



**IMPLEMENTATION OF LIFE SKILLS,  
HEALTH & WELLBEING  
PROGRAMMES IN SCHOOLS  
ADVOCACY MANUAL FOR PRINCIPALS**



**CENTRAL BOARD OF SECONDARY EDUCATION**

## PREFACE

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

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

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

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

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

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

The programme also focuses on the usage of the existing CBSE resource material i.e. Life Skills Manuals, Adolescent Education Programme, Handbook on 21st Century Skills, Mental Health and Well Being Manual, Revised Health Manuals for providing

diverse opportunities to the students to equip them with relevant values, attitudes and skills that will enable them to participate fully in their society and deal with the demands of the increasingly vulnerable situations.

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

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## **BACKGROUND**

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

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

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

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

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

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

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

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



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

**FOUNDATIONAL**

Literacy, Numeracy and Digital Skills

**TRANSFERABLE**

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

**JOB SPECIFIC**

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

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

This Advocacy Manual, therefore, emphasises the need for Life Skills Education in schools. It further reaffirms the importance of implementation of Life Skills Education as a part of school education programme and brings out the role of the School Leaders for its effective implementation in the schools.

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

## WHO SHOULD USE THIS MANUAL?

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

### FACILITATION TIPS (FOR RESORCE PERSONS)

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

## SCHEDULE OF THE AVOCACY PROGRAMME

SESSIONS	TIMINGS	DURATION
<b>Registration and Sharing of Agenda</b>	9.00 am – 9.30 am	30 mins
<b>SESSION I – LIFE SKILLS EDUCATION IN INDIA</b>		
<b>Activity 1:</b> Orientation to Life Skills <b>Handouts:</b> 1A and 1B	9.30 am – 10.15 am	45 mins
<b>Activity 2:</b> Life Skills Education in India and CBSE Initiatives <b>Handouts:</b> 1C and 1D	10.15 am – 11.00 am	45 mins
<b>TEA BREAK (11.00 AM – 11.30 AM)</b>		
<b>SESSION II – REAFFIRMING THE NEED FOR LIFE SKILLS</b>		
<b>Activity 3:</b> Reaffirming the need for Life Skills <b>Handouts:</b> 2A and 2B	11.30 am – 1.00 pm	90 mins
<b>LUNCH BREAK (1.00 PM – 2.00 PM)</b>		
<b>SESSION III: INTEGRATING LIFE SKILLS EDUCATION IN SCHOOL CURRICULUM</b>		
<b>Activity 4:</b> Integrating Life Skills Education in School Curriculum <b>Handouts:</b> 3A, 3B and 3C	2.00 pm – 3.30 pm	90 mins
<b>TEA BREAK (3.30 PM – 4.00 PM)</b>		
<b>SESSION IV: IMPLEMENTING LIFE SKILLS, HEALTH AND WELLBEING PROGRAMMES IN SCHOOLS</b>		
<b>Activity 5:</b> Action Plan for effective implementation of LIFE Skills, Health and Wellbeing Programmes <b>Handouts:</b> 4A, 4B and 4C	4.00 pm – 5.30 pm	90 mins
<b>Closure of the Programme</b> <ul style="list-style-type: none"> <li>Key Takeaways</li> <li>Feedback and Feedforward</li> </ul>		







# INTRODUCTION

**Time Required:** 10 Minutes

## **Objectives:**

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

## **General Guidelines for the Resource Person:**

- Welcome Participants, introduce yourself as their Resource Person for the training workshop and share the agenda of the programme. This is an Advocacy Programme for Principals for the implementation of Life Skills, Health and Wellness Programme in schools. It is designed to orient Principals to integrate Life Skills Education, Health and Wellness Programme in school through counsellors and teachers, who will enhance Life Skills in their learners and create a suitable environment for health and wellbeing among learners in the school.
- Distribute Training Workshop Manual to each Participant (For Master Trainers' Workshop).
- Invite the participants to share their name, location and one thing they hope to gain from this workshop. If time permits, ice breaker activity can be taken up during the introduction. Suggested ice breakers have been given.
- Establish the ground rule - the agreement of confidentiality - "*Whatever is shared here, stays here.*"

## SUGGESTIVE ICE BREAKERS

### Option 1: ABCs of Me

Ask the participants to take a piece of flipchart paper/simple plain paper and write their name vertically down the left side. (It can be done on a large sheet or chart paper or a small piece of paper).

Next, choose a word that starts with each letter of their name. The word should describe something about their personality. The words must be written horizontally across the paper, using the letters of their name as the first letter of each descriptive word.

When finished, tape the poster to the wall (if on a large piece of paper) or wear it as a name tag (if written on a small piece of paper).



### Option 2: Name Tag

Use an A4 sheet and a variety of colourful materials for decoration such as glitter, dry leaves, crayons, etc. to make a name tag for yourself.

Once the name tags are created, punch two holes in them, thread some yarn or string through and hang them around the neck or staple them.



## AGENDA OF THE TRAINING WORKSHOP

01.

Reinforcing the understanding of Life Skills and its importance in the school to ensure an overall mind-set shift to Life Skills, Health and Wellbeing

02.

Establishing the role of Principals as advocates of Life Skills Programme in schools with ownership and accountability

03.

Building capacity of Principals for creating a plan and innovative practices involving stakeholders for the effective integration of the LSE programme in their schools

### ORIENTATION TO LIFE SKILLS

**Time Required:** 40 minutes

**Objectives:**

- To enable participants to identify Life Skills used in different situations and categorise them.

**Mode:** Individual Activity

**Materials Required:**

- PowerPoint Presentation, A4 sheets, White Board, Markers, Video
- Handouts - Handout 1A (Activity Sheet) and Handout 1B (Life Skills Education)

**Process:**

1. Set the context for discussion on challenges faced by an individual in day-to-day life.
2. Mention the impact such events/challenging situations can have in one's life.
3. Share any one such experience faced by the participants with a larger group.
4. Acknowledge your own and other individual's struggle as unique to each person.
5. Ask participants to recall:
  - a. any one challenging life situation. It could be from any point in life and could be a personal or professional experience. Challenging experiences during the pandemic are also welcome.

- b. what did they do to handle or respond to that situation. Something as significant as taking concrete action towards it or as little as patiently waiting for it to pass.
- c. any one thing they learnt about themselves or developed in themselves while handling that situation. (10 minutes)

**Note to RP:** *The idea is to get them to reflect on the life skills they would have learnt while handling or responding to a challenging situation.*

6. Distribute Handout 1A – Activity Sheet to complete the task.
7. Encourage participants to share their experiences. Take a couple of responses from the participants, who feel comfortable sharing. (10 minutes)
8. Write the responses (key words) on the board. The key words can be some of the life skills they used, for example communication, self-regulation, perspective taking, decision making, emotional regulation, showing empathy etc.
9. Ask the participants to identify the name for all these skills they collectively have used to handle problems/difficulties/challenges in their lives. *NOTE: RP to probe the participants to come to the term LIFE SKILLS. One of the suggested probes could be – “So, what do you think all of these could be labelled as?”*
10. Introduce the concept of Life Skills and ask the participants to categorise their responses under the umbrella of the following categories of Life Skills by the World Health Organisation (WHO).
  - Emotional Skills
  - Social Skills
  - Thinking skills
11. Display the WHO definition of Life Skills.
12. Explain the WHO definition of Life Skills to the participants highlighting the three key words – Adaptive, Positive and Wellbeing - in relation to their personal/classroom experiences.
13. Highlight the fact that all the Life Skills are interrelated and reinforce each other.
14. Engage in a brief discussion by asking the participants on how these sets of skills can be helpful for learners in their life.
15. Give **Handout 1B** to all the participants. Give them a few minutes to go through the content and use it for further reference.

