinking.
- Encourage students to discuss the first three assumptions on the Facts and Causal Factors list (Handout A).
- Let students suggest at least one alternative explanation for each statement. Then, let them discuss the last two assumptions (Facts and Relationships) (Handout B).
- Administer the quiz that offers facts and social assumptions and encourage students to give alternative explanations (Handout C).





- Review the quiz.
- Sum up the activity with key messages.

Key Messages

1. Critical thinking enables us to analyze information and experiences in an objective manner.
2. It helps us to find alternative solutions.

As you Assume it! Handout A

Social Assumptions are ideas adopted by groups of people about other groups of people who are different. They often shape our views of others and can be dangerous because often they are not true. Social assumptions can eventually lead to stereotypes.

Stereotypes label groups of people in a way that may actually be incorrect. Mostly these labels are negative and can be damaging to the social health of a community.

Look at the facts and their corresponding stereotypes below:

FACT 1: Children who grow up in a metro city do not do as well in school as children in small towns.	STEREOTYPE: With lots of reasons to distract, less monitoring due to social apathy and nuclear family set up, the city environment affects children's mental abilities.
FACT 2: Most traffic crashes happen within two miles of the driver's home.	STEREOTYPE: Drivers are careless on familiar roads.
FACT 3: The suicide rate is higher in large cities than in small towns or rural areas.	STEREOTYPE: People who live in rural areas are well balanced; people who live in cities are disturbed.
FACT 4: Women tend to stay at home as the main childcare providers.	STEREOTYPE: Women are not as successful as men in the workforce and therefore are meant to be at home.
FACT 5: Many men don't feel comfortable crying in public.	Stereotype: Men who show their emotions are weak.

Think and Discuss:

- Are these stereotypes fair and balanced analyses of the facts?
- What motivates stereotyping?
- Why do people stereotype others?





As you Assume it! Handout B

Social Assumptions: Alternative Explanations

One or two possible explanations are given for each fact. Can you think of any other probable explanations?

Fact 1—Alternative explanations:

Metro city families spend less money on toys, books, and even lesser time together than small town families.

In metro city schools, teachers feel apathy towards students, compared to small town schools.

Fact 2—Alternative explanations:

Drivers spend more time driving near their homes than on more distant roads. The laws of probability may, in part, explain the number of accidents.

Fact 3—Alternative explanations:

City conditions such as noise, over-crowding, and competition are causes of higher suicide rates.

Pace and quality of life in rural areas are calmer than in the city.

Fact 4—Alternative explanations:

Women have historically been discriminated against in the workforce where men have traditionally dominated.

Because women are often discouraged from pursuing careers out-side the home, they are forced to depend on men in the workforce.

Fact 5—Alternative explanations:

Men are often pressurised to be “strong,” that any lack of strength is a failure. Thus, men who show their emotions are made fun of, so they hide emotions to appear more masculine, and more successful in their gender roles.





As You Assume it!: Quiz Handout C

Read each fact, stereotype, and alternative explanation. Decide where these stereotypes might have originated. Do you think the alternative explanations are reasonable and appropriate? Can you think of any more explanations?

Fact 1: CCE (Continuous Comprehensive Evaluation) gives students a chance to participate in lots of activities.

Stereotype: Because of too many activities, students lose focus on academics.

Alternative Explanation: The skills being learnt in the process of participation help in holistic development of the students and they acquire skills needed to lead a happy and successful life.

Fact 2: Many men are poor housekeepers. This is because men do not have the ability to cook, clean, or do the laundry.

Alternative Explanation: Household skills take time to learn and men (and boys) spend their time learning other skills.

Fact 3: The highest number of deaths are caused by heart attacks. Now-a-days people eat a lot of junk food containing fats that lead to increased cholesterol. We can conclude that cholesterol causes heart attacks.

Alternative Explanation: There may be a relationship between heart attacks and diet, but the diet alone usually does not cause heart attacks without interacting factors such as lack of exercise or strain on the heart due to sudden, excessive activity.

Suggested Further Activity:

Let students think of other stereotypes? What facts do these stereotypes come from? Also encourage them to suggest any other alternative explanation.

Fact: _____

Stereotype: _____

Alternative Explanation: _____





Activity 2 : Stating Statements

Theme: Critical thinking is the ability to think clearly and rationally. It is a type of reflective thinking that is aimed at deciding what to believe or what to do. Critical thinkers know NOT to take things at face value. They realize that there is a difference between appearance and reality, and can easily detect the difference.

Time Required: 1 period

Material Needed: 'Stating Statement' Handout

Mode: Two groups

Life Skills to be enhanced: Critical Thinking, Creative Thinking and Problem Solving

Objectives: Students will be able to:

- develop critical thinking skills;
- examine issues critically;
- differentiate between fact, personal statement and value judgment.

Getting Started: An ice-breaker activity.

Process:

- Divide students into two teams. Challenge each member of both the teams thrice:
 - ◆ To identify a type of statement
 - ◆ To formulate a type of statement.
- Provide examples of factual statements, statements of personal taste, and value judgments (Handout).
- Read any statement from the list and challenge students to identify the type of statement: fact, personal statement, value judgment.
- Encourage students to give an example of each one of the three types of statements.
- Discuss their answers.
- Encourage students to give more examples.
- Conclude with the help of key messages.

Key Messages

1. Critical thinking means employing analytical skills.
2. Critical thinking skills help in identifying different types of statements.





'Stating Statement' Handout

What are the different types of statements?

FACTUAL STATEMENTS

1. There are many kinds of computers.
2. Coffee is one of the major exports of Puerto Rico.
3. Library records show that more non-fiction books have been borrowed this year than last year.
4. A bad case of measles can cause blindness.
5. My mother gets angry if I wear dirty socks for a week.
6. Students who 'bunk' class usually get called to the Principal's office.
7. Cricket is a popular sport in India.
8. My mother told me that my bedroom is untidy.
9. The Moon is the only natural satellite of the earth.
10. I spent ₹ 100/- today.

STATEMENTS OF PERSONAL TASTE

1. I prefer to use an Apple computer.
2. I like chocolate eclair but I hate chocolate cake.
3. My favourite author is Enid Blyton.
4. Don't sneeze on me! I'd hate to catch a cold.
5. I'd like to go barefoot in summer.
6. I would like to 'bunk' Mathematics class.
7. I enjoy playing dominos.
8. I enjoy rock music.
9. I like Italian food.
10. As far as I'm concerned, ₹ 500/- an hour is very little as pocket money.

VALUE JUDGEMENTS:

1. Computers should be built to last.
2. People with bad taste should get fashion advice.





3. You shouldn't believe everything you read.
4. All children ought to be vaccinated against serious diseases.
5. Yogesh is the best swimming coach at the DDA pool.
6. It is important to attend school regularly.
7. It is better to be involved in games than watching it.
8. Students should develop good work habits.
9. It is wrong to accuse a person without very good reasons.
10. It is wrong to spend more money than you earn.



Suggested Further Activity:

Encourage students to write five new statements for each of the following:

1. Factual Statement
2. Personal Statement
3. Value Judgement





Activity 3 : Keep Balloon up in Air

Theme: Critical thinking helps to analyse issues critically and form opinions on them. The learning of facts is the essential first step to thinking critically.

Time Required: 1 period

Materials Needed: Name list (for facilitator) and a virtual balloon using chairs etc.

Mode: Groups of four to five students

Life Skills to be enhanced: Critical Thinking, Creative Thinking and Problem Solving

Objectives: Students will be able to:

- develop critical thinking skills;
- examine issues critically.

Getting Started: An ice-breaker activity.

Process:

- Create a list of people with very different backgrounds. These may be famous individuals, characters or types of people from the present day or historical figures.
- Give each student a person to be or let them choose by picking a name from a bowl.
- Explain that the group is in a make believe hot air balloon which is losing height. To stay in the air, a person must leave the balloon.
- Taking turns, ask each student to explain why their character should be allowed to stay in the balloon.
- Once everyone has spoken, instruct the group to decide who should be evicted from the balloon. This can be done by taking a vote and the student with most votes leaves the balloon.
- Start the process again. As the hot air balloon is still losing height so another student must be evicted until there is only one student left. Each time the students should think of a different reason why they should stay.
- At the end of the debate, discuss with students why the students left the balloon in the order they did, what were the characteristics or skills and attributes of the people who seemed to be the most and least valuable to society.



- Tell students that even when their character is no longer in the balloon, it is important to listen to the debate so that they can participate fully in the discussion at the end.

Key Message

Critical thinking helps to look into things critically and form opinions on them.

Name List

- | | |
|--------------------|---------------------|
| ● Mahatma Gandhi | ● Kalpana Chawla |
| ● Manmohan Singh | ● Emperor Akbar |
| ● Amitabh Bachhan | ● Lata Mangeshkar |
| ● Sachin Tendulkar | ● Kiran Bedi |
| ● Mother Teresa | ● Indira Gandhi |
| ● Barak Obama | ● Swami Vivekananda |
| ● Bill Gates | ● Isaac Newton |
| ● Ratan Tata | ● Aryabhatta |
| ● Arundathi Roy | ● A.R. Rehman |
| ● Jatin Das | ● Vijendra Kumar |

Suggested Further Activity:

Encourage students to make a list of famous persons (who are no more in this world) belonging to any field and from any country who have done something novel in their field. Instruct them to choose any two whom they wish were alive giving reasons for their choice.





Activity 4 : Media makes it all

Theme: There are differences of opinion among local, national and international media. This is because they want to make a difference and want a chance to be creative in presenting their news items.

Time Required: 1 period

Materials Needed: A wide selection of newspapers and magazines, display boards and cards with topics

Mode: Groups of four to five students

Life Skills to be enhanced : Critical Thinking, Creative Thinking and Problem Solving

Objectives: Students will be able to:

- develop critical thinking skills;
- evaluate information presented by media critically.

Getting Started: Discuss with students about media and their structure, what news means to them and how news is created and presented.

Process:

- Discuss the headlines / news in the newspapers and magazines.
- Prepare a list of key topics to be investigated on cards.
- Place each card, one at a time, in the centre of a display board.
- Instruct students to look through all the papers and magazines and cut out any news related to the topics that they find- for example, articles, headlines, stories, photos, advertisements, etc.
- Place relevant items on the board around the topic card.
- Once all the publications have been looked at or the time for the task is up, let students share their opinion on the results of their findings by considering the following questions:
 - a. How are different topics viewed by different media?
 - b. How much coverage is given to different topics?
 - c. Is there a difference of opinion in local, national and international media?





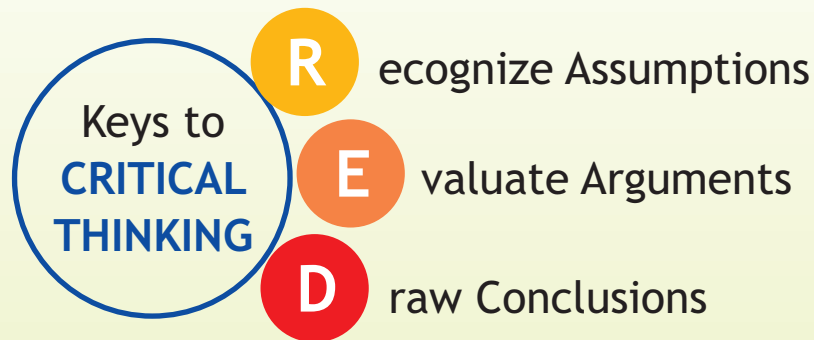
Key Messages

1. Media likes to sensationalize even the simplest of happenings which it feels will get readership.
2. Different media approach the same piece of news in different ways.
3. They change their viewpoints depending on circumstances and evidences.

Suggested Further Activity:

Choose one topic to be followed over several weeks in the media so that changes in attitudes / reporting of the topic can be traced. This can also help the students explore papers and magazines that they would not normally read.

To Think Critically, Think **RED**



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Activity 5 : Why and What of Choosing

Theme: Critical thinking is a reflective thinking that facilitates good judgment. It involves both cognitive skills and dispositions (attitudes or habits of mind). It includes analyzing and making inferences which helps us choose certain activities or practices and reject others.

Time Required: 1 period

Materials Needed: Flash cards and marker pens

Mode: Groups of four to five students

Life Skills to be enhanced: Critical Thinking, Creative Thinking and Problem Solving

Objectives: Students will be able to:

- develop critical thinking skills;
- reason out when they make choices.

Getting Started: An ice-breaker

Process:

- Instruct students to sit in a circle on the floor. Leave space at the centre for this exercise.
- Call for two volunteers to the centre of the circle. Give them a stack of flash cards and markers.
- Encourage students to call out activities or practices that may be common in their peer group, for example, going to party, sports, or reading.
- As they call out, instruct the volunteers to write each suggestion on a flash card. Try and get a mix of negative and positive activities or practices.
- Stop after ten to fifteen activities or practices.
- Instruct the volunteers to arrange the flash cards on the floor in a vertical line.
- Encourage students to state the reasons for doing/participating in an activity or practice. Instruct the volunteers to note these on the flash cards as well.
- Limit the reasons to eight to ten. If the students agree, similar reasons may be clubbed together.





- Instruct 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 or practice will be analyzed according to the reasons mentioned by the students.
- 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.
- Instruct students 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 students will be able to see why they choose certain activities over others.
- 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 or expletives is also to be with friends. Why is that so? It is for having fun. Why is this so?

Key Messages

1. Critical thinking is an ability to analyze information and experience in an objective manner.
2. It enables one to make the maximum use of one's senses and ensure the maximum learning.

Suggested Further Activity:

Let students do a similar exercise on their own to analyze their choice of personal activities/ practices according to the reasons for participating in them.





Activity 6 : May be... still

Theme : We must critically analyze and look for the best option available. We should be able to challenge other people's ideas spontaneously and think of better alternative solutions.

Time Required: 1 period

Material Needed: May be...still handout

Mode: Groups of four to five students

Life Skills to be enhanced: Critical Thinking, Creative Thinking and Problem Solving

Objectives: Students will be able to:

- develop critical thinking skills;
- examine issues critically.

Process:

- Sit in a big circle with the students.
- Provide a problem or an issue. Then ask, "*Are there any (better) ideas?*" or "*What do you think?*"
- Instruct students to consider the problem, thinking critically. Nominate someone to provide a better alternative.
- The next student says '*hmm, maybe, but*' and then offers his/her own alternative.
- The next student thinks about this alternative and says '*hmm, maybe, but...*' and then offers his/her perspective, and so on, until everyone in the circle has spoken.

Sample flow:

Facilitator- "*Many people think that girls are better than boys. How do you think that we can change this perception and tell everyone that girls and boys are really equal?*"

Next student on right- "*Hmm, maybe, but... I think that boys are more industrious than girls...*"

Next student on right- "*Hmm, maybe, but... the boys are also stubborn, especially when they do not like to do the work assigned to them...*"

Next student on right - "*Hmm, maybe, but... girls can also be stubborn when they do not feel like working...*"

And so on.

- Conclude with the help of key messages.





Key Messages

1. Critical thinking demands rational and analytical thinking.
2. It is always advisable to deeply look into the matter before forming an opinion.
3. Our decisions should be led by critical thinking not by assumptions.

Handout Sample Problems

- 1 It is not proper for girls to stay out till late, with boys it is still fine. What are your ideas about this?
- 2 Many young people today find it hard to talk openly and honestly with their parents. How do you think young people should talk to their parents and why?
- 3 Wearing low waist jeans or shorts is nothing but a way to look different and seek attention. What is your opinion?
- 4 It is better to focus on academics in the secondary classes than on co-scholastic activities. Do you agree? Give reasons.
- 5 Parents should give children more liberty in making career choices. Give your view about this.
- 6 Girls and boys must deal with their emotions everyday. How should they do this?
- 7 Many adults think that young people should just stay quiet and follow them without thinking. Do you agree with this statement?

Suggested Further Activity:

Encourage students to think of a similar "May be ... still" situation which they might have faced at home. What were the opinions of each member of their family including them regarding that issue?





Unit : 4

Creative Thinking

Activity 1 : The Creative Solution Finders

Theme: All of us face problems in our life. There is a solution to every problem. We should think creatively to arrive at the solutions.

Time Required: 1 period

Materials Needed: Two sheets of blank paper and a pencil for each student, an empty box such as a shoe box and handout

Mode: Whole class

Life Skills to be enhanced: Creative Thinking and Critical Thinking

Objectives: Students will be able to:

- use higher order thinking skills and inference skills;
- develop diversity of thought.

Getting Started: Discuss with students about why and what type of problems they generally face in their life and what is the best way to resolve them. How does creativity support problem solving?

Process:

- Explain to the students that they have to solve the problems that they consider important.
- Give each student a pencil and two sheets of paper.
- Instruct each student to write a problem question on one of his/her sheets of paper. The question may be personal, such as "*What can be done about my family's irritability in the morning?*" or it may be more political or social, such as "*How can India solve its problem of poverty?*"
- Collect the sheets of paper with questions written on them from the students. Read them one at a time and solicit solutions from the students. There should be at least two solutions for every problem.
- Continue the activity until all students have shared their problem questions and found new solutions.





Key Messages

1. For every problem there is a solution and more creatively we think better are the solutions that we get.
2. Thinking creatively while looking for solution helps us in a better way.
3. It is not always that a solution will work. We must keep in mind hit and trial method while looking for solutions.

Handout

The problems that can be discussed are:

- How to solve the issue of illiteracy in India?
- What can be done to stop parents from comparing their children with others?
- How can parents be convinced that junk food is fine to eat once in a while?
- How to avoid peer pressure?
- How to save students from the bad influence of television?
- How to save students from the bad influence of social networking sites?
- How to convince parents that music is good while studying?
- What can be done to avoid road rage?
- What can be done to save Earth from global warming?
- How to help a friend who has started smoking and is moving in a bad company?

Suggested Further Activity:

Instruct students to place their problem questions in a box. Then pick a question out of the box, read it aloud, and call on a student to share his/her solution. Several solutions can be solicited.





Activity 2 : Ms. Nature - the Scientist

Theme: The major inventions and discoveries in the world are the product of creative minds. Many living things in nature have inspired the birth of many discoveries in the world.

Time Required: 1 period

Material Needed: Worksheet

Mode: Individual

Life Skills to be enhanced: Creative Thinking and Critical Thinking

Objectives : Students will be able to:

- use higher order thinking skills and inference skills;
- find connections between the discoveries and the living things.

Getting Started:

Biology and Zoology are considered by many to be rich sources of analogies from which significant inventions can be derived. One of the most celebrated cases is the invention of the telephone. As Alexander Graham Bell wrote: *"It struck me that the bones of the human ear were very massive as compared with the delicate thin membrane that operated them; and the thought occurred to me that if a membrane so delicate could move bones so relatively massive, why should not a thicker and stouter piece of membrane move a piece of steel."* Thus the telephone was conceived.

Process

- Share with students other similar examples (as mentioned in getting started).
- Encourage students to share their views on the thought that nature is a great scientist and has served as an inspiration to the present day scientists.
- Give each student the worksheet **without** the answer.
- Instruct them to go through and fill up the worksheet.
- Let them discuss the answers and reason out.
- Ask them to make a list of natural wonders that can result in new inventions.

Key Messages

1. We should try to find creative and constructive solutions to problems and issues.
2. To be creative, one needs to be able to think out of the box.





Worksheet

Here is a list of animals and the inventions they exemplify. Match the animal with the invention.

- | | | |
|--------------------|-----|----------------|
| 1. bat | () | parachute |
| 2. armadillo | () | snowshoes |
| 3. chameleon | () | anesthetic |
| 4. fish | () | helicopter |
| 5. flying squirrel | () | suction cup |
| 6. squid | () | hypodermic |
| 7. hummingbird | () | radar |
| 8. scorpion | () | camouflage |
| 9. snake | () | electricity |
| 10. abalone | () | tank |
| 11. caribou | () | jet propulsion |

Answers

- | | | |
|--------------------|------|----------------|
| 1. bat | (5) | parachute |
| 2. armadillo | (11) | snowshoes |
| 3. chameleon | (9) | anesthetic |
| 4. fish | (7) | helicopter |
| 5. flying squirrel | (10) | suction cup |
| 6. squid | (8) | hypodermic |
| 7. hummingbird | (1) | radar |
| 8. scorpion | (3) | camouflage |
| 9. snake | (4) | electricity |
| 10. abalone | (2) | tank |
| 11. caribou | (6) | jet propulsion |

Suggested Further Activity:

Encourage students to answer the following:

1. Has anything around you ever given you an idea to invent/design/create something? If yes, explain.
2. Name one animal or bird that inspires you to invent something of human utility.
3. How has nature helped Newton in his discovery?





Activity 3 : Tell Me

Theme: Creative thinking is a novel way of seeing or doing things. It helps to find solutions to our problems. We need to use our higher order thinking skills to be creative.

Time Required: 1 period

Material Needed: Worksheet

Mode: Groups of four to five students

Life Skills to be enhanced: Creative Thinking and Interpersonal Relationships

Objectives: Students will be able to:

- use higher order thinking skills and inference skills;
- use things in a novel and different way.

Getting Started: A creative warm-up activity.

Process:

- Instruct students to read the statements provided in the worksheet.
- Direct them to find out the word that fills up all the blanks in a sentence. Instruct them that one word which is pronounced and spelt the same fits in all the blanks. Provide them a sample sentence to get the idea.
- Encourage them to use their experience and knowledge to determine an appropriate word that completes the sentence in a coherent manner.
- The team that completes the statements first and correctly wins the honour of being the "*best team for the day*".

Key Messages

1. Higher order thinking skills are required to be creative.
2. Try to think out of the box to be creative.
3. Creative thinking helps to find a solution to a problem.





Worksheet

Example

The bandage was wound around the wound.

- 1 The farm was used to (a)_____ (b)_____.
- 2 The snake (a)_____ its skin while in the (b)_____.
- 3 The dump was so full that it had to (a)_____ more (b)_____.
- 4 We must (a)_____ the (b)_____ furniture.
- 5 We could (a)_____ if he got the (b)_____ out.
- 6 The soldier decided to (a)_____ his dessert in the (b)_____.
- 7 Since there is no time like the (a)_____, he thought it was time to (b)_____ the (c)_____.
- 8 A (a)_____ was painted on the head of the (b)_____ drum.
- 9 When shot at, the (a)_____ (b)_____ into the bushes.
- 10 I did not (a)_____ to the (b)_____.
- 11 The insurance was (a)_____ for the (b)_____.
- 12 There was a (a)_____ among the oarsmen about how to (b)_____.
- 13 They were too (a)_____ to the door to (b)_____ it.
- 14 The buck (a)_____ strange things when the (b)_____ are present.
- 15 A seamstress and a (a)_____ fell down into a (b)_____ line.
- 16 To help with planting, the farmer taught his (a)_____ to (b)_____.
- 17 The (a)_____ was too strong for us to (b)_____ the sail.
- 18 After a (a)_____ of injections my jaw got (b)_____.
- 19 Upon seeing the (a)_____ in the painting I shed a (b)_____.
- 20 I had to (a)_____ the (b)_____ to a series of tests.





Answers

- 1 The farm was used to produce produce.
- 2 The snake shed its skin while in the shed.
- 3 The dump was so full that it had to refuse more refuse.
- 4 We must polish the polish furniture.
- 5 We could lead if he got the lead out.
- 6 The soldier decided to desert his dessert in the desert.
- 7 Since there is no time like the present, he thought it was time to present the present.
- 8 A bass was painted on the head of the bass drum.
- 9 When shot at, the dove dove into the bushes.
- 10 I did not object to the object.
- 11 The insurance was invalid for the invalid.
- 12 There was a row among the oarsmen about how to row.
- 13 They were too close to the door to close it.
- 14 The buck does strange things when the does are present.
- 15 A seamstress and a sewer fell down into a sewer line.
- 16 To help with planting, the farmer taught his sow to sow.
- 17 The wind was too strong for us to wind the sail.
- 18 After a number of injections my jaw got number.
- 19 Upon seeing the tear in the painting I shed a tear.
- 20 I had to subject the subject to a series of tests.

Suggested Further Activity:

Organise a discussion on “How does thinking creatively help us in life?”





Activity 4 : Quote the Quotes

Theme: Great men have said it all! All of us must have heard the saying that there is no need to “*reinvent the wheel*”. There can be some interesting and creative ideas that we can derive from the quotations that we read. Several are available in the form of compilations (as books) as well as online.

Time Required : 1 period

Materials Needed: Quote Solutions Handout, books of quotations, internet access and worksheet

Mode: Groups of four to five students

Life Skills to be enhanced: Creative Thinking and Problem Solving

Objectives: Students will be able to:

- generate creative ideas as possible;
- use quotes to generate ideas.

Getting Started: A creative warm-up activity.

Process :

- Give students a handout of Quotes.
- Instruct students to write down a situation for which they want to find a solution.
- Ask them to find some quotes addressing the key words related to that situation.
- Encourage them to generate creative ideas to resolve the issue.

Key Messages

1. A creative idea can be used to resolve an issue.
2. We derive creative ideas from quotations also.





Quotes Solutions Handout

Situation: How to convince your parents that it is alright to listen to music while studying.

Key Words: 'Music' and 'Studying'

Quotes:

- Without music, life is a journey through a desert. *Pat Conroy*
- Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything. *Plato*
- Music is the arithmetic of sounds as optics is the geometry of light. *Claude Debussy*
- Music hath charms to soothe a savage beast, to soften rocks, or to bend a knotted oak. *William Congreve (1670-1729)*
- The schools that produced the highest academic achievement in the United States today are spending 20% to 30% of the day on the arts, with special emphasis on music. *International Association for the Evaluation of Educational Achievement (IAEEA) Test, 1988*
- Students who were exposed to music-based lessons scored a full 100% higher on fractions' tests than those who learned in the conventional manner. *Neurological Research, March 15, 1999*
- High school music students have been shown to hold higher grade point averages (GPA) than non-musicians in the same school. *National Educational Longitudinal Study of 1988*
- During moments of musical euphoria, blood travels through the brain to areas where other stimuli can produce feelings of contentment and joy-and travels away from brain cell areas associated with depression and fear. *Dr. Frederick Tims, reported in AMC Music News, June 2, 1999*
- Students of lower socio-economic status who took music lessons in grades 8-12 increased their Mathematics scores significantly as compared to non-music students. But just as important, reading, history, geography and even social skills soared by 40%. *Gardiner, Fox, Jeffrey and Knowles, Nature, May 23, 1996*
- Music training helps under-achievers. Students lagging behind in scholastic performance caught up to their fellow students in reading and surpassed their classmates in Mathematics by 22% when given music instruction over seven months. *Nature, May 23, 1998*





- If children hear fine music from the day of their birth and learn to play it, they develop sensitivity, discipline and endurance. They get a beautiful heart. *Shinichi Suzuki*
- There is music wherever there is harmony, order, or proportion. *Thomas C. Haliburton*
- If you look deep enough you will see music; the heart of nature being everywhere music. *Thomas Carlyle*

The Best Ones:

Music is the arithmetic of sounds as optics is the geometry of light. *Claude Debussy*

Music training helps under-achievers. Students lagging behind in scholastic performance caught up to their fellow students in reading and surpassed their classmates in Mathematics by 22% when given music instruction over seven months. *Nature, May 23, 1998*

Students who were exposed to music-based lessons scored a full 100% higher on fractions' tests than those who learned in the conventional manner. *Neurological Research, March 15, 1999*

Ideas to put in front of your parents:

- Music helps in scholastic achievements
- Music keeps the mind calm while studying
- Music keeps you awake while studying.





