

CLASS-VI

# Life Skills



**TEACHER'S MANUAL**



**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

**Class**


**VI**



**CENTRAL BOARD OF SECONDARY EDUCATION**

2, Community Centre, Preet Vihar, Delhi-110092





Teacher's Manual - Life Skills for Class - VI

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# Preface

Young people hold the promise of our future. They are our demographic force. Working with and helping young people has 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 become happy, healthy adults. 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 handling classes VI, VII and VIII. The teachers are advised to make the best use of these Manuals which provide guidelines for 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 the 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 a 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 conceptual framework for the document provided by Dr. Sadhana Parashar, Director (Academics & Training), CBSE in bringing out the Life Skills Manuals for Classes VI, VII and VIII and editing them as well as co - ordination by Ms. Archana Thakur, AEO, CBSE as well as Ms. Ramandeep Kaur, Education Officer, CBSE.

I hope that the teachers handling Class VI will find this document 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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# 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.

# 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।

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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 ability to maintain a state of mental well being and demonstrate this in adaptive and positive behaviour while interacting with others, and with an individual's 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 to 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 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 practice 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 middle school (6th-8th grade) to high school (9th-12th grade). Researchers recommend that these skills can be fostered at the middle school level 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 school bonding, which in turn may enhance academic achievement and reduce problem 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**  
Director (Academics & Training)



## CHARM AND CHALLENGES OF TRANSITION FROM CHILDHOOD TO ADOLESCENCE

(The Developmental Dynamics of 6th Graders)

*“Sometimes referred to as adolescent years, youth, or puberty, adolescence covers the period from roughly age 10 to 20 in a child's development.”*

In the study of child development, adolescence refers to the second decade of the life span, roughly from ages 10 to 20. The word adolescence is Latin in origin, derived from the word *adolescere*, which means "to grow into adulthood." In all societies, adolescence is a time of growing up, of moving from the immaturity of childhood into the maturity of adulthood. There is no single event or boundary line that denotes the end of childhood or the beginning of adolescence. Rather, experts think of the passage from childhood into and through adolescence as composed of a set of transitions that unfold gradually and that touch upon many aspects of the individual's behaviour, development, and relationships. These transitions are biological, cognitive, social, and emotional.

The biological transition of adolescence, or puberty, is perhaps the most salient sign that adolescence has begun. More broadly speaking, however, puberty is used as a collective term to refer to all the physical changes that occur in a growing girl or boy as the individual passes from childhood into adulthood. For many years, psychologists believed that puberty was stressful for young people. We now know that any difficulties associated with adjusting to puberty are minimized if adolescents know what changes to expect and have positive attitudes toward them. Although the immediate impact of puberty on the adolescent's self-image and mood may be very modest, the timing of physical maturation does affect the teen's social and emotional development in important ways.

A second element of the passage through adolescence is a cognitive transition. Compared to children, adolescents think in ways that are more advanced, more efficient, and generally more complex. This can be seen in five ways; first, during adolescence individuals become better able to think about what is possible, instead of limiting their thought to what is real. Second, during the passage into adolescence, individuals are able to think better about abstract ideas. Third, during adolescence individuals begin thinking more often about the process of thinking itself, or metacognition. A fourth change in cognition is that thinking tends to become multidimensional, rather than limited to a single issue. Finally, adolescents are more likely than children to see things as relative, rather than absolute.

In addition to being a time of biological and cognitive changes, adolescence is also a period of emotional transition and, in particular, changes in the way individuals view themselves and in their capacity to function independently. During adolescence, important shifts occur in the way individuals think about and characterize themselves—that is, in their self-conceptions. Conventional wisdom holds that adolescents have low self-esteem—that they are more insecure and self-critical than children or adults—but most research indicates otherwise. Although teenagers' feelings about themselves may fluctuate, especially during early adolescence, their self-esteem remains fairly stable from about age 13 onwards. If anything, self-esteem increases over the course of middle and late adolescence.



One theorist whose work has been very influential on our understanding of adolescents' self-conceptions is Erik Erikson, who theorized that the establishment of a coherent sense of identity is the chief psychosocial task of adolescence. Erikson believed that the complications inherent in identity development in modern society have created the need for a psychosocial moratorium—a time-out during adolescence from excessive responsibilities and obligations that might restrict the young person's pursuit of self-discovery. During the psychosocial moratorium, the adolescent can experiment with different roles and identities, in a context that permits and encourages this sort of exploration. For most adolescents, establishing a sense of autonomy, or independence, is as important a part of the emotional transition out of childhood as is establishing a sense of identity.

Some theorists have suggested that the development of independence be looked at in terms of the adolescent's developing sense of individuation. The process of individuation, which begins during infancy and continues well into late adolescence, involves a gradual, progressive sharpening of one's sense of self as autonomous, as competent, and as separate from one's parents. Individuation, therefore, has a great deal to do with the development of a sense of identity, in that it involves changes in how we come to see and feel about ourselves.

Being independent means more than merely feeling independent. It also means being able to make their own decisions and select a sensible course of action by themselves. This is an especially important capability in contemporary society, where many adolescents are forced to become independent decision makers at an early age. In general, researchers find that decision-making abilities improve over the course of the adolescent years, with gains continuing well into the later years of high school.

Many parents wonder about the susceptibility of adolescents to peer pressure. In general, studies that contrast parent and peer influences indicate that in some situations, peers' opinions are more influential, while in others, parents' are more influential. Specifically, adolescents are more likely to conform to their peers' opinions when it comes to short-term, day-to-day, and social matters—styles of dress, tastes in music, and choices among leisure activities. This is particularly true during junior high school and the early years of high school.

One of the most noteworthy aspects of the social transition into adolescence is the increase in the amount of time individuals spend with their peers. Although relations with age mates exist well before adolescence, during the teenage years they change in significance and structure.

Generally speaking, most young people are able to negotiate the biological, cognitive, emotional, and social transitions of adolescence successfully. Although the mass media bombard us with images of troubled youth, systematic research indicates that the vast majority of individuals move from childhood into and through adolescence without serious difficulty.





# *Section - 1*

## *Exploring Life Skills*



*“He is able who thinks he is able.”*

- Buddha



# Unit 1 : An Introduction To Life Skills

## Unit - I : Life Skills Education for Middle School

*'You cannot believe in God until you believe in yourself.'*

-Swami Vivekananda



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 **Cairo International Conference on Population and Development (ICPD)**, 1994, 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 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.

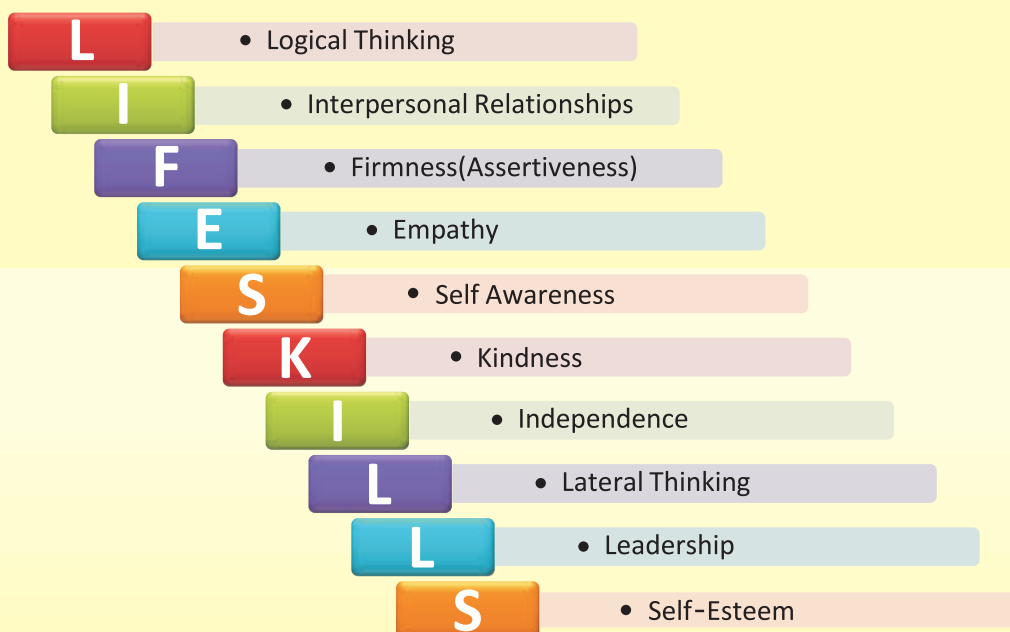
Life Skills Education would enable adolescents to articulate their issues and know their rights; build their self-esteem and self confidence; and develop the ability to take responsibility for self, relationships and (to an extent) society around them. Researchers recommend that middle schools can foster these skills by providing students with opportunities to improve their Life Skills. So the major objectives of Life Skills Education are to develop Life Skills to empower young adolescents to respond to real life situations in positive and responsible ways; to increase awareness among the youth about the social concerns and to alleviate social evils from society.



## 1.1 What are Life Skills?

A skill is a learned ability to do something well. So Life Skills are the abilities that the 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 these 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*”.

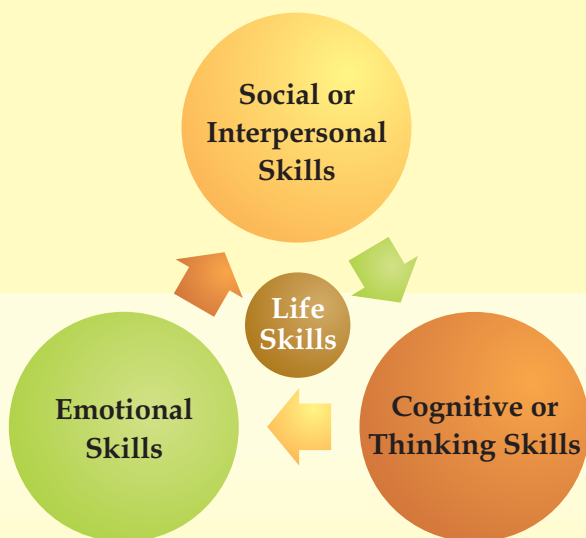
## Unit - I : Life Skills Education for Middle School



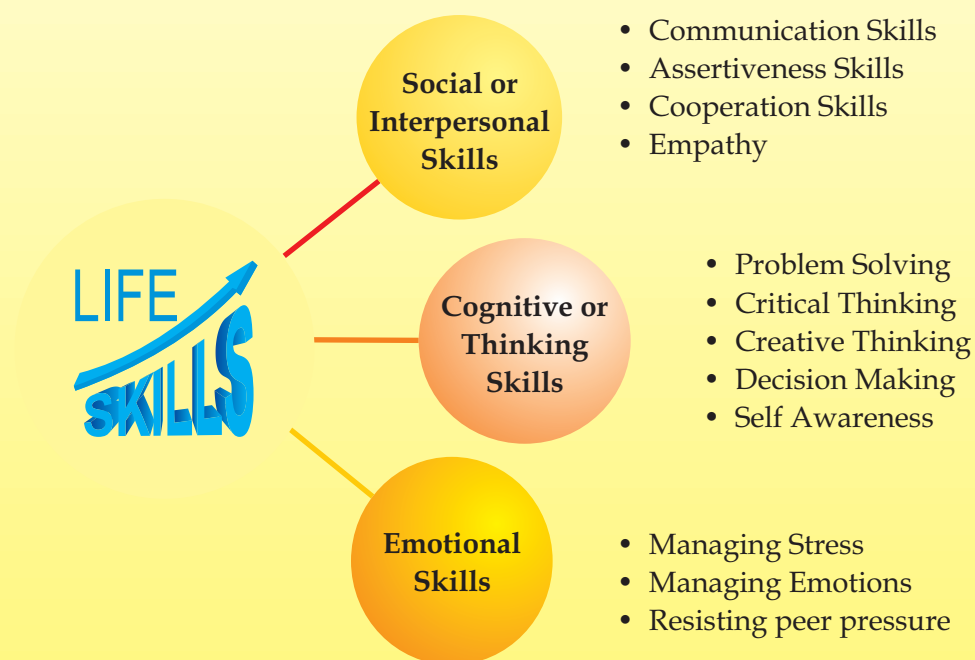
## Key Life Skills

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 and they are as follows:



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- **Self Awareness** includes 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 with others.
- **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.



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- **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 an 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 the ability 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

**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.

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

While transacting Life Skills Education, students should be actively involved in a dynamic teaching and learning process. Basically the teachers or facilitators can adopt two approaches to the teaching learning process.

### The Teacher - Centred Approach (Expository Approach)

- The Teacher exposes learners to knowledge.

### The Learner - Centred Approach (Heuristic Approach)

- The Learners are encouraged to find information on their own through interactive activities.

Although either one of the above approaches can be utilized, the emphasis should be on those teaching and learning experiences that promote 'experiential learning'. Life Skills cannot be learnt in abstract and theoretical way rather they are better learnt when experienced by the learners themselves.

It is advisable that whatever methods a teacher or facilitator chooses, they should be learner centred, i.e. based on the particular needs, developments and interests of the learners and help bring about positive behaviour change.



### Techniques of transacting Life Skills Education

The following techniques are suggested to be used by the teacher or the facilitator or even a Peer Educator to teach Life Skills:

S. No.	Technique	Meaning
1	Discussion	<ul style="list-style-type: none"><li>• Involves exchange and sharing of ideas, experiences, facts and opinions on a given topic.</li><li>• Can be used in large and small groups.</li></ul>
2	Debate	<ul style="list-style-type: none"><li>• A discussion involving two opposing parties with each group expressing opinions or views about a given topic or subject.</li></ul>
3	Role Play	<ul style="list-style-type: none"><li>• Short drama episodes or simulations in which participants experience how a person feels in a similar real life situation.</li></ul>
4	Brainstorm	<ul style="list-style-type: none"><li>• Free expression of ideas among participants on a given issue or question.</li></ul>
5	Story telling	<ul style="list-style-type: none"><li>• Telling of narratives with a particular theme, based on actual events.</li></ul>
6	Songs and dances	<ul style="list-style-type: none"><li>• Musical compositions on topical issues and themes.</li></ul>
7	Drama	<ul style="list-style-type: none"><li>• Composition in verse or prose intended to portray life, character or to tell a story. It usually involves presenting conflicts and portraying emotions through action and dialogue.</li></ul>
8	Case study	<ul style="list-style-type: none"><li>• True or imaginary story which describes a problem, a situation or a character.</li><li>• May also be a dilemma in which the participants should come up with opinions on how they would resolve the conflict.</li></ul>
9	Miming	<ul style="list-style-type: none"><li>• Acting without words by the use of gestures, signs, physical movements and facial expressions.</li><li>• The whole idea is communicated through actions.</li></ul>
10	Poetry and recitals	<ul style="list-style-type: none"><li>• Compositions which capture events, themes and situations in a short and precise manner.</li><li>• Used in communicating feelings, opinions, ideas, habit and other experiences.</li><li>• Can be in the form of songs, recitations, chants or be dramatized to enhance the acquisition of various Life Skills.</li></ul>
11	Question and answer	<ul style="list-style-type: none"><li>• A teacher or learner tries to find information through asking questions and getting answers from the respondent.</li></ul>

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		<ul style="list-style-type: none"> <li>An effective method of transacting Life Skills Education as it stimulates a learner's thinking and creativity.</li> </ul>
12	Games	<ul style="list-style-type: none"> <li>A structured play can sometimes be used as an educational tool for the expression of aesthetic or ideological elements.</li> <li>It involves mental and physical simulation, and often both.</li> </ul>
13	Working in small groups or pairs	<ul style="list-style-type: none"> <li>Students may be organized to work in pairs or small groups in the classroom.</li> <li>Promotes the maximum participation of all students as they are involved in “thinking and doing” and cooperative skills, such as, listening and communication skills, problem solving and sharing of tasks.</li> </ul>
14	Simulation	<ul style="list-style-type: none"> <li>An assumption or imitation of a particular appearance or form; the act or process of pretending.</li> </ul>
15	Demonstration	<ul style="list-style-type: none"> <li>A method teaching by example rather simple explanation or an act of showing or making evident.</li> </ul>

Characteristics of a Classroom environment supportive of Life Skills Education:

- Reflections of real life situations and contexts.
- Collaboration among teachers, disciplines and students.
- Encouragement of curiosity, exploration and investigation.
- Responsibility for learning opportunities.
- Acknowledgement of effort, not just performance.
- Focus more on process than product or final presentation.

**The role of teachers and facilitators** in developing Life Skills differs from traditional instruction in their being a guide and friend to facilitate learning. The following **behaviours** promote Life Skills Education Development:

- Requiring justification for ideas and probing for reasoning strategies.
- Confronting learners with alternatives and thought provoking questions.
- Asking open ended questions.
- Serving as a master of apprentices rather than a teacher of students as in vocational education.
- Using Socratic discussion techniques, enquiry and debate to stimulate critical thinking.



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- Assigning simple assignments and projects based on Life Skills.
- Life Skills as an independent subject as well as integrating it with other disciplines.
- Providing opportunities for developing Life Skills.
- Allowing students to practise the skills in different situations, as actual practice of skills is a vital component of Life Skills Education.
- Seeking cooperation and participation of parents in developing right attitudes towards life among the students, as family is also one of the basic institutions that lay the foundation of Life Skills.
- Acting as positive role models, as Life Skills are better caught than taught.

### Expected outcomes of Life Skills Education

- Enhanced self-esteem
- Self confidence
- Assertiveness
- Social sensitivity
- Effective listening and communication skills
- Ability to establish relationships
- Ability to plan and set clear, practical goals
- Making informed choices to serve the interests of self and others
- Negotiation skills for personal and social interests
- Becoming more responsible citizens.

*The scope of Life Skills Education varies with the level of the education system. Although programmes can begin on a small scale and for a targeted age group as a long term goal, Life Skills Education should be so developed that it continues throughout the school years-from school entry until school leaving age. In order to strengthen Life Skills Education, it has to be spread across the curriculum, become a separate subject, be integrated with an existing subject, or become a mix of all these. The development of Life Skills Education is a dynamic and evolving process, which should involve children, parents and the local community in making decisions about the programme content. The programme will provide scope for local adaptation over time and in different contexts.*

*“Teachers open the door, but you must enter by yourself.”*

-A Chinese Proverb



### Key Messages

- Life Skills are psychosocial abilities that empower individuals to connect with self as well as others and adopt healthy life styles and positive behaviours.
- Life Skills equip the individuals with the competence to manage challenging situations and utilize existing opportunities optimally.
- Life Skills fall into three basic categories which compliment and reinforce each other i.e. social skills, thinking skills and emotional skills.
- Life Skills are acquired through teaching or direct experience.
- Life Skills development is a lifelong process.
- Learning outcomes of Life Skills Education
  - Enhanced Self-Esteem
  - Self confidence
  - Assertiveness
  - Social sensitivity
  - Effective communication skills
  - Ability to establish relationships
  - Ability to plan and set clear, practical goals.
- Life Skills Education is a vital programme to empower adolescent and youth to resolve their conflicts successfully.



## 1.4 Importance of Life Skills

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There are so many situations in our lives that cause worry. Life seems to be really difficult. This is due to the fact that somewhere we lack the essential skills that are required to handle these difficult situations. This is where Life Skills come to our rescue.

Life Skills helps us to regulate our lives. They contribute to our perceptions of self confidence and Self-Esteem as well as motivate us to look after ourselves and others, handle day to day situations effectively, and prevent any health and behaviour problems.

These skills are interrelated. When we try to work out a difficult situation, we always use more than one Life Skill.

Here is a familiar story.

There was, once, a crow which while flying around, felt very thirsty. From far above it spotted an earthen pot and thought, *"Hmm, there must be some water in it!"* and flew towards the pot. The crow sat on the edge of the pot and looked inside and saw some cool, clear water at the bottom of the pot. It was too low for the crow's beak to reach. It was disappointed, but it badly wanted to drink the water.

The crow didn't lose heart but instead thought to itself, *"What can I do to reach the water? The pot is so heavy that I cannot overturn it. It is so thick that I cannot break it with my beak. What else can I do, so that I can drink some water? I must think of something new!"*



Then the crow spotted some stones lying nearby and had an idea. *"Why don't I try to put these stones in the pot so that the level of water rises? Then I can drink it!"* The crow set to work and started dropping the stones, one by one, into the pot. In no time the water level rose, and the crow drank the cool, clear water to its heart's content. And then the crow was thirsty no more. It flew away.

Now, rethink the story, keeping in mind the ten core Life Skills. Try to identify which Life Skills were used by the crow and when they were used.

Hint: Self Awareness, Critical Thinking, Creative Thinking, Problem Solving and Decision Making

(Source: YUVA-SAEP 2005)

**Note for Teacher:** The part of this unit from section 1.4 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 section – '**Internalizing Life Skills**' can be conducted by the teacher or facilitator.



**Think and Do**  
**Exploring My Life Skills**

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- I. My definition of Life Skills is \_\_\_\_\_  
\_\_\_\_\_
- II. My five most important Life Skills are:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- III. Five Life Skills that I need to acquire are:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- IV. How can these skills help me in leading a healthy and productive life?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## 1.5 Knowing Myself

### Life Skills Enhanced: Self Awareness, Decision Making, Critical Thinking, Creative Thinking, Problem Solving

If we talk of Life Skills, the following stories and a poem tell us that we are all unique and this makes our world more beautiful. Self Awareness of our uniqueness is very important for positive self-esteem. We are supposed to be the way we are. It is very important for us to understand our true worth. We should value ourselves and only then others will value us. Self Awareness teaches us who we are and our place in the world. It helps us gain the confidence needed to succeed in our academic, social and professional life.

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#### A penguin that wanted to fly

This story is of days when dragons used to fly merrily up in the sky. There was a penguin that was very upset that he could not fly. This made him so upset that he decided to travel the world until he learned to fly.

It proved to be an amazing journey. He met all kinds of incredible creatures. He asked help from every sort of flying creature from the mightiest eagle to the tiniest insect, but none could train him to fly. When he realized that no one could train him to fly, he went in depression and wept bitter tears.

As he sat there crying, he saw a snake resting in warm Sun on a nearby rock. Because he had spent all of his time talking to flying creatures, he had never seen a snake before. As he watched, the snake uncurled itself. To his amazement, he saw it had no legs.

"Excuse me.," said the astound penguin. "I have never seen a creature like you ever. What are you?"

"I am a snake." replied the snake. "I've never met a creature like you either. What are you?"

"I am a penguin. I've travelled across the world to learn how to fly, but I've failed.". Saying this, the penguin began to cry again.

"I am sorry that you are so miserable," said the snake soothingly to his new acquaintance, "but why do you want to learn to fly?"

"I'm a bird." sobbed the penguin. "Almost all the other birds can fly, so I want to fly too."

The snake was puzzled. "I still don't understand. I am a reptile, and all the other reptiles have legs, but snakes don't. I never thought of spending my life trying to get legs from other reptiles."





The penguin's crying reduced as he thought about what the snake had said. He thought about the friends and family he had been away from for so many years. He thought of all the time he had wasted being unhappy with who he was, and realized the snake was right.

"Thank you so much my friend." he said with a big smile to the snake. "You've showed me the light!"

The snake was even more confused. "But I've not taught you to fly?" he asked.

"Even better!" exclaimed the penguin elatedly. "You've taught me how and why to not fly!"

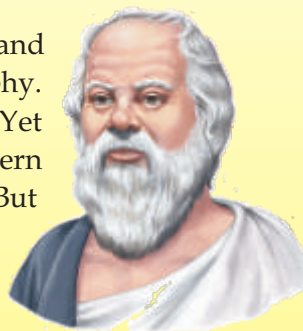
Seeing the puzzled look on his new friend's face, the penguin explained. "All these years, I've been thinking of myself as a bird first instead of a penguin. If I could fly like all the other birds, I couldn't be a penguin anymore and then I would never see my family and friends or my home ever again."

The penguin thanked the snake and hurried home to make up for all the time he had wasted.

As the snake curled up again in the sun he thought, "If I had legs I could walk like that penguin." but he didn't. Instead, he slept in the sun and dreamt of flying.

### **Know Thyself-The Socratic Dictum**

Socrates was a classical Greek Athenian philosopher and credited as one of the founders of western philosophy. During his life time, Socrates wrote down nothing. Yet his wisdom has formed the bedrock of western philosophy. Socrates was viewed as a great teacher. But he did not claim to be a teacher. In fact, he frequently said all I know is that I know nothing. Plato, his greatest disciple employed the maxim 'Know Thyself' extensively.



It is said that Socrates once visited the Oracle of Delphi (where a priestess delivered messages from Apollo to those who sought advice), where he was told that the most important task in his life was to know his real self. If we don't know who we are, how can we solve the mysteries of life and help other people? For Socrates, knowing oneself was more than a mere intellectual quest. It was an idea that shaped his life and attitude. He was never satisfied with accepting outer appearances and conventional

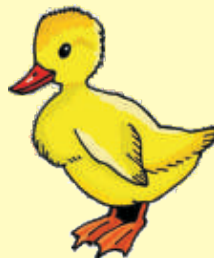


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wisdom, but always strove for a deeper understanding of his real Self. Above all, Socrates taught us not to accept our existing thoughts as true. Step back and re-evaluate the truth of your opinions and beliefs. Seek to understand your real self and seek the truth. It is a lofty philosophy, but one that has retained an enduring appeal and fascination through the ages.

**The New Duckling**



"I want to be new," said the duckling.

"O, ho!" said the wise old owl,  
While the guinea-hen cluttered off chuckling  
To tell all the rest of the fowl.

"I should like a more elegant figure,"  
That child of a duck went on.

"I should like to grow bigger and bigger,  
Until I could swallow a swan."

"I won't be the bond slave of habit,  
I won't have these webs on my toes.  
I want to run round like a rabbit,  
A rabbit as red as a rose."

"I don't want to waddle like mother,  
Or quack like my silly old dad.  
I want to be utterly other,  
and frightfully modern and mad."

"Do you know," said the turkey, "you're quacking!  
There's a fox creeping up thro' the rye;  
and, if you're not utterly lacking,  
you'll make for that duck-pond. Good-bye!"

But the duckling was perky as perky.

"Take care of your stuffing!" he called  
(This was horribly rude to a turkey!)