**Closing Reflection Question:** The intention of this question is to leave them with food for thought, help them get in touch with themselves and can also be used as a fun closing ritual. Invite the participants to put their imaginary hats on and respond to the following reflective question using one or two words:

*What is that one life skill they wish to have more of, inside them, to navigate through life?*

**HANDOUT 1A (INDIVIDUAL ACTIVITY)**

**ACTIVITY SHEET**

**Instructions:** Please recall the following and record them in the activity sheet.

<b>Challenging Situation Faced</b>	<b>Your Response to the Situation</b>	<b>Key Learnings/Skills developed while responding to the situation</b>

## HANDOUT 1B (INDIVIDUAL ACTIVITY)

### LIFE SKILLS EDUCATION

Life skills education is not a new concept. It has been implemented in several countries in the world and has been a crucial component of international declarations including the Dakar Framework for action on Education for All: Meeting our Collective Commitments (2000) and the UNGASS Declaration of Commitment on HIV and AIDS (2001).

#### LIFE SKILLS

Life Skills are defined as *“The abilities that will help learners to be successful in living a productive life. They help learners improve their personal and social qualities”*.

WHO (1997) has defined 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.

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, empathise with others and manage their lives in a healthy and productive manner.

#### CATEGORISING LIFE SKILLS

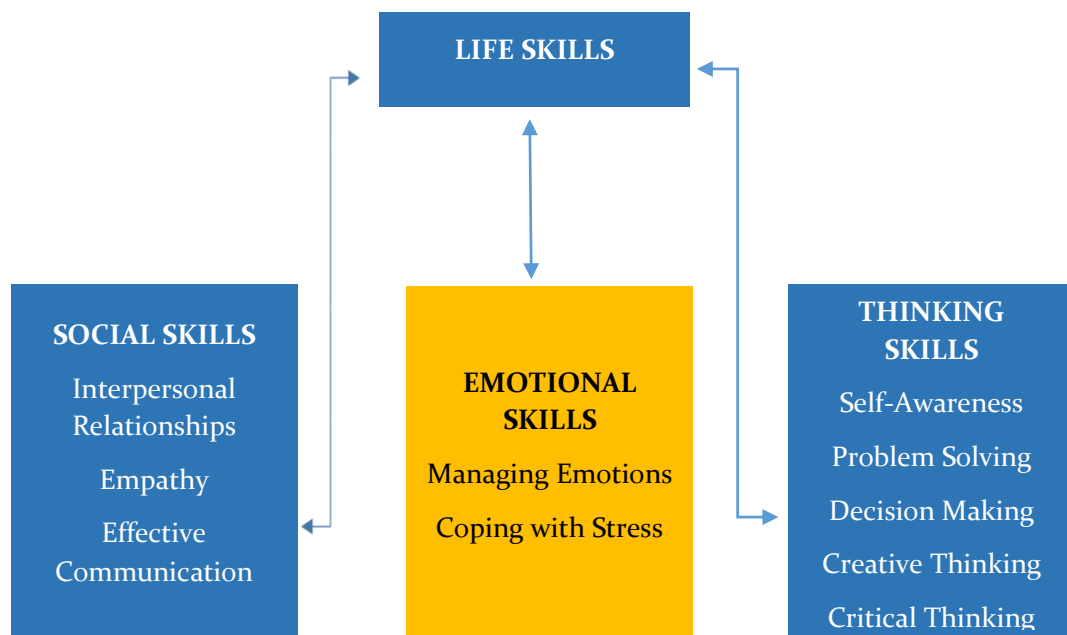
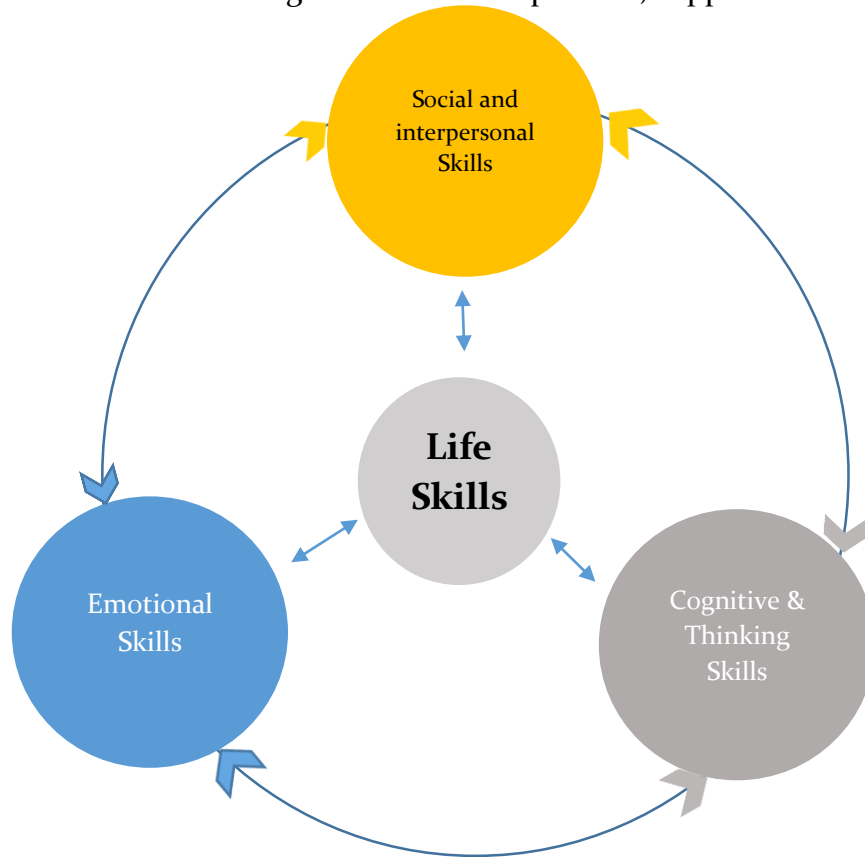
Life Skills encompass a wide-ranging set of skills and attitudes. A number of related terms are used in this context; some of these are:

- Life Skills
- 21<sup>st</sup> century skills
- Non-cognitive skills
- Non-academic skills
- Character skills
- Soft skills
- Social and Emotional Learning (SEL)



## Categorisation of Life Skills by WHO

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



<b>Self-Awareness</b>	Includes the recognition of 'self', our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us recognise when we are stressed or under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy.
<b>Empathy</b>	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 not be effective. It can help us accept others, who may be very different from ourselves. This can improve social interactions, especially, in institutions 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 stigmatised and ostracised by the very people they depend upon for support.
<b>Critical Thinking</b>	An ability to analyse information and experiences in an objective manner. Critical Thinking can contribute to a well-balanced way of life by helping us recognise and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.
<b>Creative Thinking</b>	A novel way of seeing or doing things and is made up of four components - fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new) and elaboration (building on others' ideas).
<b>Decision Making</b>	Helps us to deal constructively with decisions about our lives. As in a WHO report, "helps us to deal constructively with decisions about our lives. This can have consequences for health if learners actively make decisions about their actions in relation to health by assessing the different options, and what effects different decisions may have.
<b>Problem Solving</b>	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.
<b>Interpersonal skills</b>	Help us to relate in positive ways with people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean maintaining good relations with family members who are the most important source of social support. It may also mean the ability to end relationships constructively.
<b>Effective Communication</b>	Enables us 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.
<b>Coping with Stress</b>	Means recognising the sources of stress in our lives, recognising 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
<b>Managing Emotions</b>	Means recognising 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.

(The definitions of the ten Life Skills as mentioned above have been 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.***

CBSE introduced life skills education as an integral part of the curricula through Continuous and Comprehensive Evaluation (CCE) for classes 6 to 10 and has developed life skills manuals for teachers teaching classes 6, 7 and 8. These manuals provide teachers broad guidelines for each of the ten core life skills identified by WHO.