Worksheet

Now write a situation related to you and try to find a way out through Quotes

Situation:

Key Words:

Quotes:

The Best Ones:

Ideas:

Suggested Further Activity:

Instruct students to answer the following:

What is a 'silly' idea? How does it differ from 'normal' idea? Have you tried to solve any difficult problem using 'silly' idea? If yes, describe the problem and how you arrived at the solution using the 'silly' idea.

Web Support:

<http://www.ndacda.com/sitebuildercontent/sitebuilderfiles/musiceducationquotes.pdf>

http://www.thinkexist.com/English/Topic/x/Topic_274_6.htm

<http://www.auuuu.com/quotes/music.html>

<http://www.inspirational-quotes-change-lives.com/famousmusicquotes.html>





Activity 5 : Stick and Cloth

Theme: Creative thinking is a novel way of seeing and doing things. It requires one to think out of the box. This activity encourages the students to use their higher order thinking skills to create as many items as possible out of a stick and a piece of cloth.

Time Required: 1 period

Materials Needed: A stick (one metre) and a piece of cloth (1 X 1 metre)

Mode: Whole class sitting in a circle

Life Skills to be enhanced: Creative Thinking and Problem Solving

Objectives: Students will be able to:

- think and express their ideas cohesively;
- demonstrate creativity;
- stretch their imagination.

Getting Started: A creative warm-up activity.

Process:

- Make all students sit in a big circle.
- When everyone is seated, place both the piece of cloth and the piece of stick in the middle and ask the group what they see.
- Ask them to describe the attributes of the two objects (e.g. the cloth is soft and smooth, the stick is hard, stiff, rough, etc.).
- Encourage them to imagine that the cloth and the stick are not a cloth and stick but something else. Ask 'what could they be?'
- Each student then takes a turn to demonstrate what he/she imagines the cloth and the stick to be e.g. the cloth could be a mirror and the stick a toothbrush.
- Give time to everyone to stretch their imagination.

Key Messages

1. Creative thinking is a novel way of seeing and doing things.
2. To be creative, one needs to use imagination and think out of the box.

Suggested Further Activity:

Encourage students to think creatively and make a useful object out of waste material.





Activity 6 : Shhh... Sherlock Holmes is here

Theme: There are six key questions that journalism students are taught to answer in their news articles to make sure that they have covered the whole story. For creative thinkers, these questions stimulate thinking about the idea in question and allow one to approach it from various angles. So let us try to write down our creative ideas.

Time Required: 1 period

Materials Needed: 'Super Six' handout and newspaper clippings

Mode: Groups of four to five students

Life Skills to be enhanced: Creative Thinking and Problem Solving

Objectives: Students will be able to:

- think and express their ideas cohesively;
- use the six journalistic questions to generate ideas.

Getting Started: A creative warm-up activity.

Process:

- Students bring some clippings of newspaper articles.
- Divide students into groups.
- Instruct students to analyze the given newspaper articles.
- Now ask them to go through the 'Super Six' handout.
- Instruct them now to reanalyze the given newspaper clippings in the light of 'Super Six' handout and record their observations in the worksheet.
- Encourage them to rewrite the report putting in the missing elements if any and share their version with the class.

Key Messages

1. It is important to have all the six elements of "Who, What, When, Where, Why and How" in the news report.
2. These elements can help in generating creative solutions to different situations.





'Super Six' Handout

1. **Who?** (Actor or Agent) Who is involved? Who did it/will do it? Who uses it, wants it? Who will benefit, will be injured, will be included, and will be excluded?
2. **What?** (Act) What should happen? What is it? What was done/ought to be done, and was not done? What will be done if x happens? What went or could go wrong? What resulted in success?
3. **When?** (Time or Timing) When will/did/should this occur or be performed? Can it be hurried or delayed? Is a sooner or later time be preferable? When should be the time be if x happens?
4. **Where?** (Scene or Source) Where did/will/should this occur or be performed? Where else is a possibility? Where else did the same thing happen/should the same thing happen? Are other places affected, endangered/protected/aided by this location? Effect of this location on actors, actions?
5. **Why?** (Purpose) Why was/is this done, avoided, permitted? Why should it be done, avoided, permitted? Why did/should actor do? Different for another actor, act, time, place? Why that particular action, rule, idea, solution, problem, disaster, and not another? Why that actor, time, location, and not another?
6. **How?** (Agency or Method) How was it, could it be, should it be done, prevented, destroyed, made, improved, altered? How can it be described, understood? How did beginning lead to conclusion?

Worksheet

- **Who?** (Actor or Agent)

- **What?** (Act)

- **When?** (Time or Timing)





Unit : 5 Effective Communication

Activity 1 : Contribution during Group Discussions

Theme: Effective communication means that we are able to express ourselves, verbally and non-verbally. We should be able to express our opinion and desires and also needs and fears. This activity highlights the importance of participating in group discussions. Contribution in group discussions helps us to define our views on the issue and not leave it to others to interpret them.

Time Required: 1 period

Materials Needed: Story, current topic and worksheet 1 and 2

Mode: Whole class

Life Skills to be enhanced: Effective Communication, Critical Thinking, Negotiation Skills and Interpersonal Relationships

Objectives: Students will be able to:

- evaluate their behaviour in group discussions;
- make changes in their behaviour to contribute effectively in group discussions.

Getting Started:

Divide the class into two groups. Direct them to form two separate lines facing each other so that each person is facing another. Instruct students in one line to perform a certain body movement/action, which their partner is to replicate. Reverse the roles and do the activity again.

Process:

- Instruct students to sit in a large circle with their eyes closed.
- Inform that they need to listen carefully to a story and that the story will end in a dilemma that they have to resolve.
- Narrate the story. (Appendix 1)
- Ask students to open their eyes and tell them that they need to resolve this as a group.
- Inform them that they need to discuss all possibilities as a group and then reach a consensus in ten minutes.





- Also inform them that from time to time you may ask some students to leave the discussion by tapping them on the shoulder. Whoever receives a tap on the shoulder is to leave the discussion quietly and the others will continue the discussion.
- Allow discussion to continue for a few minutes before taking out the most vociferous person from the group by tapping her/him on the shoulder. (Note : Facilitator not to share the reason for tapping and taking out students during the activity)
- Allow discussion to go on while taking out those students who are actively involved in the discussion one by one by tapping on the shoulder.
- Terminate the discussion once the group (with only a handful left) agrees on a decision.
- Instruct all the students to join the group.
- Ask students the following questions
 - How did they feel while participating in the discussion?
 - Why do they think that some of the students were taken out? (Note: Facilitator to share now that the students taken out were the ones who were more vocal)
 - What happened after a few students were taken out from the discussion and what does that convey? (Note: Facilitator needs to draw attention to the fact that once the more vocal ones are taken out, the others start to participate and are able to reach a conclusion/decision)
- Instruct them to form pairs and each pair to fill up worksheet 1. (ten minutes to be allotted)
- Encourage some of the students to share what they have written and put them on the board using the format given in Appendix 2.
- Summarize the learning from this session.
- At the end of the session ask each student to fill up worksheet 2.

Key Messages

1. People exhibit different behaviours in group conversations.
2. Contribution in group discussions helps us to define our views on the issue and not leave it to others to interpret.
3. It is our responsibility to contribute and allow others to contribute as each person's contribution adds value to the discussion.





Worksheet 1

	Reasons	Advantages	Disadvantages	Responsibility
Students who participate actively				
Students who find it difficult to participate				

Worksheet 2

Identify and write down three qualities that would enable you to actively participate in group discussions.

1. _____
2. _____
3. _____

Suggested Further Activity:

Take up a current topic which can generate a discussion and discuss to arrive at a conclusion.





Appendix 1

Option 1. Example of a story

Nisha and Natasha are good friends, they have similar tastes, likes and dislikes. They study in the same school, same class and share seats.

Of the duo, Nisha is more outgoing where as Natasha is a bit reserved. They trusted each other implicitly. Their life was full of sunshine - sharing tender secrets, helping each other, planning for the future... They spent a lot of time together and were very close to each other.

They say trust is the touchstone of friendship and they had ample between them.

One day both of them went to the school stationer's shop. The shop as usual was bustling with students and there was a long queue. As Nisha's turn came the shopkeeper gave her the registers she had asked for and before he could take the money a pile of books kept in the back shelf came tumbling down. He turned around to pick them up and in that commotion Nisha walked away from the shop without paying the money, leaving Natasha standing speechless with disbelief. In the chaos the shopkeeper too did not realise that Nisha had not paid him.

Natasha, shocked at her friend's behaviour, followed her to the canteen and asked her to go and pay for what she had taken. Nisha replied that since the shopkeeper had not realised it, it was alright, and she would not pay him.

Natasha left her friend sitting in the canteen. She was caught in a big dilemma whether to tell the stationer or not. On one hand her friendship was at stake and on the other her conscience. More than anything she felt her trust was betrayed by Nisha.

What do you think Natasha should do?





Appendix 2

	Reasons	Advantages	Disadvantages	Responsibility
Students who participate actively	<ul style="list-style-type: none"> • Confident • Have knowledge on the issue being discussed 	<ul style="list-style-type: none"> • Opinion holds a lot of value • Given importance by others • Others look up to and admire them • Helps build self-esteem 	<ul style="list-style-type: none"> • May tend to overshadow others 	<ul style="list-style-type: none"> • To encourage others to participate • Not to be the only one to talk.
Students who find it difficult to participate	<ul style="list-style-type: none"> • Not confident • Not aware/do not have knowledge • Not getting a chance to speak • Fear of being ridiculed • Past negative experience 	<ul style="list-style-type: none"> • Can be a good listener/observer 	<ul style="list-style-type: none"> • Opinion not taken into consideration • Others might take him/her as being disinterested • May not be given importance by others • Non-participation may be misunderstood as agreement or lack of opinion • May feel uncomfortable because of non-participation 	<ul style="list-style-type: none"> • Not to be overshadowed by others • To allow others to express themselves and also be part of group conversations • To share ideas or opinion. Lack of participation may lead the group to lose out on the person's opinion/inputs





Activity 2 : Asking Open - ended Questions as an Effective Listener

Theme: Listening is an important skill. It needs practice to develop this skill. Asking open ended questions is an important part of listening. This activity will help the students to analyze the significance of asking open-ended questions.

Time Required: 1 period

Materials Needed: White board, marker pens, slips of paper and worksheet

Mode: Whole class, Pairs

Life Skills to be enhanced: Communication Skills and Interpersonal Relationships

Objective: Students will be able to identify and analyse the significance of asking open ended questions as an important part of listening.

Getting Started:

- Share with students that the session is going to be on listening as an important communication skill.
- Instruct students to make a circle.

Process:

- Call for two volunteers.
- Inform the class that one of the volunteers will receive a set of questions. The other volunteer will be answering those questions. (Appendix 1)
- Encourage students to focus on the questions being asked and the answers.
- Stop the activity once the questions are over.
- Thank the two volunteers and appreciate their participation.
- Now call for two other volunteers.
- Share with the class that another round of questions and answers will be conducted and they have to focus again on the questions and the answers.
- Again, give the set of questions to one of the volunteers. (Appendix 2)
- Repeat the activity.
- Instruct students to fill up the worksheet.
- Encourage some students to share what they have written. Emphasise that the first set of questions were close-ended whereas the second set of questions were open-ended.





- Encourage students to reflect on and share the type of questions (close or open - ended) which will make an interaction more meaningful and satisfying. Emphasise advantages of asking open - ended questions. (e.g. they encourage conversation and invite the speaker to share more about a subject.)
- Encourage one or two students to share some insights and thoughts from the discussion.
- Some students may volunteer to summarize what they have learned from the session. Draw their attention to the idea that active listening is a way of eliciting information and emotions from a speaker thereby gaining a better understanding and relationship with the speaker. The more one knows about the person with whom he/she is developing a friendship the more information one will have to build their relationship on. Asking open ended questions is a very important skill of active listening.



Key Messages

1. Listening is an important skill that needs practice.
2. Asking open-ended questions is an important skill of active listening.
3. This enables the speaker to give full information and helps the listener develop a better understanding of the situation.



Courtesy: crazyspeechworld.blogspot.com





Appendix 1

Set of close - ended questions

- Q1. Are you feeling bad today?
- Q2. Do you think Rohit would like to be friends with me?
- Q3. Would you like to go out to the market today?

Appendix 2

Set of open - ended questions

- Q1. How are you feeling today?
- Q2. How do you think Rohit feels about me?
- Q3. What would you like to do today?

Worksheet

What is the difference between the first set of questions and the second set of questions?

Suggested Further Activity:

Divide the class into pairs. Instruct one student from each pair to interview his/her partner and collect information regarding his/her favourite subject. The other partner is responsible to share whether he/she had the scope for sharing more on the topic. Switch the roles after every five minutes.





Activity 3 : Assertiveness

Theme: Assertiveness is the ability to express one's feelings and assert one's rights while respecting the feelings and rights of others. Being assertive supports communicating the message in straight and firm words, clearly. The activity is going to help students in comparing assertive, aggressive and submissive communication styles.

Time Required: 1 period

Materials Needed: Role play scripts, worksheet, whiteboard and marker pens

Mode: Whole class

Life Skills to be enhanced: Effective Communication, Interpersonal Relationships and Self Awareness

Objectives: Students will be able to:

- recognise assertive, aggressive and submissive communication styles;
- develop assertive communication skills;
- identify and evaluate their own dominant communication style.

Getting Started:

Inform students that in this session, they will explore various communication styles.

Process:

- Call four volunteers.
- Give them the background of the role-play and scripts for their role. (See Annexures for role-play situations)
- Inform them that there will be three role plays.
- Instruct the class to observe the main character in each of the role plays - how he/she is communicating with others and record their observations in the worksheet Rows 1 and 2 (Note : facilitator is to share who the main character is).
- Let the volunteers role-play, where the main character is aggressive.
- After the role play, ask students to share the behaviour and attitude displayed by the main character.
- List them on the board.
- Tell them that this kind of communication is called "*Aggressive Communication*".
- Now repeat the same exercise with another group of volunteers where the main character is displaying a submissive behaviour. (Follow steps 5 to 8).





- Ask students if there is a third way and ask them to describe it. Help students to articulate the traits, behaviour and attitude of such communication style. List them on the board. Add some more traits if required. Tell them that this style is called "*Assertive communication*". (Assertive: saying what one thinks, feels, wants, or believes
 - In ways that don't damage another person's right to be treated with respect
 - In straightforward, non threatening ways
 - In ways that don't deny own rights and others' rights.)
- Ask the third set of volunteers to enact the situation presented earlier, but this time they have to use the Assertive Communication Style.
- Instruct students to get into groups of four, and fill up the third and fourth row in the worksheet.
- Encourage students to share their entries under each of the communication style.
- Ask them to rate themselves on a scale of one to ten (1 being the lowest) by mapping their communication style against the traits described as Assertive Communication Style.
- Encourage them to think of a way to move towards practising an Assertive Communication Style.

Key Messages

1. The three different styles of responding to a situation are *Aggressive; Submissive and Assertive*.
2. Every individual might have a predominant orientation (aggressive, submissive or assertive) in their communication style and each of these styles have a bearing on interpersonal relationships.
3. The concept of respect and equality are at the heart of the assertive style wherein one respects oneself as well as the other and treats the other as an equal.
4. Everyone can choose his or her behaviour. All can behave assertively because it is a skill that can be learnt.





Worksheet

After observing the role play:

	Behaviour Attributes	Aggressive	Submissive	Assertive
1	The person's traits, behaviours: body language, tone of voice			
2	The effect of a person's behaviour on others			
3	What people think of him/her			
4	Effect of such communication on the relationship			

If I had to rate myself on a scale of 1 - 10 for being assertive, my score would be:

My future plan for being assertive in the given situations: _____

Role Play Script

What do I do?

Situation: Two classmates have been given the joint responsibility of switching off all lights and fans and putting away the registers and books at the end of classes.

Roles:

- Classmate 1 (the main character):** You and your classmate have been given the joint responsibility of switching off all lights and fans and putting away the registers and books at the end of classes. Your classmate always avoids his/her share of the work by making some excuse and leaving early. You end up doing most of the work. Today after helping you for a bit he/she says, *"I have to visit my aunt today so I am leaving."*
- Classmate 2:** You and your classmate have been given the joint responsibility of switching off all lights and fans and putting away the registers and books at the end of classes. You hate the chore and always avoid doing it. When your classmate starts collecting the registers you help him/her for a bit and then make an excuse to leave early, *"I have to visit my aunt today so I am leaving"*.





Suggested aggressive (first) and submissive(second) responses

First Role Play

First set of volunteers role play aggressive communication style

The first classmate displays anger through his/her body language, words and tone (angrily) *“How dare you leave me alone to do most of the work. I will tell the teacher about you and have you punished”*. He/she communicates in a way that threatens the other person’s feelings, opinions or desires. He/she tries to discourage the other person, and insists on his/her rights while denying others’ rights. He/she feels and conveys that his/her ideas, words, opinions, thoughts are correct. He/she has threatening and forceful body language.

The second volunteer responds angrily too.

Second Role play

Second set of volunteers display submissive style. First classmate displays submission through body language, words and tone. He/she keeps quiet and does all the work by himself/herself. He/she is unclear, and afraid to address the issue or problem. He/she is not strong with his/her opinion and does not want to upset or disappoint the other person. He/she has confused body language, which shows he/she is weak, timid, undecided and has a low self-esteem. The second volunteer walks over him/her.

Third Response

In the third role play, first classmate communicates in a way that does not seem rude or threatening to others: *“We have a problem. I am doing more than my share of work. What can we do about it?”* He/she states the problem, asks for suggestion! The student stands up for his/her opinion, ideas, feelings, for own rights without endangering the rights of the second one. It means telling someone exactly what one wants in a way which makes it clear that these are the ideas, words, opinion and thoughts that one believes in. The expression and gestures are firm and steady but non-threatening.

Suggested Further Activities:

Encourage students to supply required information to complete the given statements.

1. I think the advantages of assertive behavior are: _____

2. Situations where I act aggressively/submissively instead of assertively are: _____





Activity 4 : Listening to Non-verbal Communication

Theme: We express ourselves both verbally and non-verbally. It is important to be attentive to both verbal and non-verbal communication to understand a situation completely. This activity will brief out the importance of non-verbal cues in extracting the nature of interaction and the emotional content of the situation.

Time Required: 1 period

Materials Needed: White board and marker pens

Mode: Whole class

Life Skills to be enhanced: Effective Communication, Self Awareness and Interpersonal Relationships

Objectives: Students will be able to:

- recognise non-verbal cues in understanding the nature of interaction and the emotional content of a situation;
- extract emotional content from an interaction which is non-verbal;
- analyse how others make meaning of their own actions and words.

Getting Started:

- Divide the class into two groups.
- Narrate a short well known story to one group of students.
- Ask them to dramatize the same story to the other group.
- Instruct them not to speak but convey the story only through facial gestures and body movements.
- Encourage the other group to observe and guess the story.
- In the end, discuss the challenges faced by the group to understand the story.

Process:

- Encourage students to think and note one situation when they themselves or they have seen some one to be highly emotional.
- Now ask for three volunteers who would like to share the situation with the group in the form of a role-play.
- Instruct them to enact the situation non-verbally. They can't use words.
[Note: The volunteers can choose any one of the stories shared to enact. The actors may be allowed to select a situation of their own which would facilitate realistic action.]
- Instruct the rest of the group to watch the role-play.





- After the role-play, instruct the class to note down nature of the interaction and the emotional conditions of the parties in the situation in the given worksheet.
- Now encourage the class to share what was the situation. Ask them to share what was the message that they got through the enactment. What helped them to interpret the message.
- Take some responses and list them on the board.
- Now encourage the students who acted to explain the situation.
- Ask students to share whose description didn't match the real situation, why and how did they get that message.
- Lead a whole class discussion on how we derive meaning of situations from actions and expressions.

Key Messages

1. People extract the nature of interaction and the emotional content of a situation by interpreting both verbal and non-verbal communication displayed.
2. It is sometimes possible that we may want to hide our real emotions but our non-verbal communication may give out a different message.
3. It is important to be attentive to both verbal and non-verbal communication to derive full meaning of the situation.
4. Similar non-verbal behaviour can convey at times actually dissimilar interaction and emotional states. Hence the guess based on the observation of the non-verbal interaction may be approximate and not exact.

NON-VERBAL COMMUNICATION



SPEAKS LOUDLY

Courtesy: learnideaonline.com





Worksheet

1. A situation which evoked strong emotion.

2. Role play observation sheet:

● According to me the situation is: _____

● The relationship between the characters in the play are: (eg: parent-child, teacher-students): _____

● The emotion displayed by each character: _____

3. The message that I got from the play: _____

Suggested Further Activity :

Miming the message

- Instruct students to sit comfortably.
- Instruct them that they are in a classroom and they can't talk.
- Inform them that you will pass around a box of slips, each slip has a message written on it.
- Instruct them to pass the box till you say stop. The student who has the box at that point of time has to pick up one of the chits and read it without showing it to any one.
- Encourage the student to share the message on the slip without using the written words.
- Encourage others to guess. Once it is guessed correctly, continue the game for another three or four rounds.





Activity 5 : Responding

Theme: Responding is a critical component of communication. We need to respond appropriately to different situations. In this activity, students practise their responding skills.

Time Required: 1 period

Materials Needed: Role play situations and worksheet

Mode: Whole class

Life Skills to be enhanced: Communication Skills and Interpersonal Skills

Objectives: Students will be able to:

- explain the importance of responding appropriately to situations;
- practise responding skills.

Getting Started: Inform students that the session is going to be about another important element of communication - Responding .

Process:

- Call two students to volunteer for a role-play.
- One is **A** and the other is **B**.
- Give the situation to student **A**. (Appendix1-Situation 1) Inform the student **B** that **A** will be coming to him/her with the situation and he/she needs to respond in whatever way he/she thinks is appropriate.
- Instruct the class to observe what is happening.
- Stop the role-play once student **B** has said a few statements.
- Repeat this exercise with two more students. (Appendix 1 Situation 2)
- Again ask the class what was happening. Focus more on how student **B** was responding in both the situations.
- Encourage students to express their views on how one needs to respond to similar situations. Emphasize that responding does not necessarily involve advising or providing solutions. It would include **listening** to the person, **empathising**, **asking questions** if required and then **co-creating** solutions (together).
- End the session with one or two role-plays where students follow similar steps while responding. Students can come up with their own situations or the facilitator can suggest some other relevant situations.

Key Messages

1. Responding appropriately is a critical component of communication.
2. Responding incorporates listening well, empathizing, asking relevant questions and co-creating solutions.





Worksheet

Briefly mention the main points that need to be kept in mind while responding .

Suggested Further Activity:

Organise more role play situations so that each student gets a chance to practise good listening and responding skills.

Appendix 1

Situation 1: Student A : You have not been given permission by your parents to go out with friends for a movie. They feel you are too young to go out on your own. You have tried to convince them but they have not agreed. You are feeling bad because others are going. You come to your best friend and tell him/her about this and how this is making you feel miserable.

Situation 2: Student A : You have always been topping in the class. When the time comes to select the class monitor you are sure that you would become one. But the teacher informs that some other student has been selected as he/she has been doing consistently well in academics, sports and other activities though not topping in any. You are feeling very depressed. You feel that you deserve to become the monitor because of your excellent performance in academics. You confide in your friend .





Activity 6 : Good Listening Skills

Theme: Communication comprises of reading, writing, speaking and listening. All of them have to be learnt. Ability to listen makes one a good communicator. This activity gives practice to students in listening skills.

Time Required: 1 period

Mode: Whole class

Materials Needed: Role play scripts, whiteboard, marker pens and worksheet

Life Skills to be enhanced: Effective Communication, Interpersonal Relationships and Self Awareness

Objectives: Students will be able to:

- recognise the difference between good and poor listening;
- identify obstacles to good listening;
- evaluate self listening skills.

Getting Started:

Inform students that the session will involve role-plays to bring out an important aspect of Communication Skills.

Process:

- Call students to volunteer for the role-play.
- Take them out and give them the role play scripts.
- In a structured role-play, instruct students (two or more) to portray poor listening habits.(refer to Annexure 1).
- Direct other students to observe the actions of the main character of the play.
- **Feel check:** Immediately after the role-play ask the volunteer students what they were feeling as the listener and speaker during the role-play.
- Initiate a discussion about what was happening in the role-play. The idea is to prompt the students to list all the poor listening habits (both verbal and non-verbal) that were exhibited during the role-play.
- Post them on the board.
- Point out how poor listening affects the speaker and the relationship between the two.



- Now ask students how the main character can act differently to exhibit good listening skills.
- Post them on the board.
- Now instruct students to demonstrate through role-play, good listening habits (both verbal and non-verbal) for example, attentiveness, asking open-ended questions, maintaining eye contact with the speaker, not fiddling with objects etc.
- Encourage students to discuss the advantages of good listening. (Refer to Annexure 2)
- Instruct students to rate themselves as a listener (on a scale of 1 to 10) on the basis of the traits posted on the board.
- Ask them what can they do differently to change poor listening behaviour.

Key Messages

1. People exhibit different behaviour in group conversations.
2. Contribution in group discussions helps us to define our views on the issue and not leave it to others to interpret.
3. It is our responsibility to contribute and allow others to contribute as each person's contribution adds value to a discussion.

“Every good conversation starts with good listening.”

- Unknown





Worksheet

What kind of a listener are you?

Ask your family members/ friends to rate you as a listener (on a scale of 1 to 10).

Evaluate yourself against the given points.

What are the qualities that you lack?

How can you improve?

Advantages of Good Listening

- It shows appreciation and respect for others.
- It wins you more friends.
- It makes you an effective communicator.

Suggested Further Activities:

1. Organise more role play situations so that each student gets a chance to practise good listening.
2. Encourage students to find out the difference between 'hearing' and 'listening'.

Annexure 1

Notes to Volunteers for Role-Play

Situation 1: A father and son

Son: You have come home upset about doing poorly in a class test and want to talk to your father. You try to get his attention and plead with him. You end up feeling ignored and dejected, as he does not listen to you.

Father: (Main character) Your son has come home from school upset about having done poorly in a class test and wants to talk to you. You are engrossed in something else (reading newspaper or doing some other work). In your pre-occupation with your reading, you are inattentive to your son. As he continues to plead, first you get irritated and then lose your temper. Father is the main character.





Situation 2: Two friends, A and B

A: You are disappointed that you have not been selected to the school cricket/basket ball team. You approach your friend with the intention of sharing it with him/her. Your friend does not listen and you feel rejected, hurt and angry.

Annexure 2 - Board Work

Categories	Good Listening Behaviour	Poor Listening Behaviour
Verbal	<ol style="list-style-type: none"> 1. Sincere desire to listen 2. Attitude- open and non-judgmental 3. Acknowledging the speaker's feelings 	<ol style="list-style-type: none"> 1. "Me too" attitude-Telling your own experiences without the speaker 2. Interrupting 3. Giving instant advice
Non-Verbal	<ol style="list-style-type: none"> 1. Facing the person squarely 2. An open posture (avoid crossed arms) 3. Leaning towards the other 4. Eye contact 5. Relaxed posture 	<ol style="list-style-type: none"> 1. Being inattentive/lost in your own thoughts 2. Fiddling with other objects 3. Looking away, no eye-contact 4. Internal attitude-critical, considering oneself superior

Annexure 3

Listening Handout

"If we were supposed to talk more than we listen, we would have two mouths and one ear."

