

C | B | S | E

Central Board of Secondary Education



**Teacher's Manual on**

# Life Skills

**Classes IX-X**



**CENTRAL BOARD OF SECONDARY EDUCATION**



# *Teacher's Manual on* **Life Skills**

**Classes-IX-X**



**CENTRAL BOARD OF SECONDARY EDUCATION**

2, Community Centre, Preet Vihar, Delhi-110092



Teacher's Manual on Life Skills for Classes - IX-X

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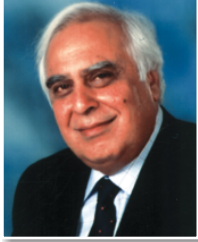
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मानव संसाधन विकास,  
विज्ञान और प्रौद्योगिकी एवं पृथ्वी विज्ञान,  
संचार एवं सूचना प्रौद्योगिकी  
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SCIENCE & TECHNOLOGY AND EARTH SCIENCES,  
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GOVERNMENT OF INDIA  
NEW DELHI - 110 115

## **MESSAGE**

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

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

**(KAPIL SIBAL)**



**डा. डी. पुरदेश्वरी**  
**Dr. D. PURANDESWARI**



राज्य मंत्री  
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### **MESSAGE**

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

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

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

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

With Best Wishes,

**(Dr D.PURANDESWARI)**

अंशु वैश्य  
सचिव  
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## MESSAGE

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

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

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

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

(Anshu Vaish)

New Delhi  
December 6, 2010



**Dr. S.C. KHUNTIA**  
**Joint Secretary (SE)**  
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**मानव संसाधन विकास मंत्रालय**  
**स्कूल शिक्षा और साक्षरता विभाग**  
**शास्त्री भवन**

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**GOVERNMENT OF INDIA**

**MINISTRY OF HUMAN RESOURCE DEVELOPMENT**  
**DEPARTMENT OF SCHOOL EDUCATION & LITERACY**

**SHASTRI BHAVAN**

**NEW DELHI-110 115**

### **MESSAGE**

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

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

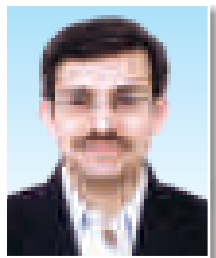
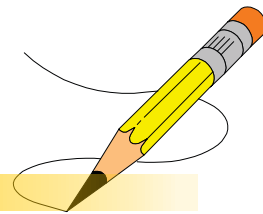
For effective implementation of Life Skill Education there is a need for professionally trained teachers in schools. It is hoped that the Life Skills Manual being brought out by the Central Board of Secondary Education would be very useful in this respect. In addition to Critical Thinking, Creative Thinking,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

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

*S.C. Khuntia*  
9/12/2016  
**(S.C. KHUNTIA)**



# Preface



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

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

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

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





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

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

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

*Vineet Joshi, IAS*  
Chairman



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# भारत का संविधान

## उद्देशिका

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

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए तथा उन सब में व्यक्ति की गरिमा और [ राष्ट्र की एकता और अखण्डता] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 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।

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a<sup>1</sup> **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

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

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

**FRATERNITY** assuring the dignity of the individual and the<sup>2</sup> [unity and integrity of the Nation];

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

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

# THE CONSTITUTION OF INDIA

## Chapter IV A

### Fundamental Duties

#### ARTICLE 51A

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

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



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# Introduction

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

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

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

## Thinking-Skills :

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

## Social-Skills :

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



## Emotional-Skills :

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

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

Some objectives of Life-Skill education are given below :

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

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



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

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

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

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