### **Categorisation of Life Skills by other organisations**

<b>Hilton-Pellegrino Framework</b>	<b>Collaborative for Academic, Social and Emotional Learning (CASEL)</b>
<p><b>Cognitive Competencies</b></p> <ul style="list-style-type: none"> <li>• Cognitive Processes</li> <li>• Knowledge</li> <li>• Creativity and Innovation</li> </ul> <p><b>Intra-personal Competencies:</b></p> <ul style="list-style-type: none"> <li>• Work Ethic</li> <li>• Positive Self-Evaluation</li> <li>• Intellectual Openness</li> </ul> <p><b>Inter-personal Competencies</b></p> <ul style="list-style-type: none"> <li>• Teamwork and Collaboration</li> <li>• Leadership</li> </ul>	<p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>• Accurately assessing one’s feelings, interests, values and strengths</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>• Regulating one’s emotions to handle stress and controlling impulses</li> </ul> <p><b>Social awareness</b></p> <ul style="list-style-type: none"> <li>• Being able to take the perspective of and empathise with others</li> </ul> <p><b>Relationship skills</b></p> <ul style="list-style-type: none"> <li>• Establishing and maintaining healthy and rewarding relationships, resisting inappropriate social pressure, resolving conflict</li> </ul> <p><b>Responsible decision-making</b></p> <ul style="list-style-type: none"> <li>• Making decisions, respect for others, applying decision making skills to academic and social situations</li> </ul>

**Source:** Central Square Foundation, Life Skills in India - An Overview of Evidence and Current Practices in our Education System (April 2016)

## HOW DO LIFE SKILLS HELP?

Social Skills	<ul style="list-style-type: none"><li>• Demonstrates the ability to identify, verbalise and respond effectively to others' emotions in an empathetic manner</li><li>• Get along with others</li><li>• Take criticism constructively</li><li>• Listen actively</li><li>• Communicate effectively using appropriate words and body language</li></ul>
Thinking Skills	<ul style="list-style-type: none"><li>• Demonstrate the ability to be original, imaginative and flexible.</li><li>• Raise questions and think critically, identify and analyse problems</li><li>• Implement a well thought out decision and to take responsibility</li><li>• Feel comfortable with one's own self at the same time accept or try to overcome weaknesses while building on the strengths for positive self</li></ul>
Emotional Skills	Help person to: <ul style="list-style-type: none"><li>• identify causes and effects of stress in oneself</li><li>• deal with stress without prejudices</li><li>• express and respond to emotions with an awareness of the consequences.</li></ul>

### Importance of Life Skills for Learners:

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
- Promoting greater sociability
- Increasing self-esteem and self confidence
- Improving academic performance
- Adding capabilities to aid young people in transitioning to an evolving world of work

**Research studies also show that students who develop social-emotional skills and academic mind-sets are better equipped to succeed in school and are able to transfer theoretical concepts to real-life situations early on. <sup>1</sup>**

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<sup>1</sup> Carneiro, Crawford and Goodman, *The Impact of Early Cognitive and Non-Cognitive Skills on later Outcomes* (2007).

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

## Key Messages

1. Life Skills are psycho-social abilities that empower individuals to connect with themselves as well as others and develop healthy lifestyles and positive behaviours.
2. Life Skills equip individuals with competence to manage challenging situations and utilise existing opportunities optimally. These skills enhance the personal and social competencies of individuals.
3. Life Skills development is a life long process that helps individuals grow and mature; build confidence in their decisions taken on the basis of adequate information and thought, and discover sources of strength within and outside.
4. From times immemorial, every culture and society has invested in educating and empowering its younger generation to lead fulfilling and responsible lives.
5. School education plays a vital role in Life Skills development among individuals, as it exposes them to varied experiences in their formative years and has abundant potential to provide them with relevant simulated situations to learn and practice.
6. Life Skills are generic abilities, which can be effectively integrated into educational processes and can be contextualised to any specific setting.

## ACTIVITY 2

### LIFE SKILLS EDUCATION IN INDIA AND CBSE INITIATIVES

**Time Required:** 40 minutes

**Objectives:**

- To enable participants to identify the initiatives taken by CBSE for promoting the Life Skills, Health and Well-being programmes in schools.

**Mode:** Individual and Group Activity

**Materials Required:**

- PowerPoint Presentation, A4 sheets, White Board, Markers
- Handouts - Handout 1C (Status of Life Skills Education in India and CBSE Initiatives) and Handout 1D (Reflection Sheet - Life Skills Implementation in My School)

**Process:**

1. Share the current status of Life Skills Education in India with the participants as given in Handout 1C and PPT.
2. Highlight the recommendations of NEP 2020 with reference to Life Skills.
3. Ask the participants to think of the challenges in the effective implementation of Life Skills Education in India.
4. Let participants be in groups and ask them to enlist the initiatives taken by CBSE with reference to the implementation of Life Skills, Health and Well-being Programme in its schools.
5. Invite a few volunteers to share their work with the larger group.
6. Add on to the missing initiatives and discuss with them the major focus of these initiatives.
7. Discuss with them the use of Manuals and Handbooks developed by the Board in this area.
8. Distribute Handout 1C for further reference.
9. Distribute handout 1D to all participants and instruct them to reflect on practices for implementation of Life Skills Education in their schools. Instruct the participants to keep a note of the gaps identified by them.
10. Discuss with the participants, Standards on Life Skills Education and Health and Wellbeing as defined in CBSE School Quality Assessment and Assurance Framework to make them aware of the practices/processes which they need to have in their school systems.
11. Invite a few volunteers to share their findings with the larger group. Ask the rest of the participants to give suggestions to plug in those gaps.

12. Close the activity with participants bringing out the key messages that can be written on white board.

## HANDOUT 1C (INDIVIDUAL ACTIVITY)

### STATUS OF LIFE SKILLS EDUCATION IN INDIA AND CBSE INITIATIVES

#### Current Status of Life Skills Education in India

Enabling Context/System Alignment	Absent (no or limited progress)	Emerging (on way to meeting minimum standard)	Established (acceptable minimum standard)	Advanced
<b>Policies</b> (System-level documents that provide guidelines for life skills education)				
<b>Curriculum</b> (Curricular modules designed and developed for teacher, teacher educator, student use)				
<b>Learning /quality goals</b> (Mechanisms in place to ensure the quality of life skills delivery)				
<b>Contextual evidence body</b> (Evidence base on impact of life skills education interventions in Indian context)				
<b>Pre-service + in-service teacher training</b> (Provision of preparatory and on-going professional development to teachers to ensure that teachers develop skills and expertise in life skills education)				

**Source:** Pathan, N. & Amin, J.N. (2023). Comparative Analysis of Life Skills Education: Global Perspectives and Challenges in India. *International Journal of Indian Psychology*, 11(3), 3953-3963. DIP:18.01.370.20231103, DOI:10.25215/1103.370

#### Challenges in the effective implementation of Life Skills Education





## NEP 2020 and Life Skills

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

### CBSE Initiatives



✓ Life Skills Education introduced as a part of curriculum by CBSE since 2003

✓ Board mandates for the appointment of a Counsellor and Wellness Teacher in a school

✓ Launch of Adolescent Peer Educators Leadership in Life Skills, Health and Wellbeing Programme

✓ Training of Teachers in Life Skills and Mental Health issues, Gender Sensitization, Inclusive Practices, Guidance and Counselling skills

Schools are advised to:

- ✓ meet the social and emotional developmental needs of the students
- ✓ adopt an integrated approach for transacting Life Skills Education

## Resource Material

For capacity building of all its stakeholders, CBSE has prepared Handbooks/Manuals on Life Skills, Mental Health and Wellbeing and Comprehensive School Health.

All these Manuals and Handbooks are available at CBSE Academic Website

<https://cbseacademic.nic.in/index.html>



These Handbooks/Manuals can be downloaded from the CBSE website and discussion on each may be arranged with Teachers and also Students wherever relevant. Strategy can be planned along with the teachers and other stakeholders for the implementation of the same.