“But you aren't a real turkey,” he brawled  
“You're an Early-Victorian Sparrow!  
A fox is more fun than a sheep!  
I shall show that my mind is not narrow  
And give him my feathers-to-keep.”  
Now the curious end of this fable,  
So far as the rest ascertained,  
Though they searched from the barn to the stable,  
Was that only his feathers remained.  
So he wasn't the bond slave of habit,  
and he didn't have webs on his toes;  
and perhaps he runs round like a rabbit,  
A rabbit as red as a rose.

- Alfred Noyes (1880 – 1958)

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Thus Self Awareness is having a clear understanding of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Here Self-Esteem plays an important role. Self-Esteem is your opinion of yourself or how you regard yourself. High Self-Esteem is a good opinion of yourself and low Self-Esteem is a negative opinion of yourself.

### Ways to Enhance Your Self-Esteem

- Believe in your own worth.
- Trust your capabilities and try to develop them.
- Appreciate your physical attributes e.g. eyes, feet, smile, hair or lips.
- Do what you are good at and enjoy doing them.
- Try to make your own choices and do not let others make choices for you.
- Be responsible for your choices and your actions.
- Be your best friend and treat yourself well.
- Be true to yourself.
- Recognize and embrace your positive qualities and also accept the fact that nobody is perfect.
- Enlist your successes and reward yourself whenever you succeed.
- Learn from your mistakes.
- Face challenges or fears so as to increase your self-confidence and self-esteem.



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- Always greet others with a smile and have direct eye contact with them.
- Dress properly as it plays a great role in displaying confidence while interacting with others.
- Respect others and treat them the way you want to be treated.
- Appreciate the gifts or compliments received from others.
- Have a positive outlook towards life.

Most importantly, if you know your inner self, your Self-Esteem gets enhanced. Your inner self is divine, perfect and beautiful. It is the fountainhead of unlimited knowledge, joy and energy. The intellect, mind, energy and body levels are instrument by which the **INNER SELF** finds expression. When all these levels of existence are well nourished the **INNER SELF** is revealed.

*Christ carrying the cross, Buddha under a bodhi tree, Ramakrishna in the Kali temple, Vivekananda in the cold railway platform in America with practically no money, Guru Gobind Singh encircled with threat and danger to his life every moment.....*

None of them in the “ordinary” sense had anything that would make them joyous.

Yet they are the rare ones, who wore an eternal smile continuously in life, achieved perfection and had discovered contentment and tranquility. The **INNERSELF** of each always shone forth. They had truly discovered contentment and tranquility.

All the rivers, forests and mountains exist in their pure self, and this is why we always find nature perfect and beautiful. If human beings could also be in their inner nature all the time, life for us would become beautiful and harmonious. So we need to look for the inner qualities within ourselves and in those around us rather than focusing only on the physical appearance and social status.

Just as the purpose of a fig tree is to produce figs and not cherries, our purpose in life is to discover and live our inner nature. When we are in our inner self or close to it, we know what to do, and are filled with energy. We have a sense of conviction and courage to do what we must. Doubts fall away and life has meaning. Our inner self becomes the basis of goals, vocation and interest in life, the fulfillment of which brings contentment and happiness in our lives.

We, in fact, become a “*fountainhead*” which brings joy to our self and also to others.

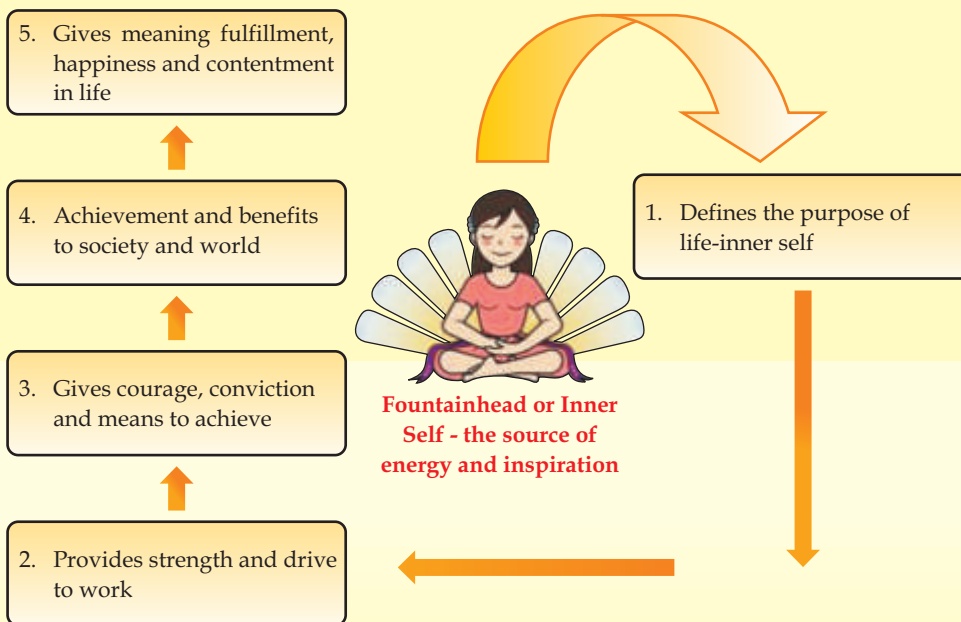
**Knowing your Inner Self builds confidence and self-esteem. You begin to:**

- Like yourself and feel good about the way you are.
- Realize that you are a worthwhile, competent and a unique person.
- Have the confidence to try new challenges.



- Feel you can achieve the things you set out to do.
- Trust your parents, teachers and friends and seek their advice.
- Be confident and optimistic about the future.

Let us see how this fountainhead works.



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### Three Golden Rules for Every Person

I believe in Myself

I think Positive

I make Responsible Choices

Because.....I Matter!!!



*"You yourself, as much as anybody in the entire universe,  
deserve your love and affection."*

-Buddha

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**Think and Do**

**Activity 1**

Assume that the total value or worth of a person is ten. Describe what kind of a person you are on a piece of paper, and rate yourself on a scale of one to ten, assessing your worth. Then write five points on how you can increase your worth.

**Activity 2**

Write your name vertically down the left-hand side of a sheet of ruled paper, writing each letter separately. Think of a self-descriptive word or phrase that matches each letter of your name. Write a descriptive paragraph or a story about yourself, using the words or phrases you have selected. Make it interesting and you can decorate it the way you like.

It can be somethi'ng like this...

V - Versatile	E - Excels	A - Achiever
A - Achiever	V - Versatile	M - Modest
G - Gutsy	I - Intelligent	A - Affectionate
M - Magnificent	T - Terrific	N - Neat
I - Intelligent	A - Adorable	

I am versatile, an achiever, gutsy, magnificent and intelligent. In short, I am Vagmi. I am a bright and intelligent young girl with a magnificent mind. My friends like me because I am a very versatile person. I have a jolly nature and I am always ready to help anyone and everyone. I am an achiever throughout. I am brave, adventurous and gutsy. I love to try new things and go to new and different places. I am really lucky to have nice friends and a loving family.

This exercise will promote your self awareness and self-esteem.



## 1.6 If I wear your Shoes!

**Life Skills Enhanced:** Empathy, Self Awareness, Interpersonal Relationships, Communication Skills

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### Puppies for Sale

A farmer had some puppies he wanted to sell. He painted a sign advertising the pups and set about nailing it to a post on the edge of his yard. As he was driving the last nail into the post, he felt a tug on his overalls. He looked down into the eyes of a little boy.

"Mister," he said, "I want to buy one of your puppies."

"Well," said the farmer, as he rubbed the sweat off the back of his neck, "these puppies come from fine parents and cost a good deal of money."



The boy dropped his head for a moment. Then reaching deep into his pocket, he pulled out a handful of change and held it up to the farmer. "I've got thirty-nine cents. Is that enough to take a look?"

"Sure," said the farmer.

And with that he let out a whistle, "Here, Dolly!" he called.

Out from the doghouse and down the ramp ran Dolly followed by four little balls of fur. The little boy pressed his face against the chain link fence. His eyes danced with delight.

As the dogs made their way to the fence, the little boy noticed something else stirring inside the doghouse. Slowly another little ball appeared; this one noticeably smaller. Down the ramp it slid. Then in a somewhat awkward manner the little pup began hobbling toward the others, doing its best to catch up....

"I want that one," the little boy said, pointing to the runt.

The farmer knelt down at the boy's side and said, "Son, you don't want that puppy. He will never be able to run and play with you like these other dogs would."

With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. In doing so he revealed a steel brace running down both sides of his leg attaching itself to a specially made shoe. Looking back up at the farmer, he said, "You see sir, I don't run too well myself, and he will need someone who understands and can empathise. So I will take him and be his best friend."

(Source: [www.whereincity.com/stories/moral-based/38.html](http://www.whereincity.com/stories/moral-based/38.html))



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The world is full of people who need someone who understand and empathise. This story brings out very clearly the importance of empathy in our lives. Empathy is the ability to imagine what life is for another person, even in a situation that we may not be familiar with. Put another way, empathy is like having an invisible link with someone, which allows you to understand what they feel and experience. There are various levels of empathy. For example, in a relationship between a mother and her child, there exists a very strong bond between the two. When one member of this relationship experiences pain or distress, the other also feels sad. The later wants to help the other person so that he or she can end that pain, and, by doing so, end their own pain. This can be termed as a high level of empathy.

A low level of empathy can be seen between strangers. If you are going somewhere and on your way you see someone losing balance and falling down, what will you do? You would perhaps go and help that person to stand up again. Here, you don't know the other person, yet, you try to help him or her out. This happens out of empathy.

Empathy, therefore, has a very beneficial effect on individuals as well as society. It enables us to get along and also motivates us to help those who are less fortunate than ourselves.

### How to Empathise and treat others with respect

- Follow the golden rule of treating others the same way that you want others to treat you.
- Trust and have faith in others.
- Do not make fun of other people.
- Never insult other people.
- Pay attention to others by listening properly to what they speak and try not to interrupt them.
- Be considerate of other's likes and dislikes.
- Be polite and sensitive to other's feelings.
- Avoid negative behaviour by not mocking or teasing other people.

*"So when you are listening to somebody, completely, attentively, then you are listening not only to the words, but also to the feeling of what is being conveyed, to the whole of it, not part of it."*

-Jiddu Krishnamurti



## Think and Do

### 1. I Help, I Empathise!

a. Who needs my help?

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b. What help does he/she need?

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c. When does he/she need help?

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d. Why does he/she need help?

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e. How can I help?

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When I helped, this is what it looked like (draw a picture in the box):



### 2. I Feel, I Empathise!

You are watching some classmates playing in the ground. A skinny boy wearing glasses does not notice a stone in his path and falls down. His glasses break. Some students begin to laugh at and tease him. The boy cannot see clearly without his glasses. You want to help him, but if you do, the others may laugh at you. How would you feel? What should you do? Put down your ideas here.

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## 1.7 Think Different!

**Life Skills Enhanced: Creative Thinking, Decision Making, Critical Thinking, Problem Solving**

Thinking differently or thinking beyond the ordinary can be termed as “creative thinking”. But, to think creatively, one needs to understand what it means.

### What is Creativity?

According to **Sternberg and Lubart**, 1999 “*Creativity is the ability to produce work that is both novel (i.e. original, unexpected) and appropriate (i.e. useful, adaptive concerning task constraints)*”.

According to **Dianna Aquilar**, “*Creativity means being able to come up with your own clever ideas*”.

According to **Robert Harris**, creativity is an ability, an attitude and a process.

**As an ability**, creativity is to imagine or invent something new. It is not the ability to create out of nothing, but to generate new ideas by combining, changing or re-applying existing ideas.

**As an attitude**, it is the ability to accept change and newness, a willingness to apply ideas and recognize possibilities, a flexibility of outlook, the habit of enjoying the good, while looking for ways to improve it. We normally appreciate a small number of common things, like some chocolate shake. The creative person realizes that there are other possibilities also, like guava shake or musk-melon shake.

**As a process**, it is to produce works of excellence by continuously working hard. Very few works of creative excellence are produced with a single stroke of brilliance. The creative person knows that there is always room for improvement, so they always try to do things a little better.

Now, read this **Panchatantra** story of a fox and a lion, which highlights the creativity of the fox.

### The Talking Cave



Long ago, there lived a lion named Kharanakhara. He had been trying to hunt for his prey for the last two days, but was not successful due to his old age and physical infirmity. He was no longer strong enough to hunt for his





food. He became quite dejected and disappointed. He thought that he would die of starvation.

One day, while he was wandering hopelessly in the jungle, he came upon a cave. *"There must be some animal who lives in this cave"*, thought the lion. *"I'll hide myself inside and wait for its occupant to enter. And as soon as the animal enters the cave, I'll kill him and eat him up."* Thinking thus, the lion entered the cave and hid himself in the shadows.

After sometime, a fox approached near the cave. The cave actually belonged to him. The fox was surprised to find the paw prints of a lion entering towards his cave. *"A lion has stealthily entered my cave"*, he thought. But to make sure of the presence of the lion inside the cave, the fox played a trick.

He stood at some distance from the cave to save himself in case the lion attacked him suddenly and shouted, *"Hello cave! I've come back. Speak to me as you always do. Why are you silent, my dear cave? May I enter my cozy residence?"*

Hearing the fox calling out to the cave, the lion thought to himself, that the cave he was hiding in, must be a talking cave. The cave might be keeping quiet because of his kingly presence inside. Therefore, the lion assumed that if the cave didn't answer to the fox's question, the fox might go away and occupy another cave. And so, he would have to go without a meal again. Thinking he was wise, the lion answered in a roaring tone on behalf of the cave, *"I've not forgotten to greet you when you come, my dear fox. Please come in and be at home"*.

Thus, the clever fox confirmed the presence of the lion hiding in his cave and ran away without losing a single moment, saying, *"Only a fool would believe that a cave speaks."*

(Source: [panchatantrastories.tripod.com/31.html](http://panchatantrastories.tripod.com/31.html))

So, it was the fox's presence of mind and creativity which saved his life.

Creativity is needed for progress. It leads to innovations, inventions and discoveries, which are the essential aspects of progress and development. The spark of creativity ignites the brain with ideas.





## Think and Do

### Friends?

Raghav and Rajesh were at it once again today. They were forever fighting. Every day Mrs. Singh, their class teacher had to sort out their problems as they would get into fight over something or the other. One day it would be Raghav who would push Rajesh or some day it would be Rajesh who had taken something from Raghav's bag.



The teacher tried to solve the problem by making them sit in two corners of the class, but then they would get into a fight in the recess time. She tried to restore peace between them but of no use.

One day Mrs. Singh discussed this problem with her colleague Mrs. Raman and Mrs. Raman said she had the perfect solution to this and told Mrs. Singh what she should do.

Mrs. Singh got the opportunity to put her plan into action that very day when once again Raghav and Rajesh were found fighting in the class. And one by one she called them into the staffroom.

What did Mrs. Raman suggest Mrs. Singh? What was Mrs. Singh's plan of action? Was she successful in building friendship between Raghav and Rajesh?

Now use your imagination and complete the story.

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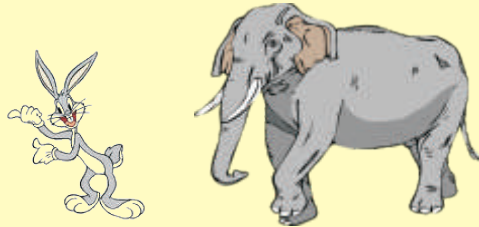
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## 1.8 Always asking why?

**Life Skills Enhanced: Critical Thinking, Creative Thinking, Decision Making, Problem Solving**

Now, read this **Panchatantra** story about a **Rabbit and the Elephants**



Once upon a time, there lived a herd of elephants in a deep jungle. Their king was a huge elephant called Chaturdanta. In the middle of this jungle, there was a big lake where all the animals went to drink water. It happened once that it didn't rain for a whole year and the lakes went dry. The elephants, after a great deal of discussion, decided to move to the other forest, where there was a lake called Chandrasar. This lake was full of water and never went dry even if there were no rains. And so, the elephants set out for the Lake Chandrasar.

They felt very happy upon reaching the lake. They bathed in its fresh water and also enjoyed playing and spraying water on each other with their trunks. After bathing and having quenched their thirst with the sweet water, they came out and entered the deep forest.

However many rabbits lived in their burrows around the lake area. When the herd of elephants walked around, they stamped on the burrows with their heavy legs. Thus, many rabbits were either killed or were left physically injured and handicapped. So, in order to salvage the grave situation, the rabbits held a meeting and discussed this new calamity. At one point, they decided to shift from that dangerous place and live elsewhere. But a rabbit named Lambkarna advised them to exercise patience. He offered his services for the sake of his fellow rabbits and said, *"Don't worry friends. Just watch, how I drive these elephants away from our forest"*.

The next day, Lambkarna sat on a high rock. The rock lay in the main path of the elephants, leading to the lake. When the elephants passed by the rock, the rabbit addressed the king of the elephants in a tough voice, *"You're a cruel fellow. You've trampled on many of my relatives and friends. I too am the king of rabbits. I stay in Heaven with God Moon. God Moon is very annoyed with you."* The king elephant became frightened on hearing this. He said in a trembling voice, *"Please take me to God Moon. I'll ask for his forgiveness."*

*"All right", said the clever rabbit, "see me tonight at the lake."*

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The king elephant, then, as ordered by the rabbit, reached the lake that night. The king rabbit and the king elephant both stood near the edge of the lake. It was a silent and moonlit night. A mild breeze was blowing. The rabbit asked the elephant to look carefully into the water of the lake. As soon as the king elephant looked into the lake, he saw the reflection of a half moon in the water. Just then a mild breeze blew and the reflection of the moon in the water began to move. Pointing to the moving reflection of the moon, the king rabbit said, *"Now the God Moon is angrier than ever."*

*"Why?"* asked the king elephant. *"What have I done?"*

*"You have touched the holy waters of the lake,"* replied the rabbit.

The elephant bowed his head. *"Please ask the God Moon to forgive me. Never again will we touch the holy waters of this lake. Never again will we harm the rabbits whom the God Moon loves so much."* And the king elephant and his herd never came to the lake again. They did not guess that a clever little rabbit had fooled them.

(Source: [www.scribd.com/doc/52379903/stories-From-Panchatantra](http://www.scribd.com/doc/52379903/stories-From-Panchatantra))

It is clear from the story that critical thinkers always evaluate their thinking. They look for problems to solve in their thinking. They practice thinking just as players practice their game.

### To be a thinker who thinks critically, you have to

- Be clear
- Be accurate
- Be relevant
- Be logical
- Be fair

Critical thinking saves us from getting into trouble as well as enables us in smart thinking. According to **Mathew Allen**, smart thinking means:

- Knowing how to work out and express the main ideas
- Planning your communication of ideas so that they can be clearly understood
- Checking to see if you have covered all the important parts of your topic
- Establishing a framework or structure in which your basic facts and evidence make sense
- Presenting ideas by linking them together to convince others of your conclusion.



### Smart thinking helps us in

- Understanding the world in a better way
- Solving complex problems effectively
- Being successful in almost all areas of life
- Accomplishing different tasks in a better way
- Coping effectively with new and unfamiliar situations
- Becoming active members of the community

### Critical Thinkers always ask “Why”

The critical thinkers are always in the habit of asking 'Why'. This habit of asking 'Why' characterizes an inquisitive mind. All great inventions and theories are the result of somebody's inquisitiveness and insatiable quest for truth. For example, the development of Velcro.



Velcro is a fastener made up of nylon and polyester. This was discovered by Swiss electrical engineer George de Mestral. In 1941, after returning back from a hunting trip along with his dog in the Alps, George noticed that burrs (a dry fruit whose hooks attach to fur or clothing of passing animals or people) had stuck onto his clothes and on the fur of his dog. Out of curiosity, he viewed the burrs under the microscope to know why those burrs had stuck to the fur. He noticed little hooks on the ends of the burrs. George was so inspired by the function of the burrs that he tried to copy its function using a synthetic material and the result was the discovery of VELCRO.

According to **Valerie**, “Curiosity is a hunger to explore and a delight in discovery. When we are curious, we approach the world with a child-like habit of poking and prodding and asking questions. We are attracted to new experiences and knowledge”.

So develop the habit of keen observation and reasoning. The teachers should try to develop curiosity among their students.

### Developing curiosity in the students:

- Supplying them with materials, books and games that can stimulate their curiosity
- Encouraging the use of the library
- Engaging them in different activities
- Giving examples of inventions which are the result of man's inquisitive nature
- Encouraging students to ask questions

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- Encouraging students to look for answers to their questions
- Enable students to be good observers so that their span of attention can be improved
- Assign challenging projects for them.

*"Children are not vessels to be filled, but lamps to be lit."*

- Swami Chinmayananda

### Think and Do

1. Here are some puzzles to tickle your brain, try them ... answers can be elsewhere in this book

#### Brain Service

- a. Some English words are based on Sanskrit. For example, cup comes from the Sanskrit word Kupo, which means water well. This puzzle requires several water wells. Suppose you need to measure exactly one cup of water. All that you have in your kitchen are two containers. The smaller container holds three cups and the larger holds five cups. How can you use these two containers to measure exactly one cup of water?  
(Adapted from <http://mathforum.org/k12/k12puzzles/critical.thinking/puzz5.html>)
- b. An Arab Sheikh tells his two sons to race their camels to a distant city to see who will inherit his fortune. The one whose camel is slower will win. The brothers, after wandering aimlessly for days, ask a wise man for advice. On hearing the advice they jump on the camels and race as fast as they can to the city. What did the wise man tell them?  
(Adapted from <http://www.giance.com/dispensa/lightside/puzzles.htm>)
- c. You are given ten baskets. Nine of the baskets each have ten balls weighing ten kilos per ball, however one basket has ten balls weighing nine kilos each. All the balls and baskets are identical in appearance. You are asked to determine which basket contains the nine kilos balls. You have a suitable scale, but may only take a single measurement. No other measurements may be taken (like trying to determine by hand). You may remove the balls from the baskets, but still take only one measurement.  
(Adapted from <http://trickofmind.com/?p=789>)



- d. A bookworm eats from the first page of an encyclopedia to the last page. The bookworm eats in a straight line. The encyclopedia consists of ten 1000-page volumes and is sitting on a bookshelf in the usual order. Not counting covers, title pages, etc., how many pages does the bookworm eat through?

(Adapted from <http://www.brainbashers.com>)

- e. You have two hourglasses – a four minute glass and a seven minute glass. You want to measure nine minutes. How would you do it?

(Adapted from <http://www.algebra.com>)

## 2. Some Riddles for Fun

- a. Can you name five days of a week without saying (or writing) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday or Saturday? (It is an easy riddle)

- b. Read this aloud right now:

*The cow ate the  
the green grass.*

Do you find anything unusual?

- c. What number, when added to the number three or multiplied by it, gives the same result?
- d. Count every “F” in the following sentence (What could be easier?):

*Finished files are the result of years of scientific study combined with the experience of years.*

How many did you find?

- e. I have three letters, and I read the same forward and backwards. I rhyme with a word that is important to everyone. What word am I?
- f. How can you cut a cake into eight parts with just three cuts?

(Adapted from <http://www.funxtra.com/showthread.php/227-Five-Tough-Riddles?p=232>)

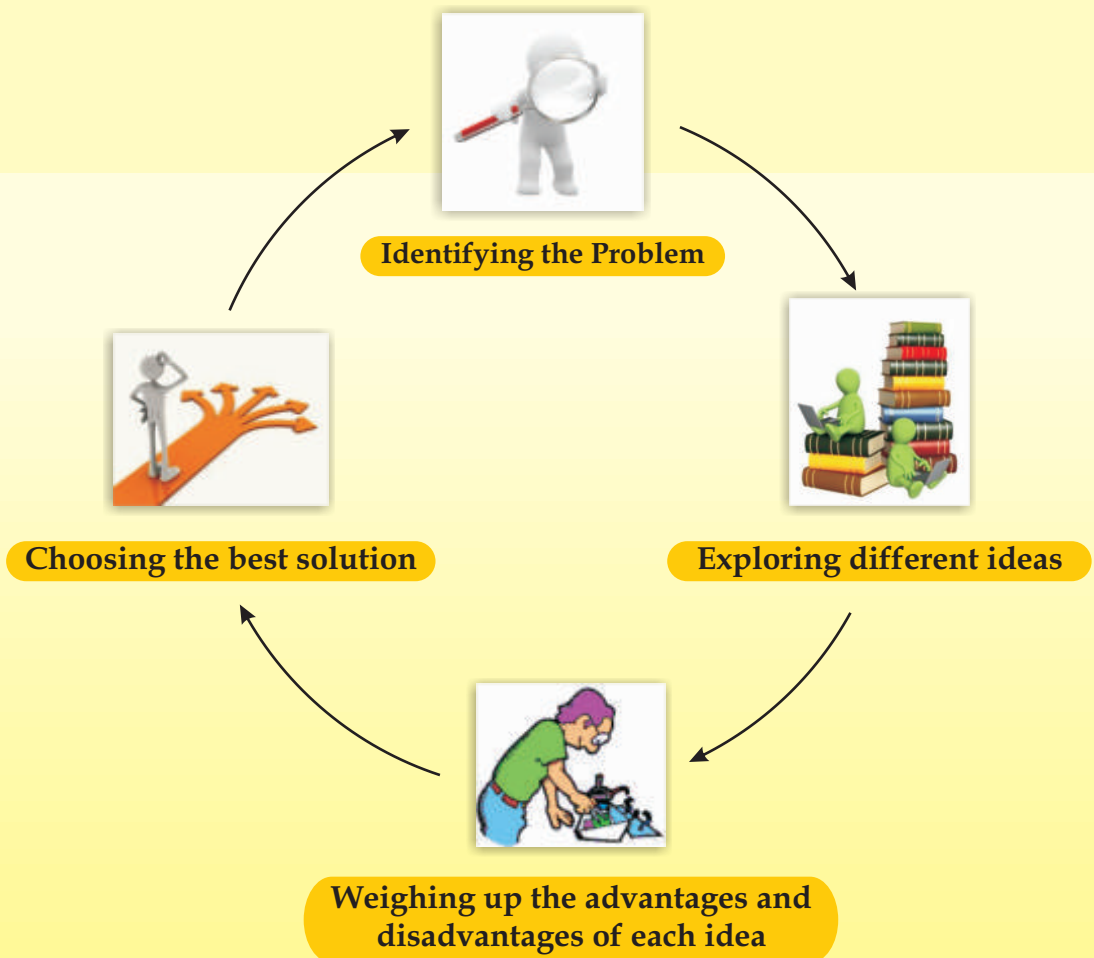
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## 1.9 Where there is a will, there is a way

**Life Skills Enhanced:** Problem Solving, Decision Making, Critical Thinking, Self Awareness

All of us are constantly being challenged with many problems in our daily lives. We need to solve them and also see them as opportunities for development. This will enhance our self confidence which ultimately contributes to Self-Esteem. People who solve their problems systematically are really good at solving them. They do not jump to conclusions immediately, but try to evaluate all available alternatives. Problem Solving involves the following steps:



There is a solution to every problem and this becomes clear from one of the incidents in the life of Thomas Edison.