Communication is the most important skill in life and comprises reading, writing, speaking and **listening**. We spend all our lives learning the first three but what about listening? One important factor that makes some people such effective communicators is their ability to listen.

Characteristics of Good Listening

a. Body Language/favourable gestures

- Facing the person squarely





- An open posture (Avoid crossed arms)
- Leaning towards the other
- Eye contact
- Relaxed posture

b. Sincere Desire to Listen

- Focusing on the other person's feelings
- Ask yourself *"What must this person be feeling to say what he says?"*

c. Being non-judgmental

- Seeking to understand the speaker without giving him/her advice or judging his/her conduct.

d. Acknowledging the speaker's feelings

- *"I know what you are going through. I know your feelings, good or bad, right or wrong and it's alright for you to feel that way."*

Obstacles to Good Listening

a. External Distractions

- Like noise, fiddling with objects or being engaged in some other activity.

b. Internal Attitudes

- Considering oneself superior.
- Looking uninterested or bored, being inattentive or interrupting the speaker.
- Forming an opinion about someone based on their appearance i.e. their dress/the way they speak.

c. "Me too Syndrome"

- Telling one's own experiences and giving instant advice without completely hearing out the speaker.

In addition to these, there can be other **environmental factors** like external noise/disturbance, which can be an obstacle to good listening.



Unit : 6 Interpersonal Relationships

Activity 1 : Sharing Feelings

Theme: Sharing feelings helps us build healthy relationships. It helps to bring us closer to others and to resolve our conflicts. This activity describes the importance of sharing feelings to the students.

Time Required: 1 period

Materials Needed: Whiteboard and marker pens

Mode: Group work

Life Skills to be enhanced: Interpersonal Skills and Self Awareness

Objective: Students will be able to share their feelings confidently.

Getting Started:

Encourage students to volunteer, one at a time, to come and enact an emotion, e.g, happy, sad , angry etc and the others to guess and then imitate the same.

Process:

- Write down a statement - '*It is good to share our feelings with friends*' on the board (also read it out aloud).
- Instruct students to write on sheet of paper 'Agree' or 'Disagree', depending upon whether they agree or disagree with the statement.
- Ask all those who have agreed to form a group and those who have disagreed to form another.
- If there are more than ten students in a group divide them into two sub groups.
- Instruct each group to present their case and try to convince the other groups why they agree or disagree. Allow them five minutes to prepare.
- Let each group make a presentation and allow a brief discussion between the groups (10 minutes).
- Let students describe the benefits of sharing feelings and list them on the board.

(Note : Sharing feelings helps bring us closer to people, clarifies meaning, helps resolve conflicts and hence builds better interpersonal relationships.)





Key Messages

1. Sharing feelings with each other brings people closer.
2. Sharing feelings also helps in a step towards resolving conflicts, if any.

Suggested Further Activity:

Encourage students to approach one person (family, friend, teacher) and share how their relationship makes them feel and why.



Courtesy: Garima (X-B) Salwan Public School

"Whenever you are in conflict with someone, there is one factor that can make the difference between damaging your relationship and deepening it. That factor is attitude."

- William James





Activity 2 : What is my network of Relationships?

Theme: Interpersonal Relationships skill helps us to relate in positive ways with our family members, friends and acquaintances. This may mean being able to make and keep friendly relationships as well as being able to end relationships constructively. This activity helps students understand what makes our relationship with others good or bad.

Time Required: 1 period

Materials Needed:

- One large outline picture of a ship for the whole group with the title 'Relation-SHIP'
- Five outline pictures of ships with one of the headings:
 - ▼ Parents and Elders
 - ▼ Brothers, Sisters and Cousins
 - ▼ Friends
 - ▼ People in Authority (teachers, police, employers)
 - ▼ Neighbours
- Marker pens or crayons and worksheet

Mode: Individual and Group activity

Life Skills to be enhanced: Interpersonal Relationships and Self Awareness

Objectives: Students will be able to:

- explain the significance of relationships;
- recognize the factors that make the relationships good or bad.

Process:

- Encourage students to share their views about relationships.
- Encourage students to give examples of people with whom they have a relationship such as:
 - Parents and elders
 - Brothers, sisters and cousins
 - Friends
 - People in authority (teachers, employers)
 - Neighbours
- Show the picture of the relation-SHIP. Ask for an example of what makes a relationship strong (saying kind things to someone). They are needed to keep the SHIP sailing. Write the example in a suitable place on the ship (hull, engine, etc). Then ask for an example of something that can weaken or damage relationships (For example,





Taking something from a person without their knowing about it). Write it in the water/air surrounding the ship (stormy water, strong wind, rocks).

- Divide students into groups. Each group takes one kind of relationship (the list).
- Instruct each group to discuss (using the five ships) two or more examples that make the relationship strong and write them on the ship.
- Ask them to discuss two more examples that could damage the relationship and draw or write them in the water and the air surrounding the ship.
- Display their Relation-SHIP posters. Instruct the groups to study each other's posters and explain their drawing to others.

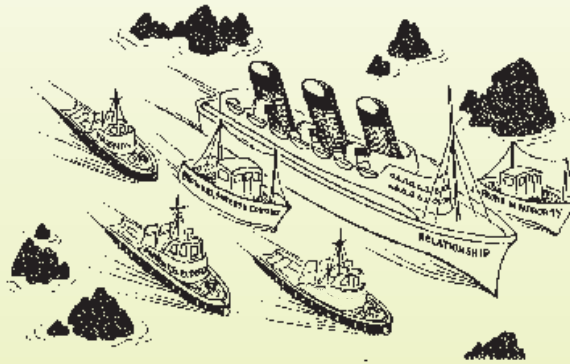
Key Messages

1. Interpersonal Relationship Skill is important in our lives to maintain a good relationship with others.
2. This skill helps us to relate in positive ways with the people we interact.

Final Discussion:

- What are the most important relationships? What are the key features of a good relationship?
- What makes relationships good or bad?

Worksheet



Suggested Further Activity:

Instruct students to do the following:

Spend some time thinking about a relationship that is good and not good. Suggest some measures to resolve the latter.

Adapted from 'The Life Skills-Handbook' by Clare Hanbury (2008)





Activity 3 : Interpersonal Relationships



Theme: Interpersonal Relationships skill helps one to relate in positive ways with the people one interacts. Sometimes one is caught in a conflict with others. We need to resolve it after examining the needs of all the parties involved. Through this activity the students learn to resolve their conflicts in a proper way.

Time Required: 1 period

Materials Needed: Story, worksheet, whiteboard and marker pens

Mode: Pair and whole class

Life Skills to be enhanced: Interpersonal Skills and Self Awareness

Objective: Students will be able to understand the needs of all the parties involved in a conflict to resolve their problem.

Getting Started:

Encourage students to think of a situation when they were in a conflict or dispute situation. Instruct them to write the situation and what they did.

Process:

- Instruct students to sit comfortably.
- Tell them that you are going to narrate two versions of the same story.
- Read out the story A and story B.
- Now direct them to form pairs and fill up the given worksheet.
- Encourage the pairs to volunteer to share the content of worksheet with all.
- Discuss the following points with the class:
 - a) What are the different ways that the students proposed to solve the problem of the story? Write them on the board.
 - b) What helped them to solve the problem?
 - c) Ask them whether understanding the feelings and needs of both characters was helpful in looking for solution. If it is, do they see the value and importance of understanding the feelings, fears and needs of all parties involved in their day to day conflicts.
 - Instruct them to reflect on their conflict situation that they mentioned in the beginning of the session.
 - Encourage them to now think of the needs, fears and feelings of the parties involved in the conflict.
 - Ask them if they would now like to reflect on the way they addressed the problem.





- Ask them if they can think of a better solution to the conflict.
- Encourage volunteers to summarize the learning from the session.

Key Messages

1. All of us face a conflict/dispute with others in our lives.
2. To arrive at a solution, the needs of all the parties involved in the conflict should be taken care of.

Story - A

Little Rani lives with her mother in the small town just outside the forest. Her family shifted to this new part of the town as her parents' workplace was close by. Her parents had to work hard to meet all the expenses. Her grandparents live in the old part of the town which was just a small village few years back. Her grandparents are very old and keep unwell so little Rani takes for them one meal a day, which her mother prepares. The only way to her grandparents' house goes through the forest. In the forest animals like foxes live. One day when she was going through the forest to her grandparents' house, she met a clever fox who asked her for food. Little Rani explained that it was for her grandparents, the clever fox went away. When she reached her grandparents' house she could not find her grandfather and saw her grandmother lying in her bed. Grandmother started asking strange questions and seemed eager to get food.

Suddenly she saw it was not grandmother who is lying in the bed, it is clever fox. She immediately screamed for help. Some people who were working outside rushed in carrying their axes and rods and chased away the clever fox.

Story - B

The ancestors of the clever fox lived in the forest for many generations. The forest used to be much bigger and foxes used to roam freely and could find plenty of food. There was a small village just outside, but the villagers did not trouble foxes.

Times changed, a factory was built just outside the village and much of the forest was cut down. Many foxes were run down by the big trucks which carried materials for the factory. Also very little food was left as most of the forest was cut down. Foxes had to look for food outside the forest. Life became very dangerous.

One day the clever fox saw little Rani carrying food and walking through the forest which now they called park. When the fox asked for food, Rani refused and told that she was taking it for the grandmother. The clever fox ran fast and upon reaching little Rani's grandmother's house, put on some of the old woman's clothes and pretended to be Rani's grandmother. When Rani came in, the clever fox tried to get food from her. Little Rani saw who this grandmother was and screamed. Her loud voice for help alerted people who were working outside and came with their axes and rods and chased away the clever fox.





Worksheet A

After listening to the story of Rani and fox, fill in the grid below:

	Rani	Fox
Feelings		
Fear		
Needs		

How can the problem be solved?

What helped in coming to a solution?

Worksheet B

Own dispute/ conflict situation

	Person 1	Person 2
Feelings		
Fear		
Needs		

What can be done to meet the needs of both people?

Suggested Further Activity:

Encourage students to do the following:

Think of a situation in which two of your friends, caught up in a dispute, approached you for resolving their dispute. At that time, did you examine the views of both your friends to resolve their dispute or not? If not, then how did you try to resolve their dispute?





Activity 4 : The Complete Picture!

Theme: Every person is important in a Relationship Web. We need to appreciate the presence of others in a team as together they can accomplish the task because of their unique strengths. The activity will help the students to recognize the importance of everyone in a teamwork.

Time Required: 1 period

Materials Needed: Worksheet to create the complete picture, glue and scissors and one blank sheet per group [*where they will stick the puzzle pieces*]

Mode: Groups of seven students

Life Skills to be enhanced: Interpersonal Skills, Recognition of Diversity, Teamwork Skills, Communication Skills and Social Awareness

Objectives: Students will be able to:

- understand that each of us is like a puzzle piece and together we make a whole picture;
- recognize that each of us has our unique strengths;
- work as a team and appreciate diversity.

Getting Started:

Inform students that each of them is going to be given one piece of a puzzle that consists of a number [could be any number from one to seven]. There are seven pieces needed to complete the entire picture. Students have to find the missing numbers and together complete the picture.

Process:

- Cut out the SEVEN pieces of the picture and keep. Depending on the number of students in your class you will have to cut out the number of pieces. For example, if you have thirty five students in your class you will need to cut out five sheets as each sheet has seven pieces. In case you do not have a multiple of seven in your class [for example you have only twenty five students] you can adjust it by cutting only three complete sheets of seven each [$7 \times 3 = 21$] plus cut only another upto number four of the fourth sheet.]
- Give each student only ONE piece.
- Instruct them to write one of their strengths on each of their puzzle pieces. For example, '*I am good at Mathematics*', '*I make friends easily*', '*I am good at cricket*', '*I am polite*', etc.





- Instruct them to put the puzzle together as a team, (Note: It may be chaotic as the students might run around trying to team themselves up with other numbers.)
- Students form groups that consist of numbers one to seven. Direct them to paste the numbers on a worksheet to form the puzzle.
- Remind them how each piece of the puzzle was equally important to complete the picture. Similarly each of us has an important and special part to play in the groups we work with (in our families, school, friend circle, etc).
- Remind them how even in their class they have students who are from different regions, religions, social status, languages, academic or sports abilities, but each is special and in their diversity lays their unity.

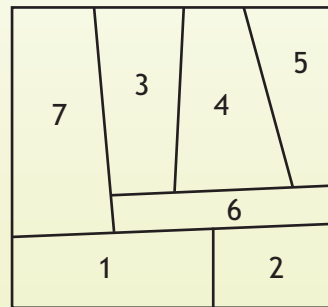


Key Messages

1. Each one of us should know that while we are special, so are others.
2. We need to respect and appreciate people who are different from us, as in our diversity lies our strength.

Worksheet

The COMPLETE Picture!



Suggested Further Activity:

Instruct students to list the activities of the school staff and faculty (i.e. from Principal to peon) in the school. If someone goes on a leave for a week, will the working of the school as a whole suffer? If yes, then how and why?





Activity 5 : I am not an Island!

Theme: We need to identify all the relationships we have with others and also understand the nature of these relationships. This activity will help the students to understand the importance of these relationships.

Time Required: 1 period

Material Needed: Worksheet

Mode: Whole class

Life Skills to be enhanced: Interpersonal Relationships, Self Awareness and Social Awareness

Objectives: Students will be able to:

- identify all the relationships they are a part of [family, school, friends and community];
- understand the nature of these relationships as they gain a deeper understanding of the importance of these relationships to them [positive as well as negative ones].

Getting Started:

Instruct students that each of them is going to create a '*I am not an Island*' worksheet that will highlight all the relationships they are exposed to and the effect it has on them [positive and negative]. Reinforce that unlike a lone island, we all need people around us and we are interdependent on each other [we have interpersonal relationships].

Process:

- Encourage students to think about the people they interact with (at home, extended family, on the way to school, at school, in their neighbourhoods, hobby classes, etc).
- Instruct them to draw very important relationships closest to themselves, just important in the middle, and those relationships which might cause them negative feelings farthest from themselves.
- Give them the worksheet and ask them to put up the names of the people or relationships they thought of in Step 1 and to use the guide given in Step 2.
- Now encourage them to analyze the nature of these relations, how important are they to them and the comparative degree of influence they have. (They can do this by thinking about how much time they spend with that person, how much they share with that person, how much they trust that person, any common interests, etc. Remember to encourage the students to think of any negative or conflicted





relationships like the boy or girl in the hobby class who bullies them, the boy or girl in the neighbourhood who teases or excludes them, etc.)

- Ask a few students to volunteer to share their 'I am not an Island' worksheet with the rest of the class.
- Use this sharing by the students as a way to further reinforce the objectives and key messages.



Key Messages

1. We interact with different people everyday. Some people or relationships are more important than the others.
2. Some interactions may be negative and cause us to feel hurt. We should talk about these interactions to our parents or close friends and find ways to deal with them appropriately.



Courtesy: Akshit (VII-B) Salwan Public School

“No matter how busy you are, you must take time to make the other person feel important.”

- Mary Kay Ash

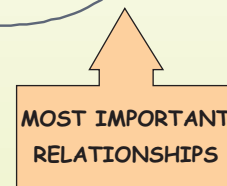
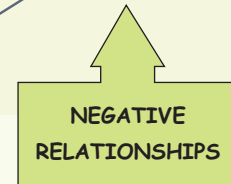
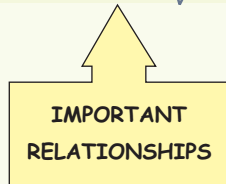




Worksheet

I am Not an ISLAND!

The People I interact with are:



Suggested Further Activity:

Ask students to list the names of the persons with whom they had interacted and who made them happy.





Activity 6 : My HELPING Hands!

Theme: Good relations with friends are an important source of mental support. Maintaining good friendship takes time and sharing. This activity will acquaint the students with the qualities of a good friendship.

Time Required: 1 period

Material Needed: Worksheet to create their 'Helping Hands'

Mode: Whole class

Life Skills to be enhanced: Interpersonal Relationships, Self Awareness and Empathy

Objectives: Students will be able to:

- identify the qualities of a good friendship;
- identify ways in which they are a good friend to others;
- recognize the important aspects (i.e. commitment and sharing, and time) of friendship.

Getting Started:

Inform students that each will be given a 'Helping Hand' worksheet and they have to think of atleast five ways they have been a good friend. Tell them to think of actual examples and not just make up examples.

Process:

- As a group, brainstorm with the class what goes into making a good friendship [Reinforce that true friendships can last a lifetime and they take time. Commitment and sharing are its important aspects].
- Give each student a 'Helping Hand' worksheet and tell them to draw the outline of their hand on it.
- Instruct them to write a way they have been a good friend on each of the fingers (five in total).
- Make sure that they use actual examples and can even give the name of the friend to whom they extended a helping hand.
- Ask for volunteers to present their 'Helping Hand' worksheet and use this sharing as a way to further reinforce the objectives and key messages.





Key Messages

1. Identify the qualities necessary to sustain friendships.
2. Each of us is capable of being a good friend and making friends.

Worksheet

Friendship – The Ways I lend a HELPING HAND

Draw the outline of your hand below and for each finger write an actual example of when/ how you were a good friend!

Suggested Further Activity:

Instruct students to make a list of the help given by them to their mother, father and siblings in accomplishing their work.



Unit : 7 *Managing Emotions*

Activity 1 : How Do I Manage Anger?

Theme: People express their anger in different ways. Appropriate expression of anger can lead to stronger relationships and better life situations. In this activity students share their observations about how people around them express anger and learn positive techniques for managing anger.

Time Required: 1 period

Materials Needed: Paper, pen, worksheet, white board and marker pens

Mode: In pairs

Objective: Students will be able to use positive techniques for managing anger.

Life Skills to be enhanced: Managing Emotions and Self Awareness

Getting Started:

Inform students that people often cope with anger by using the methods they learnt as children. Instruct students to close their eyes and think about how people from their childhood coped with anger, what they did and said when they were angry.

Process:

- Instruct students to turn to the student next to them and share some of their memories about how people around them expressed anger when they were children. Students share information that they are comfortable with sharing.
- Allow five minutes for the discussion.
- Instruct students to think about how those memories from childhood influence them. (As an adult, will they express their anger like those they remember from their childhood? Why or why not?)
- Instruct students to turn back to their partner and discuss their current ways of expressing anger and why they follow those techniques. Students share information that they are comfortable with sharing.
- Now involve the whole class in a discussion on positive ways of managing anger.
- Sum up the session with the help of key messages.





Key Messages

1. People express their anger in different ways.
2. Appropriate expression of anger can lead to stronger relationships and better life situations.
3. Inappropriate ways of expressing anger can lead to damaged or destroyed relationships, personal health problems, and other negative consequences.
4. Be aware of the triggers of anger, the warning sign is becoming too angry.
5. Learn positive ways to express anger to make sure that the solution should be 'win-win' for everyone involved.



**Control
your anger.
Don't let your anger
control you.**





Worksheet

1. What did you feel about this activity?

.....
.....
.....

2. How important it is for young people learn to deal with anger?

.....
.....
.....

3. Did you enjoy the activity? How would it help you to manage your anger better in everyday life?

.....
.....
.....
.....
.....

Suggested Further Activity:

Organise a role play on appropriate ways of expressing anger.





Activity 2 : Your Triggers for Anger

Theme: Anger is a normal emotion and it is not wrong to experience it. One should try to identify triggers for anger so that one can avoid becoming angry in different situations. In this activity students understand anger and use appropriate ways of managing it.

Time Required: 1 period

Materials Needed: Worksheet, flip chart and marker pens

Mode: Pairs

Life Skills to be enhanced: Managing Emotions, Self Awareness and Critical Thinking

Objectives: Students will be able to:

- identify their triggers for anger;
- use their skills in managing anger.

Getting Started:

Brainstorm about the signs that indicate one is feeling angry (Record the anger signals on a flip chart. Responses may include: louder and raising voice, hand shaking, jaw tightening, shorter breaths, tense muscles, flushed red face, etc.)

Process:

- Divide the class into pairs.
- Distribute the worksheet to each pair.
- Allow fifteen minutes to think and complete worksheet.
- After they complete their worksheet, involve the whole class in a discussion on the common triggers for anger and appropriate ways of dealing with it.
- Sum up the activity with the help of key messages.

Key Messages

1. Anger is a normal emotion and it is not wrong to experience it.
2. Being able to identify triggers for anger can help one avoid becoming angry in situations.
3. Being able to spot triggers, recognizing why they are triggers and how they make one feel, can help one recognize when one should implement one's anger management skills.





Worksheet

a) What are triggers for anger?

1. _____
2. _____
3. _____
4. _____
5. _____

b) Why are these triggers for you?

1. _____
2. _____
3. _____
4. _____
5. _____

c) How do these triggers make you feel?

1. _____
2. _____
3. _____
4. _____
5. _____

d) Use the ACTS technique of assertive problem solving for managing your anger.

ACTS

A = AWARENESS of your anger signals.

C = CONTROLLING your response.

T = TALKING about the situation in a calm, polite, and assertive manner.

S = SOLVING the problem through a mutually agreeable plan of action. Follow through with it. The solution should be 'win-win' for everyone involved.

Suggested Further Activities:

Encourage students to do the following:

1. Keep a diary for a week noting the things that triggers their anger and how you expressed your anger at that time.
2. Design posters, draw pictures, collect pictures etc. to visualise emotions.





Activity 3 : Managing Emotions (Role Play)

Theme: Everyone experiences various emotions in one's life situations. There are many situations in which one feels negative emotions such as anger, grief, depression, etc. These negative emotions affect one's lives. One should learn appropriate ways of dealing with them.

Time Required: 1 period

Materials Needed: Role play situations handout, white board, marker pens and duster

Mode: Groups of five students

Life Skills to be enhanced: Managing Emotions, Self Awareness, Empathy and Interpersonal Relationships

Objectives: Students will be able to:

- identify common negative emotions of fear, anger, depression, etc;
- use appropriate ways to manage negative emotions.

Getting Started: Ask students about their understanding of the word 'emotions'.

Process:

- Encourage students to identify some common situations in which they have felt negative emotions such as anger, grief, hurt, worthlessness, sadness, depression, etc.
- List the situations on the board.
- Divide the students into groups.
- Assign one situation to each group (situations could be selected either from the ones identified by the students themselves or the ones in the handout).
- Instruct each group to present a role play of about five minutes on the assigned situation.
- Allow ten minutes for preparation.
- Help students recognise emotions in all the case situations.
- Guide them to identify common emotions such as fear, grief, anger, depression, etc.
- Each role play is to be followed by a short discussion within the group.
- At the end, involve the whole class to discuss appropriate ways of managing fear, grief, anger, etc.
- Sum up the activity with the help of key messages.





Key Messages

1. Anger is a normal emotion and it is not wrong to experience it.
2. Being able to identify triggers for anger can help one avoid becoming angry in situations.
3. Being able to spot triggers, recognizing why they are triggers and how they make one feel, can help one recognize when one should use one's anger management skills.



EMOTIONAL INTELLIGENCE





Handout - Role Play Situations

Situation 1:

Sonia is thirteen years old and studies in class VIII. Last week she had a misunderstanding with her friend, Riya who is one of her close friends. Riya stopped talking to Sonia and even persuaded some of her other classmates not to talk to her. Sonia feels very sad and depressed. She is not even able to concentrate on her studies and often cries at home but does not share her feelings with her parents or anyone else.

Situation 2:

Sahil is thirteen years old and studies in class VIII. His final examinations are very close, but he is not concerned. He spends most of his time playing, chatting and going out with his friends. When his parents try to talk about it to him, he gets annoyed. He rudely tells them not to interfere in his life. He gets angry, shouts and often uses abusive language.

Situation 3:

Vriti is thirteen years old and studies in class VIII. She is overweight, uses glasses and is short. Her friends make fun of her and very often call her 'Chashmu'. They tease her that she is boring and unattractive. She is very upset and deeply hurt, but doesn't share her feelings with her parents or anyone else.

Situation 4:

Gagan studies in class VIII and is not doing well in his studies. Last week his parents had to attend a family function. They didn't take Gagan along as his examinations were approaching and they wanted him to concentrate on his studies. Gagan was deeply hurt because he thought that his parents were ashamed of him and that was the reason they didn't take him for the family function.

Suggested Further Activity:

Encourage students to design a poster, draw a picture or collect pictures etc. to visualize their emotions.





Activity 4 : Emotions Collage

Theme: Emotions are a part of one's life. They are neither good nor bad. One should learn proper and appropriate ways of expressing them. One should also respect other people's feelings and emotions and respond to them in appropriate ways.

Time Required: 1 Period

Materials Needed: My Emotions worksheet, chart papers, sketch pens, crayons, old newspapers and magazines, glue, scissors, white board, marker pens and duster

Mode: Groups of five students

Life Skills to be enhanced: Managing Emotions, Self Awareness and Creative Thinking

Objectives: Students will be able to:

- respect other people's emotions;
- effectively manage their emotions.

Getting Started:

Brainstorm about the word 'emotions'. Encourage students to give examples of different types of emotions, both negative and positive, that people experience.

Process:

- Share the objectives of the session with the students.
- Divide students into groups.
- Instruct all the groups to make an Emotions Collage by using old newspaper, magazines, chart papers, sketch pens or crayons. They can start by looking for pictures depicting specific emotions.
- As they glue pictures that evoke or represent different emotions, encourage them to discuss different emotions that people feel, and how important it is to respect other people's feelings. Encourage them to discuss what make people feel happy, sad or angry, and how they can effectively deal with their emotions.
- Allow fifteen minutes for this activity.
- Now, instruct each group to share whatever they have discussed within their groups with the whole class.
- Sum up the activity with the help of key messages.
- Display Emotions Collages in the classroom.





Key Messages

1. Emotions are a part of one's life. They are neither good nor bad; how they get expressed is more important.
2. Managing emotions is the ability to identify and expressing one's emotions appropriately.
3. Learn to cope effectively with situations that give rise to negative emotions.
4. Learn to separate emotions and feelings from facts. One should ventilate one's feelings and get rid of negative emotions. Otherwise they will interfere with knowledge-based decision making.

My Emotions : 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 _____

Suggested Further Activities:

Encourage students to do the following:

1. Share what they have learned with their family members.
2. Write about the moods and emotions they have been experiencing at this age, and how they would deal with them.





Activity 5 : “I-Message”- Managing Anger

Theme: Anger is a normal human emotion and one needs to manage it appropriately. Anger management skills activities help one to replace aggressive actions with assertive ways of coping with anger. One should acquire skills in anger management and conflict resolution through “I - Message” communication technique. This style promotes good health and strong relationships.

Time Required : 1 period

Materials Needed: Copies of worksheet: I-Messages, white board, marker pens and duster

Mode: Working in pairs

Life Skills to be enhanced: Managing Emotions, Self Awareness and Creative Thinking

Objectives: Students will be able to:

- understand anger and its effects on them;
- use assertive ways of managing anger.