## HANDOUT 1D

### REFLECTION SHEET - LIFE SKILLS IMPLEMENTATION IN MY SCHOOL

LIFE SKILLS IMPLEMENTATION IN MY SCHOOL				
MY REFLECTION SHEET				
STATEMENT DOMAINS		3	2	1
S. No.	Statements	In practice	Somewhat practiced	Not practiced
INSTITUTIONAL				
1	An effective counselling cell			
2	Committee for promotion of Life Skills, Health and Wellbeing Programme			
3	Budgetary allocation for Life Skills, Health and Wellbeing Programme			
4	Practice of Quality Circle Time			
5	Yoga and meditation			
6	Inclusion of all stakeholders in running the school			
7	Skill Based Courses (Subjects)			
8	Inclusive Classrooms			
9	Orientation programmes on Life Skills, Health and Wellbeing for Learners and their parents			
PLANNING				
1	Annual Planner for Life Skills, Health and Wellbeing Activities			
2	Capacity Building Programmes for teachers by CBSE or other sources			
3	Mapping of Life Skills across all grades/subjects			
4	Counsellor's timetable and class interaction yearly schedule			
5	Gratefulness Calendar and Mindfulness Week			

6	All co-curricular activities mapped to skill based Learning Outcomes			
7	Career Counselling for learners			
<b>PRACTICES</b>				
1	Integration of Life Skills, Health and Wellbeing Programme in the school curriculum			
2	Collaborative practices across all the classes			
3	Learners' orientation in their puberty stage			
4	Peer Educators' /Buddy System			
5	Purposeful dedicated school assemblies for student expression (Role plays, poem recitation, presentations and others)			
6	Initiatives to create Environmental awareness to foster practices with reference to Sustainable Development Goals			
7	Open platform for teachers-learners discussion and dialogue			
8	Major school events led and organised by Student Body			
9	Periodic review of the efficacy of Life Skills, Health and Wellbeing Programme in school with a standardised tool			
10	Acceptance and celebration of DIVERSITY in classrooms			
11	Suggestion Boxes placed at different places in the school			
12	Suggestions from the learners taken into consideration for further action			
<b>STUDENT OPPORTUNITIES FOR CITIZENSHIP</b>				
1	Empowered and effective student council with representation from primary, middle, secondary and senior secondary level			
2	Mandatory Leadership Training for Students' Council			
3	Autonomy to Students' Council			
4	Opportunity to hear learners' voices			
5	Learners led campaigns for social/environmental issues and people in need			
6	Opportunity for community service			

7	Allowing learners to put forward their views on social issues			
8	Learners' representation in various school committees			
9	Student Parliament			
10	Collaboration with Learners across the country/globe			
11	Student Exchange Programmes/ Trips/ Hikes/ Adventure camps			

School Leaders can also rate themselves against the indicators as mentioned below, given in CBSE School Quality Assessment and Assurance Framework's Standard on Life Skills. The Performance Indicators have been given under four different maturity levels/performance levels. The four *performance levels* range on a scale of 1 to 4 wherein Performance Level-IV is the highest and Performance Level-I is the lowest. Performance Level indicates the developmental stage of the school.

**1.3.4 The school has a Life Skills Development Program focussing on Thinking, Social and Emotional Skills.**

1.3.4.1 - Level I - Inceptive	1.3.4.2 - Level II - Transient	1.3.4.3 - Level III- Stable	1.3.4.4 - Level IV- Dynamic Evolving
<ul style="list-style-type: none"> <li>• All Teachers undergo Capacity Building Programmes on Life Skills.</li> <li>• All Teachers have access to CBSE Life Skills Manuals.</li> <li>• School Counselor and class teachers are responsible for imparting Life Skills Education.</li> </ul>	<ul style="list-style-type: none"> <li>• The Life Skills Programme is planned and implemented through student enrichment activities.</li> <li>• Life Skills Manuals are used by teachers to conduct different activities.</li> <li>• Selective students of classes IX and XI participate in CBSE Adolescent Peer Educators' Programme on Life Skills and Well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for implementing Life Skills Education Programme across all the classes is in place.</li> <li>• There is an ongoing capacity building programme on Life Skills development for teachers and students.</li> <li>• Life Skills curriculum focusing on enhancing knowledge, skills and attitudes is planned, integrated and imparted for all the classes through regular class room teaching and other skill building, values education and vocational education programmes.</li> <li>• Student learning outcomes are visible in the 50% students (as reflected in the narrative anecdotal records, student</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per new curricular and pedagogical structure (5+3+3+4) which includes School Health and Wellness Guidelines.</li> <li>• Teachers, students and parents contribute in creating resources for enhancing Life Skills curriculum.</li> <li>• The Programme is well integrated with cross-curricular links.</li> <li>• The school tracks the abilities of students for adaptive and positive behaviour that enable them to deal effectively with the demands</li> </ul>

		<p>portfolios and day to day observation and interaction by teachers).</p> <ul style="list-style-type: none"> <li>• Parents are oriented on regular basis on the need for Life Skills Programme and are invited to participate in the same.</li> <li>• The students trained under CBSE Adolescent Peer Educators' Programme in Life Skills and Well Being are used as a resource to act as Peer Educators for the physical, intellectual, social, emotional well-being of their peers and juniors.</li> </ul>	<p>and challenges of everyday life.</p> <ul style="list-style-type: none"> <li>• Preventive and corrective measures are taken at appropriate time.</li> <li>• The students trained under CBSE Adolescent Peer Educators' Programme in Life Skills and Well Being are used as a resource to act as Peer Educators for the physical, intellectual, social, emotional well-being of their parents and the community.</li> <li>• The Programme is effectively implemented, monitored and reviewed at regular intervals to measure its impact on students' thinking, social and emotional skills.</li> <li>• The gaps in the system are identified and improvement plans made accordingly</li> </ul>
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The SQAA Framework is available on the CBSE academic website at the following link. The schools can also rate their practices against the standard(s) in the area of School Health and Wellbeing Programmes as well.

<https://cbseacademic.nic.in/sqaa/doc/handbook.pdf>

## SESSION II

# REAFFIRMING THE NEED FOR LIFE SKILLS



Source of image: <https://stock.adobe.com/search/images?k=life+skills>



## ACTIVITY 3

### REAFFIRMING THE NEED FOR LIFE SKILLS

**Time Required:** 90 minutes

**Objectives:**

- To enable participants to identify the need for Life Skills in the lives of the young learners.

**Mode:** Individual and Group Activity

**Materials Required:**

- PowerPoint Presentation, A4 sheets, White Board, Markers, Video
- Handouts: Handout 2A (Activity Sheet) and Handout 2B (Case Studies)

**Process:**

**PART 1: ACTIVITY/DISCUSSION**

1. Set the context for the activity by brainstorming about the changing characteristics of present-day learners and life situations.
2. Divide the participants into groups of four or five.
3. Write the word “Learner” on the board.
4. Distribute Handout 2A and ask them the question “*What are the typical behaviours, and attitudes of learners in different age groups in their school?*”
5. List down the typical behaviours, and attitudes you get as responses from the principals on white board. The intention is to make their responses visible on the screen or board. (RP to categorise them in different age groups – Grades 3-5, Grades 6-8 and Grades 9-12)
6. Further instruct them to think of the reasons for these behaviours and record them in the activity sheet.
7. Bring out the importance of Life Skills - how Life Skills help a learner to thrive and grow from their present situation and be better or to overcome a challenging situation in their life.
8. Show the video: Why Life Skills (3 mins) to enable the participants to learn little more about these situations.
9. Use the following questions to generate discussion after the video: (15 mins)
  - i. What were some of the life skills reflected in the video?
  - ii. Where were these life skills seen to be applied in the video?
  - iii. What life skills are needed by the learners you see around, to deal with day-to-day life situations?
  - iv. Who and what could contribute to a learner to thrive using life skills?