### A solution for every problem!

Thomas Edison is one of the world's most renowned scientists. His most famous inventions are the electric bulb and the gramophone. Wherever we see light and hear music, we remember him. Here is a beautiful incident in his life that shows us his determination.



Edison was working hard on perfecting his phonograph in which there was a problem of clarity in some tones. He handed over this problem to one of his assistants. After working on it for two years, the assistant came to Edison and told him, *"Mr. Edison, I have spent thousands of your dollars and two years of my life and have not reached anywhere. Surely, if there were a solution to this problem, I would have found it by now. I wish to resign"*.

Edison gently replied, *"George, I believe that, for every problem God has given us a solution. We may not find it, but someday someone will. Go back and try a while longer."*

George, the assistant, went back and kept trying. In short while after this, he found the solution and helped Edison in perfecting his phonograph.

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It is not easy to master the skill of Problem Solving. It needs practice. Even **David Brinkley** defines a successful person as one *"who builds a firm foundation with the bricks that others throw at him"*. So what is practice? It is trying again and again. Remember that one needs to practice regularly, otherwise it will be just a waste of time and effort. We can achieve our goals through repeated striving and patience. **Ramakrishna Paramahansa** rightly says, *"If you live (practice) one sixth of what is taught to you, you will surely attain your goal"*.

*"If we can really understand the problem, the answer will come out of it, because the answer is not separate from the problem."*

-Jiddu Krishnamurti

### Think and Do

#### 1. Crossing the lake

There are four people in an adventure race who need to cross a lake. They have a small canoe. The rules say that only the slowest person in the canoe can paddle, only one or two can be in the canoe at a time, and they must all cross in the canoe. From practice, they know that:

Aahana can paddle across in one minute.





Hardik can paddle across in two minutes.

Diya can paddle across in five minutes.

Chirag can paddle across in ten minutes.

How do they get everyone across the lake in the fastest time without breaking the rules?

(Adapted from studentoffortune.com)

## 2. Barber Barber

A man was in a small town for a day, and needed a haircut. He noticed that there were only two barbers in town, and therefore decided to apply logical deduction to choose the better one. Looking at their shops, he saw that the first one was very neat and the barber was clean shaven with a nice haircut. The other shop was a mess, and the barber needed a shave and had a bad hair cut besides. Why did the man choose to go to this barber?

(Adapted from studentoffortune.com)

## 3. Switching on the solution

There are three switches outside a closed room. There are three lamps inside the room. You can flip the switches as often as you want while the door is closed, but then you must enter just once and determine which switch is connected to which lamp. How can you do it?

(Adapted from [www.thinking-qapproach.org](http://www.thinking-qapproach.org))

## 4. Where is the gold?

Two boxes are labeled "A" and "B". A sign on box A says, "*The sign on box B is true and the gold is in box A*". A sign on box B says, "*The sign on box A is false and the gold is in box A*". Assuming there is gold in one of the boxes, which box contains the gold?

(Adapted from [www.braingle.com/brainteasers/9066/wheres-the-gold.html](http://www.braingle.com/brainteasers/9066/wheres-the-gold.html))

## 5. Help the farmer

A farmer was going to town with a fox, a goose and a sack of corn. When he came to a stream, he had to cross it in a tiny boat, and could only take across one thing at a time. However, if he left the fox alone with the goose, the fox would eat the goose, and if he left the goose alone with the corn, the goose would eat the corn. How does he get them all safely across the stream?

(Adapted from [www.increasebrainpower.com/difficult-riddles.html](http://www.increasebrainpower.com/difficult-riddles.html))



## Solutions

### 1. Crossing the lake

There are five crossings, counting both directions. Hardik paddles across with Aahana, and returns alone. Then Chirag paddles across with Diya, and Aahana paddles back. Hardik then paddles back with Aahana. The total time is 17 minutes, which is the shortest possible, although Aahana could have done the second crossing, and Hardik from the fourth, and the result would have been the same. The crucial point is that Diya and Chirag had to make the third crossing.

### 2. Barber Barber

Since barbers rarely try to cut their own hair, and there are only two barbers in town, they must cut each other's hair. The one with the neat hair must have it cut by the one with the bad haircut, who must then be the better one, considering his own haircut. Further his work kept him so busy that he did not get enough time to shave which he should have certainly done himself.

### 3. Switching on the solution

Switch the first one on for a minute, then turn it off and turn the second on. Enter the room and feel the two bulbs that are off. The warm one was turned on by the first switch, the light that is on is connected to the second, and the other to the third.

### 4. Where's the gold?

The sign on box A says, "*The sign on box B is true and the gold is in box A*". The following argument can be made: if the statement on box A is true, then the statement on box B is true, since that is what the statement on box A says. But the statement on box B states that the statement on box A is false, which contradicts the original assumption. Therefore, the statement on box A must be false. This implies that either the statement on box B is false or that the gold is in box B. If the statement on box B is false, then either the statement on box A is true (which it cannot be) or the gold is in box B. Either way, the gold is in box B.

### 5. Help the farmer

He takes the goose across first, and then comes back. Then he takes the fox across and brings the goose back. Then he takes the corn over. Finally, he comes back alone and takes the goose across.

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## 1.10 My Goals

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**Life Skills Enhanced: Decision Making, Critical Thinking, Self Awareness, Creative Thinking, Problem Solving**

**Goal Setting** is a process of deciding what you want to achieve, planning how to reach your goal and then working towards achieving it. This process has two parts:

1. Deciding on the goals
2. Devising a plan to achieve those goals

First we should try to devise **SMART** Goals where

**S-Specific:** The goal needs to be clearly defined in words, which anyone can read and understand.

**M-Measurable:** We need to identify criteria by which we can say the goal has been successfully achieved. For example: Are the results error free and within the specified time frame?

**A-Attainable:** The goals need to be achievable and not out of reach.

**R-Realistic/Relevant:** The goals that can be attained and not something which you can never ever achieve.

**T-Time bound:** The goals need to be achievable within a set time period.

**Example:**

Raj needs to improve in English language subject. His teachers and parents often encourage him to put in extra efforts to improve his vocabulary. Raj decides to do so by setting **SMART** goals for himself.

**S-Specific goal:** Raj sets the specific goal of improving his vocabulary by working on the spelling and meaning of words.

**M-Measurable goal:** He chooses to learn at least 100 new words in 10 days.

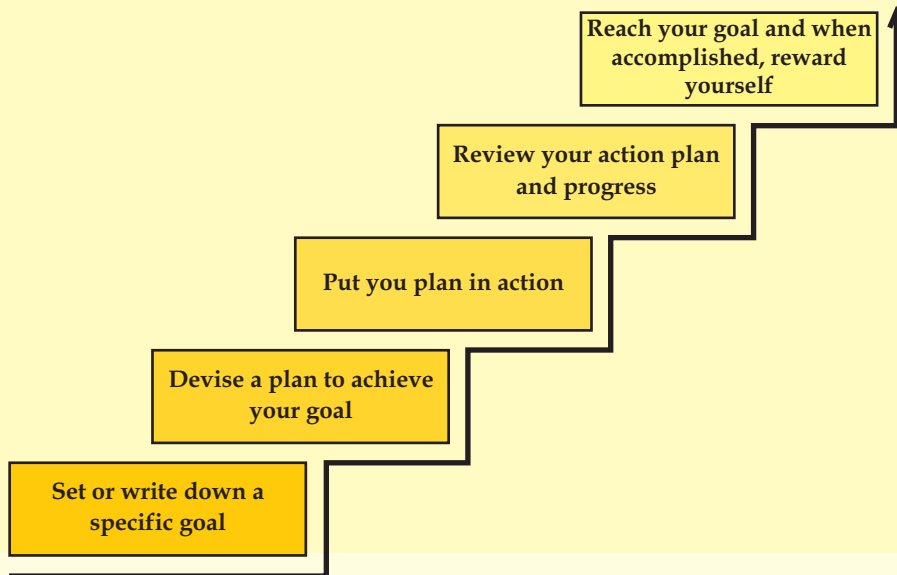
**A-Attainable goal:** He knows his goal will be attainable when he provides himself with a dictionary and seeks the help of an elder to guide him once in a while.

**R-Realistic goal:** In order to fulfill the target of 100 words, he decides to learn 10 new words every day.

**T-Time Bound goal:** Raj has to fulfill his goal of improving his vocabulary by learning 100 words in 10 days.



## Steps for Goal Setting



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## Significance of Goal Setting

- Gives direction to life
- Gives a target in life to aim for
- Helps keep your life on track
- Boosts your self-esteem and self-confidence
- Helps in making the most of your time
- Helps in organizing time and resources
- Improves the likelihood of success in life
- Helps in turning your dreams into reality

## Goal Setting is the key to Success

This is seen in the life of sportsman, Frederick Carlton Lewis.

**Frederick Carlton Lewis** popularly known as Carl Lewis, a track and field athlete, in his formative days asked his coach, “Coach, what am I supposed to do to win an Olympic medal?” The coach looked deep into his eyes and said, “Carl do not do anything. Just give it your best.” Rest is history. Carl Lewis won ten Olympic medals including nine gold, and ten World Championship medals, of which eight were gold.





### Malini Bhandari - Girl Who Conquered Physical Disability



Malini with Willie Master

-by Dr Eugene D'Souza, Mumbai

Human spirit and endeavour can surmount any physical disability and achieve great heights provided the individual has determination to succeed and has set clear goals for herself. Goal setting, appropriate motivation, encouragement, support and guidance can help anybody conquer summits. This has been proved by a number of persons across the world where physically disabled persons have not only overcome their handicaps but achieved such goals which even able-bodied persons would find difficult.

This is the story of Malini Bhandari of Kaudur village (Kanjara) in Karkala taluka, who conquered her physical disability, pursued education, became a graduate and is presently employed in a co-operative bank.

It was a freak accident that cost Malini both her hands when she was just eighteen months old chubby playful little girl. As she was playing with her twin sister Shalini near the fireplace where paddy was being boiled, Malini lost her balance and collapsed in the fire. This unfortunate incident coupled with the negligence of the doctor who treated her initially resulted in the loss of both palms and fingers shattering the life of this young girl.

The parents of Malini, Dharmapala and Pushpawati Bhandari with six children, four girls and two boys and three elderly people to look after were finding it hard to maintain such a large family. In spite of grinding poverty, Malini's parents enrolled her in the Lourdes' Higher Primary School, Kanjar. Having lost all fingers, the biggest challenge for Malini was the ability to write on a slate or a notebook. After many painful attempts, she managed to write holding slate stick and later pencil and pen in between both the stems of her forearms. With the guidance of her teachers, Malini could perfect the art of writing and produce such graceful and beautiful handwriting that could put even normal students to shame.

With the passing years, Malini could understand that she was different from the other students in the class due to her physical disability and gradually began to develop inferiority complex. Thus, physical disability coupled with inferiority complex and lack of motivation from the poverty-stricken family prompted Malini to give up education after the fourth standard.

Malini would have remained uneducated and lived a life of misery on the mercy of the family members and the society, but for a kind-hearted teacher, Willie Master of Moodubelle who had been transferred from Belle to the Lourdes' Higher Primary School, Kanjar in 1990. He had been observing Malini while she was in the fourth standard and was very much touched by her disability. He was concerned about her well-being and further studies.

As Willie Master was teaching fifth standard and above classes, he was looking forward to teach Malini during the next academic year. But to his surprise and



disappointment, Malini did not join the school for the fifth standard. Not seeing Malini in school, Willie Master sent messages to her father to meet him thinking that he could convince him to send his daughter to school. Dharmapala gave various excuses for not sending his daughter to the school even telling him that she was not good in studies and a handicapped child would have no future in education.

Though disappointed with the excuses of Dharmapala, Willie Master did not give up his efforts to bring Malini back to school. Being convinced of the genuine concern of Willie Master about his daughter's future, Dharmapala agreed to send Malini once again to school and Willie Master became her guardian, motivator and mentor.

As the financial condition of Malini's family was miserable, Willie Master posted an article in a periodical appealing for donations. The readers responded generously and sent an amount of nearly Rs.40,000/- to the aid of the family.

The goodwill of the people and encouragement from Willie Master motivated Malini to continue her studies. However, after seventh standard Malini's education once again came under cloud due to lack of financial support.

Meanwhile, Willie Master, who has been a member of the Lion's Club of Moodubelle, narrated the story of Malini to the office bearers. Realizing that the girl needed financial support to continue her education, Commodore Jerome Castelino and his wife Mrs. Rose Castelino, through the Lion's Club of Moodubelle, took up the responsibility of sponsoring her education up to the graduation level.

With this assurance, Willie Master got Malini admitted to the eight standard in the newly established Government High School at Kanajar. She passed the SSLC examination in first division and joined the Government Pre-University College at Bailoor. In the next academic year Malini got admission to the First Year BA in the Shri Venkataramana Women's College, Karkala.

The struggle of Malini against all odds and her determination to complete graduation was appreciated by the Government of Karnataka. In 2004, while she was in the Second Year BA, Malini was invited to Bangalore along with other eight physically disabled persons on the occasion of the Republic Day celebrations and was honoured by the Governor, for her courage and extraordinary efforts in pursuing higher education against all odds.

Accolades began to pour in as Malini's efforts in acquiring higher education in spite of her disabilities and poverty got wide publicity in various local and state news papers. Malini was adjudged as the best student of the Shri Venkataramana Women's College for the academic year 2004-05.

In the Final Year BA, Malini put in her best efforts and completed her graduation with English major passing Final BA with first class, securing 66% marks. Following her graduation, Malini did the Post Graduate Diploma Certificate Course in computer and taught computer classes for one year at the

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Lourdes' Higher Primary School, Kanajar, before joining the Savitha Samaja Co-operative Bank started by the Bhandari community at Ambalpadi in Udupi where she has been working for the last two years.

Malini's journey from being the victim of a freak accident at the age of one and a half years that cost her fingers and palms till the acquisition of a respectable job in the co-operative bank is the story of despair, helplessness and struggle and finally the triumph of grit, determination to achieve a set goal, motivation and human spirit against the physical disability.

Source: [http://www.daijiworld.com/chan/exclusive\\_arch.asp?ex\\_id=1103](http://www.daijiworld.com/chan/exclusive_arch.asp?ex_id=1103)

So be your best and that is the easiest way to be successful in everything, including studies, sports and anything that you do. Success is not winning a competition or emerging best in a comparison. It is not coming first in the class or getting the first prize or doing better than someone else. If any of these come our way, it is an accomplishment, but does not mean 100% success.

Accomplishing a task as far as our ability permits, knowing that we have done our best and have put in best efforts is true success. At the same time enjoying everything you do is equally important. Truly successful people have managed to like what they have to do, finish it efficiently and get on with doing other things they want to do. When we grumble about things we have to do, we waste precious mental energy and exhaust ourselves, leaving little time for activities of our own choice.

**Let's try and identify our SMART goals.  
If we do it today it will help us, every day.**

### Think and Do

#### 1. Fill in the Worksheet-My Goals in Life

- a. We all aim for certain things in life. We want to accomplish a few things. Here is a list. Tick in the box against the goals that apply to you

- Doing well in your studies ☐
- Succeeding in everything you undertake ☐
- Making your parents proud of you ☐
- Being popular among friends ☐
- Getting a good job ☐
- Getting rich ☐
- Becoming an Astronaut/Doctor/Engineer/Teacher ☐
- Becoming famous ☐



- b. To achieve each one of these goals, your knowledge, attitude and skills are very important. Now list them out below:

My Goal: \_\_\_\_\_

Knowledge Required:

\_\_\_\_\_

\_\_\_\_\_

Attitude Required:

\_\_\_\_\_

\_\_\_\_\_

Skills Required:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- c. After filling in the worksheet, you can share and discuss it with your classmates.

## 2. Goal Setting Quiz

Circle YES or NO depending on how you feel about the given statements:

1	A good idea and a goal are the same thing.	Yes	No
2	Writing down your goals is a waste of time.	Yes	No
3	Goal-setting can help me create a plan to buy a new computer.	Yes	No
4	If I do not reach my goal right away, I give up and stop trying.	Yes	No
5	Goals need to be specific or exactly what you want to achieve.	Yes	No
6	I try to plan for problems that may get in the way of reaching my goal.	Yes	No
7	I choose goals I can measure so I can check to see how I am doing.	Yes	No
8	If problems get in the way of my goal, I usually just give up on it.	Yes	No
9	My goals are things I can truly accomplish.	Yes	No
10	When you set a goal, include a picture of what you look like reaching your goal.	Yes	No

By taking this quiz, you will make better plans to reach your goals.

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## 1.11 Speak Good, Speak Positive

**Life Skills Enhanced: Communication Skills, Self Awareness, Empathy, Interpersonal Relationships, Creative Thinking**

Human beings are social animals. Every day we meet and communicate with many people. Therefore, whatever we say or hear can have a lifelong impact. It can make enemies your friends and turn your friends into enemies. Good communication makes life less stressful, solves problems, builds family ties, gets you friends for life, makes every moment more pleasant, and sets the stage for future experiences. If you have friends with whom you can communicate well, you will be able to manage various difficult situations in life with ease.

Just read the story of the frogs and see how the words spoken by others influence us.

### Encouraging Lesson from a Frog Tale

A colony of frogs was hopping about contentedly through the woods, going about their froggy business, when two of them fell into a deep pit. All of the other frogs gathered around the pit to see what could be done to help their companions. When they saw how deep the pit was, the rest of the dismayed group agreed that it was hopeless and told the two unfortunate frogs in the pit that they should prepare themselves for their fate, because they were as good as dead.



Unwilling to accept this terrible fate, the two frogs began to jump with all of their might. Some of the frogs shouted into the pit that it was hopeless, and that the two frogs wouldn't be in that situation if they had been more careful, more observant of the froggy rules, and more responsible.

The other frogs continued sorrowfully shouting that they should save their energy and give up. The two frogs continued jumping as hard as they could, and after several hours of desperate effort, became weary.

Finally, one of the frogs heeded the calls of his fellows. Spent and disheartened, he quietly accepted his fate, lay down at the bottom of the pit, and died as the others looked on in helpless grief. The other frog continued to jump with every ounce of energy he had, although his body was wracked with pain and he was completely exhausted.

His companions began a new, yelling for him to accept his fate, stop the pain and just die. The weary frog jumped harder and harder and - wonder of wonders! Finally, leaping so high that he sprang out of the pit. Amazed, the other frogs celebrated his miraculous freedom and then gathering around



him asked, “Why did you continue jumping when we told you that it was impossible?” Reading their lips, the astonished frog explained to them that he was deaf, and that when he saw their gestures and shouting, he thought they were cheering him on. What he had perceived as encouragement inspired him to try harder and to succeed against all odds.

This simple Frog story contains a powerful lesson. Your encouraging or positive words can lift someone up and help that person make it through the day. Your destructive or negative words can cause deep wounds; they may be the weapons that destroy someone's desire to continue trying - or even their life. Your destructive, careless words can diminish someone in the eyes of others, destroy their influence and have a lasting impact on the way others respond to them.

(Source: <http://www.ezsoftech.com/stories/mis9.asp>)

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Mahatma Gandhi rightly said,

*“Keep your thoughts positive, because your thoughts become your words.  
Keep your words positive, because your words become your behaviour.  
Keep your behaviour positive, because your behaviours become your habits.  
Keep your habits positive, because your habits become your values.  
Keep your values positive, because your values become your destiny.”*

Positive communication is required in the family as well. If daughters or sons can talk to their parents about their hobbies, their friends, their school days, they will be more likely to talk to their parents about the bigger issues of life.

**So whenever you are talking to someone always remember to**

- Smile
- Be genuine, warm, and friendly
- Keep comments positive
- Talk about things that interest the other person
- Learn to state your point of view positively
- Use positive humour when appropriate
- Allow everyone to talk
- Ask questions that require more than a 'yes' or 'no' answer
- Remember the importance of respect for all people
- Pass along positive values





When you are listening to someone, then you should do the following:

- Stop talking
- Stop what you are doing
- Maintain eye contact with the person who is speaking
- Show genuine interest, do not let your mind wander
- Take note of their emotions
- Touch their hand, arm, or shoulder reassuringly, if required
- Ask questions to clarify and not to probe
- Use quiet comments that help draw out the story: “Um”, “I see”, “Tell me more”

There are things that cause communication to break down, try to avoid them:

- **Temper and yelling** are the biggest detriments to communication.
- **Don't interrupt** even if you disagree with others' views.
- **Avoid sarcasm and put downs** as these hurt and have no place in any relationship.
- **Trying to get even better**, such as “You think that's bad, wait till you hear what happened to me”.
- **Avoid blame** instead help them solve the problem.
- **Avoid lecturing** as people easily tune out.

*“Kind words can be short and easy to speak,  
but their echoes are truly endless.”*

-Mother Teresa

### Think and Do

Here are some situations, you need to communicate positively in all these situations. There is no wrong or right answer and all that is needed is honesty.

- a. Your friend is going to a new city and wants your advice on how he/she should conduct his/her life.

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- b. Your friend is worried that he/she is becoming obese and wants to know what he/she should do.

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- c. Your friend always participates in sports activities, but his/her parents want him/her to concentrate more on studies. He/she asks for your advice.

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- d. You have a test the next day, but your friend wants you to come to his/her birthday party in the evening.

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- e. You are feeling tired but your friend wants you to chat with him/her.

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- f. Your friend feels it is very stylish to have a mobile phone and is forcing his/her parents to buy him/her one.

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- g. Your friend throws away his/her tiffin whenever it contains chapatti/parantha and vegetables. He/she just likes to eat noodles, sandwiches or burgers.

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- h. Your friend never goes out to play and spends his/her time watching cartoons or serials. He/she also wears spectacles as a consequence.

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## 1.12 Me and My Dear Family

Life Skills Enhanced: Interpersonal Relationships, Self Awareness, Empathy, Communication Skills, and Managing Emotions

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### Boy and the Apple Tree

A long time ago, there was a huge apple tree. A little boy loved to play around it everyday. He climbed up to the tree top, ate some apples, and took a nap in its shade. He loved the tree and the tree loved to play with him. Time went by. The little boy grew up and no longer played around the tree everyday.



One day, the boy came back to the tree looking sad. "Come and play with me," the tree said to the boy.

"I am no longer a kid, I don't play around trees anymore", the boy said, "I want toys. I need money to buy them."

"Sorry, but I don't have any money but you can pick all my apples and sell them. So, you can have some money." The boy became so excited, plucked all the apples and left happily. The boy never came back after he picked the apples. The tree was sad.

One day, the boy, who now has grown into a man, returned and the tree was very excited. "Come and play with me", the tree said.

"I don't have time to play. I have to work for my family. We need a house for shelter. Can you help me?"

"Sorry, but I don't have a house. But you can chop my branches to build your house." So the man cut all the branches of the tree and left happily. The tree was glad to see him happy but the young man never came back since then. The tree was again lonely and sad.

One hot summer day, the man returned and the tree was delighted. "Come and play with me!" the tree said.

"I am sad and getting old. I want to go sailing to relax. Can you give me a boat?" said the man.

"Use my trunk to build your boat. You can sail far away and be happy", said the tree. So the man cut the tree trunk to make a boat. He sailed away and never returned up for a long time.

Finally, the man returned after many years. "Sorry, my boy. But I don't have



*anything for you anymore. No more apples for you", the tree said.*

*"No problem, I don't have teeth to bite" the man replied. "No more trunk for you to climb on."*

*"I am too old for that now", the man said.*

*"I really can't give you anything, the only thing left are my dying roots", the tree said with tears.*

*"I don't need much now, just a place to rest. I am tired after all these years", the man replied.*

*"Good! The old tree roots are the best place to lean on and rest. Come, come and sit down with me and rest." The man sat down and the tree was glad and smiled with tears.*

(Source: <http://www.balagokulam.org/kids/stories/apple.php>)

This is a story about everyone. The tree is like our parents. No matter what, parents will always be there and give everything they could to make us happy. When we are young we love to play with our mother and father. When we grow up, we may leave them and move ahead in our lives. We only come to them when we need something or when we are in trouble. No matter what, your parents will always be there and give everything they could just to make you happy. You may think the boy is cruel to the tree, but that is how some of us treat our parents. We take them for granted; we do not appreciate all that they do for us, until it is too late. So you do not ever do this and always remember that, **Family** stands for:

### ***"FATHER AND MOTHER I LOVE YOU"***

Here is an example of twin brothers who showed their love and care for the parents especially their mother.

Anuj and Rahul were twin brothers. They lived in a little house with their parents. Their parents loved and looked after them. Their father worked in a bank and their mother was a school teacher. Mother kept the house spotlessly clean and cooked their favourite food. In the evenings, father helped them with their homework. One day, their mother fell ill. The doctor advised her to stay in bed for a few days. Their father took over the cooking. They also helped their father in other house hold chores. Now they understood how much work their mother had to do in the house. The twins decided that even after their mother recovers, they would continue to help her. Their mother was pleasantly surprised to find her little twins becoming helpful and responsible.

Do not wait. Tell your parents what they mean to you today itself. Little things mean so much to your parents. There are many personal and inexpensive ways to show your parents that you love them.

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### Try them!

- Can you draw? Make a picture for them; whether with a pencil or paint it, they will treasure your work.
- Not too sure how to “say” what you mean? Write a letter to put down your thoughts.
- Keep your room clean. It is a chore, but it is a good way to show your mother and father that you care.
- Cook a dinner for them! Even if it is sandwiches, it is something you are doing for them to give them a break.
- Assist your parents in gardening. It shows you appreciate them and the home you share.
- Tell them that you love them, at least once a week.
- Probably the biggest way to show them that you love them is, never, ever tell a lie. This shows that you not only love them, but also trust and respect them.
- Hugs say what no words can. Hugs from children are always welcomed by their parents.