Getting Started:

Brainstorm about why and when anger occurs and what are signs [Record the anger signals on the whiteboard. Responses may include: raising one's voice, hand shaking, jaw tightening, shorter breaths, tense muscles, flushed red face, etc.]

Process:

- Explain the focus of the activity i.e. '*What happens when people get angry, and what they do as well as not do?*'
- Encourage students to reflect on the last time when they were angry. Ask them to recall where that anger came from, whether the angry feelings have synonyms, such as frustration, rage, disappointment.
- Instruct them to share, as best they can, what happened to them when **they** got angry. (e.g.: went to sleep, yelled at their pet, confronted someone, cried, punched a wall, stopped talking, etc.).
- Pair the students and ask them to share what they felt like when **someone** was angry with them, how did they know the other person was angry. What did they do in reaction to the other person's anger. Each pair gives a brief summary to the group.
- List the main ideas on the board.
- Instruct each pair to join another pair. Ask the new groups to discuss if students have some more options available to them when they feel trapped by their anger. Report back to the class. Facilitator lists ideas on the whiteboard.





- Take the opportunity to talk about inappropriate ways of venting anger, such as physical fighting, punching walls, screaming, etc. Listen and divert to more positive options.
- Go back to the list on the board and highlight anger management techniques that students view as productive (e.g. going into room and listening to music, moving to a quiet place, talking to a friend or adult, talking in a calm way to the person they are angry with, going for a walk, talking to their pet, etc.).
- Explain that often people confront and accuse, rather than communicate, and all they accomplish is putting the other person on the defensive mode.
- Explain the "I-Message" communication technique in the following way:

I feel _____

(Be specific)

When you _____

(Give details of the behaviour or circumstances)

Because _____

(This is the hard one: the "why")

- Sum up the activity with the help of key messages.

Key Messages

1. Anger is a normal human emotion.
2. Everyone gets angry. Anger is OK as long as you manage it appropriately.
3. Anger management activities help people with anger problems replace aggressive actions with assertive ways of coping.
4. People with assertive style of managing anger are aware of when they are getting angry. They control their anger and express it in polite and honest ways.
5. They are able to talk with others without attacking them. They listen to other peoples' point of view and try to solve problems in ways that meet everyone's needs. They are able to let go of their angry feelings and forgive other people, even when problems cannot be solved. They do not carry grudges and are not bitter.
6. This style promotes good health and strong relationships.





'I-Messages' Worksheet

Develop five I-Messages:

1. I feel _____
(Be specific)
when you _____
(Give details of the behaviour or circumstances)
because _____
(This is the hard one: the "why")
2. I feel _____
when you _____
because _____
3. I feel _____
when you _____
because _____
4. I feel _____
when you _____
because _____
5. I feel _____
when you _____
because _____

Suggested Further Activities:

Instruct students to do the following:

1. Practise relaxation techniques, which are excellent tools for dealing with anxiety and anger:
 - Deep Breathing
 - Tense and release various muscles. Example: Clench fist and tighten entire arm, then let it drop and relax
 - Visualize a quiet place
2. Practise the concept of self-talk and rehearsing. Stand in front of a mirror, or with a disconnected phone in hand. It is a great time to formulate a good 'I-Message'.
3. Role play using beginning phrases which you can use when you need to approach someone (e.g. "I have something I'd like to talk about" or "Can I talk to you about something?").





Activity 6 : Managing Emotions

Theme: Emotions are natural feelings. It is important to recognize them and analyze their negative effects on our lives. We should learn positive ways of managing them because they help us in building more successful relationships throughout our lives.

Time Required: 1 period

Materials Needed: Copies of worksheet (case study), white board, marker pens and duster

Mode: Groups of five students

Life Skills to be enhanced: Managing Emotions, Self Awareness and Critical Thinking

Objectives: Students will be able to:

- recognise emotions;
- use positive ways of managing emotions.

Objective: To enhance the students' knowledge and understanding of emotions and how to manage them.

Getting Started:

Everyone experiences a wide range of emotions in one's life. Usually, that is good. But sometimes we find difficult to control our emotions, even to the point of letting our emotions control our behaviour. This is not a positive sign. Encourage students to give some examples of positive and negative emotions, and how they normally deal with them.

Process:

- Share the objectives of the session with the students.
- Divide the class into groups,
- Distribute copies of the case study to each group.
- Instruct them to analyze the situation among their group members. Allow ten minutes.
- Encourage each group to present the ways of dealing with the situation provided to them.
- Conclude the session by highlighting key messages.

Note: The facilitator can also prepare other case studies for group work.





Key Messages

1. Emotions are natural feelings.
2. Emotions are neither good nor bad, how they get expressed is more important.
3. Don't ignore your emotions, they are telling you something.
4. Managing emotions is an important part of growing up.
5. Managing emotions is an ability to identify and express emotions appropriately.
6. If you are having an unpleasant feeling, think of something you can do that will help, and then do it.
7. Select positive ways to express anger that do not hurt others.
8. Think of something positive you can learn from the situation.



Courtesy: teleosleaders.com





Worksheet: Case Study

Anirudh/Anuradha is thirteen years old, studying in class VIII. His/Her classmates make fun of his/her dark complexion and protruding teeth and tease him/her that he/she is not good looking. He/She has developed an inferiority complex due to his/her complexion and suffers from low self-esteem. As a result, he/she avoids going to school and remains alone most of the time. He/She hardly talks to anyone. His/Her performance in the school has also started deteriorating. Lately he/she has become very irritable, short tempered and often gets into arguments and even picks up fights with his/her parents over trivial matters.

Analysis of the Case Study

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

2. How can Anirudh/Anuradha improve his/her self-confidence? After discussing in your group write the solution.

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

Suggested Further Activities:

Encourage students to answer the following:

1. Write about a time when you felt like you had to hide your emotions. Have you ever tried to hide them from yourselves?
2. Have you ever felt like you are totally alone and no one else could possibly understand what you are feeling? Do you think other people feel that way too?





Unit : 8 *Coping with Stress*

Activity 1 : Handling Stress (Role Plays)

Theme: Stress is a common phenomenon in our daily life. There are different causes of stress. In this activity students learn to cope with it.

Time Required: 1 period

Materials Needed: Role play situations handout, white board and marker pens

Mode: In groups of five students

Life Skills to be enhanced: Coping with Stress, Self Awareness, Critical Thinking, Creative Thinking and Effective Communication

Objectives: Students will be able to:

- identify different situations that cause them stress;
- use appropriate ways of coping with stress.

Getting Started:

Ask students about their understanding of the word 'stress'.

Process:

- Direct students to identify some common situations in which they feel stressed.
- Make a list of the situations on the white board.
- Divide the students into groups.
- Assign one situation to each group, which may be selected either from the ones identified by the students or the ones in the handout.
- Instruct each group to prepare a role play of about five minutes based on the situation assigned to them.
- Allow them ten minutes.
- Each role play is to be followed by a small discussion within the group.
- At the end of the session, the whole class discusses appropriate ways of handling stress.
- Sum up the activity with the help of key messages.





Key Messages

Simple ways to reduce stress and be in charge:

1. Focus on strengths - the positive components of self and life.
2. Learn how to relax - long walks, exercise, yoga, deep breathing, meditation, listening to music, writing a diary, playing with a pet, etc.
3. Manage your time - so that you have all the time to do what you want to do.
4. Anticipate stressful time and prepare accordingly - for an examination or a presentation.
5. Help your body handle stress - If it is not within your power to change the event, change your attitude!
6. Talk to somebody who is close to you and can understand you.
7. Have confidence in your own abilities.
8. Recognise your stress signals.
9. Develop supportive techniques - eat right food, exercise and sleep well.
10. Use Life Skills.
11. If it is not within your power to change the event, change your attitude.
12. Share your feelings/problems with parents/teacher/trustworthy friends.
13. Repeat health enhancing phrases to yourself whenever you feel stressed - e.g. 'Smile', *'I am calm and relaxed'*, *'do not take it too seriously'*, *'tomorrow is another day'*.
14. Spend time on your favourite hobby.
15. Watch a comedy film.
17. Have fun! Laugh more. It is hard to be stressed when you are laughing.
18. Have a good sense of what is right and what is wrong.
19. Count your blessings and SMILE. Things are never as bad as they seem.





Handout - Role Play Situations

Situation 1:

A bully is trying to get his classmate, Arjun to help him to cheat in an examination. Arjun doesn't want to but doesn't know how to deal with the situation. He reacts by stuttering, fiddling with his clothes, and avoids looking at the bully.

Situation 2:

Sahil is twelve years old studying in class VIII. He has spent most of his time playing, chatting and going out with his friends throughout the year. He never listens to his parents. He is now under a lot of stress as the final examinations are very close and he is not prepared for them.

Situation 3:

Aayshi is eleven years old studying in class VIII. She is dark and short. She also uses glasses. Her friends always make fun of her dark complexion. They tease her and say that she is not good looking. They often call her 'Chashmu'. Due to this, her performance has also started deteriorating. All this is causing her a lot of stress.

Situation 4:

Riya is thirteen years old studying in class VIII. She is a good orator and often participates in school programs. Last week she had a quarrel with her friend Ridhi as she was selected to participate in a school function and Riya was not. Ridhi is one of her close friends. She stopped talking to Riya and even persuaded some of her other classmates not to talk to her. This has made Riya very stressed. She is not even able to now concentrate on her studies and often cries at home. She does not share her feelings with her parents or anyone else.

Suggested Further Activities:

Encourage students to do the following :

1. Write a poem expressing your feelings when you are stressed.
2. Make a time table of all your activities for a week. Divide your time into different activities like studies, play activities, watching television etc. and prioritize.





Activity 2 : Coping with Stress (Case Studies)

Theme: People have their own stress coping strategies. This activity helps students to gain skills to deal with stressful conditions by using the case study method.

Time Required: 1 period

Materials Needed: Papers, pen, printed copies of the case study, white board and marker pens

Mode: In groups of five students

Life Skills to be enhanced: Coping with Stress, Self Awareness, Critical Thinking, Creative Thinking, Decision Making and Effective Communication

Objective: Students will be able to learn about stress and ways of coping with it.

Getting Started: An ice breaking activity.

Process:

- Share the objectives of the session to students.
- Divide the class into groups.
- Distribute copies of the case study to each group.
- Instruct them to analyze the situation among their members. Allow fifteen minutes.
- A volunteer from each group presents the group's views on how to deal with the case in the situation provided to them.
- Conclude the session by highlighting key messages.

Key Messages

1. Help your body to handle stress - if it is not within your power to change the situation, change your attitude!
2. Be creative and look at alternate and easy ways of doing things.
3. One should have positive attitude for good health.
4. Accept things that cannot be changed.
5. Possessing a good sense of humour and being able to laugh at oneself is a desirable skill.
6. One should work towards achievements in fields that one is good at.





Worksheet : Case Studies

Case Study 1

Shreya lives in Delhi. She is thirteen years old studying in class VIII. She is overweight and wants to be as thin as the models she sees on the television and in magazines. She is constantly fighting a battle with herself over what she calls her 'lousy figure'. She is thinking about it all the time and can hardly concentrate on her studies or any other activity. All this is causing her a lot of stress.

Case Study 2

Saurabh is thirteen years old studying in class VIII. Last week he had a quarrel with his friend, Virat over class notes. Virat stopped talking to Saurabh and even persuaded some of his other classmates not to talk to him. This has made Saurabh very sad and depressed and he is not able to concentrate on his studies. He often cries at home but does not share his feelings with parents or anyone else. He is under lot of stress.



Suggested Further Activities:

Encourage students to do the following:

1. Write a story in which one of the characters expresses your feelings of stress.
2. Organize group discussions on stress coping skills.
3. Write in your notebook/diary whenever you feel stressed. Write about your feelings when stressed and also how to handle such situations.



Courtesy: Swati (VII-A) Salwan Public School





Activity 3 : Stress Game

Theme: Any situation, even a game can cause stress. The situation can become competitive and result in a race! How can you cope positively in such situations?

Time Required: 1 period

Materials Needed: Copies of worksheets with Mathematics facts, answer key, papers, pens, white board and marker pens

Mode: In groups of five students

Life Skills to be enhanced: Coping with Stress, Self Awareness and Critical Thinking

Objectives: Students will be able to:

- understand how stress escalates;
- learn to cope with stress.

Getting Started: An ice breaking activity.

Process:

- Start the session by discussing with students how stress escalates and then help them focus on how to control it by using this “*game*”.
- Instruct students to form groups.
- Give each group a worksheet with fifteen mixed arithmetic problems.
- Instruct them not to turn sheets over until the facilitator orders so and the first team with correct answers wins.
- Instruct them to get up and put the paper on the front desk or the proposed area for their group once they have finished the worksheet.
- One member can check answers with an answer key.
- Instruct them to put their name on the worksheet when they submit them.
- Before they begin, remind them that their group is depending on them. Tell them that it is Mathematics and that Mathematics seems to make people tense.
- Give them only five minutes and then collect the worksheets, whether they have finished or not.
- The facilitator need not to check the answers since the objective is to demonstrate stress. The stress goes up after the first team submits its paper. Keep giving time reports to increase stress.



- At the end of the game, the whole class discusses how stress escalates and how to control it.
- Sum up the activity with the help of key messages.

Key Messages

1. If your methods of coping with stress aren't contributing to your greater emotional and physical health, it is time to find healthier ones.
2. There are many healthy ways to manage and cope with stress, but they all require change of attitude. You can either change the situation or change your reaction.
3. When deciding which option to choose, it is helpful to think of the **four As**: avoid, alter, adapt, or accept (**A**void the stressor; **A**lter the stressor; **A**dapt to the stressor; **A**ccept the stressor).
4. Since everyone has a unique response to stress, there is no “one size fits all” solution to managing it.
5. No single method works for everyone or in every situation, so experiment with different techniques and strategies.
6. Focus on what makes you feel calm and in control.

“Sometimes the most important thing in a whole day is the rest we take between two deep breaths.”

-Etty Hillesum





Worksheet : Arithmetic Test

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

- | | |
|-------------------------------------|-----------------------------------|
| 1) $8 + 4 = \dots\dots\dots$ | 2) $12/3 = \dots\dots\dots$ |
| 3) $12 - 4 = \dots\dots\dots$ | 4) $9 + 4 = \dots\dots\dots$ |
| 5) $12/5 = \dots\dots\dots$ | 6) $7 \times 6 = \dots\dots\dots$ |
| 7) $14 - 2 = \dots\dots\dots$ | 8) $5/2 = \dots\dots\dots$ |
| 9) $17 \times 2 = \dots\dots\dots$ | 10) $4 + 5 = \dots\dots\dots$ |
| 11) $7 \times 2 = \dots\dots\dots$ | 12) $16 - 8 = \dots\dots\dots$ |
| 13) $13 \times 3 = \dots\dots\dots$ | 14) $40/5 = \dots\dots\dots$ |
| 15) $2 + 17 = \dots\dots\dots$ | 16) $20 - 10 = \dots\dots\dots$ |
| 17) $2 \times 1 = \dots\dots\dots$ | 18) $10 - 2 = \dots\dots\dots$ |
| 19) $8 + 2 = \dots\dots\dots$ | 20) $9/3 = \dots\dots\dots$ |

Answer Key

- | | | | |
|--------|--------|--------|--------|
| 1) 32 | 2) 15 | 3) 3 | 4) 36 |
| 5) 17 | 6) 1 | 7) 7 | 8) 7 |
| 9) 15 | 10) 20 | 11) 5 | 12) 2 |
| 13) 10 | 14) 45 | 15) 34 | 16) 2 |
| 17) 1 | 18) 5 | 19) 16 | 20) 12 |

Suggested Further Activities:

Instruct students to do the following:

1. Write in your Life Skills journal about what is bothering you or causing stress and explore why it is an issue and what you might try to better cope with it.
2. Practise deep breathing exercises to relax your body and reduce stress.
3. Make a time table of all your activities for a week. Divide your time into different activities like studies, play activities, watching television etc. and then prioritize.





Activity 4 : How Stress affects my Life!

Theme: Since everyone has a unique response to stress, there is no “one size fits all” solution to manage it. No single method works for everyone or in every situation. This activity is designed to recognize common causes of stress, how it affects us and to learn about ways to control it.

Time Required: 1 period

Materials Needed: Copies of worksheet, pen, white board and marker pens

Mode: Pair work

Life Skills to be enhanced: Coping with Stress, Self Awareness and Critical Thinking

Objectives: Students will be able to:

- identify common causes of stress and its effects;
- enhance their skills for coping with stress.

Getting Started: A warm up activity.

Process:

- Share the objectives of the session with students.
- Divide the class into pairs.
- Distribute a copy of the worksheet to each pair.
- Allow them twenty minutes to complete the worksheet.
- At the end of the exercise, involve the whole class in a discussion on the common causes of stress, how stress affects their body and ways of dealing with it.
- Sum up the activity with the help of key messages.

Key Messages

1. Stress is a common phenomenon in one's day to day life.
2. Causes of stress are common generally for everyone.
3. Some **common causes of stress** in children are:
 - Physical and emotional changes
 - Bullying
 - Name calling





- Not getting what they want
 - Body image
 - Academic difficulties
 - Parents interfering too much
 - Getting scolded by parents for not studying
 - Parents not allowing children to play after school
 - Peer pressure
 - Family problems
 - Asking parents for money
4. Be aware of the important signs and symptoms of stress.
 5. Ongoing and/or unresolved stress can lead to feelings of anxiety, depression, irritability, poor concentration, aggression, physical illness, fatigue, sleep disturbance and poor coping skills such as tobacco, drug and/or alcohol use.
 6. Learn to:
 - Identify the source of stress.
 - Analyze how stress affects life.
 - Find ways to control stress.
 - Focus on strengths - the positive components of self and life.





Worksheet

1. Three common situations in which I feel stressed are

2. When I am stressed, my thoughts are

3. When I am stressed, my feelings are

4. Stress affects my health in the following ways

5. When I am stressed, what I normally do to make myself feel better

Suggested Further Activity:

Organize a group discussion on the importance of stress management for young people.





Activity 5 : Therapeutic Writing

Theme: 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 is called **Therapeutic Writing**, and it can take numerous forms. This activity provides an opportunity to make students participate in **Therapeutic Writing** activity.

Time Required: 1 period

Materials Needed: A notebook or diary, pen, white board, marker pens and worksheet

Mode: Individual

Life Skills to be enhanced: Coping with Stress and Self Awareness

Objectives: Students will be able to:

- identify the regular stressors in their life;
- use **Therapeutic Writing** as a stress reduction technique.

Getting Started: A warm up activity.

Process:

- Begin the session by asking students how many of them feel stressed.
- Compile a list of the situations that they find stressful. Ask them what effects stress can have on the body. (Answers may include: stress affects concentration, leaves them prone to accidents, wears down the immune system, raises blood pressure, affects blood sugar levels, and leads to weight gain.)
- Ask about ways students cope with stress and compile a list.
- Explain what **Therapeutic Writing** is.
- Instruct students to choose a notebook or Life Skills journal. They should feel free to decorate their journals and express themselves.
- Encourage them to write in their journals at least three times during the next week.
- Explain that the focus of this assignment is not to write grammatically correct compositions, but to write honestly about their thoughts and feelings.
- To get students started, lead a brief writing exercise during class. A good way to begin is by using a writing prompt. Allow students fifteen 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 number 1 in their journals.
- Instruct students to add at least three more over the course of the next week.



- At the end of the week, review the students' journal writing experience. Did they find it helpful and useful? Do they think they will continue writing as a way of coping with problems and stress?
- End the journal writing exercise by assigning one more entry. Have students use stress-coping strategies and write about whether they think about how the strategies work for them.
- Sum up the activity with the help of key messages.

Key Messages

1. Stress is not always negative.
2. **Therapeutic Writing** is writing in any form to express emotions and work through problems or questions.
3. **Therapeutic Writing** can help you express your feelings and bring relief from problems and stress.
4. Adopting the right attitude can convert a negative stress into a positive one.
5. Stress can be positive if you view it as a challenge. A stressed out person needs to acquire the right attitude towards stress.
6. Certain amount of stress is necessary in day to day life. For example, a student who has to present his report in front of a packed classroom may feel stressed. He may experience stage fear. But his stress can lead him to take the challenge. He will prepare thoroughly for his presentation and this could lead to positive results at the end. On the other hand, inadequate stress could be damaging as it makes you feel depressed and miserable.
7. Positive thinking and stress are interrelated.
8. Being optimistic can reduce half of your worries.
9. Having a negative point of view regarding every task you do is the first step of the ladder called stress.
10. Do not make your failures affect you, instead try again. De-stress a little and take some time off. You can always do it better next time.





Worksheet (After a Week)

1. How do you find the experience of keeping a stress journal/diary? Write a few lines.

2. What did you discover about yourself and the way you cope with stress?

3. How do you think you can further improve your skills for managing stress?

4. Would you like to write a journal every time you feel stressed? Give reasons of how it will help you.

5. Describe briefly how expressing your thoughts and feelings through writing can help you in better coping with problems and stress in your everyday life.

Suggested Further Activities:

Encourage students to do the following:

1. Share your experiences in the class at the end of the week.
2. Write a poem expressing your feelings.
3. Write a story in which one of the characters expresses your feelings.





Activity 6 : The Relaxation Response

Theme: The '*relaxation response*' is a useful physical relaxation technique that can help students reduce muscle tension and stress through physical relaxation. This activity is included to help students reduce their stress. It will particularly help them to handle nerves prior to an important performance, and calm down when they are highly stressed.

Time Required: 1 period

Material Needed: Copies of worksheet

Mode: Individual

Life Skills to be enhanced: Coping with Stress and Self Awareness

Objective: Students will be able to acquire competency in the technique of 'relaxation response' as an easy stress reduction activity.

Getting Started: Warm up : Take count of your heart beat and note it.

Process:

- Introduce the concept that relaxation is a good way to reduce stress and the students do an activity that will help them reduce muscle tension and stress through physical relaxation.
- Instruct students to sit or lie down on their backs, depending on the space available.
- Demonstrate/model each step for students in preparation for their participation.
- Then **read and model** the following instructions to your students twice for each direction:
 - Sit quietly and comfortably.
 - Close your eyes.
 - Start by relaxing the muscles of your feet and work up your body relaxing muscles.
 - Focus your attention on your breathing.
 - Breathe in deeply and then let your breath out. Count your breaths, and say the number of the breath as you let it out (this gives you something to do with your mind, helping you to avoid distraction).
 - Do this for ten or fifteen minutes.
- Ask students how different their bodies feel after the exercise. Are they more relaxed/calm? Do they feel lighter/tired?





- Sum up the session by emphasizing the role of relaxation techniques especially for young people.

Key Messages

1. The 'relaxation response' technique has a very real effect on reducing stress and controlling the fight-or-flight response on your body.
2. This technique is particularly helpful for handling nerves prior to an important performance, and for calming down when you are highly stressed.
3. Its direct effects include deep relaxation, slowed heartbeat and breathing, reduced oxygen consumption and increased skin resistance.

Worksheet

1. Describe how you felt during this activity.

2. How important it is for you to learn to be able to cope with stress?

3. Apart from the relaxation response technique, which are the other ways by which you can cope with stressful situations?

4. Describe how this activity would help you to deal with stress better?

Suggested Further Activities:

1. Encourage students to practise this technique several times with the class until they achieve a comfortable competence with it.
2. Demonstrate this activity during assembly.
3. Have students teach this technique to their friends and family members.



Unit : 9

Empathy

Activity 1 : The Value of Respect

Theme: Respectful interactions lead to meaningful relationships. Respect is treating others the way one wants to be treated. This activity helps students to develop respect for oneself and others.

Time Required: 1 period

Materials Needed: White board, marker pens and worksheet

Mode: Individual and groups of five students

Life Skills to be enhanced: Empathy, Managing Emotions and Interpersonal skills

Objectives: Students will be able to develop respect for:

- others (others include peers, teachers, parents and everyone else);
- property (one's own and others' belongings);
- the environment (air, water, plants and trees, animals, etc).

Getting Started:

- Discuss with students with about their ideas of what respect means.
- Discuss the meaning of the word 'respect'.
 - Respect means to value the worth of people and things, and to treat them with consideration, care and concern.
 - Examples of respect for others include adding a 'Madam' or 'Sir' at the end of a sentence while addressing elders and teachers. It is obeying in class and not being rowdy in a hallway. It is respecting other's ideas and what they stand for.
 - Property, whether it belongs to the school, a company, a stranger or a friend, should always be respected. Public property like buses, trains, parks and things in it, monuments, etc. should be protected.
 - We need air, water, plants and animals to survive and all of these things make up our environment. When we do our part to care for our environment, by not polluting the earth with litter or using harsh man-made chemicals that contaminate our land, water supply and atmosphere, we are demonstrating respect for all life.





- Respect for yourself and others are vital to the way you choose to live your life, as well as how you interact with your friends, family members, and teachers. When people respect themselves, they will not destroy their minds or bodies with drugs or engage in any other risky behaviour.

Process:

Tell students that the first step of developing respect for others and other things is to acknowledge that all people and all things have value. Divide the class into groups and allow five to seven minutes for groups to brainstorm and list various ways by which they can show respect. A group representative reports their findings to the class. Note the similarities and differences. This may be noted down on the white board.

1. Respect for self
2. Respect for others
3. Respect for public property
4. Respect for the environment

Key Messages

1. Respect is treating others the way one wants to be treated.
2. Respectful interactions lead to meaningful relationships.
3. A respectful person is one who shows care and concern for others. He is courteous, kind, fair, honest and obedient.
4. Disrespect comes in different forms. But its effect is always the same - hurt feelings, anger and hate.
5. Not respecting oneself includes not keeping oneself clean, experimenting with drugs, dressing and acting inappropriately.
6. Littering, polluting, harming animals and plants is disrespect towards the environment.
7. Defacing, ruining and stealing property is disrespect towards property.

Note: For more information on Values, please refer to 'Values Education-A Handbook for Teachers' published by CBSE.





Worksheet

Does everyone deserve respect? The answer to this question is a resounding “Yes!” In fact, not only do people deserve respect, but so does everything within our environment, regardless of whether it is as small as a pencil or as large as a tree. Whether it is alive or dead, yours or someone else's, respect must be shown.

1. Given below is a list of five people who you should show respect. List three ways you can show respect towards each of them.

Sl. No.	People Whom You Respect	Ways to show respect
1.	Parents	1.
		2.
		3.
2.	Teachers	1.
		2.
		3.
3.	Younger brother / sister	1.
		2.
		3.
4.	Neighbour	1.
		2.
		3.
5.	Friend	1.
		2.
		3.

The basic element of respect for all people is shown by avoiding violent and abusive language, interacting with consideration for others' needs and accepting that people are unique and have different beliefs and values.

2. What would your reaction be if a grown-up scolded at you for something you did not do? What do you say or what do you do? Describe in a short paragraph.





3. Write eight characteristics of people who are respectful.

1. Polite	2.	3.	4.
5.	6.	7.	8.

4. List five ways by which we could show greater respect for our environment.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

5. Make a list of five ways you could show respect to yourself.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

6. You and two other friends are sitting on a bench in a public park. While one of them starts chipping off the paint from the bench and the other starts scratching some words on an old monument. What would you tell them? Why?