## For Resource Person's reference:

*Some of the typical behaviour and attitudes of learners:*

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

*Few Underlying reasons for these behaviours:*

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

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

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

**Note to RP:** For this activity, the RP may focus on:

- the word 'Adaptive' from the WHO definition of Life Skills,
- how people navigate through different situations in their lives and how Life Skills can be used in those situations.

## **PART 2: CASE STUDY**

1. Let participants be in groups.
2. Distribute one case study (as given in Handout 2B) to each group and invite them to read, discuss in their respective groups and share their thoughts on the following two questions: (15 mins)
  - a. ***What are some of the situations that you noticed being talked about in the case study?***
  - b. ***What could be the potential opportunities/ interventions the school can offer for enhancing the Life Skills among the learners?***
3. Invite each group for a brief presentation (5 minutes for each group) of their thoughts on the proposed questions. (15 mins) Participants can be asked to read out the case study once, before they present their responses, or present the case study on screen, for rest of the groups to read alongside.

### **Closing pointers**

- a. Different life skills are used in life in all situations.
- b. Sometimes life skills are used to overcome a challenge or adversity
- c. Sometimes life skills are used to better oneself in a particular situation.
- d. An individual functions and deals with situations in life by using life skills.

**HANDOUT 2A**  
**ACTIVITY SHEET**

**Instruction:**

1. Identify and list the typical behaviour and attitudes of learners in the different age groups.
2. Enlist the reasons for the identified behaviour and attitudes.

<b>Age Group</b>	<b>Typical Behaviour and Attitudes</b>	<b>Reasons for these behaviour and attitudes</b>
Grades 3-5		
Grades 6-8		
Grades 9-12		

## HANDOUT 2B

### CASE STUDIES

#### CASE STUDY -1

Rahul is a 13-year-old school boy who has been bullied by a group of classmates for quite some time. Being a bright student and an all-rounder, he is often envied by many of his classmates. One group started making fun of his appearance and his family background. Rahul is able to control his anger but sometimes when they use abusive language, he gets provoked. His classmates have started excluding him from group activities. Rahul feels helpless and humiliated. He has started experiencing symptoms of anxiety and has become aggressive at home. His academic performance as well as his attendance has declined. He has lost interest in all school activities. The teacher is worried about his behavioral changes and academic performance. His parents have been called by the class teacher to share these concerns.

**Give suggestions as what can be done to help Rahul and make the bullies understand how their behaviour is harmful not only to Rahul but to themselves also.**

#### CASE STUDY -2

Anjali is 15 years old and lives in close-knit family. She has a very few friends in school. She is apprehensive about her future especially her transition to college. She often experiences intense fear and discomfort in social situations that involve familiar people and public speaking. She often avoids participation in extracurricular activities due to fear of being judged. When she is surrounded by her own relatives, she starts shivering and sweating. She struggles to participate in group projects and group discussions which affects her grades. She has started feeling isolated and lonely. She is often compared by her parents with her elder sister who studies abroad. Anjali feels disappointed.

**How can Anjali and her family be helped to protect Anjali's well-being.**

#### CASE STUDY -3

Kanchan is 17 years old. Many of her family members are high academic achievers. They always emphasize on the importance of academics. Kanchan is not inclined towards academics. Her passion lies in theatre. She has become rebellious and insults the parents in front of her younger brother. She wears a lot of make-up to school. Her uniform clothes are shorter than what is permitted in the school. Her parents do not like this. Due to peer pressure she wants to commute from school on her own. She has started to harm herself physically. She has also become argumentative with her parents. They are finding it difficult to handle her. The situation at home has become very stressful.

**How can the family be helped?**

### SESSION III

## INTEGRATING LIFE SKILLS EDUCATION IN SCHOOL CURRICULUM



Source of image: <https://stock.adobe.com/search/images?k=life+skills>

## ACTIVITY 3

### INTEGRATING LIFE SKILLS EDUCATION IN SCHOOL CURRICULUM

**Time Required:** 90 minutes

**Objective:**

- To enable participants to integrate Life Skills Education in curriculum for the whole school.

**Mode:** Individual and Group Activity

**Materials Required:**

- PowerPoint Presentation, A4 sheets, White Board, Markers
- Handouts
  - 3A (Suggested Classroom Strategies for enhancement of Life Skills)
  - 3B (Activity Sheet)
  - 3C (Suggested Steps for integrating Life Skills into Lessons)

**Process:**

1. Brainstorm and discuss with the participant's different models and approaches for the implementation of Life Skills Education in schools.
2. Brainstorm with the participants the spaces and ways through which Life Skills Education can be integrated in the whole school curriculum. Share with them the suggested classroom strategies for Life Skills. (Handout 3A) (10 mins)
3. Share with them a few examples of Life Skills integration in school curriculum, in different subjects.
4. Let participants be in subject specific groups. Instruct them to:
  - a. Identify one lesson in their subject of any class through which life skills can be enhanced among the students.
  - b. Create or think of an activity/ story/ poem/ game/ puzzle/ crosswords/ anecdote etc. which can be integrated along with the teaching of the identified topic to enhance the life skills among students. (**Please note:** CBSE has developed Life Skills and Health Manuals which can be referred to by the schools while designing of activities for enhancing life skills among the learners.)
  - c. Identify the techniques to assess those life skills.
  - d. Develop criteria to assess those life skills. (30 mins)
  - e. Distribute Handout 3B Activity Sheet to complete their task.
5. Invite each group representative to share their samples with the larger group. (3 mins each group) Presentation should include:
  - a. Name of the Subject

- b. Class
  - c. Topic Chosen
  - d. Activity/ story/ poem/ game/ puzzle/ crosswords/ anecdote etc. designed/created
  - e. Aim of the activity/ story/ poem/ game/ puzzle/ crosswords/ anecdote etc. designed or created. (3 mins for each group presentation)
  - f. Life Skills focused
  - g. Techniques and criteria for assessment
6. Invite comments from the members of other groups on the following:
    - a. How life skills can be enhanced through the selected topic and activity/ story/ poem/ game/ puzzle/ crosswords/ anecdote etc. designed or created? (5 mins each)
    - b. How it can be improvised, if need be?
    - c. Comments on techniques and criteria for assessment
  7. Add on the missing points.
  8. Conclude the activity by encouraging the participants to bring out the key messages.

**Note for RP:**

1. Examples of integrating Life Skills into school curriculum
  - Encouraging student led teaching for the topics/lessons that interests them
  - Giving students opportunities to participate in school policy making, decision making process
  - Organising students led assemblies where they can showcase their talents, mentored/encouraged by their teachers
  - Making use of experiential and collaborative teaching learning methods
  - Conducting different co-curricular activities
2. Various medium can be employed to inculcate life skills such as sports, games, drama and fine arts, storytelling, experiential workshops, mentoring initiatives, interactive classroom learning and discussion.