All this can lead to better and stronger family bonds.

### Why is a strong family life important?

- Creates a sense of belonging for parents and children alike
- Provides security and warmth to each member of the family
- Builds a strong emotional foundation for children
- Gives proper love and compassion to children
- Supports each and every member of family in times of need

### Fundamentals of a strong family

- **Together Time:** Spending time together is essential. Try to have at least one meal together.
- **Open Communication:** Creating an environment that allows each and every family member to express his /her views or emotions.
- **Unconditional love:** A sense of affection without any limitations and a realization of the fact that you are always loved.
- **Routines and Rituals** - Routines and rituals create a sense of normalcy, cohesion, belonging, and comfort in today's busy life. It leads to good health among the children.



- **Laughter** – Laughter is a perfect medicine for a family which makes it to stay together.

*“Love of the family is life's greatest blessing.”*

-Unknown

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### Think and Do

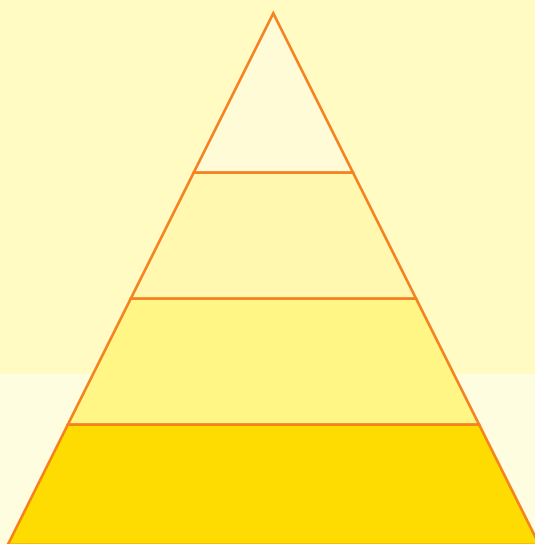
1. When we do something well, we get a certificate. Don't you think your parents also deserve one! Make a certificate for them telling them that they are the *“Best Parents in the Universe”*.
2. List ten reasons why you feel that your family is the best.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_
  8. \_\_\_\_\_
  9. \_\_\_\_\_
  10. \_\_\_\_\_
3. **Me and My Family**
  - a. What is your position in the family? Oldest or youngest? Are there any advantages or disadvantages?
  - b. What are your duties as a young child? Describe your responsibilities as you grow older?
  - c. Who cooks the meals? Do you appreciate the food when you eat it?
  - d. Have you learnt to cook? Who taught you?
  - e. Do your parents keep in touch with distant family members?
  - f. Do you visit relatives often? Near or Far?
  - g. Are you especially close to anyone in the family?
  - h. How does your family spend the evenings?





#### 4. Pyramid of Love

The top line should list the most important people in your life; other people can be listed below in order of importance. The bottom line will have a list of those who help and support you in any way. (Just watch where your family members figure out in this)



## 1.13 Happiness Unlimited

**Life Skills Enhanced: Managing Emotions, Self Awareness, Interpersonal Relationships, Communication Skills, Problem Solving, Coping with Stress**

Emotions are our feelings and a driving force behind motivation. These are neither good nor bad. It is the manner of expressing them that either is good or bad. We should express our emotions, keeping in view the situation. It is very unhealthy not to express one's emotions. Emotions can be both positive and negative.

Happiness is a positive emotion. Happiness does not lie in objects but depends on what is your attitude to life. Happiness is a state of mind. It is to be found in oneself. That is why some people are happy with very little, and others are unhappy, no matter they have. So happiness is the way we look at things.

On the other hand, anger is an example of a negative emotion, but it is not always negative. It is of course a negative emotion when it is overused.

The list of emotions is very large but there are **four basic emotions**:

### FOUR BASIC EMOTIONS



Love



Fear



Jealousy



Angry

Other feelings such as envy, disappointment, irritation, kindness, hatred, compassion, hopelessness, greed, sadness, surprise, anxiety, etc. flow from these four basic emotions. All these emotions are the result of whatever we think and feel.

Some people express only one emotion such as anger or jealousy or fear or love. This is not healthy. As all colours are beautiful and are necessary for beauty,

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similarly all emotions are necessary for leading a healthy and enriching life. Though emotions are neither good nor bad, but all emotions have their positive and negative aspects. For example:

a. Anger

**Positive Aspect:** Anger motivates a person to find solutions to problems and it is an energy which can be used to bring about desired change in the society.

**Negative Aspect:** It can harm the mental and physical health of a person.

The negative aspects of anger become clear from the following story of a boy with a bad temper.

**Heartfelt Apology**

There once was a little boy who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the back of the fence. On the first day, the boy had driven 37 nails into the fence. Over the next few weeks, as he learned to control his anger, the number of nails hammered daily gradually dwindled. He discovered that it was easier to hold one's temper than to drive those nails into the fence.

Finally, a day came when the boy didn't lose his temper at all. He told his father about it and his father suggested that the boy now pull out one nail for each day that he was able to hold his temper.

The days passed, and the boy was finally able to tell his father that all the nails were gone. The father took his son by the hand and led him to the fence. He said, "You have done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one. You can put a knife in a man and draw it out. It won't matter how many times you say I'm sorry, the wound is still there. A verbal wound is as bad as a physical one."

(Source: <http://www.scribd.com/doc/37023974/TheBad-Temper-Nails-in-a-Fence>)

As conveyed through the story, anger is an emotion that needs to be controlled. If it is not done then it can cause immeasurable harm.

b. Fear

**Positive Aspect:** Fear helps in avoiding harmful situations.

**Negative Aspect:** It can lead to an inability to perform well.

When feelings become too strong, they prevent us from acting rationally. Hence, we are not able to carry out our day to day work in a normal manner. All this means that our emotions are dictating or controlling us. Thus, to lead a healthy life, we should control our emotions. Teachers need to enhance the



emotional intelligence of the students, so that they can lead a stress free life. **Emotional Intelligence (EI)** is a combination of many emotional and social skills. It is the ability to express effectively, understand and control emotions, in addition to being able to adapt to changes in one's life and immediate environment.

### Enhancing Emotional Intelligence among the Students

- Provide a safe and secure environment
- Give quality attention
- Enhance the Self-Esteem and self confidence
- Organize 'Listening Sessions' in the classroom where students feel free to express their feelings and emotion
- Adopt student centered activities and methods of teaching in the classroom

*“Emotional intelligence begins when you feel without labels or evaluation.”*

-Deepak Chopra

### Think and Do

1. **Draw the faces depicting the following emotions:**
  - I am happy
  - I am sad
  - I am sleepy
  - I am afraid
  - I am angry
  - I am jealous
2. **Tick off the behaviour that you show**
  - a. I want to go out with my friends for a movie, my parents say 'No'.
    - i. I cry and I yell.
    - ii. I refuse to eat and close the door of my room.
    - iii. I try to understand why they might have said 'No'.
  - b. I want my team to win, but they lose.
    - i. I call the winning party names or I 'hoot' them and say they have cheated.
    - ii. I talk negative things about them with my friends.

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- iii. I try to reason out and understand that someone has to win or lose in a game, that losing in a game does not make one a loser.
- c. I am part of the winning team
  - i. I am proud and swagger off like a peacock.
  - ii. I do not even look at the losing team.
  - iii. I shake hands graciously with the losing team, realizing that they have done their best and that there are times when we all lose or gain.
- d. It is getting late for school, I cannot find my English course book.
  - i. I shout at everyone in the house.
  - ii. I throw my things pell-mell around the house.
  - iii. I accept the delay and assume responsibility for it, resolving that in future I will be more orderly and careful.
- e. My friend does not talk to me in school and says he/she wants to be alone, so I better get out of his/her sight.
  - i. I am so angry and furious that I do not want to talk to him/her.
  - ii. I turn my back and move off, promising myself that I will never talk to him/her again.
  - iii. I reflect that perhaps he/she was not well or something might have happened to him/her. I try to understand him/her.



## 1.14 No Tension, Just Smile!

**Life Skills Enhanced:** Coping with Stress, Self Awareness, Interpersonal Relationships, Problem Solving, Managing Emotions

Many a time you might have felt sick in your stomach during a test; have trouble sleeping; blamed others for bad things that happen to you or not enjoyed the activities that you used to enjoy. All these mean that you are feeling stressed. One feels stress for different things. There are many causes for feeling stress among children.

### What is Stress?

Stress is a normal physical response when you are worried or uncomfortable about something. Whatever poses a challenge to our well being is stressful. When feeling stress, you may feel restless, frustrated, scared and might not feel like sleeping or eating.

**Stress can be positive or negative.** Stress is positive when it helps you to stay focused, energetic and helps in meeting challenges. For example, feeling sick in your stomach is the anxiety which inspires you to prepare well before the test and as a result you get good marks. Stress can be negative or bad when it undermines your mental and physical health.

Sometimes numerous activities, even if they are fun filled, can make you feel stressed if you are doing them all the time. On the other hand, the same activity can relax you if you have a problem at home which troubles you.

Once stress is recognized, it needs to be managed.

### Managing Stress

- Talk about what is troubling you to a trusted adult / family / friends / anyone else who you trust
- Do a breathing exercise i.e. inhaling (breathing in) slowly and deeply through nose and then exhaling (breathing out) slowly through the mouth
- Eat plenty of fruits, vegetables and follow a balanced diet
- Adopt other relaxation techniques like yoga and meditation
- Read a story book
- Watch a comedy or a cartoon film
- Visit a friend and play with him/her
- Get enough sleep

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Let's understand a good way to manage stress with the help of a story mentioned below.

**I can sleep when the wind blows**

A young man applied for a job as a farm hand. When the farmer asked for his qualifications, he said,

*"I can sleep when the wind blows."* This puzzled the farmer. But he liked the young man, and hired him. A few days later, the farmer and his wife were awakened in the night by a violent storm. They quickly began to check things out to see if all was secure. They found that the shutters of the farmhouse had been securely fastened. A good supply of logs had been set next to the fireplace.

The young man slept soundly. The farmer and his wife then inspected their property. They found that the farm tools had been placed in the storage shed, safe from the elements. The tractor had been moved into the garage. The barn was properly locked. Even the animals were calm. All was well.

The farmer then understood the meaning of the young man's words, *"I can sleep when the wind blows."*

Because the farm hand did his work loyally and faithfully when the skies were clear, he was prepared for the storm when it broke. So when the wind blew, he was not afraid. He could sleep in peace.

(Source: [http://members.tripod.com/amara\\_malfaiteur/library/windblows.html](http://members.tripod.com/amara_malfaiteur/library/windblows.html))



This story relates well to our everyday lives. It is always good to finish in time whatever work we have in hand and then we can have a sound, stress free sleep even when the winds blow.

*"Give your stress wings and let it fly away"*

- Carin Hartness



## Think and Do

1. a. List five situations that trouble or stress you:

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

- b. Now for everything listed above, prepare a “Relax Plan” that will help you to fight the stress that you feel.

### Relax Plan

Situation \_\_\_\_\_

Your Relax Plan \_\_\_\_\_

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2. Humour Helps! Make a book mark with a smiley/cartoon/funny quotation, and read or look at it whenever you feel stressed. It will be a great help.
3. Write about the kinds of pressures or stress you feel:
- a. As a student
  - b. As a friend
  - c. As a son/daughter/family member

How do you manage those pressures or stressful situations? Are you satisfied the way you deal with them or is there any other way to handle those situations better?

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*Section - 2*  
*Internalizing*  
*Life Skills*



*"Happiness is when what you think, what you say and  
what you do are in harmony."*

-Mahatma Gandhi



# Unit 2 : Self Awareness

## Unit - 2: Life Skills Education for Middle School

### Activity 1: I am Unique!

**Theme:** No two individuals are alike. Everyone is unique. All individuals have likes and dislikes which are unique to each.

**Time Required:** 1 period

**Material Needed:** Worksheet

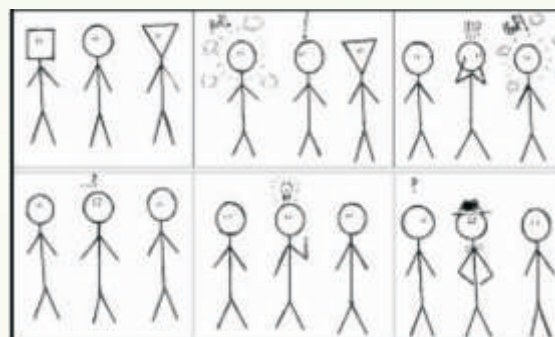
**Mode:** Individual

**Life Skills to be enhanced:**

Self Awareness, Critical Thinking and  
Effective Communication

**Objectives:** Students will be able to:

- acquire a sense of identity;
- recognize their likes and dislikes;
- understand the importance of self knowledge.



**Getting Started:**

Everyone writes three things about themselves on a piece of paper. Two of them are truths and one is made up. Each participant reads aloud from his/her notebook and the group guesses which statement is not true. Once the students are energized, the teacher/resource person/peer educator makes them understand the importance of knowing one self. He/She should stress the importance of self knowledge and how it is a pre-requisite for positive change, development and for achieving one's goals. Start with asking the importance of knowing more than your own name to identify yourself.

**Process:**

- Ask students to close their eyes for five minutes and think about the questions "Who am I?" and "What is it that makes me unique?"



- Instruct them to write five points that they like about themselves and five points that they dislike about themselves in the worksheet.
- Direct them to take their worksheets home and upon discussion with parents should write five more likes and five dislikes about themselves.

### Key Messages

1. We cannot get to know our likes and dislikes, simply by growing up. It is indeed a conscious effort.
2. Our individual likes and dislikes make us unique and interesting.
3. By knowing our likes and dislikes, we get to like ourselves and feel good about the way we are.
4. This also gives us an opportunity to make an effort to change what we dislike about ourselves.

## Unit - 2: Life Skills Education for Middle School



**Unit - 2:**  
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## Worksheet

Your Name: \_\_\_\_\_

Five things that I Like about myself

1

2

3

4

5

a

b

c

d

e

Five things that I Dislike about myself

1

2

3

4

5

a

b

c

d

e



### Suggested Further Activity:

Ask students to be honest with themselves and complete the following statements:

1. I love \_\_\_\_\_
2. I wish \_\_\_\_\_
3. I fear \_\_\_\_\_
4. I hope \_\_\_\_\_
5. I hate \_\_\_\_\_

**Unit - 2:**  
**Life Skills Education**  
**for Middle School**



## Activity 2: My Strengths and Weaknesses

### Unit - 2: Life Skills Education for Middle School



**Theme:** All of us are born with different natural strengths and weaknesses that are a part of our personality. This activity helps the students to understand that we can improve our personality by strengthening our strengths and taking steps to improve our weaknesses.

**Time Required:** 1 period

**Material Required:** Worksheet

**Mode:** Individual

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

**Objectives:** Students will be able to:

- acquire a sense of identity;
- recognize their likes and dislikes;
- understand the importance of self knowledge.



### Getting Started:

Every student has to say two sentences of which one could be true and one could be false. For example, the person could say, "*I can run very fast*" which is probably true and then say one more sentence which may be false. Example, "*I like to eat a chilly with some sugar.*" The student standing next to him/her is to guess which statement is true and which one is false.

Once the students are energized, the teacher/resource person/peer educator can make them understand that everyone has personal strengths (positive attributes) and weaknesses (negative attributes). Sometimes, these character attributes are not obvious. Other times, a person may think he/she possesses a certain strength or weakness, when others would disagree.

Once a person recognizes his/her strengths, he/she is able to cultivate the strengths and positive qualities and, also work towards improving or doing away with one's weaknesses.



### Process:

- In the last activity, the students recognised their likes and dislikes, now again ask them to close their eyes for five minutes and think about their strengths and weaknesses.
- Ask them to write down five **(1 to 5)** of their strengths and five of their weaknesses.
- Direct them to take their worksheets home and upon discussion with parents should write five more **(a to e)** of their strengths and weaknesses below what has already been written in class.

### Key Messages

1. Each of us has unique strengths and weaknesses.
2. We need to identify our true strengths i.e. to identify what we are great at.
3. We need to be at our best always.
4. Cultivating strengths is a path to excellence.
5. By concentrating on our strengths, we could turn them into habits.

### Unit - 2: Life Skills Education for Middle School



**Unit - 2:**  
**Life Skills Education**  
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## Worksheet

Your Name:	
My Strengths	
1	
2	
3	
4	
5	
a	
b	
c	
d	
e	
	My Weaknesses
1	
2	
3	
4	
5	
a	
b	
c	
d	
e	



### Suggested Further Activities:

Ask students to do the following:

- 1) Be honest with yourself. Think of two strengths and write how you would like to improve them so that you become GREAT at them.

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- 2) Again, be honest with yourself and think of two weaknesses and write how you would like to get rid of them.

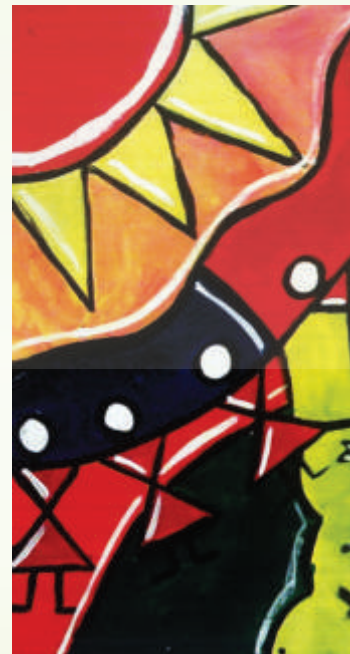
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**Unit - 2:**  
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## Activity 3: Understanding My Innerself

**Theme:** Some times we may worry about how others perceive us. Here a correct understanding about our inner self - the core of our existence can contribute positively for us to have an authentic life. This activity is an effort to understand well our inner self and plan accordingly.

**Time Required:** 1 period

**Material Required:** Pencil, white board, marker pens, duster and worksheet

**Mode:** Individual / Group

**Life Skills to be enhanced:** Self Awareness and Effective Communication

**Objectives:** Students will be able to:

- understand their inner selves;
- discover their own identity.

**Getting Started :**

Each student will stand up and talk about one inner quality about the student who is on the right side and this will continue until the last student. Then explain how everyone has an inner-self and an outer-self, which are visible to others. Examples of the outer self are the colour of a person's hair, eyes and skin; the kind of clothes; how neat and tidy the person is, etc.

But it is very important to know what a person is like inside, because that is what makes him very special and unique.

Each of the petals in the picture depicts a different quality that may or may not be part of a person's inner self. Each of us has some or many of these qualities.





## Unit - 2: Life Skills Education for Middle School



Draw this picture on the white board and discuss each petal with the students.

The students should identify their own qualities and list them down in the worksheet.

### Key Messages

1. Everyone can see what I am on the outside.
2. What is inside makes me very special and unique.
3. Knowing my inner self is a source of energy and inspiration.



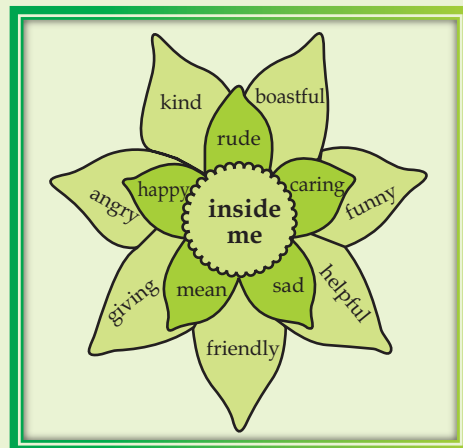
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## Worksheet

- 1) Color the petal which you think includes a quality that is part of your inner self. Those qualities that are not mentioned in this picture can also be listed below:

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_
- h) \_\_\_\_\_



- 2) Choose any five qualities from the list above, write them in the box below and next to each one write how you would show others that you have this quality in you?

- a)  \_\_\_\_\_
- b)  \_\_\_\_\_
- c)  \_\_\_\_\_
- d)  \_\_\_\_\_
- e)  \_\_\_\_\_

- 3) Make a list of those qualities that you would like to acquire in the future.

Inner qualities that I would like to have in the future			
a		e	
b		f	
c		g	
d		h	



### Suggested Further Activity:

Instruct students to write a paragraph about themselves. If they like, they can also paint it on a plain sheet of paper or make a portrait of themselves.

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### Unit - 2: Life Skills Education for Middle School



Web Resources: [www.RICgroup.com.au](http://www.RICgroup.com.au)





## Activity 4: Self-Esteem

**Theme:** Self-Esteem increases our confidence. To face the challenges and opportunities productively one should have belief in oneself. This activity gives you the techniques to build up 'Self-Esteem'.



**Time Required:** 1 period

**Material Needed:** Worksheet

**Mode:** Individual / Group activity

**Life Skills to be enhanced:** Self Awareness, Interpersonal Relationships and Critical Thinking

**Objectives:** Students will be able to:

- explore the concept of self-esteem;
- consider the role of positive self-esteem in their life.

### Getting Started:

Explain students what self-esteem is all about. A short note for the teacher/ resource person/peer educator is given below

#### *Overview (for the teacher/resource person/peer educator)*

*Self-esteem is something that you cannot see or hear. You cannot even touch it, but when you talk about yourself, you know that it is there inside and you also know that it affects the way you feel. Self-esteem is the overall opinion of yourself – about how you honestly feel about your abilities and limitations. It is that feeling at the centre of your being which are self-confidence and self-respect.*

#### *Positive or High Self-Esteem: When you have positive self-esteem*

- *You feel good about yourself. You see yourself as deserving the respect of others.*
- *It gives you the courage to try new things and the power to believe in yourself.*
- *It lets you respect yourself, even when you make mistakes.*



- And when you respect yourself, others are more likely to respect you as well.

**Negative or Low Self-Esteem:** When you have low self-esteem

- You do not have confidence in anything you do.
- You constantly worry that you are not "good enough".
- You depend on others, behave timidly and avoid trying out new things.

#### Process:

Proceed with an involved discussion on Self-esteem. The students may be asked to come forward and share their own experiences when they felt very confident and good about themselves. Each of these situations could be discussed from the point of view of Self-esteem. After this discussion, the students are to complete their worksheets.

#### Key Messages

1. Self-esteem is the overall opinion of yourself.
2. It is important to have a high Self-esteem.
3. Those with high Self-esteem –
  - Are optimistic. Are not scared of criticism.
  - Do things that make other people happy.
  - Resolve their own problems and help others.

#### Unit - 2: Life Skills Education for Middle School





## Worksheet

- 1) Here is a list of sentences describing self-esteem and how people with high and low self-esteem behave. Read the statements and mark True (T) or False (F) against each.

S. No.	Activity	T / F
1	Self-Esteem means feeling good about yourself.	
2	Self-Esteem means feeling good about others.	
3	Self-Esteem means being proud of who and what you are.	
4	A person who cares about his health has high self-esteem.	
5	A person with low self-esteem is unhappy when others succeed.	
6	High self-esteem means doing things that make other people happy.	
7	A person with high self-esteem is always concerned about what other people may think of him.	
8	A person with high self-esteem learns from others.	
9	A person with high self-esteem feels good while making fun of others.	
10	A person with high self-esteem is very confident and optimistic.	
11	High self-esteem means being full of pride or having a "big head".	
12	A person with low self-esteem enjoys new experiences.	

- 2) Being aware of your strengths, weaknesses, achievements, etc. helps in raising your confidence level and self-esteem. List the following:

a) Five strengths:

Examples - friendliness, patience, courage, etc.

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b) Five weaknesses you need to overcome:

Examples - getting angry, poor in studies, etc.

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- c) Five accomplishments you would like to share:  
Examples - awards, good marks, certificates, etc.

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**Unit - 2:**  
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**Suggested Further Activity:**

Ask students to list ten things they know how to do: Examples – baking, gardening, speaking French, taking care of a pet, etc.

- |          |           |
|----------|-----------|
| 1. _____ | 2. _____  |
| 3. _____ | 4. _____  |
| 5. _____ | 6. _____  |
| 7. _____ | 8. _____  |
| 9. _____ | 10. _____ |



## Activity 5: Wishes and Goals

### Unit - 2: Life Skills Education for Middle School



**Theme:** We all do set some goals for ourselves. A plan is necessary to accomplish our goals because without a plan, a goal is just a wish. This activity will highlight the differences between goals and wishes.

**Time Required:** 1 period

**Materials Needed:** Worksheet, white board and marker pens

**Mode:** Individual

**Life Skills to be enhanced:** Self Awareness and Critical Thinking

**Objectives:** Students will be able to:

- differentiate between wishing for something and achieving something;
- learn the importance of setting goals for positive self-esteem.

#### **Process:**

Introduce the topic by differentiating between **Wishes** and **Goals** and then do the following:

- Divide the white board into two sections. In big letters write the word '**WISH**' on one side of the board, and '**GOAL**' on the other side of the board.
- Ask volunteering students to come forward and write one personal wish and goal, under the appropriate columns on the board.
- After the students have written their wishes and goals, have an open discussion on the differences and similarities of a goal and a wish.
- Find out how many wishes on the board can become goals and how many goals are actually wishes?



- Explain wish and goal

WISH	GOAL
It is something that you <b>like</b> should be true	It is something you want should come true
It may be something Impossible	It is possible to make it a goal
There is No Plan to make it true	A Plan can and should be made for a goal
Not likely to come true	Can come true if you work hard enough

- Explain how without goals, we are **not in control** and with this lesson, we begin to **take control**.

Once the concept has been understood by the students, they should work on the exercise given in the worksheet.

#### Overview (for the teacher)

Adolescence can be one of the most difficult times of life. Young people are trying to "find themselves," and striving to fit in with others. Self-esteem suffers, and pressures to do well in school in preparation for their future are overwhelming. It's important for children to learn how to use the skills they learn in school to become successful. Simply dreaming and wishing will not help. But learning to set goals and achieving them can be a vital skill for a child's future.