Suggested Further Activity:

Encourage students to do the following:

Every day this week, give a sincere compliment to someone and do something good for the environment. Create a weekly planner that will help you track your behaviour. Each day you must write who you gave the compliment to and describe their reaction. Also write down what you did for the environment and how you felt about it.





Activity 2 : Council of All Beings

Theme: Everything in this world both human and non-human has an important role to play. All these things have to exist in harmony. Students will learn that human beings have an important role to play in protecting all these things.

Time Required: 1 period

Materials Needed: A quiet place outdoors or a room where students won't be disturbed. (The frame of mind really does matter in the Council)

Construction paper, paints, crayons, stones, shells, or other found and recycled objects, scissors, glue, any other art supplies that you have and worksheet

Mode: Whole class

Life Skills to be enhanced: Empathy, Creative Thinking and Self Awareness

Objectives: Students will be able to:

- understand the important role played by all the creatures in this world, both human and non-human and everything else on this landscape - the rivers, the mountains, the oceans, the deserts, etc;
- protect each of them for their own good and longevity.

Getting Started:

- Discuss with the entire council at the beginning, that silence (in between the spoken comments of Council members) is an important part of the sanctity of the council.
- Discuss about causes for the destruction to our forests, our rivers, our land that filled with garbage and plastic bags, including what people are doing to them and what they would like to say such people, to make things better.

Process:

- Instruct students to sit down and be comfortable. Ask them to close their eyes and let the image of a being - may be a human or an animal, or part of nature or landscape (such as a cloud, a mountain, a river, a tree, a wolf, a spider) come to them in their imagination.
- Instruct students to "become" the being that has visited them in their imagination. Ask how they feel about themselves turning into this another human being or animal or a part of nature.
- Ask them: *"What is happening to me as this being? How do I feel? What is my life like? My days? My nights? My interactions with other beings? With my environment? What do I want? What do I have to say? What would I like to tell*





people? What wisdom do I have as this being?" Remind them to listen to their inner voice for the answers.

- After allowing students some time to really "become" their 'being', bring the art materials into the center of the circle and invite students to open their eyes and silently make a "Council of All Beings" mask to represent themselves as this being. The mask does not have to look like the being, as long as it feels like it is representative. Allow them just five-minutes for finishing the mask. (See mask samples)
- When everyone has finished their mask, form the Council. One by one, each being should introduce him, her or it and say what their life is like. Ask the beings to tell the Council what is happening to them, including what people have done to them and what they would like to say to people.
- After each 'being' has spoken, again ask them to talk once more, sharing whatever wisdom, knowledge, or gifts they have to offer and what they might teach people who are willing to listen.
- Finally, after each 'being' has spoken, for the last time instruct students to remove their masks one by one. As each of them takes off the mask, invite them to turn their masks toward themselves and make a small promise to change one aspect of their life which hurts their 'being'.
- End the council by saying something like *"These promises made shall not be broken. Many thanks to the beings who have come together today to share their feelings, dreams, hopes, and wisdom."*

Key Messages

Empathy is the ability to understand what life is like for another living being. Here we are extending this thought to non-human things so as to understand the terrible state in which we have reduced our surroundings to.



Web Resources: Adapted from the book - The Power and promise of Humane Education by Zoe Weil,





Worksheet

Being	Problems faced by each of these beings	How you could Help
Disabled person		
A wild animal		
Stray dog / Stray cow		
A river		
An ocean		
Our earth		
A mountain		

Suggested Further Activities:

1. Take students for a walk in a park close to the school and see the state of the park, the trees and garbage.

On the basis of above encourage students to:

- List ways of making things different in the park
 - Take charge of a patch of a garden in the school and make it better.
2. Instruct students to observe the life of stray dogs, cows, horses and donkeys, etc. and then write an essay on the topic “*My life as a stray dog / cat / cow / donkey / horse*”.





Activity 3 : What would You Do if...

Theme: We need to be compassionate towards others. Compassion is a learned skill. Through this activity, students will be able to develop compassion and respect for all living things.

Time Required: 1 period

Materials Needed: Poster paper, tape, marker pens, sample situations and worksheet

Mode:

- Groups of five;
- Total number of groups of five students.

Life Skills to be enhanced: Empathy and Interpersonal Skills

Objectives: Students will be able to:

- develop compassion and respect for all living things;
- analyze a situation properly and choose a compassionate action.

Getting Started:

Discuss with students as to how every person and animal on this planet exists for a reason and how all human beings have something positive to contribute. Explain how we are faced with one of the following situations and how we need to pick up courage, analyze the situation and perform an action that is compassionate.

Situations: When we may have to:

- take the lead to help another person in trouble;
- be courageous enough to stand up in support of someone;
- stand up for an animal or bird that is being treated cruelly;
- make a choice and would prefer to be empathetic and compassionate.

Process:

- Divide students into groups.
- Assign each group a specific sample situation - What would you do if.... (Given at the end of the activity). Give the same situation to at least two groups.
- Instruct the groups to discuss and resolve the situation.
- Instruct the groups having the same situation to compare their answers.
- Put up the final conclusions arrived by the two groups on the flip chart and display.





SAMPLE SITUATIONS

What Would You Do if...

You had gone to the cooler to drink water and you overheard two classmates talking about your friend, Asha. You heard them say that Asha was a liar and that she stole a cellular phone from a store. You knew that Asha had a new phone and had also been wondering where she got it from. As you walked through the school, you heard even more kids whispering about Asha and her new phone. You started feeling uncomfortable about these people talking about Asha and began to wonder if the story was true or just a rumour. What would you do in this situation?



What Would You Do if...

You were walking home from school with friends and you saw a group of kids of your age standing around a stray dog. The dog definitely looked like it had been living on the streets for a while because it had a matted coat, and was very thin and dirty. As you walked closer to the group, you could see that the kids were yelling at it, teasing it, kicking it and throwing stones at it. The dog looked very scared, was backed into a corner and couldn't escape. What would you do in this situation?



What Would You Do if...

You lived next door to a family with two young children, a dog and a cat. One night you were putting the garbage bin outside and heard yelling and screaming coming from their house. The next day, as you were walking to school and you saw the mother getting the newspaper when the dog ran out of the house. She caught the dog and beat him with a stick several times. Later that day you saw her young son playing outside and noticed that he had a black eye. You asked him what happened and he said he fell down. You wonder what's going on with this family. What would you do in this situation?

What Would You Do if...

You are living in a hilly town where it snows in winters. You and a few friends were walking to the mall and you saw an old man in a wheelchair. It had snowed that morning and the sidewalk was icy and wet. As the man was trying to get off the curb and cross the street, his wheelchair skidded on the ice and he fell onto the street. Your friends started to laugh and made fun of the man as he was trying hard to get back up. Your friends began walking away. What would you do in this situation?





Key Messages

1. Compassion is a learned skill. We should take advantage of every experience and grow our level of compassion.
2. Sometimes it is thought that being compassionate is to be weak. This is utterly wrong because compassion allows us to act strongly with all the skills at our disposal.
3. Developing a compassionate mind is to learn to live, as Buddha put it, *"With sympathy for all living beings, without exception."*

Worksheet

1. What have you learnt from the activity and discussion, so far?

2. Whose name comes to your mind when you think of kind people? Briefly describe that person and the kind of work that person has contributed to society.

3. Describe a true experience that you have gone through about helping another person. This could be your brother, sister, a friend, a neighbour or even a stranger. It could also be an animal in trouble.

Suggested Further Activity:

Encourage students to form a Compassionate Children's Club in the school and offer a helping hand to school mates who may be facing problems.





Activity 4 : Choosing to Help Others

Theme: Empathy helps us to be a caring, compassionate and helpful. We should give a helping hand to others who are in need. Through this activity, the students will be able to understand the importance of helping others.

Time Required: 1 period

Materials Needed:

1. Copies of three sample situations
2. Chart paper (one for each group)
3. Marker pens
4. Worksheet

Mode: Working in groups of five (community)

Life Skills to be enhanced: Empathy, Self Awareness and Interpersonal Relationships

Objectives: Students will be able to:

- understand the importance of helping others, whether human being or animal;
- critically analyze a situation and empathize;
- make a choice that is compassionate and responsible towards another being;
- understand and acknowledge their capacity to make a difference.



Getting Started : Hold a brief discussion about:

- What does it mean to be a member of a community?
- How do the choices we make, affect other members of our community?
- Sometimes we have to be compassionate and responsible while making choices to benefit humans and animals, alike. What does it mean to be compassionate and responsible?
- Think of a reason why an animal may need your help and support. Are there any situations that you have encountered, where a stray dog, cat, cow, horse, donkey, bird or even a wild animal needed assistance?
- Think of a time when you were in need of someone's help and support. Did you receive it and how did that assistance boost you in your time of need?





Process:

- Divide students into “community” groups, depending on the number of students. In case there are more than three groups, then more than one group will work on one situation separately.
- Assign a situation to each “community” group.
- Instruct them to discuss, analyze and decide the most compassionate and responsible choices that they could make in that situation.
- Instruct them to make a chart of the points discussed and the choices made and then present it to the rest of the class.

Key Messages

1. Empathy improves social interactions.
2. It helps us to be a caring, compassionate and helpful.



Courtesy: Vaibhan (VIII-D) Salwan Public School





Choosing To Help Others - Sample Situations

(To be copied and one situation handed out to each group)

Situation - 1

There are several stray dogs that live in the alley behind your house. While a few of your neighbours feed them, the others throw stones and are very cruel to them. You are confused about whose side you are on. In the mean time, you notice that one of the dogs has fallen under the wheels of a passing car, has fractured one of his hind legs and is in terrible pain. While the driver of the car drives away, you wonder what you could do to help the dog.

What kind of choices can you make to improve this situation?

Situation - 2

In your apartment building there is an elderly man who lives by himself as his wife had died recently and his children are away for their higher studies. You often see this lonely man walking along with his dog and chatting with the other neighbours. But you notice that for the last few days he's not been out, he looked very tired, coughed severely and his dog looked sick too. You feel that there is something you can do to help, both this old man and his dog.

What kind of choices can you make to better this situation?

Situation - 3

There is a boy in your class who constantly brags to the other students about doing strange things. One day you hear him telling a classmate about how on the day of 'Deepawali', he tied a string of firecrackers that make deafening sounds, to the tail of a puppy on the street, called all his friends to watch when he lit the firecracker. The puppy literally jumped out of his skin and almost died while the children laughed. This conversation disturbs you and you wonder whether or not it's true. What can you do to make sure that the boy does not repeat this cruel act and the puppy has not suffered burn injuries?

What kind of choices can you make to better this situation?





Worksheet

1. What factors did you consider as you analyzed the situations?

2. Describe a situation when you helped your friend or old person or a neighbour in need.

3. Describe a situation when you helped a stray animal in need.

4. What are the similarities in situations involving human beings and situations involving animals?

5. What can we do individually and collectively to act responsibly towards both human beings and animals?

Suggested Further Activities:

Encourage students to do the following:

1. Open this link to learn about the twenty five ways to help a fellow human being: <http://zenhabits.net/25-ways-to-help-a-fellow-human-being-today/>
2. *"If you want others to be happy, practise compassion. If you want to be happy, practise compassion."* - Dalai Lama. Discuss and brainstorm about this line with other students in the class.
3. What the students could do individually and as a class, to remedy various types of situations for the betterment of friends, neighbours and animals.
4. Volunteer at NGOs working for old people, children and animals during your long summer breaks.

Web Resources: Adapted from resources available at <http://www.ddfl.org>





Activity 5 : Broken Bonds



Theme: Animals have feelings just like we do. They also get hurt when injured. So we need to be empathetic towards them. This activity will enable the students to be empathetic towards abandoned animals.

Time Required: 1 period

Materials Needed: Sample situations, chart papers (one for each group), markers or sketch pens and worksheet

Mode: Whole class working in four teams

Life Skills to be enhanced: Empathy, Self Awareness and Critical Thinking

Objectives: Students will be able to:

- understand the causes of abandoning of pet and domestic animals to streets and animal shelters;
- empathize with abandoned animals;
- find ways not to abandon pets or domestic animals.



Getting Started:

Discuss the following with students:

- Why do people acquire pets like dogs, cats or even a horse with great zeal, get dejected after a few months and then abandon them?
- Why do those who own cattle, milk them in the morning and leave them stray for the rest of the day?
- Discuss situations the students are aware of and those they believe could happen.

Process:

- Divide students into groups.
- Assign each group a situation focusing on a pet that was abandoned by their family.
- Instruct the teams to read and discuss “*broken bonds*” situation stories about the abandoned animals and answer the following questions:
 - What is the “*problem*”?
 - What steps could have been taken to prevent this situation?





- What feelings and emotions do pets go through when separated from their families? Do they have feelings just like us?
- How could pet owners educate themselves so as to avoid this kind of a situation?

Key Messages

1. Bringing a pet into family is a big decision and a big responsibility.
2. The responsibility is to take care of the pet's needs - food, water, shelter and veterinary care - for its life.
3. A pet that gets its food at home cannot take care of itself on the streets. It does not know how to do it.
4. Animals have feelings just like we do. They also get hurt when injured and bleed when cut.



Courtesy: Ayushi (V-C) Salwan Public School

*“A person's character can be judged by
the compassion they have for animals.”*

- Unknown





Broken Bond - Sample Situations

(To be copied and one situation handed out to each group)

Broken Bond - 1

Simba is a seven-year-old dog. From the moment, he was brought home, his master kept him chained in the yard, all day long. He was not even allowed to walk and he hardly had any contact with the family members. Simba was in a foul mood all the time and he barked at every passerby. On some advice from a well meaning neighbour, one fine day, the master decided to leave the dog loose at night time so that he could guard the house. The next day morning, the master found that Simba was afraid to walk and was unresponsive to anybody. What could the dog's owner have done differently to prevent this tragedy?

Broken Bond - 2

A family whose livelihood came from farming in a village bought a cow and her male calf. One fine day, they decided to move to the outskirts of a nearby city so that their cow's milk could find more customers. Soon they realized that living in the city was different. It was more expensive and their cattle did not find an appropriate place to graze as was the case in the village. Since they could not afford to buy fodder for them, they decided to milk the cow and let her wander the streets in the city. Being very new to the whole situation and not knowing how to maneuver her way in the city, she met with a bad accident and fractured her leg when a moving car hit her and drove away. What could the family have done differently to prevent this tragedy?

Broken Bond - 3

A couple had a cat they adopted seven years ago. Since they changed their jobs, they needed to move to another apartment. The new apartments' rules did not allow the keeping of pets. The couple therefore decided to relinquish their cat. What could they have done differently to prevent having to give up their feline companion?

Broken Bond - 4

A wealthy businessman loved horse racing. Soon he went ahead and bought a lovely looking stallion and named him "Ananda". He hired two people to groom and train Ananda. Soon Ananda was winning races for his master. Years passed by and Ananda was growing old. He stopped winning and his master started losing interest in him. In order to make place for the new horse, Ananda was abandoned to the streets of a growing city, where he had to fend for himself. What could the businessman have done differently to prevent giving up Ananda?





Worksheet

1. What are the five things that people should do to make sure that they do not abandon their pets on the streets or animal shelters?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

2. What are the five things that the Government can do to make sure that abandoned pets are not left on the street?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

3. What are the five things that the animal welfare NGOs can do to make sure that pets are not abandoned?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Suggested Further Activities:

Instruct students to do the following:

1. Discuss the commitment of adopting a pet into your family and what that responsibility involves.
2. Why do some people drive their pet dog to a far away place, abandon it and drive back while the poor animal runs to catch up only to give up soon and accept its fate?
3. How can some of these situations could have been prevented?
4. Put yourself in the "shoes" of a pet that has been abandoned. Describe how you would feel?

Web Resources: Adapted from resources available at <http://www.ddfl.org>





Activity 6 : Nobody wants to Befriend a Bully

Theme: Bullying is bad. Nobody wants to be friends with a bully. Through this activity, the students will be able to identify bullying behaviour and learn the ways of dealing with a bully.

Time Required: 1 period

Material Needed: Worksheet

Mode: Groups of five students/Individual

Life Skills to be enhanced: Empathy, Managing Emotions and Coping with Stress

Objectives: Students will be able to:

- identify bullying behaviour;
- choose the right methods of bullying prevention;
- identify the situation when to involve an adult in a bullying situation;
- demonstrate self-confidence and mutual respect for one another.

Getting Started:

Read aloud the following passage and explain students about bullying, how to identify a bully and how to deal with him or her.

Bullying is abusive treatment, the use of force to frighten or hurt someone who is weaker involving an "imbalance of power." It may involve verbal harassment, physical assault and may be directed persistently towards particular victims, perhaps on grounds of religion, caste, gender or ability.

The "imbalance of power" may be social power and/or physical power. Bullies are not welcome anywhere and are usually not popular people. Bullies can be found everywhere - at school, at work place and out in the street.



Bullying is of 4 types. They are:

Physical Bullying - includes shoving, spitting, biting, punching, kicking, stealing, etc.

Verbal Bullying - includes sarcasm, name-calling, quarrelsome and verbally aggressive.

Emotional Bullying - involves giving dirty looks, spreading rumours and ignoring people.

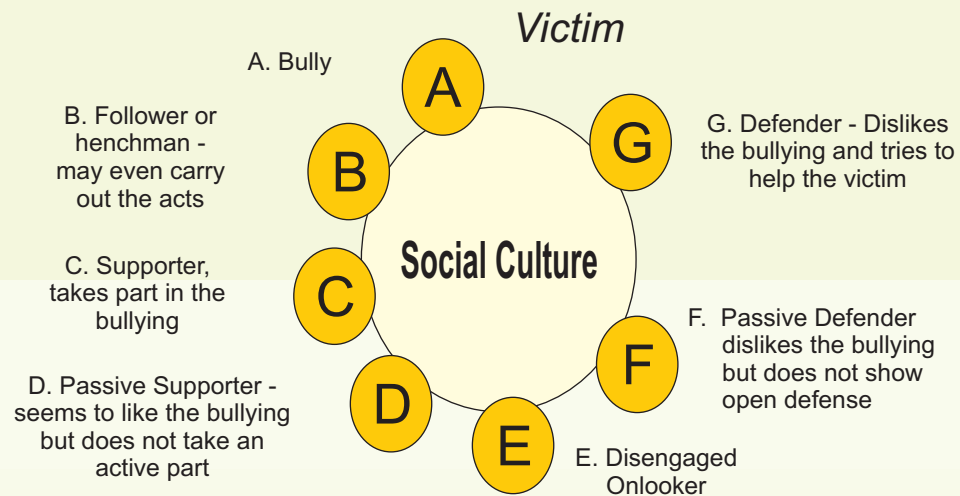
Cyber Bullying - includes sending inapt emails, mobile texts, or pictures to people.





Bullying ranges from simple one-on-one bullying to more complex bullying in which the bully may have one or more 'lieutenants' who may seem to be willing to assist the primary bully in his bullying activities. The figure below gives a good idea of what bullying involves:

The Cycle of Bullying



How to Deal with a bully: We must not let a bully ruin our life. Here is what you could do to keep away from a bully:

- **Ignore the bully.** Avoid them but do not show that you are avoiding them.
- **Show little reaction.** Do not cry, get angry, or show that you're upset. Show a lot of confidence and walk away with dignity.
- **Respond to the bully evenly, assertively and firmly.** Example: Say "No" in a self assured manner.
- **Ask your parents or any responsible adult whom you can trust, for help.**
- **No respectable person wants to befriend a bully.** But, if you see them on their own, you could ask why they are picking on you. Sometimes, this will be enough to make them think about why they are acting the way they are. Sometimes they are facing violence at home.





Process:

- Brainstorm the various issues mentioned in the above passage.
- Explain the issues in case necessary so that students can understand.
- Distribute the copies of the worksheet among the students and ask them to complete their worksheet.

Key Messages

1. Bullying is bad and harmful for everyone.
2. Everyone has right to be respected and the responsibility to respect others.
3. It is advisable to stay away from a bully.
4. Share and seek help from a trusted adult.

Don't let anyone
feel left out.....



..... be a good friend!

Courtesy: earlylearninghq.org.uk





Worksheet

From the list below, find the words in the puzzle box and circle them.

Actions and words often used by bullies

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

List of Words

ABUSE	AFRAID	AGGRESSIVE
ATTACKS	ATTENTION	BEHAVIOUR
BULLY	BYSTANDER	CYBERBULLYING
DISCRIMINATION	EMOTIONAL	EXCLUSION
FINK	GANGS	HATE
HURTFUL	JEALOUS	KICKING
MISERABLE	PHYSICAL	POWER
PUSHING	RAT	REPEATED
SNITCH	TATTLETALE	TAUNTS
TEASED	THREATS	VICTIM

Web Resource of Word Search Puzzle: Adopted from <http://www.safeschoolprogram.com>

Suggested Further Activity:

Encourage students to do the following:

FORM A BULLYING PREVENTION TEAM

Consider starting a Bullying Prevention Team in your school.

Its objectives could be to:

- build awareness that bullying will not be accepted in your school;
- teach students how to recognize bullying;
- teach students effective ways to respond to bullying situations and;
- protect younger students in case a bullying incident crops up.

If you are interested, start by talking with your school's social worker, guidance counsellor, Principal or other appropriate staff. Committee members should include students, teachers, parents, and other school personnel who want to make school a safer place for all students.





Unit : 10 Decision Making

Decision making is an important skill at all stages in life. It involves logical steps in choosing the best alternatives based on a particular situation. Learners need to understand that there could be more than one right or wrong answer.

The process of Decision Making involves the following process

Identify the problem

Analyse the problem

Think of alternatives

Decide on a course of action

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 : P = PROBLEM

Identify the issue in the situation

Stop and state (or identify) the problem.

Step 2 : O = OPTIONS

Think of different options for your situation. The more options you have, the better.

Step 3 : W = WEIGH

Look at the positive and negative consequences for every option you have thought of. 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 course of action. Elect the option which you feel is important to you (values) and is a win-win situation for everyone.

Step 5 : R = REFLECT

Think or reflect about what happened because of your decision. What could be the consequences of your action?

{*Namibia Youth Programme : My Future, My Choice (UNICEF, Namibia)





Activity 1 : Making Informed Choices

Theme: Decision making is an important Life Skill which involves logical steps. To arrive at a decision, we need to gather information and should have evaluative and analytical skills.

Time Required: 2 periods

Materials Needed: Collage of pictures related to substance abuse, branded clothes and accessories, fast food products with a case study attached to each, chart depicting the P.O.W.E.R. Model and worksheets

Mode: Group activity (random)

Life Skills to be enhanced: Decision Making, Analytical Ability, Problem Solving and Critical Thinking

Objectives: Students will be able to:

- use their decision making skills;
- make mature decisions after identifying a problem, finding options and evaluating all the options.

Process :

- Divide students into three groups.
- Give each group a collage of pictures related to substance abuse, branded clothes and accessories and fast food products with a case study attached to each. (See handout)
- Allow twenty minutes to each group to solve the issues given in each study and ask them to focus on the following points:
 - What is the problem? How and why does it arise? What are the possible ways to solve it?
- Direct each group to make use of P.O.W.E.R. Model for arriving at a decision.
- Direct each student to speak about the problem given to them and how they were able to make informed choices. Encourage students from the audience to support, contradict or suggest new ideas about the possible ways to address that particular issue.
- Encourage students to analyze different alternatives critically such as the societal and personal values and norms, while taking decisions.





P.O.W.E.R. Model

P= PROBLEM

Step 1: Stop and state (or identify) the problem.

O= OPTIONS

Step 2: Think of different things you can do and use them. The more options you have, the better.

W= WEIGH

Step 3: 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.

E= ELECT

Step 4: 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).

R=REFLECT

Step 5: Think or reflect about what happened because of your decision.

{Namibia Youth Programme: My Future, My Choice (UNICEF, Namibia)}.

Key Messages

1. Decision making is an important Life Skill.
2. It involves logical steps; determining the problem, considering multiple alternatives and choosing the best possible alternative based on a particular situation.
3. The skills required to arrive at a decision include gathering information, evaluative skills and analytical skills.
4. We should move away from the concept of one right or wrong answer to weighing multiple options and electing the best possible option.
5. Decision-making skills give us the power to actively take decisions about the different aspects in our lives and bear positive consequences on our mental health.





CASE STUDY HANDOUT

Case study 1: While returning back home from the school, you noticed two of your seniors smoking. On asking them about it, you were told that it was something that you should also try. They also threatened you that if you wished to be their friend you should not talk about this to anyone. You go home and think about it.

Discuss with your group. Identify the issue and use the POWER model to arrive at possible decisions that may help you make informed choices on what you should do.



Case study 2: At a friend's birthday party, your best friend was wearing branded watch. You really liked it and after coming home demanded the same from your parents, but they feel that they cannot give it you. You are upset with your parents' response.

Discuss it with your group. Reflect on the situation, analyse your parents' point of view and then arrive at a possible decision by using the POWER model.



Case study 3: Your friend, Rohit is putting on too much of weight and is beginning to feel very lethargic and does not feel like doing any physical activity. His parents and the doctors have counselled him to reduce his intake of junk food. What do you think Rohit should do?

Discuss with your group. Reflect on the situation and using the POWER model, reach a consensus on what Rohit should do.



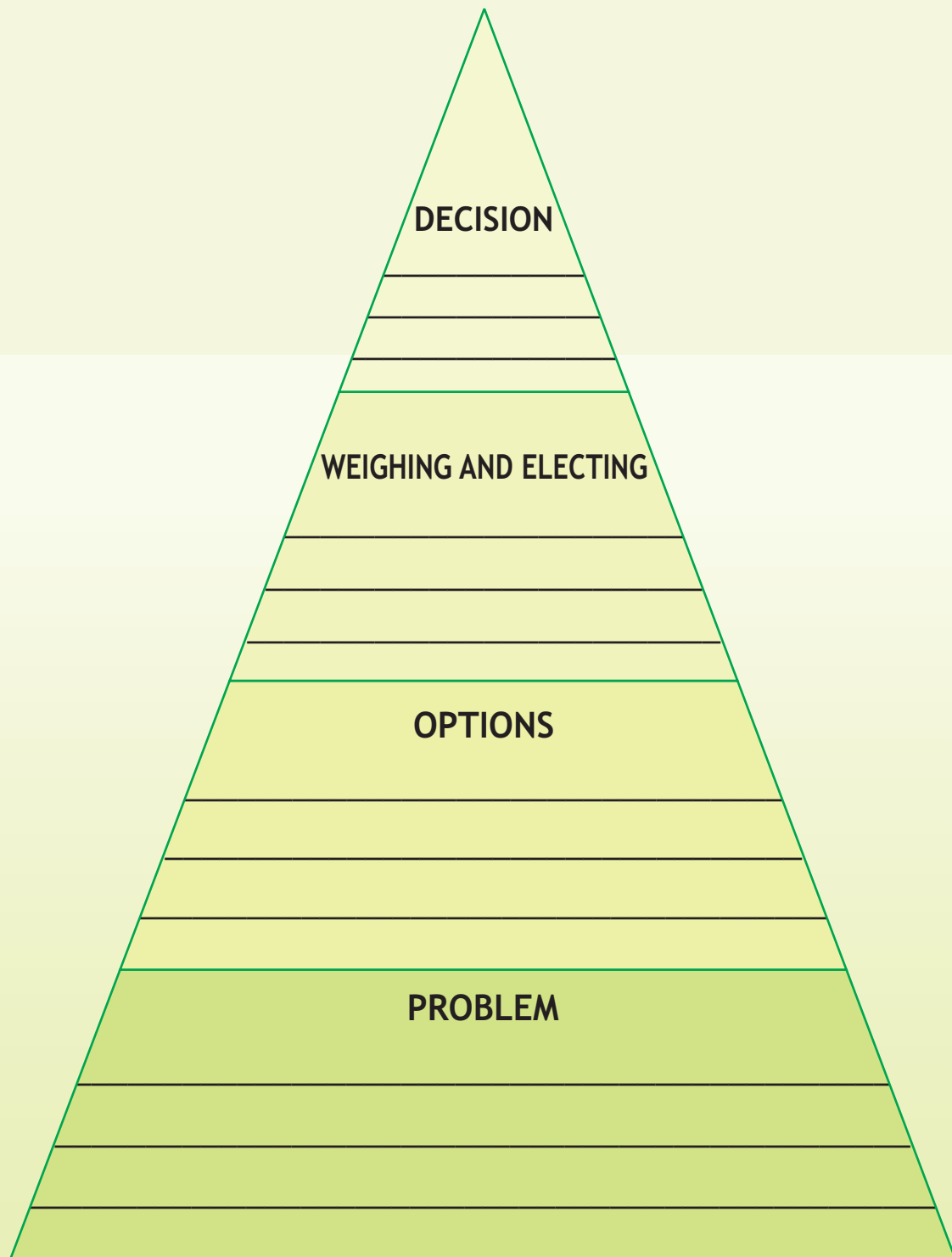


Worksheet - 1

I CAN DO IT !!!