**HANDOUT 3 A**  
**CLASSROOM STRATEGIES FOR ENHANCEMENT OF LIFE SKILLS**

<b>TEACHING METHOD</b>	<b>DESCRIPTION</b>	<b>BENEFITS</b>	<b>PROCESS</b>
<b>CLASS DISCUSSION</b> (In small or large groups)	The class examines a problem or topic of interest with the goal of better understanding an issue or skill, reaching the best solution, or developing new ideas and directions for the group.	Provides opportunities for learners to learn from one another and practice turning to one another in solving problems. Enables learners to deepen their understanding of the topic and personalise their connection to it. Helps develop skills in listening, assertiveness, and empathy.	<ul style="list-style-type: none"> <li>• Decide how to arrange seating for discussion</li> <li>• Identify the goal of the discussion and communicate it clearly</li> <li>• Pose meaningful, open-ended questions.</li> <li>• Keep track of discussion progress</li> </ul>
<b>BRAINSTORMING</b>	Learners actively generate a broad variety of ideas about a particular topic or question in a given, often brief period of time. Quantity of ideas is the main objective of brainstorming. Evaluating or debating the ideas occurs later.	Allows learners to generate ideas quickly and spontaneously. Helps learners use their imagination and break loose from fixed patterns of response. Good discussion starter because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.	<ul style="list-style-type: none"> <li>• Designate a leader and a recorder</li> <li>• State the issue or problem and ask for ideas</li> <li>• Learners may suggest any idea that comes to mind</li> <li>• Do not discuss the ideas when they are first suggested</li> <li>• Record ideas in a place where everyone can see them</li> <li>• After brainstorming, review the ideas and add, delete, categorise</li> </ul>
<b>ROLE PLAYS</b>	Role play is an informal dramatization in which people act out a suggested situation.	Provides an excellent strategy for practising skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into one's own feelings.	<ul style="list-style-type: none"> <li>• Describe the situation to be role played</li> <li>• Select role players</li> <li>• Give instructions to role players</li> <li>• Start the role play</li> <li>• Discuss what happened</li> </ul>
<b>SMALL GROUP/BUZZ GROUP</b>	For small group work, a large class is divided into smaller groups of six or less and given a short time to	Useful when groups are large and time is limited. Maximises student input. Let learners get to know one another better and	<ul style="list-style-type: none"> <li>• State the purpose of discussion and the amount of time available</li> <li>• Form small groups</li> </ul>

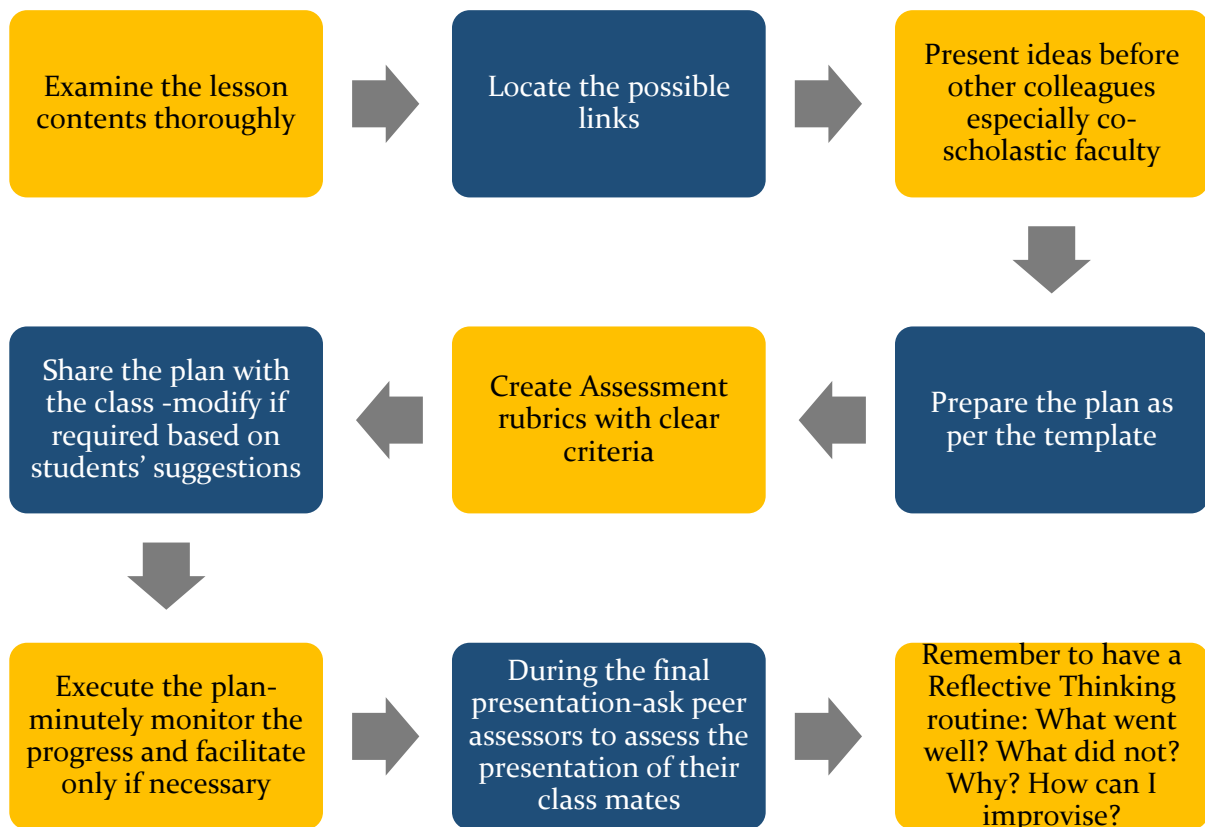
	accomplish a task, carry out an action, or discuss a specific topic, problem or question.	increase the likelihood that they will consider how another person thinks. Helps learners hear and learn from their peers.	<ul style="list-style-type: none"> <li>• Position seating so that members can hear each other easily</li> <li>• Ask group to appoint recorder</li> <li>• At the end have recorder describe the group's discussion</li> </ul>
<b>GAMES AND SIMULATIONS</b>	Learners play games as activities that can be used for teaching content, critical thinking, problem solving and decision making and for review and reinforcement. Simulations are activities structured to feel like the real experience.	Games and simulations promote fun, active learning, and rich discussion in the classroom as participants work hard to prove their points or earn points. They require the combined use of knowledge, attitudes, and skills and allow learners to test out assumptions and abilities in a relatively safe environment.	<p>Games:</p> <ul style="list-style-type: none"> <li>• Remind learners that the activity is meant to be enjoyable and that it doesn't matter who wins</li> </ul> <p>Simulations:</p> <ul style="list-style-type: none"> <li>• Work best when they are brief and discussed immediately</li> <li>• Learners should be asked to imagine themselves in a situation or should play a structured game of activity to experience a feeling that might occur in another setting</li> </ul>
<b>SITUATION ANALYSIS AND CASE STUDIES</b>	Situation analysis activities allow learners to think about, analyse, and discuss situations they might encounter. Case studies are real life stories that describe in detail what happened to a community, family, school, or individual.	Situation analysis allows learners to explore problems and dilemmas and safely test solutions; it provides opportunities to work together, share ideas, and learn that people sometimes see things differently. Case studies are powerful catalysts for thought and discussion. Learners consider the forces that converge to make an individual or group act in one way or another, and then evaluate the consequences. By engaging in this thinking process, learners can improve their own decision making skills.	<ul style="list-style-type: none"> <li>• Guiding questions are useful to spur thinking and discussion</li> <li>• Facilitator must be adept at teasing out the key points and step back and pose some 'bigger' overarching questions</li> <li>• Situation analyses and case studies need adequate time for processing and creative thinking</li> <li>• Teacher must act as the facilitator and coach rather than the sole source of 'answer' and knowledge.</li> </ul>

		Case studies can be tied to specific activities to help learners practise healthy responses before they find themselves confronted with a health risk.	
<b>DEBATES</b>	In a debate, a particular problem or issue is presented to the class, and learners must take a position on resolving the problem or issue. The class can debate as a whole or in small groups.	Provides opportunity to address a particular issue in depth and creatively. Health issues lend themselves well: learners can debate, for instance, whether smoking should be banned in public places in a community. Allows learners to defend a position that may mean a lot to them. Offers a chance to practice higher thinking skills.	<ul style="list-style-type: none"> <li>• Allow learners to take positions of their choosing if too many learners take the same position, ask for volunteers to take the opposing point of view</li> <li>• Provide learners with time to research their topic.</li> <li>• Do not allow learners to dominate at the expenses of other speakers.</li> <li>• Make certain that learners show a request for the opinions and thoughts of other debates.</li> <li>• Maintain control in the classroom and keep the debate on topic.</li> </ul>
<b>STORY TELLING</b>	The instructor or learners tell or read a story to a group. Pictures, comics and photo novels, filmstrips and slides can supplement. Learners are encouraged to think about and discuss important (health related) points or methods raised by the story after it is told.	Can help learners think about local problems and develop critical thinking skills. Learners can engage their creative skills in helping to write stories, or a group can work interactively to tell stories. Story telling lends itself to drawing analogies or making comparisons, helping people to discover healthy solutions.	<ul style="list-style-type: none"> <li>• Keep the story simple and clear. Make one or two main points.</li> <li>• Be sure the story (and pictures, if included) relate to the lives of the learners.</li> <li>• Make the story dramatic enough to be interesting. Try to include situations of happiness, sadness, excitement, courage, serious thought, decisions, and problem solving behaviours.</li> </ul>