Every kid has dreams. Some dream of being a movie star or a top cricket player while a few others dream of becoming the prime minister of the country. But a dream remains a dream until it has direction. To set a goal, take a dream or an idea and write it down. Then develop a specific plan of action to accomplish it and define a date by when it could be achieved. Achieving goals gives abundant happiness and satisfaction and builds Self-esteem.

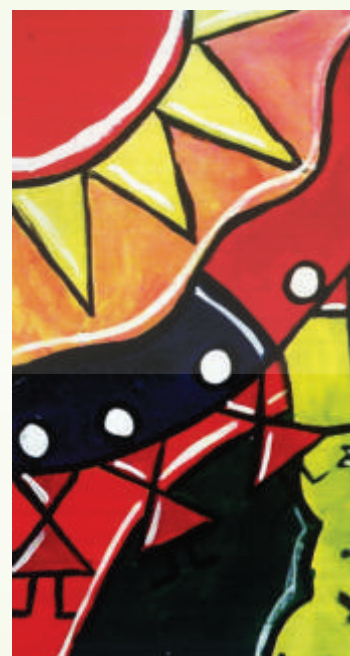
**"The whole world steps aside for the man who knows where he is going."**

- Unknown

#### Key Messages

1. A goal without a plan is just a wish.
2. No goals mean no Control. It is like driving without a destination.
3. Goal setting is the key to achieve success.
4. A plan is a MUST to achieve any goal.

## Unit - 2: Life Skills Education for Middle School



**Unit - 2:**  
**Life Skills Education**  
**for Middle School**



## Worksheet

Here is a list of Wishes and Goals. Put a tick mark under G if you think it's a GOAL and under W if you think that it's a WISH.

S.No.	Wish / Goal	W	G
1	Take lessons and learn how to swim		
2	Walk on the ceiling like Spiderman		
3	Be a good student and top the class in the final examinations		
4	Build a tree house with father		
5	Become a pilot and fly an airplane		
6	Fly like a bird		
7	Learn to play the piano and give a performance		
8	Provide one meal a day for at least one stray dog near my house		
9	To be liked by a lot of my friends		
10	To touch the stars and bring home some silver dust		
11	To take a flight in a spaceship		
12	Learn to read as well as my teacher reads		

### List your other personal wishes and goals

1			
2			
3			
4			
5			

Why do you think some of the wishes mentioned above could only be wishes and cannot be turned into goals?

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### Suggested Further Activity:

Ask students to think of a wish that they could convert into a goal and achieve it?

Instruct them to write down the wish and describe why they think they could make it their goal and how they plan to achieve it.

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A GOAL WITHOUT A PLAN IS  
Just A WISH

### Unit - 2: Life Skills Education for Middle School





## Activity 6: Enhance Self-Esteem by Giving and Receiving Compliments

**Theme:** Giving and receiving compliments is important for all children to develop self-esteem and respect for others. Through this activity, students will learn the art of giving and receiving compliments.

**Time Required:** 1 period

**Materials Needed:** Slips of paper and worksheet

**Mode :** Group

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

**Objectives:** Students will be able to:

- recognize the goodness of giving and receiving compliments;
- learn how to give and receive compliments;
- understand that giving and receiving compliments can make one feel valued and important and could raise one's self-esteem.

**Process:**

Instruct all the students to write each of their names on a small slip of paper and drop it into a box. Then shake up the box.

In the mean while, discuss the following with the students:

- Ask students what it means to "pay a compliment". (*It is saying nice things to another person which makes that person feel good*).
- Discuss how it feels to receive a compliment. (*Often compliments will make persons smile and they will feel happy*).



- Stress that compliments given to another person should be true and a compliment that is not true is called "*flattery*".
- Remind students to say "*Thank You*" after they have received the compliment. Compliments help to start conversations. Most importantly, it raises the self-esteem of the compliment giver because it takes confidence to be able to notice and then say good things about other people.

*After giving the box one more shake-up, the students would have to pick up a slip of paper which would have the name of another student in the class. No student should have one's own name.*

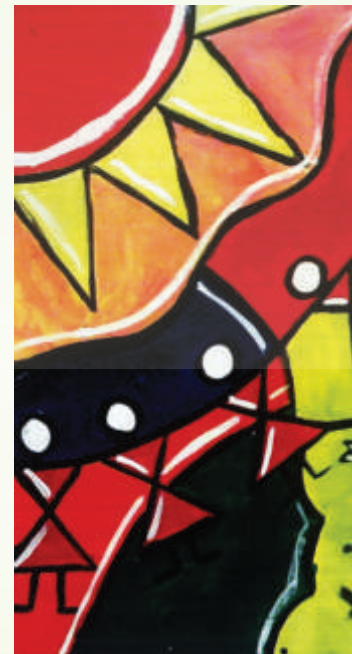
Now ask each student to stand up, read out the name of the student on the slip he / she has picked up and pay a compliment to that student in front of the class.

Make sure that no rude things are said and the receiver of the compliment says "*thank you*".

### Key Messages

1. A compliment makes another person feel good.
2. Compliments given to another person should be true.
3. A compliment that is not true is called "*flattery*".
4. Compliments raise the confidence of both the giver and the receiver.
5. The person who receives a compliment should always say "*Thank You*".

## Unit - 2: Life Skills Education for Middle School





## Worksheet

These statements are examples of compliments that one person pays to another person.

- \* You look great this morning!
- \* I liked the way you wrote your essay.
- \* Thank you for remembering to bring this book today.
- \* I like your presentation. Great work!
- \* It was nice that you could come.
- \* You work really very hard. That's very good.

On the basis of the above, what do you think should be the kind of compliment you would give to people under the following circumstances?

**1. Your classmate:**

One of your classmates has performed very well in class. He/She has succeeded in getting a perfect ten on ten in the English Language Test. Most people are jealous of his/her marks. How would you compliment him/her on his/her wonderful performance?

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**2. A dinner host:**

You are invited to dinner at your friend's place. His/Her mother cooks you a very nice meal and you enjoy it thoroughly. What would you say to pay a compliment to your friend's mother?

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**3. Your little brother:**

Your brother is just seven years old. He has been awarded the first prize for elocution in his class. He is thrilled and comes running up to you along with his prize – a story book and a certificate. How would you compliment your little brother on this achievement?

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**4. Others on their talents:**

Your school is hosting a talent competition. Your friend takes part in it and sings



wonderfully well. How would you compliment him/her for his/her singing talent?

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**5. Your parents:**

- a) It's your mother's birthday and she is wearing a very beautiful saree that was presented to her by your father. She is also looking pretty. How will you compliment your mother on her good taste?

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- b) How will you compliment your father for his choice of saree?

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**Suggested Further Activity:**

Encourage students to do the following:

During the coming week, starting from Monday to Friday, look out for opportunities to compliment at least five individuals? They could be somebody at home, in your neighbourhood or in your school. On that Saturday, answer the following questions about each of the five people you complimented. Also describe how the other person reacted to your compliment.

1. Whom did you compliment? \_\_\_\_\_

2. Why did you compliment this person? Describe in detail.

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3. What was the compliment you paid?

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4. How did that other person react?

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**Unit - 2:  
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*Web Source: adapted from*  
<http://learningtogive.org/lessons/unit126/lesson1.html>





## Unit 3: Critical Thinking

### Activity 1: Backward or Forward?

**Theme:** Critical thinking is all about questioning. If we want to develop our critical thinking skills we should be ready to ask questions and be willing to wonder. Palindromes are word puzzles that set us to thinking. They are the language structures that form the same word both backward and forward. The most interesting thing is that Palindromes are not just words but there are Palindrome Phrases also. This activity leads us to explore them.

**Time Required:** 1 period

**Materials Needed:** Palindrome handout and worksheet

**Mode:** Individual

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

**Objectives:** Students will be able to:

- work on critical thinking puzzles;
- think critically to find solutions.

**Getting Started:** Ice- breaker activity.

**Process:**

- Introduce Palindromes to students.
- Give them Palindrome handout to read.
- Give them worksheet to solve.
- Discuss the answers given by the students and ask them how they could reach these answers (by thinking critically- questioning the riddle).

#### Key Messages

1. Solving riddles and puzzles develop our critical thinking skills.
2. Questioning supports critical thinking.



## Palindrome Handout

### Here are some Palindrome Words

- |           |         |             |        |
|-----------|---------|-------------|--------|
| • Anna    | • civic | • Dad       | • deed |
| • deified | • madam | • Malayalam | • Mom  |
| • Mum     | • peep  | • sagas     | • sees |
| • solos   | • wow   |             |        |

### And here are some Palindrome phrases

- A man, a plan, a canal, Panama!
- A Santa at NASA
- A Toyota...race fast...safe car...a Toyota!
- Able was I, ere I saw elba. (Note: This palindrome may have originally been 'coined' by Napoleon when he was captured and sent to the island of Elba)
- Dog sees God.
- No melon, no lemon
- No, son
- Not a ton.
- Now I won!
- Pull up
- Pupils, I say, as I slip up
- Put a crow, a camel, a mini male macaw, or cat up.
- Race car
- Sir, I'm Iris.
- Step on no pets!
- Too hot to hoot (as in hooting like an owl)
- Was it a bat I saw
- Was it a car or a cat I saw?
- We panic in a pew
- We sew
- Yo! Banana Boy!
- Yreka Bakery (Yreka is a city in California, and that makes Yreka Bakery a true palindrome)

### Unit - 3: Life Skills Education for Middle School



**Unit - 3:**  
**Life Skills Education**  
**for Middle School**



## Worksheet

Find the answers to these riddles. Make sure that the answer is a Palindrome!  
(Answers are nowhere in the book)

- That word becomes a palindrome when viewed upside down and backwards?
- Pronounced as one letter but written with three, only two different letters are used to make me. I'm double, I'm single I'm black, blue, and gray. I'm read from both ends and the same either way?
- That word, when written in capital letters, is the same forwards, backwards and upside down?
- That call for help, when written in capital letters, is the same forwards, backwards and upside down?
- How did Adam use a palindrome to introduce himself to Eve when they first met?

Try writing some Palindromes of your own, start writing some words and then some phrases:

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### Suggested Further Activity:

Encourage students to make five of each -

1. Palindrome Words

- (a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_  
(d) \_\_\_\_\_ (e) \_\_\_\_\_

2. Palindrome Phrases

- (a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_  
(d) \_\_\_\_\_ (e) \_\_\_\_\_



## Activity 2: Because...

**Theme:** The world is much more complex than it was fifty years ago. Think of all the information you can receive from so many different sources. We cannot close our mind to the world around us. But we have to discern between what is important and what is not. Critical thinking helps us to become careful and responsible thinkers who make good decisions and solve problems.

**Time Required:** 1 period

**Materials Needed:** 'Because' Worksheet

**Mode:** Individual

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

**Objectives:** Students will be able to:

- understand how to think critically to find solutions;
- look for solutions using critical thinking.

**Getting Started:** Ice- breaker activity

**Process:**

- Introduce the 'Because' worksheet to the students.
- Ask them to answer the questions in the worksheet keeping in mind
  - Why do you think that?
  - What is your knowledge based upon?
  - What does it imply and presuppose?
- Ask them to always ask themselves 'Why' are they writing an answer.
- Tell them they are free to change the answers if they want to until they are satisfied with the answer.
- Tell them to keep in mind that there is no right or wrong answer.

### Key Messages

1. Critical thinking helps us to take wise decisions and solve our problems.
2. Questioning supports critical thinking.

**Unit - 3:**  
**Life Skills Education**  
**for Middle School**





### 'Because' Worksheet

Complete these sentences, always stating why. In these sentences you must see two sides to each issue.

1. One thing I like about Agra (write your town name) is \_\_\_\_\_ because \_\_\_\_\_
2. One thing I don't like about Agra (write your town name) is \_\_\_\_\_ because \_\_\_\_\_
3. I would like to travel to \_\_\_\_\_, because \_\_\_\_\_
4. I wouldn't want to travel to \_\_\_\_\_, because \_\_\_\_\_
5. I don't mind growing older because \_\_\_\_\_
6. I don't like getting older because \_\_\_\_\_
7. It's fun to stay up late at night because \_\_\_\_\_
8. It's fun to wake up early because \_\_\_\_\_
9. School is sometimes not fun because \_\_\_\_\_
10. School is fun sometimes because \_\_\_\_\_

#### Suggested Further Activity:

Answer the following:

1. Which is your favourite subject? Why?

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2. Which career do you want to adopt? Why?

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3. Which books do you like to read? Why?

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## Activity 3: Odd one Out

### Unit - 3: Life Skills Education for Middle School

**Theme:** There are times when we have to think critically and reason out things. There can be situations where we have to think and decide which are the odd ones in a set. This seems simple but can be tricky as well.

**Time Required:** 1 period

**Materials Needed:** Dice, list of items (odd one out hand out ), white board and marker pens

**Mode:** Small groups of 4-5 students

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

**Objectives:** Students will be able to:

- think critically;
- understand how associating or disassociating things requires critical thinking.

**Getting Started:** Discuss with students that knowledge is constructed from thinking critically. Intellectual challenge is about focusing on thinking rather than facts.

**Process:**

- Write the words given in the odd one out handout on the white board.
- Each set comprises of six words corresponding to six numbers (faces) of the dice.
- One student from the group rolls four times to determine which four words will form the odd-one-out comparison. For example, the student rolls 1, 3, 2 and 5. The corresponding words are "house," "plate," "mother" and "policeman".
- Ask the group to tell- "Which one is different, and why?"
- Keep changing the words during the activity, thereby keeping things fresh and varied. For instance, 3 minutes into the task erase the word "sand" and replace it with "cheese." Two minutes later erase "fish" and replace it with "money," and so on.

### Key Messages

1. Critical thinking helps us to take wise decisions and solve our problems.
2. Solving riddles and puzzles develop our critical thinking skills.



**Unit - 3:**  
**Life Skills Education**  
**for Middle School**



**Odd one out Handout**

**First roll of dice**

	1. house	2. surgeon
	3. lamp	4. duck
	5. note	6. truck

**Second roll of dice**

	1. hat	2. fish
	3. plate	4. pizza
	5. sun	6. doctor

**Third roll of dice**

	1. spoon	2. mother
	3. car	4. plane
	5. pepper	6. sand

**Fourth roll of dice**

	1. star	2. shirt
	3. window	4. chair
	5. policeman	6. apple

**Suggested Further Activity:**

Encourage students to solve riddles and puzzles to enhance their thinking skills.



## Activity 4: Let's Debate

### Unit - 3: Life Skills Education for Middle School



**Theme:** Debating is undoubtedly a time tested methodology to nurture critical thinking. When we critically debate on a statement we are led to reasonable solutions.

**Time Required:** 1 period

**Materials Needed:** Small slips, a bowl, debate hand out

**Mode:** Pair work

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

**Objectives:** Students will be able to:

- think critically;
- critically debate and rationalize.

**Getting Started:** Conduct an ice-breaker game to divide the students into pairs.

**Process:**

- Write the words given in the debate handout on the slips.
- Put these slips in the bowl and ask students to come in pairs and pick one slip each from the bowl.

**Example:** Let's say one has "haircuts" and one has "hospitals". Each student must argue for the value of their item. Which object can we really **NOT live** without? It appears that hospitals are more important, but is that really the case?

**Student 1:** We need hospitals, obviously. That's where we treat sick people.

**Student 2:** Yes, but we can treat sick people in our homes too. Perhaps that's even better. But if we didn't have haircuts, people's hair would be dirty and get in their eyes and this would cause accidents.

**Student 1:** But people could still wash their hair. They could also tie their hair back.

**Student 2:** Hospitals have machines that don't exist anywhere else. That's where we need to bring patients in an emergency.



The teacher/resource person/peer educator can make her own list of things as well.

### Unit - 3: Life Skills Education for Middle School

- Prompt students to reason out and think critically.

#### Key Messages

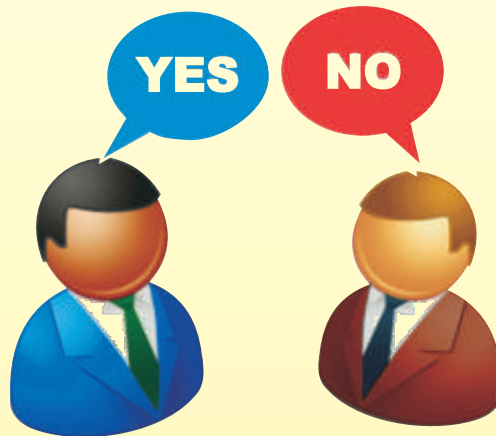
1. Critical thinking helps us take wise decisions and solve our problems.
2. Debating supports critical thinking.

#### Debate Handout

- |             |                   |                    |
|-------------|-------------------|--------------------|
| • airplanes | • candles         | • birthday parties |
| • wind      | • tea/coffee      | • hospitals        |
| • books     | • haircuts        | • school           |
| • blankets  | • air-conditioner | • guns             |
| • bicycles  | • football        | • cell phones      |
| • cake      | • shoes           | • fish             |
| • soap      | • water           | • laptop           |
| • facebook  | • chocolate       | • toothpaste       |
| • mangoes   | • pencil          | • robot            |
| • movies    | • house           | • bubble-gum       |

#### Suggested Further Activity:

Divide class in two groups. Select a current topic and hold a debate on it.



## Activity 5: Time Capsule

**Theme:** Critical thinking helps us to decide after rationalizing on things. Critical inspection of all relevant aspects helps in making an aware decision.

**Time Required:** 1 period

**Materials Needed:** Cut outs of ten random items

**Mode:** Groups of four-five students

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

**Objectives:** Students will be able to:

- think critically;
- critically rationalize on various facets of a thing and make aware decisions.

**Getting Started:** Conduct an ice-breaker game to make students comfortable.

**Process:**

- Distribute the cutouts or pictures of ten random items among the students.
- Now ask students what it would be, if they have to place any three items in a time capsule to be opened in the year 2050. The key condition here is that only these three items will be left for survival at that time.
- They should be able to explain the importance of each item and why they chose them.
- The groups can then see if there is any similarity between the items chosen by them and all the groups can finally decide on final three items after critically thinking and analyzing all facts.

### Key Messages

1. Critical thinking helps us to take wise decisions and solve our problems.
2. We should try to critically inspect the various facets of a thing to take an aware decision.

**Unit - 3:**  
**Life Skills Education**  
**for Middle School**



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**Suggested Further Activity:**

Ask students to do the following:

Draw the five most essential things in your life. Why are they essential for you?

Compare your pictures in class.



## Activity 6: My Smartness Quotient

**Theme:** The importance of common sense, reasoning, and logic are necessary for the students to gain the most from their studies.

**Time required:** 1 period

**Material needed:** Worksheet

**Mode:** Individual/ Pairs

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

**Objectives:** Students will be able to:

- look for solutions using critical thinking;
- understand how to think critically to find solutions.

**Getting Started:** An ice - breaker activity.

**Process:**

- Tell students that critical thinking is an amalgamation of common sense, reasoning and logic.
- Give students worksheet and ask them to work in pairs to answer it.
- Ask them to answer the questions in the worksheet keeping in mind that they must rely more on reasoning and logic skills.
- Encourage them to always ask themselves 'Why' are they writing an answer.

### Key Messages

1. Solving riddles and puzzles develop our critical thinking skills.
2. Questioning supports critical thinking.

**Unit - 3:**  
**Life Skills Education**  
**for Middle School**





## Worksheet

### Now find out your smartness quotient:

1. If an individual went to bed at 8 o'clock p.m., set a regular alarm to get up at 9 o'clock in the morning in his alarm clock, and got up when the alarm went off, how many hours of sleep would he get?
2. How many birthdays does the average person have?
3. If you had a match and entered a dark room in which there was a kerosene lamp, an oil heater, and a wood burning stove, which item would you light first?
4. Some months have 30 days, some have 31, how many have 28?
5. If your doctor gave you three pills and said to take one every half hour, how long would they last?
6. A farmer had seventeen sheep. All but nine died. How many does the farmer have left?
7. Take two apples from three apples and what do you have?
8. An airplane crashed on the border of Maharashtra and Goa. All but three on board were killed. In which state would the survivors be buried?
9. Is it legal in Arizona for a man to marry his widow's sister?
10. If your bedroom were pitch dark and you needed a matching pair of socks, what is the minimum number of socks you will need to take out of the drawer, to guarantee a matching pair, if the drawer contains twenty five white and twenty five blue socks?
11. Which word on this test is misspelled?
12. If it takes ten men, ten days to dig a hole, how long will it take five men to dig half of a hole?
13. A monkey at the bottom of a well (ten feet deep) tries to climb out. Each day he jumps up three feet and slips back two. At that rate, how long will it take the monkey to reach the top?
14. Which is correct: eight and eight ARE fifteen or eight and eight IS fifteen?
15. If three cats kill three rats in three minutes, how long will it take for one hundred cats to kill one hundred rats?



Answers:

1. One	2. One	3. The match
4. All	5. One hour (Ex. 6:00, 6:30, then 7:00)	6. Nine
7. Two apples	8. Don't bury survivors	9. No, he's dead
10. Three	11. Misspelled	12. Can't dig half a hole
13. Eight days	14. Neither	15. Three minutes

**Unit - 3:**  
**Life Skills Education**  
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**Suggested Further Activity:**

Ask students to answer the following:

- Starting from 1990 to 2000, write down the years that have 366 days.





## Unit 4: Creative Thinking

### Activity 1: Tell Me a Story

**Theme:** This activity motivates the students to think imaginatively but keeping in mind the restrictions.

**Time Required:** 1 period

**Materials Needed:** Worksheet - 'Tell me a Story', pencils

**Mode:** Group activity

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

**Objectives:** Students will be able to:

- explore the different ways teams can create a story using the same word list;
- sharpen their imagination.

**Getting Started:** Creative warm-up activity.

**Process:**

- Instruct the students to form teams of four members each. Assign group leadership to the student with the most recent birthday (or some other way). Distribute a pencil and one copy of the 'Tell me a Story' worksheet to each student.
- Explain that each team will create a story that uses all of the words presented in the table. Each word may be used only once; the only words that may be added are verbs (e.g., *elect, push, drove*), articles and prepositions (e.g., *of, for, from, with*). The team leader is responsible for coordinating the process and presenting the final story.
- Signal for the activity to begin, and allow approximately fifteen minutes for group work. Give a five-minute warning before time is up. Have each leader read his or her team's story before the total group and compare stories for similarities and differences.

#### Key Messages

1. Creativity is the ability to imagine or invent something new.
2. Creativity is not the ability to create out of nothing, but the ability to generate new ideas by combining, changing, or reapplying existing ideas.
3. Everyone has substantial creative ability.

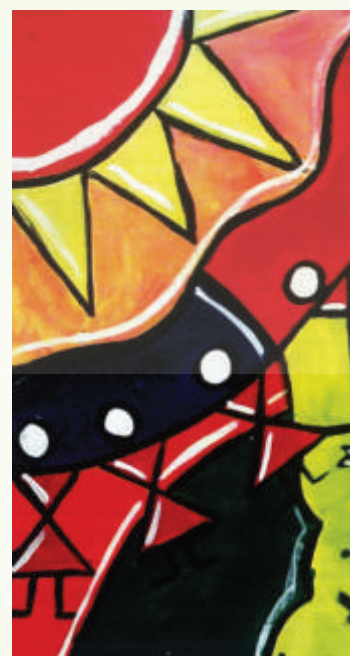


### 'Tell Me a Story' Worksheet

Create a logical story that uses ALL the words. You are allowed to add only *verbs*, *articles*, and *prepositions*.

motorcycle	snow	girl	police officer
pavement	driver	book	ketchup
President	tree	boy	teddy bear
computer	shoes	baby	class
cat	television	lion	parking lot

### Unit - 4: Life Skills Education for Middle School



### Suggested Further Activity:

Encourage students to write an interesting story by using the following words:

Sports	Batsman	Cricket
Sachin Tendulkar	Calm Behaviour	Applaud





## Activity 2: Break Out

**Theme:** The first rule to creative thinking is to break the rules, and think beyond the regular. Most of us restrict ourselves by too many boundaries and hence fail to think beyond the regular. This activity motivates the students to break out and move beyond the boundaries.

**Time required:** 1 period

**Materials needed:** Worksheet, white board and marker pens

**Mode:** Individual

**Life Skills to be enhanced:** Creative Thinking and Problem Solving

**Objectives:** Students will be able to:

- solve a problem creatively;
- stretch their imagination.

**Getting Started :** A creative warm-up activity.

**Process:**

- Distribute students the worksheet, review it with them, and ask if they have any questions.
- Ask them to draw four straight lines through the nine dots without retracing and without lifting their pen from the paper.
- Instruct them that they should try it honestly and see if they can find more than one solution to it.
- Share with them that, *“The key to solution is that the imaginary boundaries formed by the dots need not be observed. Once freed from this restriction, you will find the solution easily.”*
- Finally draw the solution on the board and ask students to share if they have achieved it!

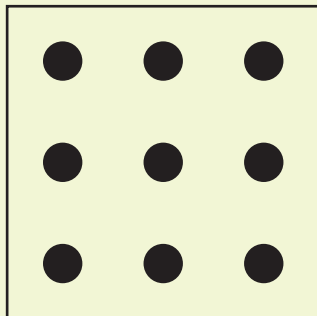
### Key Messages

1. Creativity demands to explore beyond boundaries.
2. It is needed to think beyond the usual things and construct a newer meaning.



## Worksheet

The problem: Draw four straight lines through the nine dots without retracing and without lifting your pen from the paper.

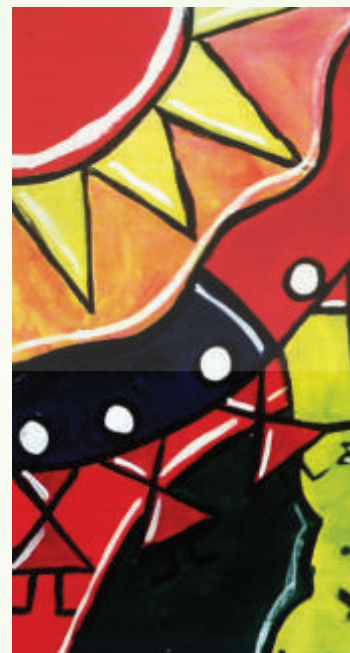


[Solution somewhere in the manual]

### Suggested Further Activity:

Ask students to make any board game using only four digit numbers.