After the class discussion about each of the case studies, fill up the pyramid.

I can now solve my problem





Worksheet - 2

I want to know that how I can use my decision making skills efficiently in my routine:

DAY	SITUATION	I TOOK THIS DECISION	IF I HADN'T TAKEN THIS DECISION
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

Suggested Further Activity:

Direct students to work upon the worksheet no. 2 to practise the decision making skill.





Activity 2 : Practising Making Decisions

Theme: Decision making is an important skill. It involves logical steps in choosing the best alternatives based on the particular situation. Learners need to practise making decisions using the three C's model.

Time Required: 2 periods

Materials Needed: Poster of the three C's model and some difficult situations involving decision making process

Mode: Groups of five students

Life Skills to be enhanced: Decision Making, Critical Thinking, Creative Thinking, Problem Solving and Communication Skills

Objective: Students will be able to make responsible and mature decisions using the three C's model

The Decision Making - 3C's

1. **Challenge** (situation available for decision making)
2. **Choices** (try to list as many rational choices as possible)
3. **Consequences** (list one positive and one negative for each choice)

Process:

- Explain to students that it is not necessary to use the three C's model to make small everyday decisions but it can be helpful for those decisions that would have a big impact on their life.
- Tell students that they are going to practise making decisions using the three C's model.
- Divide students into groups and give each two situations. Instruct them to write or draw the decision making model on a large sheet of paper and discuss the choices and consequences of each challenge. Help students to identify choices and consequences.
- Allow groups to continue working on the situations and remind them to be prepared to present their response. Encourage them to look for further information from other sources e.g. by discussing with other friends or with other teachers.
- Allow a few minutes to each group to finish their decisions (in case they consulted other people outside).
- Instruct groups to report their decisions to the whole group. The other students may ask questions and add other ideas for choices and consequences.





Key Messages

1. Each one of us faces difficult situations in our lives.
2. We should make decisions by choosing the most appropriate choices and then decide.

Some difficult Situations

Situation 1:

Your best friend has been bunking classes and acting differently than usual. You know your friend's parents are separating up and it has left your friend very upset, However he/she is not willing to talk to you about it and seems distant. What will you do?

Situation 2:

Nasir belongs to a group of boys who sell food and drinks to bus passengers that stop in the village on the way to the city. The boys have discovered that it is easy to steal small things (earrings, handbags, etc.) from the passengers as the bus pulls away. Nasir has never tried it earlier. His friends laugh at him and call him a coward. What do you think Nasir should do?

Situation 3:

Shivam is seeking admission to secondary school, but has to pass an entrance examination. When the result was declared, he found that he missed his chance by only two marks. An employee from the school tells him that he would get him admission for a certain amount of money. What do you think Shivam should do?

Situation 4:

Meena stays with her mother in a village and her father works in a nearby town. Her father used to send money for her school fee but this time it has got delayed. Her mother is not able to arrange money. Meena is worried what would happen now. What should Meena do?

Suggested Further Activity:

Encourage students to analyse their decisions for the above situations. Discuss which are the easiest and most difficult decisions to make. Why was it so?





Activity 3 : Bomb Shelter



Theme: Decision making is a skill that needs to be mastered. To solve a problem, we need to share our personal experiences so that we can learn from others' experiences.

Time Required: 1 period

Materials Needed: Six small different bags, few regular utility items to be placed in a bag

Mode: In groups of five students

Life Skills to be enhanced: Decision Making, Critical Thinking and Problem Solving

Objectives: Students will be able to:

- talk and interact with others for a cause;
- establish trust and share their personal experiences to solve a problem.

Process:

- Divide students into groups.
- Instruct each group to assume that they are in an air-raid shelter after an atomic explosion. The shelter only has enough air and food supply for five people. The remaining members must leave the shelter so the others can survive.
- Randomly assign roles (doctor, housewife, movie star, politician, etc.) to each group member. Instruct each group member to plead his/her case on why he/she should stay in the shelter.
- Instruct the groups to decide as a whole who must stay and who goes. Set time limit to make the decision process more difficult.
- Ask each group to share with other groups how they arrived at a decision.

Key Messages

1. Decision making is an important Life Skill.
2. Decision making skill gives power to the learner to actively make decisions about the different aspects in their lives and bear positive consequences on their mental health.

Suggested Further Activity:

Instruct students to do the following:

Think of a situation in which your parents had gone out and left you at home and taken your younger sibling along with them. Now put yourself in their shoes and think of the reasons why they left you at home.





Activity 4 : Classroom Council

Theme: Decision making skills should be mastered to make good decisions in future.

Time Required: 1 period

Materials Needed: Classroom furniture and classroom decision making situations

Mode: Whole Class (Council)

Life Skills to be enhanced: Decision Making, Critical Thinking, Effective Communication and Problem Solving

Objectives: Students will be able to:

- make wise decisions in the future;
- recognize the fact each decision has consequences-positive or negative.

Process:

- Create a classroom council to help in the decision making.
- Determine if the entire class will be on the council or only a few students.
- Assemble the decision making council when a classroom decision has to be made.
- Encourage the members to discuss the decision, weighing the pros and cons of each possible decision. The council may also be used if a member of the group faces a difficult decision or finds it difficult to make decisions.
- Lead the council in a discussion of better decisions for that situation for future reference.

Key Messages

1. Decision making is an important Life Skill.
2. It involves logical steps.
3. Learners should move away from the concept of one right or wrong answer to weighing multiple options and electing the best possible option.

Suggested Further Activity:

Identify a common problem faced by the students in the school and then organize a discussion to arrive at a suitable decision.

Examples of Classroom Decision Making Situations

1. Maintenance of Discipline in classroom
2. Problem of Absenteeism





Activity 5 : Two Truths and a Lie

Theme: Decision making involves logical steps. The skills required to arrive at a decision are critical thinking, analytical skills and evaluative skills.

Time Required: 1 period

Materials Needed: A few A4 white sheets and pens/pencils

Mode: In groups (random)

Life Skills to be enhanced: Decision Making, Critical Thinking and Problem Solving

Objectives: Students will be able to:

- use different elements involved in decision making;
- use the process of decision making with sequential steps;
- make a decision after thinking critically.

Process:

- Students recall different elements involved in decision making.
- Clarify that a wise decision requires a step by step process.
- Invite questions for clarification.
- Divide the students into five groups using random grouping method.
- Give each group an A4 white sheet to write down two things about themselves that are true and also to write one thing about themselves that is a lie.
- Allow ten minutes in order to brainstorm focusing on the steps of decision making:
 - Recognize and identify what is it you are deciding upon?
 - Aim and desire for positive results.
 - Analyze and weigh the consequences of an action.
 - Set alternatives or options.
 - Act responsibly or stand up for the decision made.
- Instruct each group representative to share the facts with their group members. The group must decide which two items are true and which one is a lie.
- Encourage students in each group to work together to make a decision.
- Once the decisions have been made, instruct each group to make a presentation for about four minutes, explaining how that decision was made.



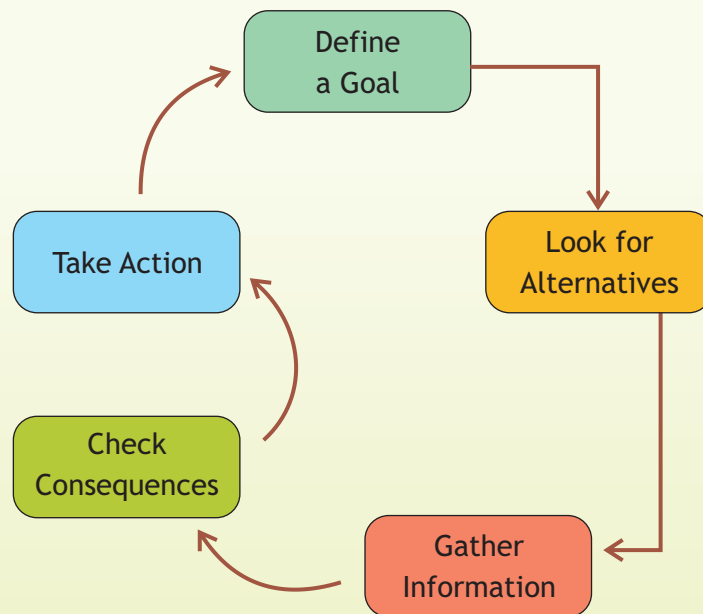


Key Messages

1. Decision making is an important Life Skill.
2. It involves logical steps: determining the problem, considering multiple alternatives and choosing the best possible alternative based on a particular situation.
3. The skills required to arrive at a decision include gathering information, evaluative skills and analytical skills.

Suggested Further Activity:

Encourage students to think critically and write about their strengths and weaknesses in the Life Skills Journal.



Nicholas Seschillie Decision Making Model





Activity 6 : Conflicts! My Conflicts

Theme: Everyone of us faces conflicting situations. We need to take wise decisions to come out of these situations. Different elements are involved in decision making and there are different ways to resolve these conflicts.

Time Required: 1 period

Materials Needed: Copies of conflict stories and worksheet

Mode: In groups of five

Life Skills to be enhanced: Decision Making, Critical Thinking and Problem Solving

Objectives: Students will be able to:

- find ways to solve conflicting situations;
- use different ways to solve conflicts;
- use different elements involved in decision making;
- recognise different types of conflicts in order to resolve them appropriately.

Getting Started:

- Practise two minutes of deep breathing exercise with all the students.
- Discuss conflict situations by taking inputs from the students.
- Classify conflict situations into four types namely **Man against Man**, **Man against Nature**, **Man against Himself** and **Man against Society**. (Man here represents both the genders)

Process:

- Share with students that in literature, a writer employs four types of conflicts namely **Man against Man**, **Man against Nature**, **Man against Himself** and **Man against Society**.
 - **Man against Man** - where a character(s) in a story pose problem to another.
 - **Man against Nature** - where natural conditions like disasters and calamities pose a problem to the character(s).
 - **Man against Himself** - where character's own imperfections pose a problem to the character.
 - **Man against Society** - where rules, norms, values, systems and societal structures pose a problem to the character(s).





- Divide students into groups and assign a conflict situation story to each group to brainstorm and rehearse upon. (handout for conflict situation stories or facilitator may also develop own)
- Allow twenty minutes to brainstorm and rehearse. In the meantime, encourage students to analyze different alternatives to resolve a conflict situation and also help students to prepare their dramatic presentations.
- Each group will dramatise their conflict story with solutions. Allow four minutes to each group.
- In the end, give each student the decision making activity worksheet to support, contradict or give new ideas about the possible ways to address that particular issue. Direct students to submit the activity sheet the next day.

Key Messages

1. Decision making skill should be mastered.
2. It involves different elements.
3. It involves different logical steps: determining the problem, considering multiple alternatives and choosing the best possible alternative based on the particular situation.

*"It is your decisions, and not your conditions,
that determine your destiny."*

- Anthony Robbins





Handout for Conflict Situations

a) MAN AGAINST MAN

You think you deserve to be the monitor of the class yet your friend becomes the monitor of your class. You are feeling very low and start disliking your friend.

Discuss in your group. Reflect on the situation and analyze what could have been the probable reasons and possible way you could approach the situation.

b) MAN AGAINST NATURE

Your parents planned a family trip during the vacations but the trip gets cancelled because your parents have to visit some relative who is unwell. You are upset about change in schedule and do not want to do anything now.

Discuss in your group. Identify the issue in the situation and using the POWER model arrive at possible decisions that may help you to make informed choices on what you should or should not do.

c) MAN AGAINST HIMSELF

You feel you are smart and the best in the class yet your classmates don't wish to speak to you. It hurts you and you are slowly becoming aggressive.

Discuss in your group. Identify the issue in the situation and using the POWER model arrive at possible decisions that may help you to make informed choices on what you should or should not do.

d) MAN AGAINST SOCIETY

The electricity in your neighbourhood keeps going off because of which you are not able to complete quite a few school tasks and your own home tasks.

Discuss the situation in your group and analyse possible ways you can solve the problem.





Worksheet (Managing Conflicts)

CONFLICT RESOLVED AND DECISION TAKEN

.....
.....

CONSEQUENCES OF EACH OPTION

1	2

3	4

VARIOUS OPTIONS IN THOUGHTS

1
 2
 3
 4

CONFLICT SITUATION IDENTIFIED

.....
.....
.....

Suggested Further Activity:

Let students think about any one conflicting situation which they might have faced at home or in their peer group. What decision was taken and how?





Unit : II Problem Solving

Activity 1 : I Can

Theme: Problem Solving helps us to deal constructively with problems in our lives. There is always a solution available provided we put our minds in it. This activity will help the students to use problem solving skills in completing a task.

Time Required: 2 periods

Materials Needed: Newspaper, crayons, gluestick/gum, chart paper and worksheet

Mode: Group activity - Role Play

Life Skills to be enhanced: Problem Solving, Decision Making, Effective Communication, Self Awareness, Creative Thinking and Interpersonal Relationships

Objective: Students will be able to use problem solving techniques in completing the tasks as a team.

Process:

- Divide the class into five groups and allot the following tasks to each group (20 minutes)

Group 1 Select a short story of your choice. Use the materials given to you and add on at least four extra materials from around you to develop the storyline. Enact the story in your own group.

Group 2 Select a short story of your choice. Use the materials given to you and add on at least three extra materials from around you to develop the storyline. Enact the story in your own group.

Group 3 Select a short story of your choice. Use the materials given to you and add on at least five extra materials from around you to develop the storyline. Enact the story in your own group.

Group 4 Select a short story of your choice. Use the materials given to you and add on at least two extra materials from around you to develop the storyline. Enact the story in your own group.

Group 5 Select a short story of your choice. Use the materials given to you and add on at least one extra material from around you to develop the storyline. Enact the story in your own group.

Presentation Time: Ten minutes for each group

Focus points for presentation: Challenges faced in the group activity. For example: time, selection of story, interaction with peers, usage of aids etc and how the group was able to overcome those challenges.





Key Messages

1. Situations will arise in life wherein decision needs to be taken and the challenge needs to be addressed.
2. We address those challenges either in a complaint mode or with an optimistic frame of mind.
3. There is always a solution available provided we put our minds to it !

Worksheet I Can

- a) How did each participant help in developing the story line according to instructions?

- b) Was your group able to identify the challenges ? If yes, give examples. If not, why?

- c) What solutions did the group agree ?

- d) What solutions did the group not agree ? Why ?

Suggested Further Activity :

Let students reflect on the following:

Think of a situation at home where you needed to resolve an issue. Then answer these questions:

- a) What was the issue ?
- b) What were the possible causes ?
- c) Who was involved in it ?
- d) Do you think the situation could have been handled differently in the beginning itself ?
- e) What steps were taken to resolve the issue ?
- f) What was your learning from the entire issue ?





Activity 2 : Puzzles and Teasers

Theme: Problem Solving skills are required to solve our problems. The puzzles and teasers enable the students to use their thinking skills to identify a problem and then coming up with answers.

Time Required: 1 period

Materials Needed: Six puzzles, worksheet and answersheet

Mode: In groups of five

Life Skills to be enhanced: Problem Solving and Critical Thinking

Objective: Students will be able to use thinking and problem solving skills.

Process:

- Divide the class into groups of five.
- Assign one puzzle to each group.
- Allow ten minutes to complete/solve puzzle.
- Invite the groups to present the process of arriving at the solution. Allow five minutes to each group.
- Discuss with the students on the challenges faced while solving the problem.

Key Messages

Initially a problem seems to be really big but as you look at probable solutions it starts getting sorted out.

Group -1: Filling In

Each of the nine empty boxes contains a different digit from 1 to 9. Each calculation is to be treated sequentially rather than according to the 'multiplication first' system. Can you fill in the empty boxes?

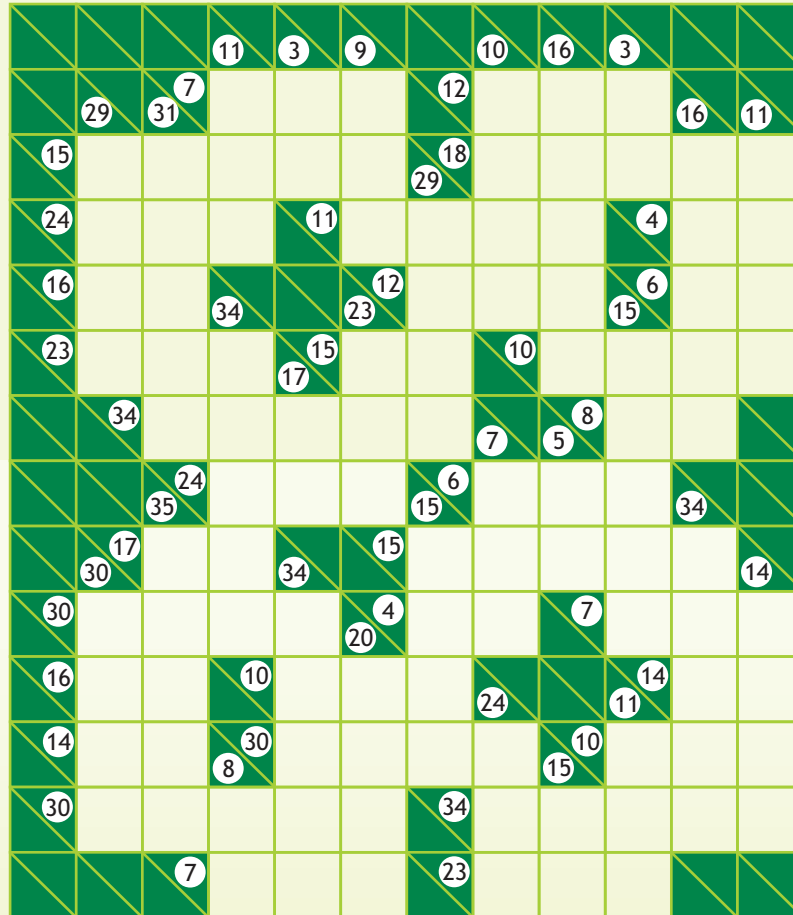
	+		÷		=	2
	÷		+		×	
	+		-		=	5
	+		-		-	
	×		÷		=	6
=		=		=		
6		6		9		





Group -2: IT figures

Place a number from 1 to 9 in each empty cell so that the sum of each vertical or horizontal block equals the number at the top or on the left of that block. Numbers may only be used once in each block.



Group -3: Set Square

All the digits from 1 to 9 are used in this grid, but only once each. Can you work out their positions in the grid and make the sums work? We've given two numbers to start you off.

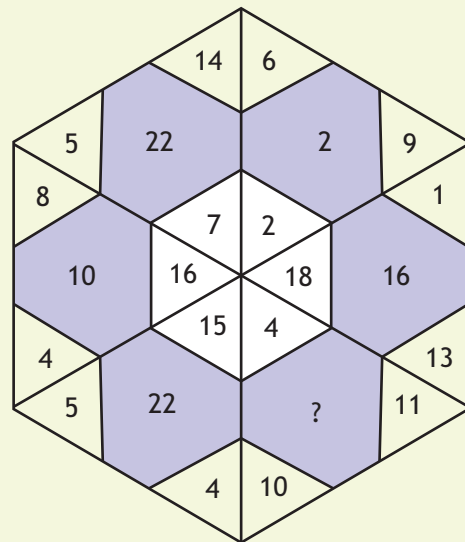
	+		÷	4	=	2
+		+		×		
	-		×		=	9
÷		-		-		
	+	2	-		=	5
=		=		=		
2		5		7		





Group -4: Number Hex

What number belongs in the hexagon marked '??'



Group -5: Shell never make it !

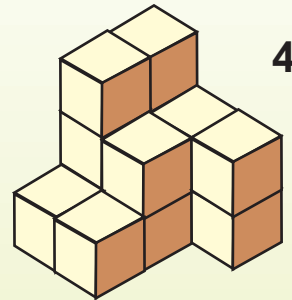
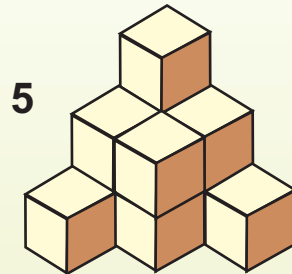
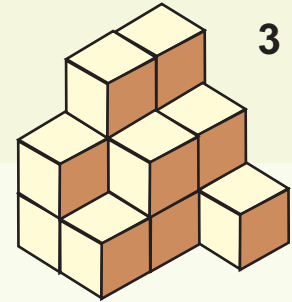
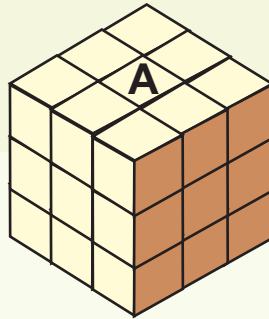
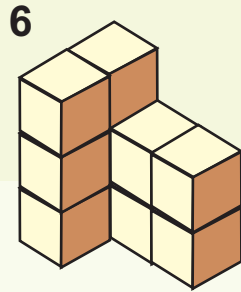
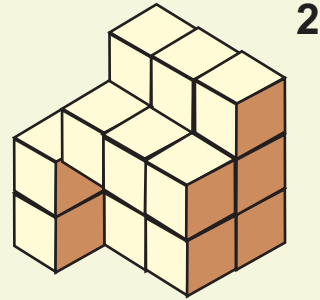
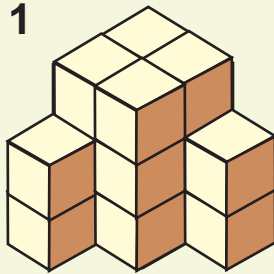
Can you help Tamara the Tortoise find her way to the finish?





Group -6: Cube it

Which two of the numbered pieces will fit together to make cube A?



Acknowledgement : The Giant 1001 Puzzle Book





Answer Sheet - Puzzles and Teasers

Filling in

2	+	8	÷	5	=	2
÷		+		x		
1	+	7	-	3	=	5
+		-		-		
4	x	9	÷	6	=	6
=	=	=				
6	6	9				

IT Figures

		1	2	4		4	6	2		
5	4	3	1	2		2	4	1	6	5
9	8	7		3	5	1	2		1	3
7	9				8	3	1		4	2
8	6	9		9	7		3	4	2	1
	7	4	8	6	9			5	3	
		7	9	8		2	3	1		
	9	8			1	4	2	3	6	
7	8	6	9		3	1		2	4	1
9	7		7	1	2				9	5
8	6		6	8	9	7		1	7	2
6	5	7	8	9		9	7	4	8	6
		1	4	2		8	9	6		

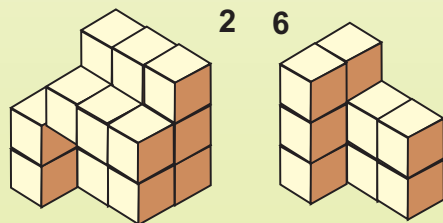
Set Square

7	+	1	÷	4	=	2
÷		+		x		
9	-	6	x	3	=	9
÷		-		-		
8	+	2	-	5	=	5
=	=	=				
2	5	7				

Number Hex

In each triangle the centre number is the sum of the three corner numbers less the number nearest the middle of the opposite triangle.
So $11 + 10 + 4 - 7 = 18$.

Cube it



Shell Never Make it





Worksheet: Puzzles and Teasers

1 What were the problems faced while reaching decisions as a group?

2 Which traits among the students helped the group to reach a consensus ?

3 When stuck with a problem did you look at alternative solutions or you let the problem go ?

4 What are the problems that you face daily in school or at home? Has any technique helped you to overcome it ?

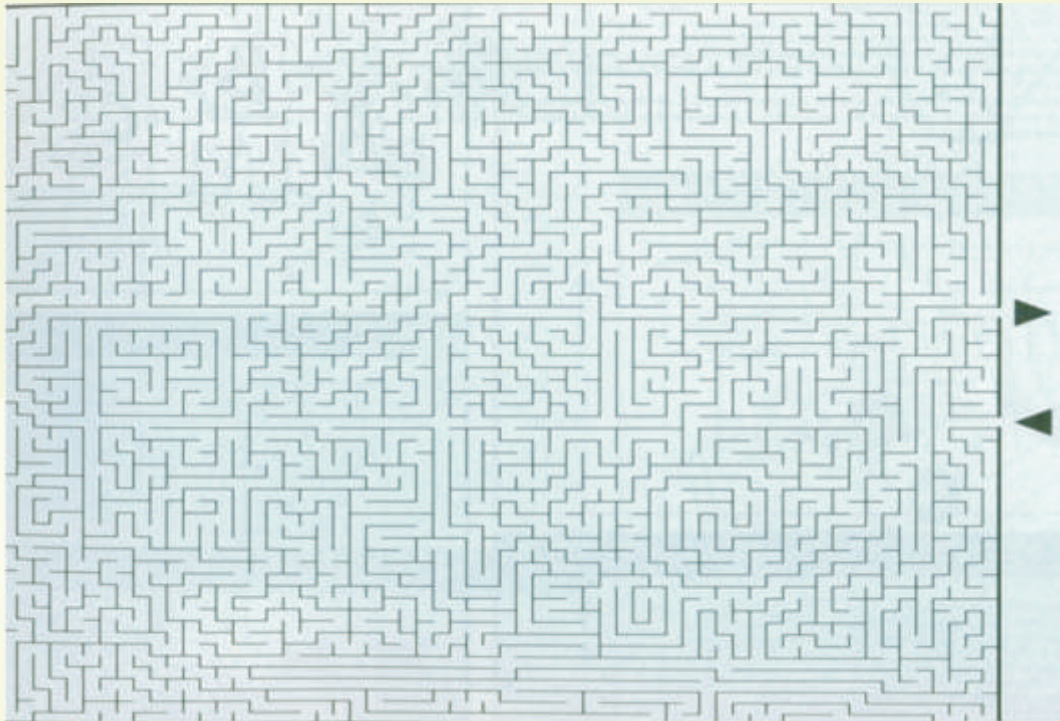




Suggested Further Activity:

Encourage students to solve the following puzzle:

Travel from the entrance to the exit of the maze, filling the path completely to create a picture.