**HANDOUT 3 B**  
**ACTIVITY SHEET**

<b>Name of the Subject</b>	
<b>Class</b>	
<b>Topic Chosen</b>	
<b>Activity/ story/ poem/ game/ puzzle/ crosswords/ anecdote etc. designed/created</b>	
<b>Aim of the activity/ story/ poem/ game/ puzzle/ crosswords/ anecdote etc. designed or created</b>	
<b>Life Skills focused</b>	
<b>Techniques of assessment</b>	
<b>Criteria for Assessment</b>	

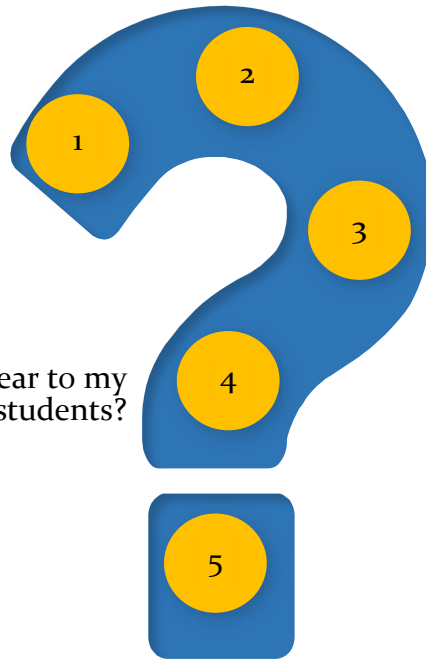
**HANDOUT 3C**  
**SUGGESTED STEPS FOR INTEGRATING LIFE SKILLS INTO LESSONS**



## QUESTIONS TO ASK WHILE SELECTING THE TOPIC

Which of the Life Skills could be tapped in this lesson? (Scope)

How does the content in my lesson relate to the Life Skills?



How do I assess the learning effectiveness?

Are my criteria clear to my students?

Have I ensured equity in choice and participation of all learners? (differentiated learning)

**SESSION IV**  
**IMPLEMENTING LIFE SKILLS, HEALTH AND WELLBEING  
PROGRAMME IN SCHOOLS**



Source of image: <https://www.facebook.com/NCDUK2023/>

## ACTIVITY 4

### ACTION PLAN FOR EFFECTIVE IMPLEMENTATION OF LIFE SKILLS, HEALTH AND WELLBEING PROGRAMME

**Time Required:** 90 minutes

**Objectives:**

To enable participants to:

- draft an age appropriate action plan for the implementation of Life Skills, Health and Wellbeing Programme in their schools
- devise a monitoring and mentoring mechanism for the effective implementation of Life Skills, Health and Wellbeing Programme in their schools.

**Mode:** Group Activity

**Materials Required:**

- PowerPoint Presentation, A4 sheet, White Board, Markers
- Handouts: Handout 4A (Life Skills Continuum), Handout 4B (Transformational Leadership) and Handout 4C (Template for Action Plan)

**Process:**

1. Divide the participants into groups of 4 or 5.
2. Distribute Handouts 4A and 4B to the participants. Instruct them to read the handouts.
3. Invite any one or two volunteers to present the highlights of the handouts with the larger group.
4. Distribute handout 4C and instruct participants to:
  - Identify any one level of school education (primary/middle/secondary/senior secondary).
  - Draft an appropriate action plan for enhancing life skills among the learners of that identified level keeping in view the gaps identified during self-reflection. (The group members can share the gaps as identified in session 1 within their groups, identify the common gaps and then devise the plan).
  - Devise a monitoring and mentoring mechanism for the effective implementation of Life Skills Education, Health and Well-being in their schools.
  - Share their role in the effective implementation of Life Skills Education and Health and Wellbeing Programmes. (20 mins)
5. Invite each group representative to present their work to the larger group. (3 mins each group)



6. Invite comments/feedback from the other group members. Add on the missing points. (10 mins)
7. Conclude the activity with the following key messages.
  - Life Skills can be developed in a progressive manner and across different contexts throughout the life course of an individual.
  - Life skills are a complement and not a substitute to foundational skills like reading and mathematics and the two must be integrated rather than focused in isolation or parallel.
  - Education with life skills as its integral component, will improve the opportunities, life chances and options for young people.
  - The school leaders will have to use transformational leadership practices for effective implementation of life skills education and well-being programmes in school.

## HANDOUT 4A

### LIFE SKILLS CONTINUUM

Life skills are a complement and not a substitute to foundational skills like reading and mathematics and the two must be integrated rather than focused in isolation or parallel.

The differentiation between life skills and foundational skills, such as numeracy, literacy and digital skills does not preclude the importance of the latter. At all stages from early childhood to adulthood, both types of skills need to be developed concurrently in an integrated fashion.

The development of one does not happen at the expense of the latter. On the contrary, nurturing life skills arguably enables learners to order and compute information in a more organized fashion while controlling themselves and their reactions during the learning process. Further, it has been shown that life skills programmes allow children to retain information and use it overtime (Lamb et al.,2006). This applies throughout the span of childhood and adolescence and not only during a single stage (e.g., predominantly early childhood).

In adolescence (11 to 19 years), the linkage to employability and to productive citizenship, becomes increasingly important. Hence, those children who miss out on developing foundational skills, need to build these, considering these are the building blocks of life skills and technical skills. Brain science acknowledges that “although foundational cognitive skills become less malleable after age, these, in addition to social, negotiation and resilience skills may be the most effective way to improve adolescents’ transition into employability”.