**Unit - 4:**  
**Life Skills Education**  
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## Activity 3: Building My House

**Theme:** Creativity is the ability to imagine or invent something new. Everyone has substantial creative ability. This activity helps the students to think creatively.

**Time Required:** 1 period

**Materials Needed:** Personal belongings from members of the groups, a set of the following items for each group: a sheet of paper, a small rock, a safety pin, a piece of string one metre long and a ball made of paper.

**Mode:** Whole class

**Life Skills to be enhanced:** Creative Thinking and Communication Skills

**Objectives:** Students will be able to:

- generate as many creative ideas as possible;
- construct a house using the given materials;
- stretch their imagination and work creatively.

**Getting Started:** Creative warm-up activity.

**Process:**

- Instruct each group to collect fifteen personal items that they have with them e.g. pens, belts, wristwatches, ear rings etc.
- Give the group the set of fixed items and make sure that they do not have more than fifteen personal items.
- Encourage the groups to think, talk and plan how best to use these fifteen objects to construct a beautiful house.
- Give time to the groups to work to construct their house.
- Give time to the groups to discover the work of the others and ask each of them to present their house.

### Key Messages

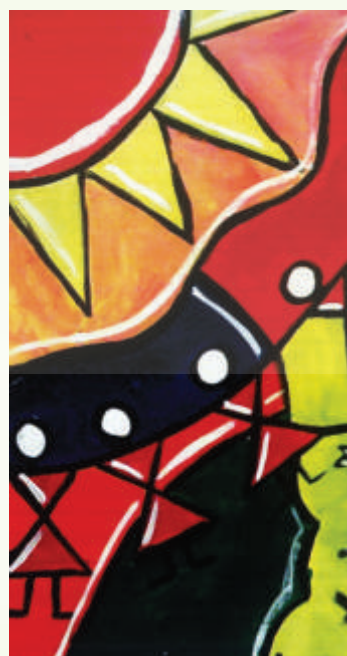
1. Creativity is the ability to imagine or invent something new.
2. Creativity is not the ability to create out of nothing, but the ability to generate new ideas by combining, changing, or reapplying existing ideas.
3. Everyone has substantial creative ability.



## Worksheet



### Unit - 4: Life Skills Education for Middle School



### Suggested Further Activity:

Encourage students to rearrange the things already placed in their room according to their own wish.



**Unit - 4:**  
**Life Skills Education**  
**for Middle School**



## Activity 4: Diamond Ranking

**Theme:** Creative and out of the box ideas lead to better discussion. This supports in developing awareness about oneself and in measuring change.

**Time Required:** 1 period

**Materials Needed:** Ten cards (4" x 4") made of chart paper and worksheet

**Mode:** Whole class

**Life Skills to be enhanced:** Creative Thinking and Communication Skills

**Objectives:** Students will be able to:

- generate as many creative ideas as possible;
- learn to use brainstorming to generate ideas.

**Getting Started:** A creative warm-up activity.

**Process:**

- Write words on ten cards related to the topic under discussion or use ideas generated by the students in a brainstorm e.g.
  - What are the causes of student's indiscipline in the school today?
  - What are the reasons that young people get into bad company?
- Give cards to the students and ask them to rank the cards in a diamond shape according to the given criteria e.g. in the examples above, the students could be asked to rank the first as the most prevalent reason of student indiscipline, or the most common etc. and the second as the most influential.
- Instruct them to make noting in the worksheet and do a self reflection before sharing it in the class.
- Encourage students to share their results and then discuss the rankings.

### Key Messages

1. Creativity is the ability to imagine or invent something new.
2. Creativity is not the ability to create out of nothing, but the ability to generate new ideas by combining, changing, or reapplying existing ideas.
3. Everyone has substantial creative ability.
4. Brainstorming enhances creativity.



## Worksheet

My Reasons	My Ratings

### Unit - 4: Life Skills Education for Middle School



### Suggested Further Activities:

Encourage students to:

1. Find out the reasons for students' violence in schools.
2. Give some ideas regarding safeguarding the environment.





## Activity 5: Fantastic Waste

**Theme:** Waste management can be an art. This activity talks about 3R principles: Reduce, Recycle, and Reuse. There are lots of items that can be made out of waste materials and greeting cards are one such thing. The students get a chance to unleash their creativity.

**Time Required:** 1 period

**Materials Needed:** Handmade-paper (or any paper suitable for making a greeting card), peals of pencil, peals of crayons, old wedding cards, used decorative papers and any other such thing that is waste but can be used for decorating the card.

**Mode:** Groups of four students each

**Life Skills to be enhanced:** Creative Thinking and Communication Skills

**Objectives:** Students will be able to:

- generate as many creative ideas as possible;
- learn to use different objects around them creatively.

**Getting Started:** Creative warm-up activity.

**Process:**

- Divide students into groups.
- Give each group some of the above mentioned material.
- Ask them to make a greeting card (any occasion, for anybody) out of the waste materials.
- Advise them to use the waste materials as creatively as possible.
- Create a display of these cards.

### Key Messages

1. Creativity is the ability to imagine or invent something new.
2. Creativity is not the ability to create out of nothing, but the ability to generate new ideas by combining, changing, or reapplying existing things.
3. Everyone has substantial creative ability.
4. The creative thinking can lead to making optimal use of otherwise useless material.



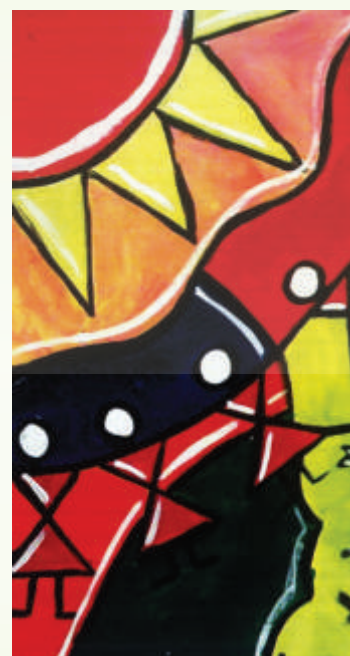
### Suggested Further Activity:

Ask students to make the following -

1. Paper Bag using old newspapers.
2. Wall hanging using waste materials.
3. Folder using old newspapers.



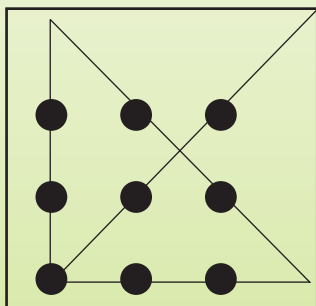
### Unit - 4: Life Skills Education for Middle School



#### Activity 2: Break Out

##### Solution of Problem

Solution: The key to the solution is, of course, that the imaginary boundaries formed by the dots need not be observed. Once freed from this restriction, you will find the solution easy, as shown here.





## Activity 6: Swap Places

**Theme:** It is natural to seek advice from someone when we are in trouble, but what if there is no one around. Simple become someone! This activity is all about swapping your position who can advise you or can help you think in a different manner. The main objective of this activity is to think that you are someone else and then think about the situation.

**Time Required:** 1 period

**Materials Needed:** 'Swap Places' handout

**Mode:** Groups of four to five students

**Life Skills to be enhanced:** Creative Thinking and Problem Solving

**Objectives:** Students will be able to:

- generate as many creative ideas as possible;
- learn to use different activities to generate ideas.

**Getting Started:** A creative warm-up activity.

**Process:**

- Distribute copies of the 'Swap Places' handout to each student.
- Ask students to choose any one of the situations listed and find a solution to it, taking themselves as someone else - doctor, astronaut, carpenter, scientist, engineer, driver, teacher, etc.
- Ask students to write down the solutions that will be suggested by each one of them.

### Key Messages

1. Creativity can be enhanced by thinking beyond the usual.
2. Creativity is not the ability to create out of nothing, but the ability to generate new ideas by combining, changing, or reapplying existing ideas.
3. Everyone has substantial creative ability.
4. Brainstorming and exchange of ideas enhances creativity.



## 'Swap Places' Handout

### **Situation: How will you improve your Handwriting?**

(now we list the solutions that different people will provide in their own way)

**A Doctor** – Does not send the prescriptions that are not written well to the chemist and tries to write in a legible way.

**A Carpenter**- Writes properly and not just scribble down when marking something on wood.

**An Artist**- Makes some pieces of art that involve lots of calligraphic practice.

**A Teacher**- Practices five pages in a handwriting practice workbook.

**A Scientist**- Writes formulas and other details properly without overwriting or striking them.

**A Computer Scientist**- What is the need to write? Just types and takes a printout!

Hopefully these ideas will give you at least one way to adopt and creatively address your issue!

### **Some more situations to try**

1. How will you convince your mother to make you different food everyday for lunch break?
2. How will you convince your parents to send you out for a trip with friends (an expensive one)?
3. How will you make your teacher believe that you are the most creative student in the class?

## **Unit - 4: Life Skills Education for Middle School**



### **Suggested Further Activity:**

Encourage students to think of creative ideas to mend some notorious students of their class.



## Unit 5: Effective Communication

### Activity 1: Seeking Clarification is Effective Communication

**Theme:** Communication needs to be effective and clear. This activity highlights the importance of seeking clarification in communication.

**Time Required:** 1 period

**Materials needed:** White board, marker pens, a sheet of paper and pencil for each student.

**Mode:** Pair work

**Life Skills to be enhanced:** Effective Communication and Interpersonal Relations

**Objective:** Students will be able to state the importance of clarification in effective communication.

#### Getting Started:

- Ask students to sit with a partner.
- Ask them to name one **A** and another **B**.
- Ask all **As** to think of one emotion eg. (I am happy/ I am sad/ I am frustrated.)
- Now ask them to share their emotions in the form of sentences to their partner '**B**' while making opposite facial expression (eg while '**A**' says I am happy they have to make sad expression).
- After everyone has completed, ask **Bs** what did they think of the way **As** were talking. What could **Bs** have done to make this conversation better.
- Tell them that today's session is about the importance of clarification in any communication.

#### Process:

- Ask students to draw a simple figure on a sheet of paper using five or six geometrical shapes. Tell them that these shapes should interconnect with each other to form a picture.

**Tip for the facilitator:** It may be helpful if the facilitator draws a similar diagram as an example on the board.



- Ask them not to show their figures to anyone for the purpose of this activity.
- After all have finished, ask them to choose a partner with whom they don't usually communicate much.
- Tell them that they have to sit back to back with the partner and each one of them should have their drawing, a blank paper and pencil.
- In each pair, one of them, for example **A** will give instruction to **B** to draw a similar diagram/ figure that **A** has drawn previously. **B** will have to draw according to **A's** instruction. **A** is not allowed to look at **B's** diagram and **B** is not allowed to ask **A** any question, neither is he allowed to look at **A's** diagram.
- Tell them that one rule of this exercise is that **A** is not allowed to describe his diagram as an object in words like ( it is a horse, face ). **A** must assume that **B** can understand words-Line, Rectangle, Circle etc.
- Give them two minutes to complete their drawings.
- Once the task is completed, ask them to compare the two drawings.
- Ask them to write their experiences in the worksheet given in Annexure 1.
- Now ask them to reverse roles. **B** gives instruction to **A**.
- But this time tell them that they are allowed to talk.
- Give them two minutes to complete.
- Ask the whole group to reconvene for discussion. Ask the group was the task difficult or easy. Why? What feelings were brought up in each round?
- Ask them to share situations like this in real life. What can we do to overcome such situations?



### Key Messages

1. One of the most important part of communication is to seek clarification.
2. There are some situations we don't seek/ don't get opportunity for clarification and that may lead to gap/ pose problem in accomplishing any task.
3. Everyone involved in any communication process should get opportunity to ask questions/ clarify doubts and share their opinion to avoid confusion.





## Worksheet (Annexure - 1)

### Round 1:

My feelings:

1. Difficulties I faced while accomplishing the task.
2. What could help me to overcome these difficulties?

### Round 2:

My feelings :

1. What was different this time?
2. One situation like this in real life.
3. My learnings from the session.

### Suggested Further Activity:

Ask students to think of a conversation with their friends in which they have not been given an opportunity to clarify their doubts. What was the result?



## Activity 2: Contribution in Group Discussions

**Theme:** It is important to contribute in group discussion. Even the shy students can contribute in these discussions. This activity will help the students to come out of their shell and participate in group activities and discussions.

**Time required:** 1 period

**Materials needed:** White board, marker pens and worksheet

**Mode:** Whole class

**Life Skills to be enhanced:** Effective Communication and Self Awareness

**Objectives:** Students will be able to:

- identify their own current comfort levels when participating in group conversations;
- state the importance of participating in group conversations.

### Getting Started:

- Ask students to stand in a circle.
- Tell them that they need to volunteer and come in the centre of the circle and make a move/do an action and everyone else has to repeat that action.
- The students can make any move/action, no matter how silly it is.

(Note: Facilitator to encourage students to volunteer for this and stop once no more students are volunteering. No student is to do this more than once.)

- Once this is done, tell the students to repeat this exercise. This time each of them will need to come in the centre and make a move/action, starting from one student and going round till all have done it.
- Once this is done, end the game and ask them all to sit in a circle.

### Process:

- Now ask the students who volunteered the first time, why they did so and how they felt while doing it.
- Put down the positive feelings on the board.
- Ask others how was it to participate in the second round.
- Bring the discussion around the fact that why is it that some students participate in group conversations while others do not.

**Unit - 5:**  
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## Unit - 5: Life Skills Education for Middle School



- Also ask them why it is important for everyone to participate. Put down the main points on the board.
- Sum up the discussion clarifying that in the game, some students who did not volunteer the first time, came up with some interesting moves when asked to do so in the second round. Similarly, if some students do not participate in group conversations on their own, others lose out on their valuable contribution and also they themselves will not feel good if their opinion is not taken into account.
- Ask students to fill the worksheet.

### Key Messages

1. Every body behaves differently in group discussions.
2. Even the shy ones, can contribute in these conversations.
3. It is important to contribute, to be able to put your opinion across, and for the others to benefit from your opinion.

### Worksheet

List atleast three advantages of participating in group discussions:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### Suggested Further Activities:

1. Ask students to rate themselves on a scale of one to ten on their present level of contribution in group activities.
2. Ask them to practise more effective participation in class discussions for the next one week and then rate themselves again on the same scale.



## Activity 3: Good Listening

**Theme:** Listening is an important component of effective communication. It helps in building good relationships. This activity aims at developing the habit of good listening among the students.

**Time Required:** 1 period

**Materials Needed:** Whiteboard, marker pens and worksheet

**Mode:** In pairs

**Life Skills to be enhanced:** Effective Communication and Interpersonal Relations

**Objective:** Students will be able to describe the need and advantages of good listening.

**Getting Started:**

- Inform the class that the session will be on a very important component of communication. (Do not specify that it is on listening skills.)
- Ask students to play Chinese Whispers – Ask them to sit in a circle (if it is a large group, ask them to sit in two circles). Ask one student to whisper a sentence in the ear of the person sitting next to him and this should go on till the last person who will then tell the entire group about what he has heard.

**Process:**

- Ask students to get into pairs.
- Ask each student to think of one incident that they would like to share with the other person in the pair. The incident could be an outstation trip, an accident they saw, a wedding in the family, etc.
- Each student to take two or three minutes to narrate the incident to their friend.
- Both the students in the pair to take turns to narrate the story.
- Once all students have finished, ask some of them how it felt to narrate the story to their friend, how the friend was reacting while the story was being narrated.

(Note: the facilitator to put down on the board anything that might come up about good listening skills. For example, friend was patiently listening, was looking at me, was not interrupting, was nodding, was being attentive, etc)

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- Add anything that the students might have missed and explain to the class that these are the skills that a good listener should have. (Refer Appendix 1).
- Tell them the advantages of being a good listener – can understand others better, will make more friends, help improve relations.
- End the session by asking them to write down the things that they would do from now on to become a good listener (worksheet).
- Ask some of them to share this with the class.

### Key Messages

1. It is important to have good listening skills as it makes you a better communicator and helps build good relationships.
2. Good listening skills can be developed.

### Worksheet

Write down atleast three things that you would do to become a Good Listener.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### Suggested Further Activity:

Ask the class to get into triads and practise good listening skills with a friend in the triad and ask the third person to be an observer and give feedback.



## Appendix 1

### CHARACTERISTICS OF A GOOD LISTENER

#### A. Body Language/Favourable Gestures

1. Facing a person squarely.
2. An open posture (Avoid crossed arms).
3. Leaning towards the other.
4. Eye contact.
5. Relaxed posture.

#### B. Sincere Desire to Listen

1. Focusing on the other person's feelings.

#### 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."*

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## Activity 4: Listening – An important source of learning

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**Theme:** Listening is an important component of communication that can be used as an important means of learning.

**Time required:** 1 period

**Materials needed:** A story from a news paper article, two paragraphs, a long chocolate bar and worksheet

**Mode:** Whole class

**Life Skills to be enhanced:** Communication Skills

**Objective:** Students will be able to articulate the importance of listening as an important source of learning.

#### Getting Started:

- Inform the students that the session is going to be on listening-an important component of communication.
- Ask students to stand up. Tell them that you will clap your hands and the students will have to follow in the same pattern and rhythm as yours. Start with one clap and then do a combination of claps. Once the students get a hang of it, you could then start tapping your foot.

#### Process:

- Ask students to sit in a circle.
- Tell them that you are going to read out an article from the newspaper.
- Read out the article. It is possible that most students have lost interest and may be bored.
- Now take out a chocolate and tell students that you are going to ask some questions related to the article. Whoever gets all the answers correct will get the chocolate.
- Read out eight to ten questions(names, date, places, etc.). In all likelihood not one student will get all the answers correct.



- The facilitator to ask students as to why only some of you could answer the question despite the fact that all heard the article. The facilitator to emphasize on the fact that students were not able to answer the questions as they did not listen attentively.
- Ask students what stopped them from listening.
- Ask students that if you had shared that you will be asking questions at the end of the article for which they would get an award then would they pay more attention and why? Lead the discussion to why it is important to listen. The facilitator is to emphasize that listening can also be a huge source of learning about something or someone. Sometimes when we are not attentive we tend to lose out on some crucial information that could lead to misunderstandings. Listening should not be motivated by rewards but by respect for the other person and openness to learning.
- Ask students to fill up worksheet.
- Encourage some of the students to share what they have written.
- Summarize the learning from the discussion. Emphasize on the fact that communication is an important skill and comprises of reading, writing, speaking and listening. While we lay emphasis on first three, listening is often neglected. It is something that is very crucial and something that we will understand better in the future classes.

### **Key Messages**

1. Listening is an important source of learning.
2. Effective listening leads to effective communication.





## Worksheet

What are some of the things that you have learnt just by listening?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

### Suggested Further Activity:

Students to close their eyes and listen to the various sounds around them. This will enable them to practise good listening.



## Activity 5: Use of Words, Actions and Expressions while Communicating

**Theme:** Effective communication is incomplete without the use of words, actions and expressions. Absence of any one of these can lead to ineffective communication. This activity will highlight the importance of words, actions and expressions while communicating.

**Time required:** 1 period

**Materials needed:** None

**Mode:** Pairs

**Life Skills to be enhanced:** Effective Communication Skills

**Objective:** Students will be able to explain and practise the importance of expressions, actions and words while communicating.

**Getting Started:** Instruct the class to stand in a circle. One student to start by calling out the name of any other student and going and standing at his/her place. As they call out the name and move from their place they have to go with some expression – happy, sad, excited, surprised or any other that they wish to. As soon as the other student hears his/her name called he has to simultaneously call out another student's name and go to his/her place. Allow three to four minutes to this.

**Process:**

- Instruct the class to get into pairs.
- Ask them to select one person in the pair as **A** and the other as **B**.
- Inform all **A's** that they need to tell their partners about their favourite movie/book/TV programme and why it is their favourite. Ask them to narrate it to their partner without the use of words. They are to use actions only.
- Once this is done, ask **B's** if they understood what **A's** were narrating. Ask **A's** how it felt to do this without the use of words.
- Next, ask **B's** to do the same exercise. This time, they can use words but are not

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supposed to look at **A's** (look in some other direction) or use any actions or expressions.

- Once done, ask **A's** how they felt while listening to this. Ask **B's** how it was for them.
- Bring the group together and ask them that looking at the two situations what do they feel are the essential components of communicating well.
- Generate a discussion emphasizing the fact that for communicating things, using only words, or only actions is not enough. For effective communication it is important to use proper speech, actions and expressions.

**Key Message**

It is important to use appropriate expressions and actions along with words for effective communication.

**Worksheet**

Briefly write down what you have learned in this session.

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### Suggested Further Activity:

Instruct students to once again pair up with another classmate and narrate an incident using all the three forms – speech, action and expression.



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## Activity 6: Assertive Behaviour

**Theme:** We adopt different modes of communication in our daily life depending upon the situation. It may be harsh/giving in/calm. This activity will acquaint the students with these three types of behaviours - aggressive, assertive and submission.

**Time required:** 1 period

**Materials needed:** Story, white board, marker pens and worksheet

**Mode:** Whole class, pairs

**Life Skills to be enhanced:** Communication Skills, Interpersonal Relationships and Managing Emotions

**Objectives:** Students will be able to:

- explain and compare the meaning of aggressive, assertive and submissive behaviours;
- list the advantages of assertive communication.

**Getting Started:**

- Inform students that the session is going to be on different forms of communication.
- Ask students to get into pairs and enact different situations eg.- doctor examining a patient, two soldiers in a war situation, teacher and student, washerman and a person giving clothes for laundry, autorickshaw driver and passenger.

**Process:**

- Instruct students to sit in a circle.
- Make three columns on the board. Label the first column as **Harsh**, second column as **Giving in** and third column as **Calm**.
- State a situation where these three behaviours can be exhibited. For example if someone is not returning your home work note book.

Responses could be :

**Harsh :** "You are really mean. Why haven't you returned my note book. Give it back right now or else..."

**Giving in :** "I need my note book.. it's ok if you still have it..but could you give it back when you don't need it?"

**Calm :** "I really need my notebook. I find it difficult to study without it. Please give it back definitely by tomorrow."





- Ask students to share examples that demonstrate the above three modes of communication. List them down in the appropriate columns.
- Highlight and share that when the mode of communication is **harsh** the speaker gives importance to only his/her own feelings ignoring the other person's feelings, when the mode of communication is that of **giving in**, the speaker gives more importance to the other person's feelings and ignores one's own feelings and when the mode of communication is **calmness** then the speaker gives equal importance to one's as well as the others' feelings.
- Re-label the three columns as aggressive for harsh, submissive for give-in and assertive for calm.
- Inform the students that they need to listen carefully to a story. Tell them that the story will end in a dilemma and they have to come up with different responses to the dilemma.
- Narrate the story. (Appendix 1)
- After the story is completed, ask students to form pairs and fill worksheet. Instruct them to refer to the earlier discussion highlighted on the board. Allow them 5-10 minutes to fill the worksheet.
- Ask some students to share what they have written and add it to the three columns already made on the board.
- Ask them what could be the other responses. (Note: facilitator to try and get responses to all the three categories).
- Discuss how the three responses make the other person feel and so how it impacts their relationship.
- Summarize the learnings from the session. Emphasize on the advantages of assertive communication and its positive impact on relationships.

### Key Messages

1. We all have different styles of responding. These styles are reflected in our behaviour.
2. Aggressive behaviour stems from disrespect towards others' feelings and views.
3. A balance of firmness and caring is required for assertiveness.
4. Practising assertiveness helps strengthen relationships.





## Worksheet

What would Rahul say?

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How would this make Amit feel?

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What kind of behaviour is this? Tick the right one

- Harsh or aggressive
- Giving in or submissive
- Calm but firm or assertive

### Suggested Further Activity:

Give some situations to students in class and ask them to respond to these using assertive behaviour.

## Appendix 1

**Example of a story (Please change the name of the characters in case there is a student in your class with the same name).**

Rahul was a twelve year old boy who studied in a good school in Delhi. One day his science teacher announced in the class that in the following month the school is organizing a science exhibition. For this purpose she asked the students to get into pairs and work on a project that could be presented during the exhibition. Rahul was very excited and his eyes were gleaming with joy. He had always wanted to work with Amit, his classmate and his good friend. This was a good opportunity for Rahul to work with Amit and also strengthen their friendship. But as always Amit went ahead and chose his own best friend for the project. Rahul felt really dejected and was extremely hurt with Amit's actions.

**How should Rahul communicate his feelings to Amit?**



## Unit 6: Interpersonal Relationships

### Activity 1: Interacting with Peers

**Theme:** A strong bond between two or more people refers to interpersonal relationship. Interaction with others helps in developing good interpersonal relationships. This activity is about removing students' hesitation to interact with their peers. It is about bringing students together and enhancing friendship amongst them.

**Time Required:** 1 period

**Material Needed:** Worksheet

**Mode:** Whole class

**Life Skills to be enhanced:** Interpersonal skills

**Objective:** Students will be able to describe the importance of interacting with peers.

**Getting started :** Inform students that this session is on developing good interpersonal relationships.

**Process:**

- Ask each student to write down ten statements on a sheet, one below the other (Worksheet).
- Ask them to roam around in the class and find out and write the name of at least one student against each of the statements. The statement should be applicable to that student and there should be ten different names for the ten statements.
- As they find people who fulfill the condition they have to write their names against the question. Each student has to go around asking these questions from as many students as possible. Students cannot loudly volunteer information. Answers have to be furnished in one-to-one mode.
- Allow them five minutes to do this exercise.
- Ask each one of them to state one thing they found out which they did not know.
- Then ask some of them how it was interacting with different people.
- Bring the discussion around to why do we sometimes hesitate to talk to people and how it brings us closer and helps to develop friendship if we interact with more people.

#### Key Message

Interaction with people helps make friends and develop good interpersonal relationships.

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### Worksheet

1. Has the same zodiac sign as yours. \_\_\_\_\_
2. Likes the same TV programme as you do. \_\_\_\_\_
3. Plays a musical instrument. \_\_\_\_\_
4. Has drawn water from a well. \_\_\_\_\_
5. Has visited a village. \_\_\_\_\_
6. Likes to dance. \_\_\_\_\_
7. Has a pet. \_\_\_\_\_
8. Likes mangoes. \_\_\_\_\_
9. Reads as a hobby. \_\_\_\_\_
10. Enjoys watching Hindi movies. \_\_\_\_\_

### Suggested Further Activity:

Ask students to contact and interact with a friend/relative that they have not done so in a long time after school.