Activity 3 : Barriers to Problem Solving

Theme: There are many barriers to critical thinking which can hold back a person from using his/her analytical skills. Through this activity, the students will be able to understand the barriers to problem solving.

Time Required: 2 periods

Materials Needed: Chart paper, sketch pens and worksheet

Mode: In groups of five

Life Skills to be enhanced: Problem Solving, Decision Making, Effective Communication, Self Awareness, Creative Thinking and Interpersonal Relationships

Objective: Students will be able to recognize the barriers to problem solving and try to remove them.

Process:

- Divide the class. Give a chart paper and two to three coloured sketch pens to each group.
- Assign them the task of creating a self awareness mind field which will help them to make a conscious effort at avoiding mental blocks to problem solving.
- Direct the groups to do the following (allow twenty minutes):
 - In your group think of a problem that you were not able to solve.
 - What do you think were the reasons for not being able to solve the problem?
 - List the reasons (Hint: It could be social conditioning, previous experiences, etc.)
 - Present your thoughts on the chart paper through an innovative presentation (five minutes for each group).

(Note: This session will help the students in raising their awareness on mental blocks and ways of avoiding them which will consequently help them to gain power and confidence to make informed choices.)

Key Messages

1. Barriers to critical thinking can harm and distort critical thinking concepts.
2. These barriers can hold back a person from using his/her analytical skills, reasoning, experience, intuition and common sense from making informed decisions.





Worksheet

Barriers to problem solving reflection time

Identify one situation in your life where you have not been able to make an informed choice because of either one or more of the following mental barriers:

- 1 **Egocentric Thinking** : It is viewing everything in relation to oneself. Such individuals are only concerned with their own interests. They are close minded to the thoughts and ideas of others and are usually unaware of their own thinking patterns.

- 2 **Social Conditioning** : Each individual is unique and age, IQ, race, gender, upbringing, family, friends, genes etc have a dramatic effect on how one views the world and the people one interacts with. Open minded thinking can enable an individual to listen, learn and empathize with the diversity in culture, race and religion.

- 3 **Group Thinking-The Herd Mentality** : “*When everyone thinks alike, no one thinks very much*”. The drive for acceptance from others is a strong motivating force since thinking outside the group can be uncomfortable. Negative Peer Pressure can act as a barrier to resolving of an issue.

Suggested Further Activity:

Let students reflect on the following:

Think of a problem which you and your neighbourhood friends have faced and were not able to solve. What do you think were the reasons for not finding a solution to that problem?





Activity 4 : The Six Thinking Hats

Theme: The Six Thinking Hats concept by *De Bono* is used in solving problems. This activity will help the students to understand and apply this concept in solving problems.

Time Required: 2 periods

Materials Needed: Reading material on De Bono's Six Thinking Hats, six sheets of coloured chart paper (white, red, black, yellow, green, blue) and stapler to make conical hats

Mode: In groups of five

Life Skills to be enhanced: Problem Solving, Decision Making, Effective Communication, Self Awareness, Creative Thinking and Interpersonal Relationships

Objective: Students will be able to apply De Bono's Six Thinking Hats in resolving issues and problems.

Process:

- Divide the class into five groups and give each group the following sheet.

The Six Thinking Hats

It is a simple but powerful way for looking at issues from different perspectives - one at a time.

White Hat only looks at the facts and data of the decision.

Under the **Red Hat** feelings are expressed about the issue.

The **Black Hat** is for looking at the negative effects of the decision.

The **Green Hat** is for thinking about alternatives.

The **Blue Hat** is for clarifying which kind of thinking is going on.

“The biggest enemy of thinking is complexity, for that leads to confusion. When thinking is clear and simple, it becomes more enjoyable and more effective. The Six Thinking Hats concept is very simple to understand. It is also very simple to use.” - Edward De Bono

- Assign the following situation to the groups and ask them to use the Six Thinking Hats to look at the situation from different angles.

Situation: *“A decision has been taken by the school that there will be no school canteen.”*

- Invite each group to present their viewpoints wearing the different Hats while presenting them.





Key Messages

1. The Thinking Hats are a significant shift in thinking about issues.
2. It is a way of reviewing ideas and concepts from multiple viewpoints.
3. It can be used to get out of the box and see the world from different perspectives.

Suggested Further Activity:

Your school has taken a decision of not ringing the bell at periodic intervals. A meeting of the Prefectorial Board has been called to brainstorm on the issue using De Bono's Six Thinking Hats.

White Hat :



Red Hat:



Black Hat:



Yellow Hat:



Green Hat:



Blue Hat:







Activity 5 : Understanding a Problem Better

Theme: Different people respond to a particular problem differently. To arrive at a solution to which different people have responded, answers should be collated. The activity will help the students to obtain information or test opinions from a group of people.

Time Required: 2 periods

Material Needed: Pencils or pens

Mode: In groups of five

Life Skills to be enhanced: Problem Solving, Decision Making, Effective Communication, Self Awareness, Creative Thinking and Interpersonal Relationships

Objective: Students will be able to:

- frame questions properly to gather information;
- obtain information from a group of people;
- analyze the information carefully;
- consolidate opinions gathered from different people.

Process: Instruct students to do the following:

- Identify the subject area/problem/issue that you want to find out more about or are looking for a solution.
- Identify the number and groups of people who you would like to answer the questionnaire and what kind of answer do you need? There are many different ways questions can be answered. For some questions you can answer yes or no, for others, you may want a longer, more involved answer.
- List questions you would like to ask people.
- Arrange the list of questions in a sequence starting with the easy/basic topics.
- Check the questions to make sure that they are easy to understand and answer - you may test the questions on some people and amend them if necessary.
- When the questions are ready, you can begin asking people these questions. Remember to ask people's permission first before you begin your activity.
- When all the questionnaires are completed / or enough people have been asked, compile the results.



- For each question read the answers?
- How are the answers different and were they as you expected?
- Once all the results are compiled, think about what you have found out and how you may share your results with others.

Key Messages

Questionnaires can test people's knowledge, opinions, or attitudes. If a large number of people are going to respond to a set of questions, it is important to collate the answers.

Suggested Further Activity:

Encourage students to reflect on the following:

Think of a problem for whose solution you looked to your father, mother and elder sibling. What solutions were suggested by them and which one did you accept? Why?

"We all have problems. The way we solve them is what makes us different."

- Unknown





Activity 6 : Why I Eat What I Eat?

Theme: Food is critical to survival and a healthy life. Proper nutrition is necessary for the adolescents' body. They, therefore need to explore their eating habits, so that they can have a proper nutritious diet. This activity will help the students explore their eating habits and creating an environment for discussion on food and its importance in their lives.

Time Required: 2 periods

Materials Needed: Marker pens and flip charts

Mode: In groups of five

Life Skills to be enhanced: Problem Solving, Decision Making, Effective Communication, Self Awareness, Creative Thinking and Interpersonal Relationships

Objective : Students will be able to take proper nutritious diet.

Process:

- Discuss with the students about proper nutrition and why it is a problem to adolescents.
- Students would attempt to understand this problem and reach a consensus.
- Discuss with them as a class, that during adolescence the body needs extra nutrients. In many cases however, young people are too worried about their looks to pay adequate attention to their body requirements. In other cases, young people may not be able to get adequate nutrition due to poverty, cultural myths and taboos.
- Tell them that food is critical for survival and healthy life.
- Divide students into groups.
- Instruct them to discuss their daily diet and anxieties or concerns they have regarding their eating habits. Invite them to use flip charts and marker pens to record the discussion for their presentation.
- Allow twenty minutes.
- Reconvene, and ask each group to make their presentation.
- The following questions may be used to facilitate a discussion:
 - What is the average diet of a young person in your group?
 - Do you notice any differences between the diet of a young man and a young woman? What and why?
 - Do you know any beliefs and taboos regarding food in your society? What are they?



- What could be the reasons for not eating enough?
- Are there any differences between men and women in their consumption of food? What and why?
- Do you have a friend who does not get enough to eat or know someone who avoids food due to some reason? Would you like to share your knowledge with the group?
- Are you familiar with the terms “*anorexia*” and “*obesity*”? What do these words mean?

Key Messages

1. Food is critical for survival and healthy life.
2. During adolescence the body needs extra nutrients.

Suggested Further Activity:

Instruct students to make a diet chart for all the members of their family, according to their body requirements.

You determine the right time to move forward and take a step.
Remember these important truths:

- | | | |
|---|---|--------------|
| a. The wrong decision at the wrong time | = | DISASTER |
| b. The wrong decision at the right time | = | MISTAKE |
| c. The right decision at the wrong time | = | UNACCEPTANCE |
| d. The right decision at the right time | = | SUCCESS |

Courtesy: nilportugues.com





Self Assessment

i. Self Awareness

Instructions: Provide relevant answer for each statement

1. I am afraid of telling my parents about my mistakes as it would make them angry. How would I tell them that I've lost my new wrist watch/ iPod?

2. What will my family say / do when I make the following statements? Which statements would have a negative response and which would have a positive one?

a) Oh mama! I don't want to have dinner with aunty, she is very boring!

b) Dad, I will sit with grandpa today, while you finish your work.

3. There is a classmate in my class whom I dislike very much. We aren't exactly good friends. If the classmate comes and slaps me and verbally abuses me, what will I do in the first five seconds?

a) Slap that boy/girl back and abuse

b) Breathe and try to relax myself

c) Talk it out at the earliest without postponing it

4. Am I proud of my country, and of being an Indian? Am I aware of our rich cultural heritage more than any foreign culture?

a) Yes to both

b) No to both

c) Yes, No

d) No, Yes

5. Am I aware about the physical changes happening in my body? Am I

a) very insecure and anxious

b) informed about them and less uncomfortable

c) well informed and comfortable





7. I have a friend, Ravi, who has started smoking because of some friends in his colony. He recently asked me to try smoking and even after I refused and I don't want to, he continues to insist. What should I do?
- a) Be firm and tell him I don't want to smoke
 - b) Finally give in and try it
 - c) Try to convince him to leave it as well
8. My parents and teachers have a lot of expectations from me in terms of academics, co-curricular activities and being a role model in the future. Do I always agree with them and try to rise to their expectations without expressing how I really feel/what I want to do?
- a) Yes
 - b) No
9. If my parents don't buy me something that I really want, I become rude and ungrateful instead of understanding their reasons.
- a) Yes
 - b) No
10. If I see a differently abled person, would I try to offer help or go on with what I am doing?
- a) Yes
 - b) No
 - c) Maybe
11. I know about first aid and can help an injured person.
- a) Yes
 - b) No
 - c) Maybe
12. I know what I want to pursue as a career or have given a thought to it.
- a) Yes
 - b) No
 - c) Maybe
13. I read a newspaper daily/watch the news telecast to be a better aware and informed teenager.
- a) Yes
 - b) No

This is a self assessment scale, meant to be used only as an indicator. It can be administered to your self or to a peer to establish areas for further enhancement.

Note: This scale will help you reflect and introspect so that you can work on enhancing your skill of Self Awareness.





Self Assessment

ii. Critical Thinking

Instructions: Check the category on the right that confirms to the frequency with which you carry out the following acts:

Self Assessment	Never	Rarely	Sometimes	Often	Always
I understand the importance of having a schedule and I follow a regular timetable.					
I learn from my mistakes and try not to repeat them.					
I help my friends / siblings to look at things with a different perspective when they are in a bad mood.					
I realise that I should not insist on buying the same expensive articles that my friends have unless I need them.					
I try to understand my parents' point of view when they scold me.					
I generally make an effort to keep my books in good condition so that I can donate them to the underprivileged children.					
I am aware of my strengths and weaknesses and I work on them.					
I have started working on my communication skills because I realise that they are important.					
I try to balance my academics with extra-curricular activities to be an all-rounder.					
I am learning to organise myself as I understand that this skill will help me to improve over all.					
I do not indulge in procrastinating or delaying things that are important.					





Self Assessment	Never	Rarely	Sometimes	Often	Always
When people criticise me, I analyse their comments without getting upset.					
I maintain a positive attitude to cope with difficult situations.					
I can resist negative peer pressure.					
I realise that I would lose the trust of my parents and teachers if I lie.					
I am focused as I know that it will help me achieve my goals.					
I set realistic goals and work towards achieving them.					
I assess all options in a given situation before taking a decision.					
I try to compete with myself for continuous improvement.					
I accompany my parents to family functions even when I don't want to as I understand that I cannot be left alone at home for long hours.					
I play in a team and share responsibility for its success and failure.					
I take success and failures as learning experiences.					
I listen to my conscience and do not do what I feel is wrong.					

This is a self assessment scale, meant to be used only as an indicator. It can be administered to your self or to a peer to establish areas for further enhancement.

Note: Your score in each column gives you an indication of your strengths as well as areas you can improve on. This scale will help you reflect and introspect so that you can work on enhancing your Critical Thinking skills.

Courtesy: DPS, Gurgaon





Self Assessment

iii. Creative Thinking

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT	Usually	Sometimes	Rarely
1. I consider myself to be creative person.			
2. I engage myself in creative work.			
3. Creative ideas simply occur to me without thinking about them.			
4. I tend to lose my sense of time when I am engaged in my work.			
5. I always think about how to do everyday tasks differently.			
6. I tend to work on different ideas simultaneously.			
7. I often think a lot and try to have different ideas.			
8. I typically share my creative products/ideas with other people.			
9. I usually feel positive and enthusiastic while I am working.			
10. I don't mind too much if it takes time to get an answer to a particular question.			
11. I respect the different opinions of others.			

This is a self assessment scale, meant to be used only as an indicator. It can be administered to your self or to a peer to establish areas for further enhancement.

Note: Your score in each column gives you an indication of your strengths as well as areas you can improve on. This scale will help you reflect and introspect so that you can work on enhancing your Creative Thinking skills.

Courtesy: DLDAV Model School, Shalimar Bagh, New Delhi





Self Assessment

iv. Effective Communication

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT	Low	Medium	High
1. I always show interest while someone is speaking.			
2. I listen more than I speak.			
3. I have good negotiation skills.			
4. I possess leadership qualities.			
5. I use positive words while speaking.			
6. While interacting with someone, I give importance to the message.			
7. I am not pre-occupied with grammatical accuracy.			
8. I read the newspaper, stories, etc. to build my vocabulary.			
9. I choose the books I read with great precision.			
10. I always have a smile on my face while I am speaking .			
11. I am good at group discussions .			
12. I possess team-building skills.			
13. I have observation skills.			
14. I keep myself updated with effective communication techniques and strategies.			
15. I am good at public speaking .			

This is a self assessment scale, meant to be used only as an indicator. It can be administered to your self or to a peer to establish areas for further enhancement.

Note: Your score in each column gives you an indication of your strengths as well as areas you can improve on. This scale will help you reflect and introspect so that you can work on enhancing your Communication skills.

Courtesy- DAV, Gurgaon





Self Assessment v. Interpersonal Skills

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT	Yes	No	May Be
1. May betray a friend if he/she helps you academically .			
2. Talk to friends through social networking sites more often than talking to them face to face.			
3. Once you discover a lie, can you trust that person again.			
4. Spend enough quality time with your family.			
5. How do you remain friendly with an individual you disagree with ?			
6. Internet a boon for interpersonal relationships.			
7. Share your worries with someone or you prefer to keep them to yourself.			
8. You are the one to initiate a conversation.			
9. The friends on your social networking profile are all your real friends.			

This is a self assessment scale, meant to be used only as an indicator. It can be administered to your self or to a peer to establish areas for further enhancement.

Note: Your score in each column gives you an indication of your strengths as well as areas you can improve on. This scale will help you reflect and introspect so that you can work on enhancing your skill of Interpersonal Relationships.

Courtesy- DPS, Mathura Road, New Delhi



Self Assessment

vi. Managing Emotions

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT	Mostly	Sometimes	Rarely
1. I don't take help from others to make important decisions in life.			
2. I don't pity myself.			
3. Even if I don't like a task, I pursue it for others' sake.			
4. I generally come out to be a leader in the group.			
5. I easily let go off the wrong others have done to me.			
6. My anger doesn't keep coming back with specific people or situations.			
7. When I am upset and feel like crying, I still stay powerful and effective.			
8. I understand others' point of view regardless of the situation.			
9. I don't envy those classmates who I think are better than me.			
10. I don't hesitate to join a group of students who are talking together.			
11. My friends keep telling me that I have a positive attitude towards life.			
12. I try to avoid difficult situations.			
13. I accept people as they are without expecting much change in them.			
14. I feel energetic and relaxed most of the time.			
15. I am responsible for my feelings and can modify myself when situations arise.			





SCORING

- Give:
 - 1 mark for MOSTLY
 - 2 marks for SOMETIMES
 - 3 marks for RARELY
- If the score is:
 - 15-25 then emotionally balanced /stable
 - 25 and above then emotionally weak

This is a self assessment scale, meant to be used only as an indicator. It can be administered to your self or to a peer to establish areas for further enhancement.

Note: Your score in each column gives you an indication of your strengths as well as areas you can improve on. This scale will help you reflect and introspect so that you can work on enhancing your skill of Managing Emotions.

Courtesy- S.D Public School, Pitampura, New Delhi





Self Assessment

vii. Coping with Stress

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT	Mostly	Sometimes	Rarely
1. I often share my experiences with my parents and siblings.			
2. I generally get satisfactory marks in my examinations.			
3. Students of higher classes often bully me.			
4. I feel difficulty in controlling my anger.			
5. I easily break down in tears.			
6. I get upset when things do not go my way.			
7. I take help of relaxation techniques when stressed.			
8. I react without considering consequences when upset.			
9. I have a regular plan for things and I follow it.			
10. I work keeping the priority of the task in mind.			

This is a self assessment scale, meant to be used only as an indicator. It can be administered to your self or to a peer to establish areas for further enhancement.

Note: Your score in each column gives you an indication of your strengths as well as areas you can improve on. This scale will help you reflect and introspect so that you can work on enhancing your skill of Coping with Stress.

Courtesy- Kulachi Hasraj Model Shool, Ashok Vihar, New Delhi





Self Assessment

viii. Empathy

The Self Report : Altruism /Empathy Scale

Instructions: Check the category on the right that conforms to the frequency with which you have carried out the following acts:

SELF ASSESSMENT	1 Never	2 Once	3 More than once	4 Often	5 Very Often
1. I understand my parents' point of view when they ask me not to go out with my friends when my examinations are approaching.					
2. I have done work for charity (writing for blind candidates etc.)					
3. I have helped my mother to carry grocery from the market.					
4. I have stopped a friend who was going on the wrong track (bad company, substance abuse).					
5. I have bought cards/stickers made by an NGO for a good cause.					
6. I have pointed out the extra marks when the teacher gave them by mistake.					
7. I have offered my seat to an elderly person at party/in bus/in metro.					
8. I have lent my money which I had got to buy an expensive chocolate to a classmate who wanted to buy an important book.					
9. I can tell if the other person is sad/happy by the tone of his/her voice.					





SELF ASSESSMENT	1 Never	2 Once	3 More than once	4 Often	5 Very Often
10. I have helped a classmate who was being bullied by some people.					
11. I have helped a teacher carry a heavy bag without her asking for any help.					
12. I have never taken my pizza order for free(if it is late) knowing that it is going to be deducted from the delivery man's salary.					
13. I listen to the other's problem first rather than telling them about mine.					
14. I have often considered my classmates' point of view when we plan to go out.					
15. I have donated my personal belongings for a cause (books etc).					

This is a self assessment scale, meant to be used only as an indicator. It can be administered to your self or to a peer to establish areas for further enhancement.

Note: Your score in each column gives you an indication of your strengths as well as areas you can improve on. This scale will help you reflect and introspect so that you can work on enhancing your skill of Empathy.





Self Assessment

ix. Decision Making

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT	Rarely	Sometimes	Usually
1. After I make a decision, it is final - because I know my process is strong.			
2. I try to determine the real issue before starting a decision-making process.			
3. If I have doubts about my decision, I go back and recheck my assumptions and my process.			
4. I prefer people who are better informed to make decisions for me.			
5. I waste lot of time on trivial matters before arriving at the final decision.			
6. I delay making decisions until its too late.			
7. I get too anxious when I have to make decisions.			
8. After a decision is made, I spend lot of time convincing myself it was correct.			
9. I would rather achieve balance than success in my life.			
10. I prefer to get involved in new situations rather than think about the consequences first.			

This is a self assessment scale, meant to be used only as an indicator. It can be administered to your self or to a peer to establish areas for further enhancement.

Note: Your score in each column gives you an indication of your strengths as well as areas you can improve on. This scale will help you to reflect and introspect so that you can work on enhancing your Decision Making skill.

Courtesy : Hansraj Model School, Punjabi Bagh, New Delhi





they immediately said 'no.' I tried to convince them but nothing changed. As Sonakshi, what would you do:

- (a) I would lie to them and go out with my friends.
 - (b) I would simply agree with my parents as I really love them.
 - (c) I would negotiate, tell them about my friends, give them their numbers and hopefully they will agree.
 - (d) I will shout and scream and perform senseless activities just for going out.
- 9) How would you rate your relationship with your parents:
- a) Extremely weak b) Weak c) Can't say
 - d) Strong e) Very strong
- 10) If you were insulted by your teacher in front of the whole class on getting bad marks, you would:
- (a) Reply rudely to your teacher's observations.
 - (b) Ignore and walk away.
 - (c) Try to find out the reason behind the teacher's observations.
 - (d) Expect the teacher apologize in front of the class.
- 11) Rishabh of class VIII is bullied by his classmates both in the class as well as on a social network site. As Rishabh, you would:
- (a) Fight with them and use foul language.
 - (b) Just ignore them.
 - (c) Complain to my teachers and parents.
- 12) Put the number of your choice against your answer:
- a) Strongly disagree c) Moderately agree
 - b) Disagree d) Agree
 - e) Strongly agree
 - (i) I find using abusive language frequently really easy.
 - (ii) I don't find anything wrong in lying to my parents.
 - (iii) I get easily influenced by my friends for drinking, smoking etc.
 - (iv) I really don't care about the problems that my friends face.
 - (v) I don't care about the marks I get in my examinations.

This is a self assessment scale, meant to be used only as an indicator. It can be administered to your self or to a peer to establish areas for further enhancement.

Note: This scale will help you reflect and introspect so that you can work on enhancing your skill of Problem Solving.

Courtesy: Delhi Public School, Ghaziabad, Vasundhara



The National Policy for Children, 2013

1. Introduction

- 1.1. India is home to the largest child population in the world. The Constitution of India guarantees Fundamental Rights to all children in the country and empowers the State to make special provisions for children. The Directive Principles of State Policy specifically guide the State in securing the tender age of children from abuse and ensuring that children are given opportunities and facilities to develop in a healthy manner in conditions of freedom and dignity. The State is responsible for ensuring that childhood is protected from exploitation and moral and material abandonment.
- 1.2. Declaring its children as the nation's "supremely important asset" in the National Policy for Children, 1974, the Government of India reiterated its commitment to secure the rights of its children by ratifying related international conventions and treaties. These include the Declaration of the Rights of the Child, Universal Declaration of Human Rights and its Covenants, the Convention on the Rights of the Child and its two Optional Protocols, the United Nations Convention on the Rights of Persons with Disabilities, the United Nations Convention against Transnational Organized Crime, the Protocol to Prevent, Suppress and Punish Trafficking in Women and Children, the Hague Convention on Protection of Children and Cooperation in respect of Inter-Country Adoption, and the Convention on the Elimination of All Forms of Discrimination against Women.
- 1.3. The National Policy for Children, 1974 recognised that programmes for children should find prominent place in national plans for the development of human resources, so that children grow up to become robust citizens, physically fit, mentally alert and morally healthy, endowed with the skills and motivations provided by society. The Policy also laid emphasis on equal opportunities for the development of all children during the period of growth.
- 1.4. The National Charter for Children, 2003 adopted on 9th February 2004, underlined the intent to secure for every child its inherent right to be a child and enjoy a healthy and happy childhood, to address the root causes that negate the healthy growth and development of children, and to awaken the conscience of the community in the wider societal context to protect children from all forms of abuse, while strengthening the family, society and the Nation.
- 1.5. To affirm the Government's commitment to the rights based approach in addressing the continuing and emerging challenges in the situation of children, the Government of India hereby adopts this Resolution on the National Policy for Children, 2013.





2. Preamble

2.1 Recognising that:

- *a child is any person below the age of eighteen years;*
- *childhood is an integral part of life with a value of its own;*
- *children are not a homogenous group and their different needs need different responses, especially the multi-dimensional vulnerabilities experienced by children in different circumstances;*
- *a long term, sustainable, multi-sectoral, integrated and inclusive approach is necessary for the overall and harmonious development and protection of children;*

2.2 Reaffirming that:

- *every child is unique and a supremely important national asset;*
- *special measures and affirmative action are required to diminish or eliminate conditions that cause discrimination,*
- *all children have the right to grow in a family environment, in an atmosphere of happiness, love and understanding;*
- *families are to be supported by a strong social safety net in caring for and nurturing their children;*

the Government of India reiterates its commitment to safeguard, inform, include, support and empower all children within its territory and jurisdiction, both in their individual situation and as a national asset. The State is committed to take affirmative measures - legislative, policy or otherwise - to promote and safeguard the right of all children to live and grow with equity, dignity, security and freedom, especially those marginalised or disadvantaged; to ensure that all children have equal opportunities; and that no custom, tradition, cultural or religious practice is allowed to violate or restrict or prevent children from enjoying their rights.

2.3 This Policy is to guide and inform all laws, policies, plans and programmes affecting children. All actions and initiatives of the national, state and local government in all sectors must respect and uphold the principles and provisions of this Policy.

3. Guiding Principles

- every child has universal, inalienable and indivisible human rights
- the rights of children are interrelated and interdependent, and each one of them is equally important and fundamental to the well-being and dignity of the child





- (iii) every child has the right to life, survival, development, education, protection and participation
- (iv) right to life, survival and development goes beyond the physical existence of the child and also encompasses the right to identity and nationality
- (v) mental, emotional, cognitive, social and cultural development of the child is to be addressed in totality
- (vi) all children have equal rights and no child shall be discriminated against on grounds of religion, race, caste, sex, place of birth, class, language, and disability, social, economic or any other status
- (vii) the best interest of the child is a primary concern in all decisions and actions affecting the child, whether taken by legislative bodies, courts of law, administrative authorities, public, private, social, religious or cultural institutions
- (viii) family or family environment is most conducive for the all-round development of children and they are not to be separated from their parents, except where such separation is necessary in their best interest;
- (ix) every child has the right to a dignified life, free from exploitation
- (x) safety and security of all children is integral to their well-being and children are to be protected from all forms of harm, abuse, neglect, violence, maltreatment and exploitation in all settings including care institutions, schools, hospitals, crèches, families and communities
- (xi) children are capable of forming views and must be provided a conducive environment and the opportunity to express their views in any way they are able to communicate, in matters affecting them
- (xii) children's views, especially those of girls, children from disadvantaged groups and marginalised communities, are to be heard in all matters affecting them, in particular judicial and administrative proceedings and interactions, and their views given due consideration in accordance with their age, maturity and evolving capacities

4. Key Priorities

Survival, health, nutrition, development, education, protection and participation are the undeniable rights of every child and are the key priorities of this Policy.