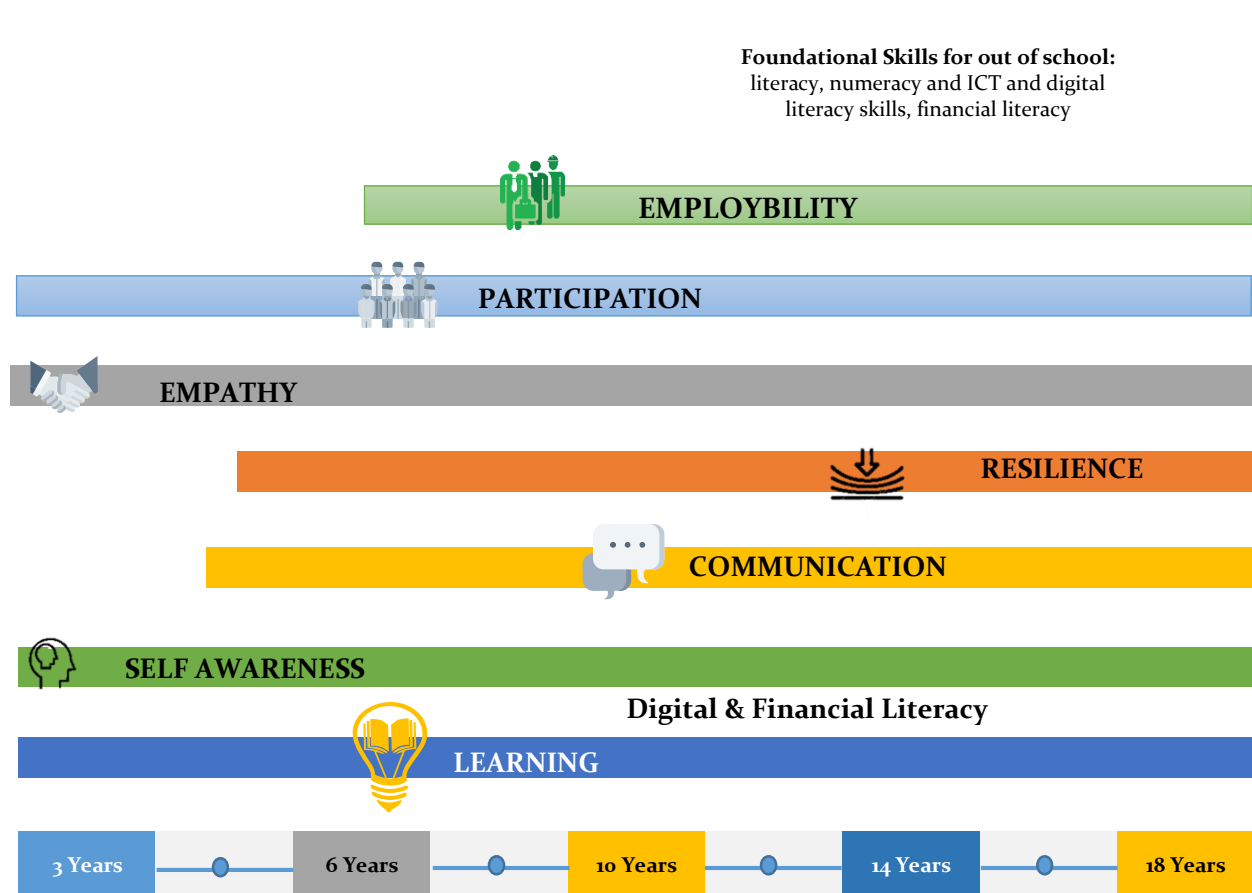
Life Skills can be developed in a gradual manner across the life span of an individual. The diagram<sup>2</sup> as given below identifies the need to place special emphasis on certain life skills at specific age groups. The brain science acknowledges that “certain skills such as participation, communication or negotiation, which get initiated in early childhood are better consolidated in later years. Some skills such as social and self-empowerment are easily impacted by contextual influences throughout childhood, adolescence and adult life.

Thus, the framework identifies learning, self-awareness and interpersonal skills as the most important skills to be emphasized in the early years of a child, but these are also crucial during adolescence, a stage of identity formation when attitudes towards socialization, gender equality and human rights begin to acquire prominence. In addition to these, need for communication and participation skills start to gain prominence in 6 to 14 years’ age group and continue developing through late adolescence and adulthood. Resilience and employability skills are acquired during childhood and accelerate during the time period of 14 to 19 years.

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<sup>2</sup> Developed by UNICEF Education ICO, 2017

Education with life skills as its integral component, will only improve the opportunities for young people and improve their life chances and options, if these are re envisioned and address the emerging and dynamic needs of the 21st century. This will be particularly relevant in the context of employability, with fast paced developments in technology making traditional skills obsolete and manual operations dispensable. The need of the hour would therefore be helping children develop attitude of flexibility and resilience to be able to respond to rapid changes and the 4Cs of creativity, communication, collaboration and critical thinking are critical parts of life skills in education. Skill sets beyond employability also remain relevant as the child grows older. The trajectory of development of skills must be aimed at ensuring building knowledge society, addressing inequities such as gender discrimination and building skilled human capital to realign with the thought of one world one family.



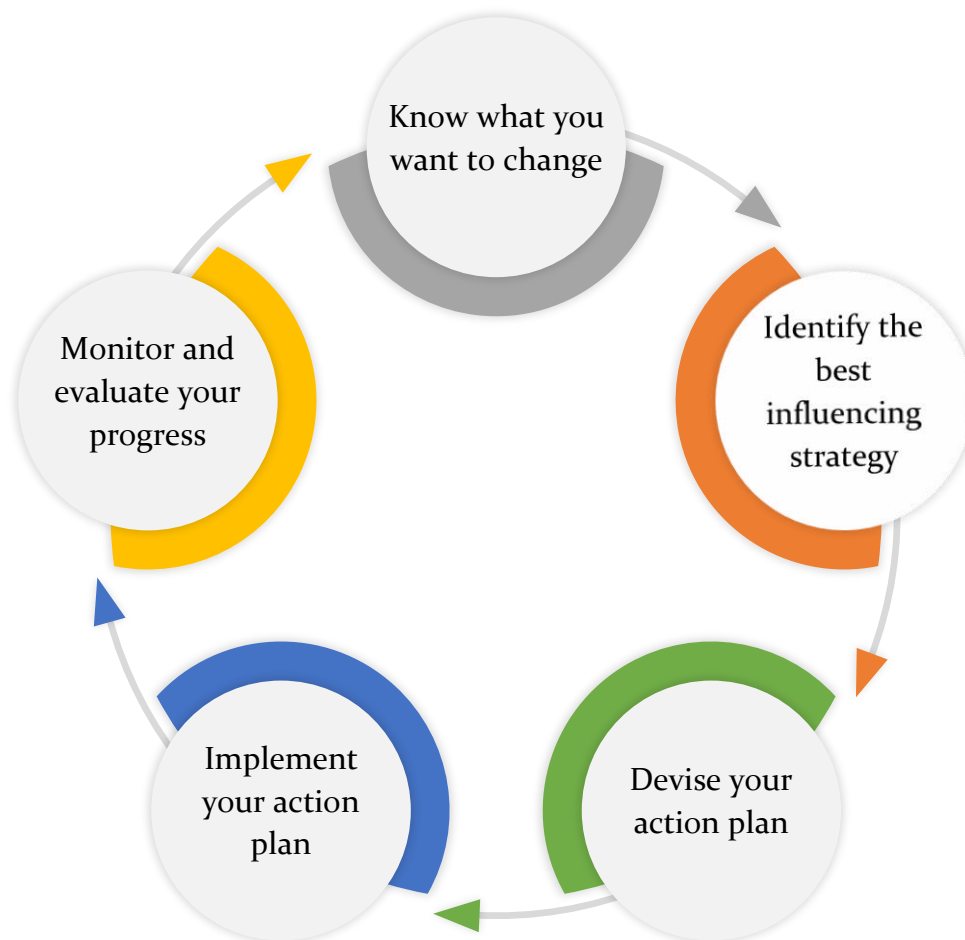
**Source:** UNICEF: Life Skills Framework - Rights based and life cycle approach to building skills for empowerment

## HANDOUT 4B

### TRANSFORMATIONAL LEADERSHIP

In engaging to become an effective advocate for the Life Skills Education (LSE), principals need to develop transformational leadership, laying emphasis on this as a precondition to create conditions to inspire all school members with their higher level of leadership for the improvement of the school.

Transformational leadership is a model that principals can use to lead by example. Transformational leadership in education spurs teachers, counsellors and students to expand and grow in a nurturing community. The truly transformational school leader is a motivator who seeks to inspire teachers, counsellors, and students to be their better selves. Here are the steps to plan Principal Advocacy for LSE:



## HANDOUT 4C

### TEMPLATE FOR ACTION PLAN FOR EFFECTIVE IMPLEMENTATION OF LIFE SKILLS, HEALTH AND WELL BEING IN SCHOOLS

**Instructions:** Draft an appropriate action plan for the effective implementation of Life Skills, Health and Well-being Programme in School for the learners of any one identified level and define your role in its implementation.

LEVEL IDENTIFIED (PRIMARY/MIDDLE/SECONDARY/SENIOR SECONDARY)			
STRATEGIES	INPUTS	OUTPUTS	OUTCOMES
PLANNING FOR IMPLEMENTATION OF LIFE SKILLS, HEALTH AND WELL BEING PROGRAMME IN SCHOOLS			
IMPLEMENTATION OF THE PROGRAMME			
MONITORING OF THE PROGRAMME			
IMPROVEMENT OF THE PROGRAMME			

Your role in the effective implementation of Life Skills Education and Health and Wellbeing Programmes

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