## Activity 2: Feeling Words

**Theme:** We experience different feelings. To express them we need to use appropriate feelings words. This activity helps the students to get acquainted with new feeling words which in turn will help them to express their feelings properly.

**Time Required:** 1 period

**Materials Needed:** White board and marker pens

**Mode:** Whole class

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

**Objective:** Students will be able to articulate feelings of self and others in a better way.

**Getting Started:** Students to make cartoons on different feeling words like happy, sad, frustrated, etc. and then to show them to their partners.

**Process:**

- Divide students into pairs .
- Now tell them to write down as many feeling words as possible on a sheet of paper.
- Tell them that they have to finish this list in two minutes.
- Tell them when the time is out.
- Now ask them to join with another pair.
- Instruct them to make a common list out of the words from both these lists.
- Instruct them to complete it in two minutes.
- Now ask them to share their list in the larger group.
- Ask students if they have got to know any new words from the list today.
- Discuss the new words with example.
- When the task is over, ask them to share how was the exercise for them and what did they learn from it.

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**Key Messages**

- 1 Using appropriate words help us to express our feelings better.
- 2 There is a range of feelings that we may experience.
3. While some people can be expressive, it may be hard for others who are less expressive to share feelings.

**Suggested Further Activities:**

Ask students to do the following:

1. Make a set of cartoon panels on chart to depict each of the feelings listed in the activity.
2. Choose one feeling and narrate an incident to your partner when you had experienced that feeling using new feeling words like 'A time when I was anxious'.



## Activity 3: Being Cheerful

**Theme:** Cheerfulness generates and fosters good relations. This activity highlights the importance of cheerfulness in one's behaviour for developing good relations with others.

**Time Required:** 1 period

**Material Needed:** Whiteboard and marker pens

**Mode:** Whole class.

**Life Skills to be enhanced:** Interpersonal Relationships

**Objective :** Students will be able to analyse the need for being cheerful while interacting with others.

**Getting Started:**

- Instruct students to stand in a circle.
- Tell them to move around the classroom and when a particular sentence is called out, they have to shake hands with who so ever is standing near them in the emotion as described in statement called out by the facilitator.
- Call out sentences like:
  - When you meet a happy group of friends.
  - When you meet a stranger who is kind to you.
  - When you meet a grumpy teacher.
  - When you meet a cheerful neighbourhood aunty.
  - When you meet an ill tempered neighbourhood acquaintance.

**Process:**

- Narrate a story given below to students.
- Ask questions in between the story which the students have to answer.

**Story:**

Once there was this friendly and happy dog called Bambo. He was very fond of making new friends and exploring new places. He would make new friends almost everyday. What others liked about him was that he was always happy and whenever he met someone he would wag his tail and smile at them. One day he met his friend, another dog called Sambie. Sambie told him about this exciting place he has just visited and met many other friendly dogs. So hearing this what do you think Bambo wanted to do? *(Pause and get students' response here. After you have got some response move on.)* Yes you are right, Bambo also wanted to visit this wonderful place. So both of them went to this magical glass house.

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Now the walls of this glass house were made of mirrors. So when Bambo and Sambie went inside one of the rooms, what do you think they saw? (*Students response may be: they saw reflections of the happy dogs, Bambo and Sambie.*) They saw many other dogs smiling at them. Both of them wagged their tails and so did the other dogs on the mirror. Both of them came running back to the town and shared this with all their friends. Soon other dogs also started going there (*Ask students: what the dogs saw inside the room.*) and all of them felt happy when they saw other friendly dogs there when they wagged their tails, the dogs on the mirror too wagged. (*Ask students: who are the other dogs in the mirror?*) It slowly became a favourite place to go to for all the friendly dogs of that neighbourhood. The word spread, now there was this grumpy dog in the same neighbourhood, he wanted to test out this place. So when he went inside (*Ask students: what did grumpy dog see?*) He saw many grumpy dogs, he barked and so did the dogs on the mirror, he got scared and ran away.

- Instruct them to fill in the detail by asking questions at the appropriate place. (please refer to the story script)
- Now ask the students, “Why did you think the experience of the last dog in the story was different from the other dogs?”
- Encourage them to share their insights after hearing the story.
- Let some students share their insights.
- Help them to come to the point that the way we present ourselves to others, determines the way people relate to us.
- Summarize the importance of cheerful behaviour in developing positive relationships.

### Key Message

Good relations are generated and fostered by cheerfulness.

### Suggested Further Activities:

Direct students to do the following:

1. Relax all muscular and nervous tension. Breathe slowly and rhythmically and express cheerfulness by smiling.
2. In triads share the experience of interacting with people who have a happy disposition. What effect did they have on you?
3. What are some of the body gestures which convey cheerfulness?



## Activity 4: Beyond Appearance

**Theme:** People generally judge others from their appearance. This activity will help the students to make proper judgments regarding others beyond appearance.

**Time Required:** 1 period

**Materials Needed:** Whiteboard, marker pens

**Mode:** Whole class

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

**Objective:** Students will be able to analyze the importance of knowing people beyond appearance.

**Getting Started:** Students to write three things that they consider while making friends.

### Process:

- Prepare two parcels one bright and shiny but full of rubbish and the other brown and dull and full of safe sweets (or a bag of small parcels with enough of each for the whole class).
- Invite each member of the class to choose one parcel. If you have only two parcels ask them to raise their hands and count how many of them chose the shiny one and how many the brown packet.
- Ask some of them why they made their choice.
- Then open the parcels.
- Encourage them to reflect on what the exercise taught them.

### Key Message

If we are making judgments or avoiding people based on their appearance, we may be missing out on opportunities to meet some potentially interesting and fascinating people.

### Suggested Further Activity:

Ask students to find out what their friends look for while making new friends.

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## Activity 5: My Relationship Web

**Theme:** Relationships are very important in our lives. This activity will help the students to identify all the relationships, the nature of these relations and their importance in life.

**Time Required:** 1 period

**Materials 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];
- analyze 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 'Relationship Web' that will highlight all the relationships they are exposed to and the effect it has on them.

### Process:

- Encourage students to think about all the people they interact with [at home, extended family, on the way to school, at school, in their neighbourhood, hobby classes etc.]
- Show them the sample of the 'Relationship Web' and explain the 'Influence Lines'.
- Give them the worksheet and ask them to put their name in the middle circle.
- One by one they can start putting the names of the people/relationships they thought of in Step 1. If needed they can add on more circles to increase their 'Relationship Web'.
- They now have to start analyzing the nature of these relationships and how important they are to them and the comparative degree of influence they have. (They can do this by thinking about how much time they spend with this person, how much they share with this person, how much they trust this person, any common interests etc. Remember that the students should also be encouraged to think of any negative or conflicted relationships- like the child in the school bus who bullies them, the child in the neighbourhood who teases/excludes them from play etc.)



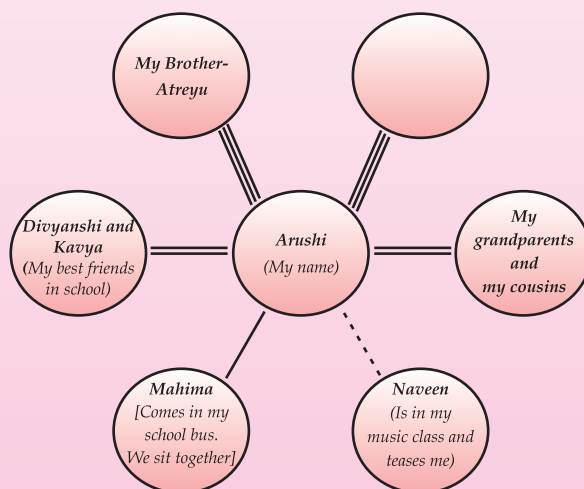
- As they analyse this, they have to start drawing the 'Influence Lines'.
- Encourage a few students to volunteer to share their 'Relationship Web' with the rest of the class.
- Use this sharing by the students as a way to further reinforce the objectives and key messages.

### Key Messages

- We all interact with different people on a daily basis, some are more important than others.
- Some interactions may be negative and cause us to feel hurt/sad. We should talk about them to our parents/close friends and find ways to deal with them appropriately.

### Sample of a Relationship Web

Influence Line	Meaning
	One Line-Nice to have relationship
	Two lines-Important Relationship
	Three lines-Very Important Relationship-Cannot imagine my life without them!
- - -	Broken line-Negative/Conflicted Relationship

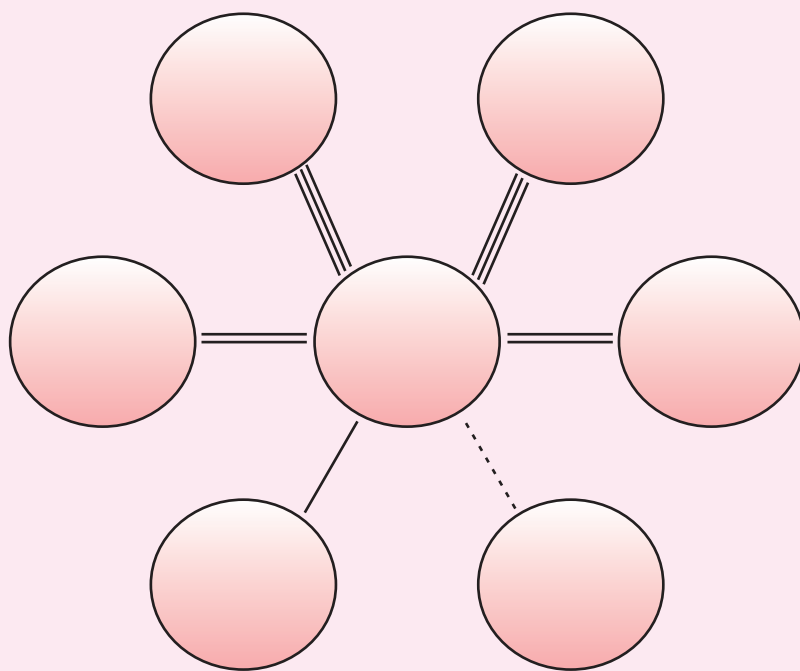


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### Worksheet



#### Suggested Further Activity:

Ask students to take any novel (Famous Five, Secret Seven or Hardy Boys) which they had read and do the following:

1. Write the names of the important characters in circles.
2. Draw lines connecting the characters to show their relationship.
3. Write how each character felt about the other character on the connecting lines.



## Activity 6: The Puzzle Monster!

**Theme:** In diversity lies our strength. We need to respect and appreciate people who are different from us. We need to work together as a team regardless of diversity.

**Time Required:** 1 period

**Materials needed:** Worksheet to create the Puzzle Monster, glue, scissors and one blank sheet per group [where they will stick the puzzle pieces].

**Mode:** Groups of eight students

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

**Objectives:** Students will be able to:

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

**Process:**

- Cut out the pieces of the puzzle and keep. You should have eight pieces. (Please see the sheet that consists of the Monster Puzzle pieces.)
- Divide the class into groups of eight students each.
- Give each student only ONE piece of the puzzle. If desired you can tell them to colour their individual pieces.
- Tell the students that they now have to use their teamwork skills to put the puzzle together.
- As a group, instruct them to name their monster and time permitting, they may create a short story about their monster, which they can verbally share with the class.
- Point out 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.).
- Emphasise them how even in their class they have students who are from different regions, religions, social status, languages, academic or sports abilities, but each child is special and in their diversity lies their unity.

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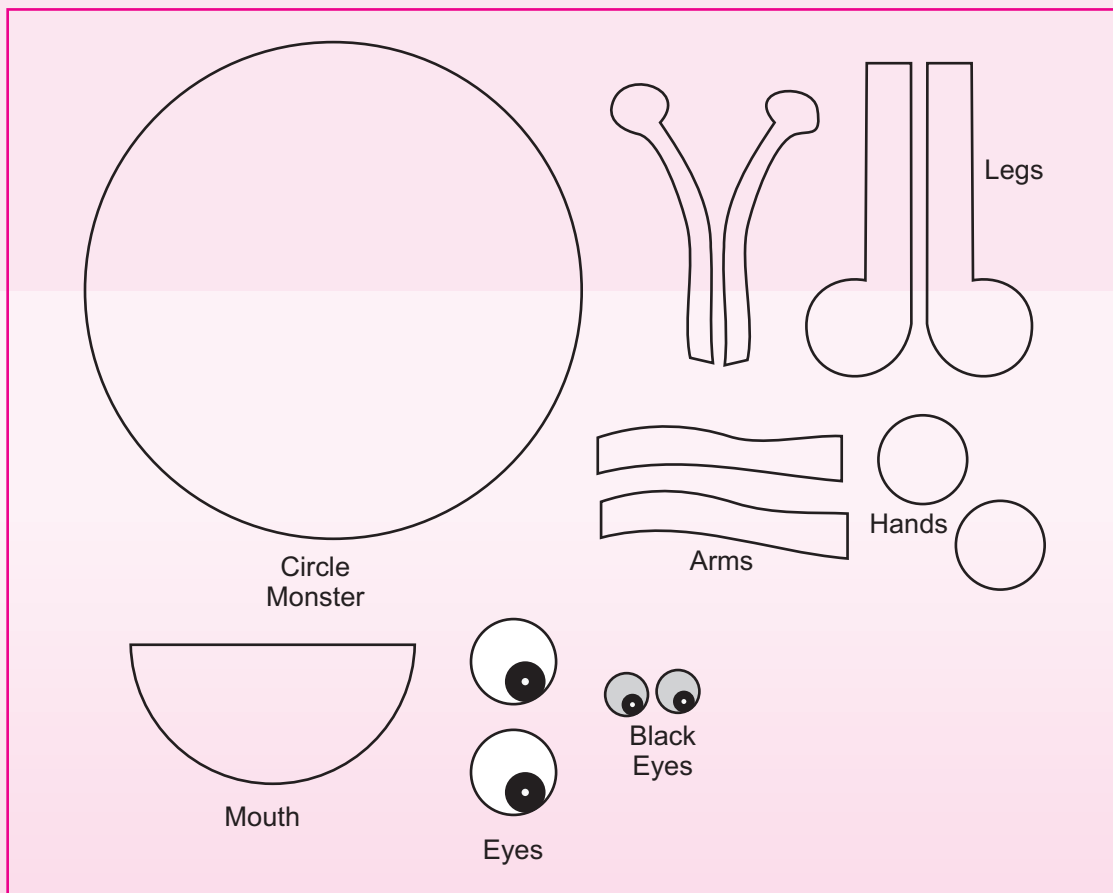


### Key Messages

1. Each person is special.
2. We need to respect and appreciate people who are different from us, as in our diversity lies our strength.



## Puzzle Monster



### Suggested Further Activity:

Cut out pictures from used magazines/books/newspapers of community helpers and design an attractive collage. Also write how they make a difference to our lives.



## Unit 7: Managing Emotions

### Activity 1: Getting Acquainted

**Theme:** Different people use different styles to express their anger. One should learn positive and safe ways to manage anger. This activity acquaints the students with different ways of managing anger.

**Time Required:** 1 period

**Materials Needed:** Flipchart paper, pen, copies of worksheet, whiteboard and marker pens.

**Mode:** Group

**Life Skills to be enhanced:** Managing Emotions and Self Awareness

**Objective:** Students will be able to learn positive and safe ways of managing their anger.

**Getting Started:** Warm up activity.

**Process:**

- Divide students into groups of five or six.
- Members of each group work together to make a list of words that might be used to indicate that they are angry.
- Allot ten minutes to each group for this activity.
- Now direct the first group to read out their list by naming a few words.
- Then instruct the next group to read out a few words on their list that are different from the first group's.
- Continue until each group has had a chance to speak and all of the words have been read.
- Record the anger words on a flip chart paper. The list may include words like enraged, irritated, ticked off, perturbed, steaming, frustrated, irritated, furious, annoyed, upset, up in arms, boiling, heated up, incensed, displeased, fuming, offended, riled up, mad, miffed, and many others.
- After each group has reported, emphasize that there are many words in today's language that are used to express anger.

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- At the end of the exercise, involve the whole group in a discussion on appropriate ways to express and deal with anger.
- Summarise the discussion with key messages.

### Key Messages

1. All of us experience feelings of anger. Some of us experience it more intensely than other people.
2. Anger is our body's way of telling us that something is wrong. It is our body's response to an unmet need, expectation or belief. For example, we become angry when someone cuts in front of us in line because we believe that people should wait for their turn.
3. Appropriate expressions of anger can lead to stronger relationships and more satisfying situations.
4. Find positive ways to express anger that are not hurtful to others.
5. Use the ACTS technique of assertive problem-solving for managing anger.

### ACTS

A = AWARE of your anger signals.

C = CONTROL your response.

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

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



## Worksheet

1. How did you find this activity? Write how you felt.

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2. How important is it for young people like you to learn to manage their anger?

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3. How this activity would help you to deal with anger in a better way in everyday life situations.

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### Suggested Further Activities:

Encourage students to do the following:

1. Make a diary entry everyday for a week noting how you expressed your anger during that time.
2. Make a list of the ways others express their anger. Do you express your anger in a similar way? Write your current methods for expressing anger.





## Activity 2: Managing Emotions - I

**Theme:** People react to different situations in different ways. There are helpful and harmful ways of dealing with different situations. This activity will help the students to be aware of their feelings and ways of managing emotions.

**Time Required:** 1 period

**Materials Needed:** Copies of worksheet, whiteboard and marker pens

**Mode:** Individual work

**Life Skills to be enhanced:** Managing Emotions and Self Awareness

**Objectives:** Students will be able to:

- become aware of their feelings in different situations;
- learn healthy ways of managing emotions.

**Getting Started:** It is very normal and natural to feel different emotions at different times. What is important is how we express them.

**Process:**

- Relate the purpose of the session to the students.
- Circulate copies of the worksheet to all students.
- Give them fifteen minutes to think and complete the exercise.
- At the end of the exercise, involve the whole group in a discussion on healthy and unhealthy ways of dealing with emotions.
- Sum up the activity with the help of key messages.

### Key Messages

1. Emotions are natural and normal feelings.
2. People express their feelings in different ways.
3. Managing emotions is an important Life Skill and a big part of growing up.
4. It is an ability to identify and express emotions appropriately.
5. Being aware of our own emotions makes us more confident when making personal decisions.
6. Appropriate expressions of emotions can lead to stronger relationships and more satisfying situations.
7. Learn to use the following steps for managing your emotions:
  - Identify your emotions.
  - Analyze why the situation bothers you.
  - Analyze the effect the situation has or can have on your life.
  - Decide what you can and cannot change.
  - Select a positive way to react.
  - Think of something positive you can learn from the situation.



## Worksheet

For each situation given below, answer the three questions that follow

What do you feel when:

- a) you're blamed for something you didn't do?
- b) someone keeps fouling you on the basketball court?
- c) you are expecting to see a friend, and he or she backs out at the last moment for no good reason?
- d) you feel when you work really hard for something and you succeed?
- e) your team keeps losing?
- f) a teacher praises your work?
- g) you fair poorly in your exam because you didn't study?
- h) your close friend hasn't understood you?

1. *Name the feeling.*
2. *What's a helpful way to deal with it?*
3. *What's a harmful way to deal with it?*

### Suggested Further Activity:

Encourage students to draw a poster to show different emotions.

### Unit - 7: Life Skills Education for Middle School





## Activity 3: Managing Emotions - II

**Theme:** We need to recognize our emotions, analyze the effects of negative emotions on our lives and learn positive ways of managing emotions.

**Time Required:** 1 period

**Materials Needed:** Printed copy of worksheets, whiteboard, marker pens and chalk

**Mode:** Whole class

**Life Skills to be enhanced:** Managing Emotions, Self Awareness, Critical Thinking, Creative Thinking, Empathy and Decision Making

**Objectives:** Students will be able to:

- recognize their emotions;
- learn appropriate ways of managing emotions.

**Getting Started:** All of us experience a wide range of emotions in our lives. Usually, that is a good thing. But, sometimes we have difficulty in controlling our emotions, even to the point of letting our emotions control our behaviour. Usually, that is not a good thing.

**Process:**

- Relate the purpose of the session to the students.
- Mark four areas in the classroom for choices a, b, c or d using chalk.
- Read the first situation and ask all students to choose how they would react to the situation.
- After each situation is read and students make their choices, ask them to explain why they made that particular choice.
- At the end, facilitate a group discussion with the help of discussion prompts.
- Sum up the session highlighting key messages.

### Key Messages

1. Be honest with yourself.
2. Talk to somebody about your feelings.
3. Don't ignore your emotions, they are telling you something.
4. If you are having an unpleasant feeling, think of something that will help you to reduce such feeling and then do it.
5. Find positive ways to express anger that are not hurtful to others.
6. Remember, whatever you are feeling, you're not alone.
7. Try not to get overwhelmed, things usually improve.
8. If you do get overwhelmed, ask for help.



## Worksheet - Situation Choices

1. Your friend borrows your expensive bicycle and has damaged it badly due to bad riding ignoring the traffic lights and speed limit.

You...

- a) Ask him to buy you the same bicycle/pay for it.
- b) Shout at him and make sure he feels bad.
- c) Say it's okay; you need not worry or feel bad about it.
- d) You break your friendship with him.

2. Someone that you know very well tells you that you are short and also dark in complexion. He teases you that you are unattractive.

You...

- a) Ignore him and walk away.
- b) Get depressed and stop going out.
- c) Tell the person that the comment was rude and that you didn't appreciate it and that you feel hurt.
- d) Ask the person to just 'shut up'.

3. Your best friend has gone to see a movie with someone else and did not invite you. You feel angry and hurt.

You...

- a) Tell your friend that you will never talk to him in future.
- b) Act like it does not bother you and let it go.
- c) Ask your friend to explain why he did not ask you to accompany.
- d) You scream at him without giving him a chance to explain.

### Discussion Prompts

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

### Suggested Further Activity:

Conduct a group discussion or role play on appropriate ways of managing emotions.

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## Activity 4: “How I Chill”- Managing Anger

### Unit - 7: Life Skills Education for Middle School



**Theme:** Stress results from worry, frustration, feelings of hurt and fear. Although anger may be used to discharge tension, it is generally ineffective for more than a few minutes and leads to additional stress. Relaxation techniques are often effective in reducing stress and are socially much more acceptable. This session is about anger management and relaxation techniques.

**Time:** 1 period

**Materials Needed:** Worksheet, whiteboard, marker pens, duster, construction paper, pencils and crayons or sketch pens for each student.

**Mode:** Group

**Life Skills to be enhanced:** Managing Emotions, Self Awareness, Creative Thinking and Interpersonal Relationships

**Objective:** Students will be able to learn relaxation techniques to manage anger.

**Getting Started:** Stress is part of everyday life and anger is a normal human emotion. Many problems can develop if we don't learn to relax and handle stress effectively . Ask students to give examples of physical discomforts (such as headaches and stomachaches) and some examples of social problems that arise when anger is used to let out tension. Explain if they use stress-reducing activities and learn to manage their anger, they will have more friends and be better able to get along with their families, peers and adults.

**Process:**

- Ask students to describe how they “chill”. Write their ideas on the whiteboard.
- When the list is complete, review the seven ideas on “Relaxation Techniques”.
- Instruct the students make their own booklets “How I Chill”. Distribute a piece of construction paper, a pencil and crayons or sketch pens to each student.
- Instruct them to fold the paper in half and then in half again to form a booklet.
- On the front of the booklet, have the students design a cover (e.g. a student might draw a picture of him/herself and write “How I Chill”).
- On each page of the booklet, ask them to write a word or two about ways to relax and illustrate the words they choose.
- Sum up the activity with key messages by reinforcing the seven ideas on relaxation techniques.



## Relaxation Techniques

### 1. Relaxation

- Breathe deeply from the diaphragm. Breathe in through the nose and out through the mouth.
- Say a calming word over and over. (eg: Relax, It's OK etc.)
- Tense muscles throughout your body, and then loosen them. (Using the example of standing like a toy soldier and relaxing like a Raggedy Ann/Andy doll may be helpful).
- Sit back and look at a peaceful scene or imagine one.

### 2. Positive thinking and visualization

- Think such thoughts as: "I can do this" and picture yourself succeeding.

### 3. Stay healthy

- Eat healthy foods and get plenty of rest.

### 4. Exercise

- Exercise is very important, not just for general health, but because when we exercise, our bodies release endorphins that are calming hormones.

### 5. Recreation

- Having fun is important. Develop hobbies that you can pursue now and can continue to enjoy when you are older. Look beyond TV and computer!

### 6. Change what you can!

- Reduce stress by setting goals, using your time wisely, and through problem solving.
- Make changes to reduce the stress within you. For example, if you are always nervous because you lose things, set a goal to become organized.

### 7. Express your feelings

- Talk to others and tell them what you need and how you feel.
- Express yourself through writing in journals, art and music. A pet can be a great listener, too!

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## Worksheet

1. Why is it important to learn to manage your anger?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How does self awareness/identifying emotions helps you in managing your anger?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Why do you think Life Skills are important in everyday life?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How do you deal with your anger?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Do you think now you are in a better position to deal with your anger?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Suggested Further Activities:

1. Students to take the booklets home and share them with their families. Tell the students that these same ideas work for everyone including grown-ups.
2. Write about the person whom do you talk to when you are feeling down? What does this person do to help you? Do you ever do the same for others?



## Activity 5: Managing Emotions - III

**Theme:** We need to recognize emotions, analyze the effects of negative emotions on our lives and learn positive ways of managing emotions. This will help to build better interpersonal relationships throughout lives.

**Time required:** 1 period

**Materials needed:** Worksheet (role play situations), white board, marker pens and duster

**Mode:** Group

**Life Skills to be enhanced:** Managing Emotions, Self Awareness, Creative Thinking and Interpersonal Relationships

**Objectives:** Students will be able to:

- enhance their knowledge and understanding about emotions;
- learn different ways to manage emotions.

**Getting Started:** Students to brainstorm on the word 'emotions' and to come up with some examples of negative and positive emotions.