Survival, Health and Nutrition

4.1 The right to life, survival, health and nutrition is an inalienable right of every child and will receive the highest priority.





- 4.2 The State stands committed to ensure equitable access to comprehensive, and essential, preventive, promotive, curative and rehabilitative health care, of the highest standard, for all children before, during and after birth, and throughout the period of their growth and development.
- 4.3 Every child has a right to adequate nutrition and to be safeguarded against hunger, deprivation and malnutrition. The State commits to securing this right for all children through access, provision and promotion of required services and supports for holistic nurturing, wellbeing with nutritive attainment of all children, keeping in view their individual needs at different stages of life in a life cycle approach.
- 4.4 The State shall take all necessary measures to:
- (i) Improve maternal health care, including antenatal care, safe delivery by skilled health personnel, post natal care and nutritional support
 - (ii) Provide universal access to information and services for making informed choices related to birth and spacing of children
 - (iii) Secure the right of the girl child to life, survival, health and nutrition
 - (iv) Address key causes and determinants of child mortality through interventions based on continuum of care, with emphasis on nutrition, safe drinking water sanitation and health education
 - (v) Encourage focused behaviour change communication efforts to improve new born and childcare practices at the household and community level
 - (vi) Provide universal and affordable access to services for prevention, treatment, care and management of neo-natal and childhood illnesses and protect children from all water borne, vector borne, blood borne, communicable and other childhood diseases
 - (vii) Prevent disabilities, both mental and physical, through timely measures for pre-natal, peri-natal and post-natal health and nutrition care of mother and child, provide services for early detection, treatment and management, including interventions to minimise and prevent further disabilities, prevent discrimination faced by children with disabilities (mental and physical), and provide services for rehabilitation and social support
 - (viii) Ensure availability of essential services, supports and provisions for nutritive attainment in a life cycle approach, including infant and young child feeding (IYCF) practices, special focus on adolescent girls and other vulnerable groups, and special measures for the health, care and nutrition, including nutrition education, of expectant and nursing mothers
 - (ix) Provide adolescents access to information, support and services essential for their health and development, including information and support on



appropriate life style and healthy choices and awareness on the ill effects of alcohol and substance abuse

- (x) Prevent HIV infections at birth and ensure infected children receive medical treatment, adequate nutrition and after-care, and are not discriminated against in accessing their rights
- (xi) Ensure that only child safe products and services are available in the country and put in place mechanisms to enforce safety standards for products and services designed for children
- (xii) Provide adequate safeguards and measures against false claims relating to growth, development and nutrition



Education and Development

4.5 Every child has equal right to learning, knowledge and education. The State recognises its responsibility to secure this right for every child, with due regard for special needs, through access, provision and promotion of required environment, information, infrastructure, services and supports, towards the development of the child's fullest potential.

4.6 The State shall take all necessary measures to:

- (i) Provide universal and equitable access to quality Early Childhood Care and Education (ECCE) for optimal development and active learning capacity of all children below six years of age
- (ii) Ensure that every child in the age group of 6-14 years is in school and enjoys the fundamental right to education as enshrined in the Constitution
- (iii) Promote affordable and accessible quality education up to the secondary level for all children
- (iv) Foster and support inter sectoral networks and linkages to provide vocational training options including comprehensively addressing age-specific and gender-specific issues of childrens' career choices through career counseling and vocational guidance
- (v) Ensure that all out of school children such as child labourers, migrant children, trafficked children, children of migrant labour, street children, child victims of alcohol and substance abuse, children in areas of civil unrest, orphans, children with disability (mental and physical), children with chronic ailments, married children, children of manual scavengers, children of sex workers, children of prisoners, etc. are tracked, rescued, rehabilitated and have access to their right to education
- (vi) Address discrimination of all forms in schools and foster equal opportunity, treatment and participation irrespective of place of birth, sex,





religion, disability, language, region, caste, health, social, economic or any other status

- (vii) Prioritise education for disadvantaged groups by creating enabling environment through necessary legislative measures, policy and provisions
- (viii) Ensure physical safety of the child and provide safe and secure learning environment\
- (ix) Ensure that all processes of teaching and learning are child friendly
- (x) Ensure formulation and practice of pedagogy that engages and delights children, with a special focus on mental health, from a social and gender just, life skills and age appropriate perspective
- (xi) Provide access to ICT tools for equitable, inclusive and affordable education for all children especially in remote, tribal and hard to reach areas
- (xii) Promote safe and enjoyable engagement of children's experiences with new technology in accordance with their age and level of maturity, even as there is respect for their own culture and roots
- (xiii) Review, develop and sustain age-specific initiatives, services and programmes for safe spaces for play, sports, recreation, leisure, cultural and scientific activities for children in neighbourhoods, schools and other institutions
- (xiv) Enable children to develop holistically, bringing out their aspirations, with focus on their strengths, empowering them to take control of their lives, bodies and behaviours
- (xv) Ensure no child is subjected to any physical punishment or mental harassment. Promote positive engagement to impart discipline so as to provide children with a good learning experience
- (xvi) Ensure that children's health is regularly monitored through the school health programme and arrangements are made for health and emergency care of children
- (xvii) Provide services to children with special needs in regular schools and ensure that these are inclusive and have all facilities such as trained teachers and special educators, appropriate pedagogy and education material, barrier-free access for mobility, functional toilets and co-curricular activities towards the development of child's fullest potential and autonomy and sense of dignity and self worth.
- (xviii) Promote engagement of families and communities with schools for all round development of children, with emphasis on good health, hygiene and sanitation practices, including sensitization on ill-effects of alcohol and substance abuse





- (xix) Facilitate concerted efforts by local governments, non-governmental organisations/ community based organisations to map gaps in availability of educational services, especially in backward, child labour intensive areas, areas of civil unrest, and in situations of emergency, and efforts for addressing them
- (xx) Identify, encourage and assist gifted children, particularly those belonging to the disadvantaged groups, through special programmes
- (xxi) Provide and promote crèche and day care facilities for children of working mothers, mothers belonging to poor families, ailing mothers and single parents
- (xxii) Promote appropriate baby feeding facilities in public places and at workplaces for working mothers in public, private and unorganized sector

Protection

- 4.7 A safe, secure and protective environment is a precondition for the realisation of all other rights of children. Children have the right to be protected wherever they are.
- 4.8 The State shall create a caring, protective and safe environment for all children, to reduce their vulnerability in all situations and to keep them safe at all places, especially public spaces.
- 4.9 The State shall protect all children from all forms of violence and abuse, harm, neglect, stigma, discrimination, deprivation, exploitation including economic exploitation and sexual exploitation, abandonment, separation, abduction, sale or trafficking for any purpose or in any form, pornography, alcohol and substance abuse, or any other activity that takes undue advantage of them, or harms their personhood or affects their development.
- 4.10 To secure the rights of children temporarily or permanently deprived of parental care, the State shall endeavour to ensure family and community-based care arrangements including sponsorship, kinship, foster care and adoption, with institutionalisation as a measure of last resort, with due regard to the best interests of the child and guaranteeing quality standards of care and protection.
- 4.11 The State commits to taking special protection measures to secure the rights and entitlements of children in need of special protection, characterised by their specific social, economic and geo-political situations, including their need for rehabilitation and reintegration, in particular but not limited to, children affected by migration, displacement, communal or sectarian violence, civil unrest, disasters and calamities, street children, children of sex workers, children forced into commercial sexual exploitation, abused and exploited children, children forced into begging, children in conflict and contact with the law, children in situations of labour, children of prisoners, children infected/affected by HIV/AIDS, children with disabilities, children affected by alcohol and substance abuse, children of manual scavengers and children from any other socially excluded group, children affected by armed conflict and any other category of children requiring care and protection.





- 4.12 The State shall promote child friendly jurisprudence, enact progressive legislation, build a preventive and responsive child protection system, including emergency outreach services, and promote effective enforcement of punitive legislative and administrative measures against all forms of child abuse and neglect to comprehensively address issues related to child protection.
- 4.13 The State shall promote and strengthen legislative, administrative and institutional redressal mechanisms at the National and State level for the protection of child rights. For local grievances, effective and accessible grievance redressal mechanisms shall be developed at the programme level.

Participation

- 4.14 The State has the primary responsibility to ensure that children are made aware of their rights, and provided with an enabling environment, opportunities and support to develop skills, to form aspirations and express their views in accordance with their age, level of maturity and evolving capacities, so as to enable them to be actively involved in their own development and in all matters concerning and affecting them.
- 4.15 The State shall promote and strengthen respect for the views of the child, especially those of the girl child, children with disabilities and of children from minority groups or marginalised communities, within the family; community; schools and institutions; different levels of governance; as well as in judicial and administrative proceedings that concern them.
- 4.16 The State shall engage all stakeholders in developing mechanisms for children to share their grievances without fear in all settings; monitor effective implementation of children's participation through monitorable indicators; develop different models of child participation; and undertake research and documentation of best practices.

5. Advocacy and Partnerships

- 5.1 The State shall encourage the active involvement, participation and collective action of stakeholders such as individuals, families, local communities, non-governmental organisations, civil society organisations, media and private sector including government in securing the rights of the child.
- 5.2 The State shall make planned, coordinated and concerted efforts to raise public awareness on child rights and entitlements amongst the parents and caregivers/guardians as well as functionaries and duty bearers. All stakeholders are to promote the use of rights-based and equity-focused strategies, platforms, programmes, communications and other tools to generate awareness on child rights and the commitment to their achievement.
- 5.3 This Policy is to be given wide publicity and supported by focused advocacy measures to ensure that children's best interests and rights are accorded the highest priority in



areas of policy, planning, resource allocation, governance, monitoring and evaluation, and children's voices and views are heard in all matters and actions which impact their lives.

- 5.4 The State shall ensure that service delivery and justice delivery mechanisms and structures are participatory, responsive and child-sensitive, thereby enhancing transparency and ensuring public accountability. Synergistic linkages will be created with other progressive and successful experiments to learn from best practices across regions.

6. Coordination, Action and Monitoring

- 6.1 Addressing the rights and needs of children requires programming across different sectors and integrating their impact on the child in a synergistic way. Rights based approach to survival, development and protection calls for conscious, convergent and collateral linkages among different sectors and settings, with indicators for tracking progress.
- 6.2 Community and local governance play a significant role in ensuring the child's optimum development and social integration. Ensuring coordination among Central Government Ministries/Departments, between Central and State Governments, between different levels of governance and between government and civil society is crucial for effective implementation of this Policy.
- 6.3. The Ministry of Women and Child Development (MWCD) will be the nodal Ministry for overseeing and coordinating the implementation of this Policy. A National Coordination and Action Group (NCAG) for Children under the Minister in charge of the Ministry of Women and Child Development will monitor the progress with other concerned Ministries as its members. Similar Coordination and Actions Groups will be formed at the State and District level.
- 6.4. The Ministry of Women and Child Development, in consultation with all related Ministries and Departments, will formulate a National Plan of Action for Children. Similar Plans at the State, District and local level will be formulated to ensure action on the provisions of this Policy. The National, State and District Coordination and Action Groups will monitor the progress of implementation under these Plans.
- 6.5 The National Commission for Protection of Child Rights and State Commissions for Protection of Child Rights will ensure that the principles of this Policy are respected in all sectors at all levels in formulating laws, policies and programmes affecting children.

7. Research, Documentation and Capacity Building

- 7.1 The implementation of this Policy will be supported by a comprehensive and reliable knowledge base on all aspects of the status and condition of children. Establishing such a knowledge base would be enabled through child focused research and documentation, both quantitative as well as qualitative. A continuous process of indicator-based child impact assessment and evaluation will be





developed, and assessment and evaluation will be carried out on the situation of children in the country, which will inform policies and programmes for children.

- 7.2 Professional and technical competence and capability in all aspects of programming, managing, working and caring for children at all levels in all sectors will be ensured through appropriate selection and well planned capacity development initiatives. All duty bearers working with children will be sensitised and oriented on child rights and held accountable for their acts of omission and commission.

8. Resource Allocation

- 8.1 The State commits to allocate the required financial, material and human resources, and their efficient and effective use, with transparency and accountability, to implement this Policy.
- 8.2 Child budgeting will track allocation and utilisation of resources and their impact on outcomes for children with regard to budgets and expenditures on children by all related Ministries and Departments.

9. Review of Policy

- 9.1 A comprehensive review of this Policy will be taken up once in five years in consultation with all stakeholders, including children. The Ministry of Women and Child Development will lead the review process.



CENTRAL BOARD OF SECONDARY EDUCATION

2, COMMUNITY CENTRE, PREET VIHAR, DELHI

CIRCULAR NO. 21



D(A)PA/38/2003

5th September, 2003

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, eco-sensitivity 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

CIRCULAR NO:11/04

D(A)PA/LS/04

26th February, 2004

To

All Heads of Institutions

Affiliated to Board

Sub: Life Skills Education in class VII

Dear Principal,

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

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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).

Yours faithfully,

(G.BALASUBRAMANIAN)

DIRECTOR (ACADEMIC)



Glossary

A

Adolescence

A period in life that begins with biological maturation, during which individuals are expected to accomplish certain developmental tasks, and that ends when they achieve a self-sufficient state of adulthood as defined by society.

Age Changes

Biological and experiential changes that accompany aging, irrespective of cultural or historical context.

AIDS

Acquired Immune Deficiency Syndrome: a sexually transmitted disease resulting from a virus that attacks the immune system; can also be transmitted through contaminated blood transfusions or from an infected pregnant woman to her foetus.

Alcohol

A drug that functions as a central nervous system depressant.

Anxiety

It is a common emotion which can be positive or negative. It is commonly known as the body's natural "fight or flight". It is a response of an individual to stressful experiences.

Assertiveness

It is a particular mode of communication. *Dorland's Medical Dictionary* defines assertiveness as a form of behavior which affirms the person's rights or point of view without either aggressively threatening the rights of another or submissively permitting another to ignore one's rights or point of view.

Attitude

A tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's responses to different stimuli.

Attribute

An attribute is a characteristic of an object, person, thing, etc.

B

Behaviour

A range of actions and mannerisms made by organisms or systems in response to various stimuli or inputs, whether internal or external. It is the external expression of our mental processes.





Bullying

Repeated aggressive behaviours or remarks occurring over an extended period of time that the victim finds difficult to defend against.

C

Cognition

The process of organizing and making meaning of experience. Interpreting a statement, solving a problem, synthesizing information, critically analyzing a complex task; all are cognitive activities.

Competency

It is the ability of an individual to do a job properly.

Conformity

The tendency to go along with the norms and standards of one's group.

Cooperative learning

Placing students of different ability levels together in small working groups.

Coping

Strategies for managing stressful situations that tax personal resources.

Curiosity

It refers to the inquisitiveness on the part of an individual. It is a disposition to inquire, investigate, or seek after knowledge. It is a desire to gratify the mind with new information or objects of interest.

D

Desire

It is a sense of **longing** for a person or object or hoping for an outcome.

Depression

An affective disorder that may take a number of forms, all of which are characterized by a disturbance of mood.

Dislike

It is an attitude or a feeling of distaste or aversion. It is an inclination to withhold approval from some person or group.

E

Early adolescence

That period of adolescence between the ages of about 11 to 15, marked by the onset of



puberty, changing gender roles, more autonomous relationships with parents, and more mature relationships with peers.

Emerging Adulthood

A period between adolescence and adulthood characterized by demographic unpredictability and increased opportunity for identity exploration.

Empathy

The capacity to share an emotional response with another person, as well as the ability to discriminate the other's perspective and role.

Envy

It is a feeling of ill will towards someone else. It is an emotion that often causes low self-esteem or low self confidence.

Experiential learning

It is the process of making meaning from direct experience or learning from experience.

Experiment

A research procedure in which participants are randomly assigned to groups that are then treated differently.

Exploration

The process of exploring possibilities and life options in achieving an identity.

G

Gender

The cultural and psychological contributions to being female or male.

Guidance

A process of helping individuals through their own efforts to discover and solve their own problems. It is developing the potentialities of the individual by an expert for his personal and social usefulness.

I

Identity

The part of one's personality of which one is aware and is able to see as a meaningful and coherent whole.

K

Knowledge

It can refer to familiarity with facts, information, skills, data or information.





L

Late Adolescence

The period of adolescence between the ages of about 16 to 19 that is organized around the central task of achieving an identity, in which adolescents integrate their sexuality into their relationships, prepare for a vocation, and fashion a personal set of beliefs.

Learning disability

Difficulty with academic tasks that is not due to emotional or sensory problems and presumably reflects neurological disfunction.

Life style

A way of living of individuals, which they manifest in coping with their physical, psychological, social, and economic environments on a day-to-day basis.

M

Maturation

A potential confound resulting from systematic changes over time that are not due to the treatment being studied.

Middle School

A secondary school that includes the sixth through the eighth grades.

Motivation

A process of arousing, maintaining, and controlling one's interest in a certain activity.

O

Open ended questions

These are unstructured questions in which possible answers are not suggested and the respondent answers it in his or her own words.

P

Peer group

A group of individuals of the same age; a social group that regulates the pace of specialization.

Peer pressure

It is influence exerted by a peer group. It encourages individuals to change their attitudes, values and behaviour in order to conform to group norms.



Physical

Physical means relating to the structure, size, or shape of something that can be touched and seen. It pertains to the body of an object, person, thing, etc.

Psychological

It relates to the mind or mental activity or phenomena. It is a subject matter of Psychology.

Psychosocial abilities

These are the abilities which allow an individual to interact with, perceive, influence and relate to others. These abilities must work together with our communication skills to enable us to interact appropriately with other individuals and function within a socially meaningful context.

R

Reinforcement

Any event that when contingent on a behaviour increases the probability of that behaviour occurring again.

Relationship

A relationship is normally viewed as a connection between individuals, such as parent-child relationship.

Resilient

Characterized by attitudes and social skills that enable individuals to function in a variety of settings.

Role models

Individuals whose patterns of behaviours are often observed, held in high regard, and used to guide the thoughts, feelings and actions of others.

S

Sarcasm

It is a sharp, bitter remark usually conveyed through irony.

Self-efficacy

It is a measure of one's own ability to complete tasks and reach goals. It is a person's belief in his or her ability to succeed in a particular situation. It affects the ability of an individual to face challenges competently. It is distinct from self-esteem, confidence, and self-concept.

Self-esteem

The evaluative dimension of the self that includes feelings of worthiness, pride and discouragement.





Self-regulation

Setting goals, evaluating one's own performance, and adjusting one's behaviour flexibly to achieve these goals in the context of ongoing feedbacks.

Sexual maturity

It is the age or stage when an organism can reproduce. In humans, the process of sexually maturing is termed puberty.

Social Skills Training

A component of social-cognitive intervention programs.

Strategies

Activities that organize cognition so as to improve performance, such as repeating a phone number or categorizing a list of things to be remembered.

Stress

The body's response to an event that requires adapting to changes brought about by that event.

Strengths

It is a state or quality of being physically or mentally strong.

Social sensitivity

Greenspan views social sensitivity as a person's ability to correctly interpret the meaning of a social object or event.

V

Values

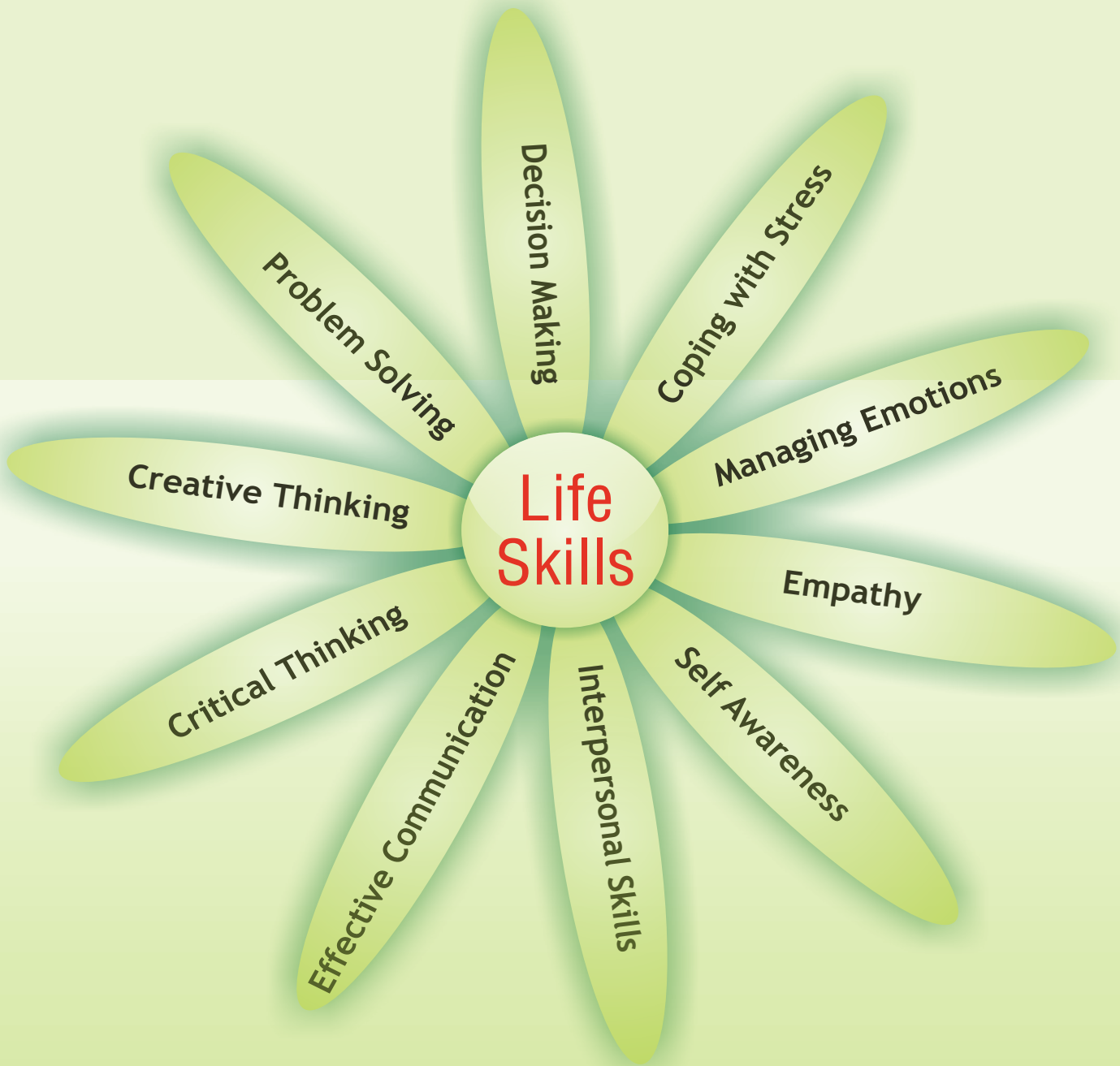
Values are important and long lasting beliefs or ideals followed by the individuals in a particular culture. Values determine what is good and what is not. They exert influence on the behavior of an individual.

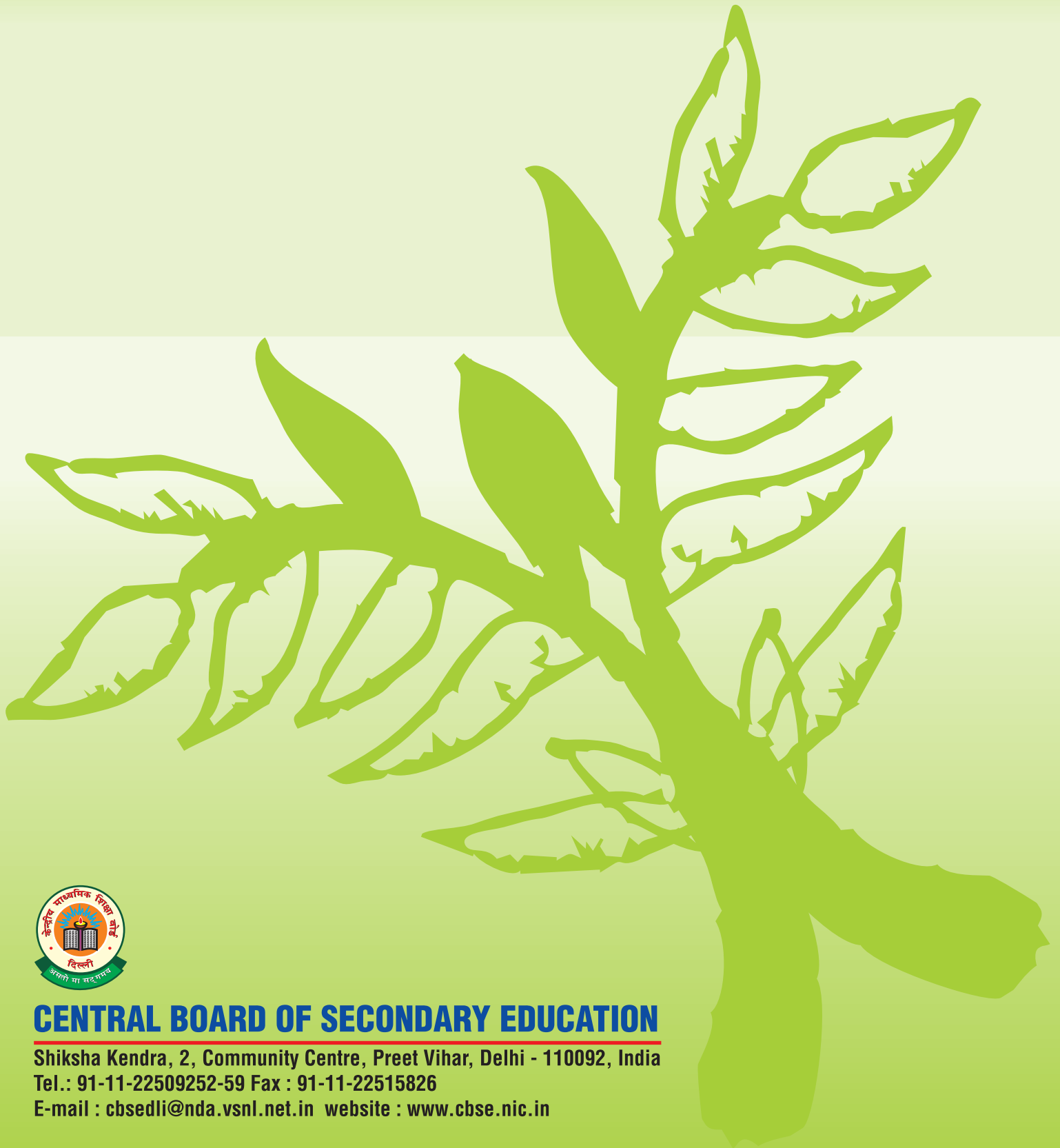
W

Weaknesses

It is a state or quality of being physically or mentally weak.







CENTRAL BOARD OF SECONDARY EDUCATION

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