**Process:**

- Encourage students to identify some common situations in which they have felt negative emotions such as anger, grief, sadness, depression, etc.
- Make a list of the situations shared by students on the white board.
- Divide the students into groups, each group not having more than five to six students.
- Assign one situation to each group (situations could be selected either from the ones identified by the students themselves or the ones mentioned here).
- Instruct each group to prepare a role play of about five minutes on the situation assigned to them.
- Allow them ten minutes for preparation.
- Help students recognize emotions in all the situations presented.

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- Each role play is to be followed by a small discussion among the whole group.
- At the end of the session, involve the whole class and discuss appropriate ways of managing emotions.
- Sum up the activity with the help of key messages.

### Key Messages

- It is very normal and natural to feel various emotions.
- Being aware of our own emotions makes us more confident when making personal choices.
- Managing our emotions is an important part of growing up.
- Learn positive ways of managing emotions that are not harmful to others.
- Learn to cope effectively with situations that give rise to negative emotions.
- We must also learn to use and build on positive emotions and feelings to cope with emotions and stress in particular and life in general.

### Worksheet: Role Play Situations

- Someone grabs something out of your hand.
- Someone pushes you in line.
- Your mother shouts at you in front of your friend.
- You have not done well in your exam and are scared to face your parents.
- Your parents are arguing and your friend visits your home.

### Suggested Further Activity:

Ask students to write about how they felt like when they are totally alone and no one else could possibly understand what they are feeling?



## Activity 6:

### “Empty Chair”- Managing Emotions - IV

**Theme:** Emotions are natural and normal feelings. We need to express them appropriately. This game about emotions is planned to help students learn about appropriate ways of expressing their emotions.

**Time required:** 1 period

**Materials needed:** Worksheet, white board, marker pens and duster

**Mode:** Individual

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

**Objective:** Students will be able to develop their skill of managing emotions.

**Getting Started:** Ask students to think about different types of emotions that they experience in their lives and how they usually express them.

**Process:**

- Ask four students to volunteer.
- Ask each volunteer to enact without speaking the following emotions and ask the other students to guess the emotions, namely happiness, anger, stress and jealousy.
- Once the students guess the right emotion, explain that emotions are part of our life.
- Allow each volunteer five minutes to recall from their past experiences any incidence which has resulted in negative emotions.
- Arrange four chairs for volunteers and four empty chairs opposite to those chairs.
- One by one ask each volunteer to do the following:
  - Briefly share about the situation with the class.
  - Imagine that the person, who has been responsible for causing the emotion, is sitting in the empty chair.
  - Express their emotions towards the imagined person in the empty chair. Emotions can be expressed in any way like shouting, screaming, crying, hitting, etc.

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- Allow enough time for expressing emotions until they have exhausted all the negative emotions.
- Instruct them if they feel better now about the situation, now that they have been able to express themselves freely.
- Instruct each to list the facts of the case and say how they will act to solve the problematic situation.
- Explain the class about positive and negative emotions.
- Encourage students to give examples of how they can use positive emotions to their advantage.
- Conclude the session by highlighting appropriate ways of expressing emotions with the help of key messages.

### Key Messages

1. Learn to cope effectively with situations that give rise to negative emotions.
2. Learn to separate emotions and feelings from facts; ventilate your feelings and get rid of negative emotions. Otherwise they will interfere with knowledge-based decision making.
3. Very often you may not be able to shout or cry or beat or act in other similar ways either because the person is senior to us, or there are other people around and so on. In any case, this kind of behaviour never results in a positive ending.
4. Learn positive ways to express your emotions that are not hurtful to others.
5. The “Empty chair” activity is very effective in separating and getting rid of negative feelings and emotions. Now they will not interfere with the real facts and you will be able to look at the situation objectively. It is also a very good relaxation technique.
6. You must also learn to use and build on positive emotions and feelings to manage emotions and stress in particular and life in general.



## Worksheet

Circle True (T) or False (F) against each of these statements:

- |  |     |
|--|-----|
| 1. Emotions are natural and normal feelings.   | T/F |
| 2. Sharing our feelings with others is not good.                                       | T/F |
| 3. Managing our emotions is an important Life Skill that we all need to develop.       | T/F |
| 4. Different people express their emotions in different ways.                          | T/F |
| 5. People who express their anger in an aggressive manner have stronger relationships. | T/F |

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### Suggested Further Activities:

Ask students to do the following:

1. Think of times when you were very angry. Choose a time that you made a choice to control your anger and respond appropriately. Write a paragraph and illustrate the page. List positive things that happened because of your good choices.
2. Write and illustrate a book to show what you have learnt using the following "Story Starters".
  - Next time things don't go my way, instead of getting angry I will.....
  - Next time I get very angry, instead of losing my temper I will.....
  - Next time I get very stressed, in order to calm myself down I will...
  - In order to solve a conflict with my friend I will...

After all pages have been completed, they can be compiled into books by each student and displayed.



## Unit 8: Coping with Stress

### Unit - 8: Life Skills Education for Middle School

### Activity 1: Are you Stressed?

**Theme:** Different people react to a stressful situation in different ways. There are different signs and symptoms of stress. We need to recognize them and learn ways of coping with stress.

**Time Required:** 1 period

**Materials Needed:** Worksheets, white board and marker pens

**Mode:** Individual work

**Life Skills to be enhanced:** Coping with Stress and Self Awareness

**Objectives:** Students will be able to:

- enhance their knowledge and understanding of common symptoms of stress;
- learn healthy ways of dealing with stress.

**Getting Started:** Stress is a common phenomenon in our day to day life; everyone feels stressed in one situation or the other, therefore no need to feel alone or embarrassed about discussing it; people react to a stressful situation in different ways.

**Process:**

- Relate the purpose of the session to the students.
- Give worksheets to all the students.
- Allow them fifteen minutes to think and complete the exercise.
- At the end of the exercise, involve the whole group in a discussion on common symptoms of stress and healthy ways of dealing with it.
- Sum up the activity with the help of key messages.



### Key Messages

1. People react to a stressful situation in different ways.
2. Be aware of the important signs and symptoms of stress.
3. Some common **symptoms of stress** in children are lack of concentration, increased pulse rate and heart beats, sweating, sleeplessness, stomach problems, chest pain, excessive tiredness, dry mouth, loss of appetite, depression, excessive anger, impatience, etc.
4. Learn to cope with stress with some of these simple but powerful ways and beat that stress away:
  - **Meditation** - It calms down your worries. It is a great way to cope with stress. Find out a quiet corner in your home and practice meditation. Try to get rid of wandering thoughts and focus on your surroundings. Practice this daily for five minutes and you will notice positive results.
  - **Time Management** - Organize your day-to-day chores and should prioritize your activities. Maintaining a schedule is a good idea to tackle deadlines.
  - **Workout**- Making exercise a routine will keep your mind and body fit thus lowering the level of stress. Devote about 15-20 minutes daily to a workout session.
  - **Enough Sleep** - Insufficient amount of sleep could be the major cause of stress. Adequate and sound sleep is necessary to lead stress free lives
  - **Healthy Eating** - Eating a healthy and balanced diet is the key to a stress free life.

### Unit - 8: Life Skills Education for Middle School





### **Worksheet: Test to find out if you are stressed.**

**(N-Never, S-Sometimes, O-Often, A-Always)**

In the last six months –

1. Have you felt nervous, fidgety and tense?
2. Do you get irritated easily?
3. Have you had an upset stomach?
4. Have you had problems going to sleep or do you get up earlier than you should?
5. Have you felt dizzy?
6. Do you feel hungry or feel too full at meal times?
7. Do you feel tired easily?
8. Do you have frequent headaches?
9. Do you feel you have too much to do?
10. Do you feel like running away?

#### **Scoring –**

Mark 0 point for all N's.

Mark 1 point for all S's.

Mark 2 points for all O's.

Mark 3 points for all A's.

**If your score is under 10 –** You are low on stress and are able to handle your life well.

**If your score is 10-19 -** You are beginning to show some signs of stress, take some preventive steps.

**If your score is 20-30 -** Talk to your parents, teacher or school counsellor.



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	N	S	O	A	Point
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
Total					

**Suggested Further Activities :**

Ask students to do the following:

1. Write a letter to someone you wish to talk but can't, to share what is causing you stress and what you might try to cope better with it.
2. Share the findings of the worksheet with your parents/teacher/ counsellor.
3. Write in your notebook/diary different ways you will adopt to handle stress in your day-to-day life.
4. Prepare a time table of your activities for a week. Make a plan for different activities like studies, play activities, watching television etc. and prioritize.





## Activity 2: Managing Stress

**Theme:** Stress is something every human being has to cope with in life. This activity helps you to explore various ways to cope with stress.

**Time Required:** 1 period

**Materials needed:** Teacher's list of ways to deal with stress, chart papers, sketch pens, white board and marker pens

**Mode:** Group work

**Objective:** Students will be able to learn different ways of dealing with stress.

**Life Skills to be enhanced:** Coping with Stress, Self Awareness and Creative Thinking

**Getting Started:** Brainstorm – what do you understand by stress?

**Process:**

- Emphasize the importance of managing stress to the class.
- Instruct students to create a list of ways to deal with stress.
- Direct students to form groups of five or six students in a group.
- Then allow them 15 minutes to create a list what can be done to deal with stress.
- Then let each group present what they have found.
- The group which creates the list that is close to your list or the best list will win.
- At the end of the exercise, involve the whole group in a discussion on positive ways to deal with stress.
- Sum up the activity with the help of the key messages.

### Key Messages

1. Stress is something that every human being has to cope with in life.
2. Use different strategies for coping with stress.
3. The Four A's to deal with stressful situations are:

#### Change the situation:

- **Avoid** the stressor.
- **Alter** the stressor.

#### Change your reaction:

- **Adapt** to the stressor.
- **Accept** the stressor.



## Worksheet

1. What have you learnt from this activity?

---

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---

2. Why is it important for you to be able to cope with stress?

---

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3. How can this activity help you to deal better with stress?

---

---

---

### Suggested Further Activities:

Ask students to do the following:

1. Write an account of your day, focusing on what is bothering you or causing you stress and explore what you might try to deal better with it.
2. Find time to indulge in your favourite hobbies like listening to music, gardening etc.

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## Activity 3: Breathing Exercise (Belly Breathing)

**Theme:** We use different strategies for coping with stress. Deep Breathing is a good technique that can help you to relax your body and reduce stress. It is particularly helpful for calming down when you are highly stressed. This activity is planned to introduce the concept of deep breathing as a stress reduction strategy.

**Time Required:** 1 period

**Material Needed:** None

**Mode:** Individual

**Life Skills to be enhanced:** Coping with Stress and Self Awareness

**Objective:** Students will be able to gain skill in deep breathing as a part of stress reduction.

**Getting Started:** Demonstrate the concept of deep breathing as a stress reduction technique.

**Process:**

- Instruct students to stand in a comfortable area giving space between each other or seated in chairs.
- Provide students with the following directions:
  - Stand straight up with feet shoulder-width apart.
  - Arms and hands are relaxed downward.
  - Body is relaxed.
  - Eyes closed.
  - Focus on lower abdomen (belly) and imagine a small balloon in that space.
  - Breathe in slowly and deeply through nostrils, imagining the balloon inflating (getting bigger/larger/growing) slowly, hold for a few seconds.
  - Slowly exhale through the mouth, imagining the balloon gently deflating (getting smaller, shrinking); blow out of the mouth as if blowing out a candle.
  - Place a hand over the lower abdomen to feel it go up and down, and make sure you're not breathing with the chest.
  - Repeat at least ten times.
- Ask students how different their bodies feel after the exercise. Are they more relaxed/calm? Do they feel lighter? Tired?



- Practise several times with the class until they achieve a comfortable competence with deep breathing.

### Key Messages

1. Deep Breathing is a good technique that can help you relax your body and reduce stress.
2. It is particularly helpful for calming down when you are highly stressed.

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### Worksheet

1. What have you learnt from this activity?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How important is it for you to learn to be able to deal with stress?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Apart from the breathing exercise, what are the other ways to cope with stress?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Did you enjoy the activity? Describe how this activity has helped you to deal better with stress?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Suggested Further Activities:

Encourage students to do the following:

1. Demonstrate this activity during assembly.
2. Practise deep breathing exercise on your own (e.g. while you are waiting in queue for something, sitting on the bus to school, at bedtime, etc.).
3. Teach the deep breathing technique to a friend or family member.
4. Conduct this activity for the students of other classes.





## Activity 4: Peer Sharing (Co-listening)

**Theme:** Listening skills can be practised. In this activity, students get the opportunity to share thoughts and feelings within a safe and structured environment.

**Time needed:** 1 period

**Materials needed:** Worksheet

**Mode:** Pairs, groups of three

**Life Skills to be enhanced:** Coping with Stress, Self Awareness and Effective Communication

**Objectives:** Students will be able to:

- relieve their stress by sharing their thoughts and feelings;
- appreciate the role of active listening.

**Getting Started:** This is a two-part activity that provides an opportunity to: i) relieve stress by talking about what they are thinking or feeling at moment, while being intentionally listened to, and; ii) talk about opportunities and solutions related to the topic at hand to help move beyond current feelings of stress.

The activity involves one student talking while his/her partner(s) listens without commenting.

Set the stage with students by establishing rules for **safe sharing** (for example: be respectful, no teasing, information shared is not talked about once activity ends (stays in the classroom), respect all feelings, ideas, opinions).

Before beginning, model the activity using yourself and student volunteers to clearly demonstrate the activity.

### Process:

#### Part One

- Have students in pairs. You can number off students 1, 2; 1, 2; ....
- Student #1 talks while student #2 simply listens (*e.g. ask Student 1 to share how he/she is feeling today and why? Or how he/she is feeling at the moment or about any concerns or worries he/she is experiencing*).
- After two minutes, the students switch roles and student #2 talks while student #1 listens for another two minutes (*Student #2 now talks about the same question, e.g. how he/she is feeling today and why?*).

#### Part Two

- After the pairs have finished sharing, group students in triads (again you may renumber students as 1, 2, 3; 1, 2, 3; ...).



- Student #1 talks while students #2 and #3 listen (*e.g. ask student 1 to talk about opportunities and solutions related to current issue or stressors he/she is experiencing or concerned about*).
- Every two minutes switch students until each one in the group has a turn to talk.
- Students may share with whole class their experience of exchanging their thoughts and feelings while being listened to and what it is like to listen intentionally without comment.
- Check with students to see if they feel any sense of relief, calmness, focus or less stressed as a result of this activity.

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### Key Messages

1. Everyone of us experience stress in life.
2. Almost 90 percent of the stress in our lives is self induced.
3. Sharing feelings with a trusted person is healthy.
4. The following general behaviours and techniques will help manage stress:
  - Eat healthy meals with plenty of fruits and vegetables.
  - Maintain daily routine and schedule.
  - Exercise regularly.
  - Avoid caffeine (can increase feelings of anxiety and agitation).
  - Do things you enjoy (for example: art, listening to music, being outdoors, dancing, writing poetry, reading, etc.).
  - Get good amounts of rest and sleep.
  - Avoid alcohol, tobacco and drugs.
  - State feelings in a clear way (for example: *"I feel angry when you yell at me"*).
  - Decrease negative self talk (for example: transform *"My grades will never get any better"* to *"I may not be doing too well now, but my grades can improve if I get extra help and I do all my homework"*).
  - Be with friends who help you cope in a positive way.
  - Learn relaxation techniques (such as: deep breathing, muscle relaxation, meditation).
  - Talk to caring adults.
  - Use humor.





## Worksheet

1. Did you enjoy this session? Write how you enjoyed this session.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Give three common situations in which you have felt stressed.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. When you are stressed, what do you normally do to make yourself feel better?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How important is it to share your thoughts and feelings with a trusted person?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Mention how this session is going to benefit you in coping with stress.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Suggested Further Activities:

1. Students may practise peer sharing at other times.
2. Students may practise this method on their own amongst themselves for mutual support.



## Activity 5: How I cope with Stress

**Theme:** Everyone of us experience stress in life. There are different ways to manage stress. In this activity the students look at how they currently cope with stress, through maintenance of a stress journal/diary and to encourage them to use positive coping strategies.

**Time Required:** 1 period

**Materials Needed:** A notebook or diary, pen, white board, marker pens and worksheet

**Mode:** Individual work

**Life Skills to be enhanced:** Coping with Stress and Self Awareness

**Objectives:** Students will be able to:

- maintain a stress journal;
- identify ways to cope with stress;
- use positive ways of coping with stress.

**Getting Started:** Instruct students to think about the ways they currently use to manage and cope with stress in their life.

**Process:**

- Explain students how a stress journal/diary can help to identify the ways they currently use to cope with stress.
- Instruct them to choose a special notebook or diary that will be their stress journal. They should feel free to decorate their journals and express themselves.
- Tell them that their assignment is to write in their journals whenever they feel stressed. Each time they feel stressed, they should keep track of it in their journal. As they keep a daily log, they will begin to see patterns and common themes.
- Guide them to write down the following in their journal:
  - What caused them stress (they can make a guess if they're unsure).
  - How they felt, both physically and emotionally.
  - How they acted in response.
  - What they did to make themselves feel better.
- Ask them whether their coping strategies are healthy or unhealthy, helpful or unproductive.
- At the end of the activity, involve the whole group in a discussion on the positive strategies.
- Sum up the activity with the help of key messages.

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**Key Messages**

1. Writing in any form to express emotion and working through problems or questions helps in reducing stress.
2. Writing can help you to express your feelings and bring relief from problems and stress.
3. Certain amount of stress is necessary in day to day life. Positive thinking and stress are interrelated.
4. Having a negative point of view regarding every task you do is the first step of the ladder called stress.
5. Adopting the right attitude can convert a negative stress into a positive one.
6. Being optimistic can reduce half of your worries.
7. 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.
8. Positive thinking tackles stress, making you live longer and healthier.

**Worksheet to be completed the following week**

1. How do you find the experience of keeping a stress journal/ diary?  
\_\_\_\_\_  
\_\_\_\_\_
2. What did you discover about yourself and the way you manage stress?  
\_\_\_\_\_  
\_\_\_\_\_
3. How do you think you can further improve your skills of managing stress?  
\_\_\_\_\_  
\_\_\_\_\_
4. Why should you like to write the journal every time you feel stressed?  
\_\_\_\_\_  
\_\_\_\_\_
5. Mention how writing your stress journal enhances your skills in coping with stress.  
\_\_\_\_\_  
\_\_\_\_\_

**Suggested Further Activities:**

Ask students to do the following:

1. Write a letter to someone you wish to talk to but cannot.
2. Write an account of your day, focusing on what's bothering you or causing you stress and explain why it is an issue and what you might try to better cope with it.



## Activity 6: How to Handle Stress

**Theme:** Unhealthy coping strategies may temporarily reduce stress, but they cause more damage in the long run. In this activity the students have the opportunity to think and practice healthy ways of coping with stress.

**Time Required:** 1 period

**Materials Needed:** Chart paper, sketch pens, white board, marker pens and worksheet

**Mode:** Individual

**Life Skills to be enhanced:** Coping with Stress, Self Awareness, Creative Thinking and Critical Thinking

**Objective:** Students will be able to learn healthy ways of coping with stress.

**Getting Started:** Warm up activity

### Process:

- Have students identify ways in which they handle their stress.
- List them on a chart and paste it in the class room.
- Role play sample situations that create stress.
- Let students show how they would react in each situation.
- Discuss how using positive coping strategies can change the situation and role play it again.
- Sum up the activity with the help of key messages.

### Key Messages

1. If your methods of coping with stress are not contributing to your greater emotional and physical health, it is time to find healthier ones.
2. Unfortunately, many people cope with stress in ways that compound the problem.
3. Many adolescents who develop stress reduction skills learn how to feel and cope better without hurting themselves or others.
4. Identifying and acknowledging the causes of stress and expressing feelings about them are usually the most effective tools students have to reduce stress, in addition to learning practical stress reduction skills.
5. The following coping strategies may temporarily reduce stress, but they cause more damage in the long run:

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- Smoking;
  - Drinking;
  - Overeating or under eating;
  - Zoning out for hours in front of the TV or computer;
  - Withdrawing from friends, family, and activities;
  - Using drugs to relax;
  - Sleeping too much;
  - Procrastinating;
  - Filling up every minute of the day to avoid facing problems;
  - Lashing out with angry outbursts and physical violence when stressed.
6. There are many healthy ways to manage and cope with stress, but they all require change. You can either change the situation or change your reaction.
  7. When deciding which option to choose, it is helpful to think of the four As: **Avoid, Alter, Adapt, or Accept** (Avoid the stressor; Alter the stressor; Adapt to the stressor; Accept the stressor).
  8. Since everyone has a unique response to stress, there is no “one size fits all” solution to managing it.
  9. No single method works for everyone or in every situation, so experiment with different techniques and strategies.
  10. Focus on what makes you feel calm and in control.

### Sample Situations

1. A bully has been trying to get you to help him to cheat in an examination.
2. Your final examinations are very close and you are not prepared for the examinations.
3. One of your close friends has stopped talking to you and even persuaded some of your other classmates not to talk to you.
4. Your friends tease you for being overweight and short in height.
5. There is a sudden class test.
6. You have not done well in your unit tests.



## Worksheet

1. Did you enjoy this session? Write how you enjoyed this session.  
\_\_\_\_\_  
\_\_\_\_\_
2. Give two examples of positive stress.  
\_\_\_\_\_  
\_\_\_\_\_
3. Mention two healthy ways and two unhealthy ways of dealing with stress.  
\_\_\_\_\_  
\_\_\_\_\_
4. How does this session benefit you in coping with stress in your daily life?  
\_\_\_\_\_  
\_\_\_\_\_

### Suggested Further Activities:

Ask students to do the following:

1. Write an account of your day, focusing on what is bothering you or causing you stress and explore why it is an issue and what healthy strategies you might try to better cope with it.
2. Make a time table of all your activities for a week. Divide your time into different activities like studies, play activities, listening to music, etc. and prioritize.

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# Unit 9: Empathy

## Unit - 9: Life Skills Education for Middle School

### Activity 1: It is Nice to be Kind

**Theme:** Kindness is a quality of being friendly and considerate. A child should understand the importance of being kind to his/her parents, siblings, old and handicapped people and even to animals. This activity explores the ways to be kind in our daily encounters.

**Time Required:** 1 period

**Materials Needed:**

1. Three sample situations copied for groups.
2. Chart papers (one for each group).
3. Markers or sketch pens.

**Mode:** Groups of five to ten students

**Life Skills to be enhanced:** Empathy, Interpersonal Relationships and Critical Thinking

**Objectives:** Students will be able to:

- understand the importance of being kind to their family members, handicapped people and old people;
- understand the importance of being kind to those who are in need of our help. This also includes animals, as they cannot speak for themselves.



**Getting Started:**

Discuss the following questions about kindness and consideration towards others with students:

- What is kindness?
- Why is it important to be kind to people and animals?
- Think of a person to whom you showed kindness. How did you feel?
- Think of a time when you did not help somebody in need? Why? How did you feel?



- How do our rude words or actions hurt others?
- Do you notice when people do nice things for you? Why do they do them?

#### Process:

- Divide students into three or six groups, depending on the number of students in class. In case there are more than three groups, each situation would be worked upon by more than one group, though separately.
- Present each group with a situation. Ask each group to discuss, analyze and decide the kind and compassionate choices that they could make in that situation.
- Instruct each group to make a chart of the points discussed and the choices made and present it to the rest of the class.
- At the end of this, ask each student to write answers to the questions mentioned in the worksheet.

#### Key Messages

1. Kindness is the quality of being friendly, generous, and considerate.
2. A little consideration towards others can help them a lot.
3. Empathy is an important value which helps us feel for others.
4. It helps us understand the problems of others.
5. It is important to care for those who are less fortunate than you.
6. Empathy brings us closer.

#### Sample Situations

##### Situation - 1

*Its evening time. All the children in your colony are playing in the park. A girl named Meena also wants to join the play. But the children don't accept her and ignore her because she is deaf. No one wants to be friends with her. She feels very sad because she is neglected by all the children.*

*What can you do to make things better for Meena?*

##### Situation - 2

*Your grand parents are old. They need help and support from you and your family. But your parents feel that they are a burden on the family and decide to send them to an old age home.*

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*Your grandparents are very sad to leave their family and stay at some place with strangers.*

*What would you tell your parents to make things better for your grandparents? What do you think – should they stay with you or be sent to the old age home? Why?*

### Situation - 3

*Your friend, Ajay, has a maid named Seema. She drops and picks up Ajay from school every day. One day, Seema got delayed and arrived late to pick up Ajay. But Ajay got very angry and shouted at her a lot. Seema tried to explain the reason for being late – her daughter was very sick and had to be taken to the doctor. But Ajay did not listen to her and continued to yell at her in front of everyone. Seema felt very bad and began to cry.*

*What would you tell Ajay so that he does not repeat this kind of behavior again?*

## Worksheet

This exercise is to find out how kind and empathetic you are towards other people.

**Read each item below. Circle "Yes" if the statement describes you or "No" if it does not. If an answer to any one of the above is NO, then that person has to try very hard to make changes to his behaviour in that area.**

1.	I always speak to my parents, teachers and all elders with respect.	YES	NO
2.	I never hesitate to say "sorry", when I am wrong.	YES	NO
3.	I listen to others about what they're going through.	YES	NO
4.	I try to understand other people's point of view.	YES	NO
5.	I compliment others when they do something nice .	YES	NO
6.	I help old and blind people to cross the road.	YES	NO
7.	I call for help whenever I see an animal in distress.	YES	NO
8.	I treat everyone with politeness. I do not scream and yell.	YES	NO
9.	I never step on a caterpillar/ant.	YES	NO
10.	I smile and say "Thank You" to the bus driver.	YES	NO



### Suggested Further Activities:

Ask students to do the following:

1. List ways to be empathetic and kind to others- especially those who are neglected, unfortunate and discriminated.
2. Do three empathetic deeds every week and discuss how you feel after doing these deeds.
3. *"The world is a dangerous place to live; not because of the people who are evil, but because of the people who don't do anything about it."* - Albert Einstein

What does this quotation mean?

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## Activity 2: Give Respect to Earn Respect

### Unit - 9: Life Skills Education for Middle School



**Theme:** Respecting others is a vital element of a good personality as well as interpersonal skills. We all expect respect from others. We have to remember that giving respect is the easiest way to get respect. Through this activity the students will be able to understand the concept of respect.

**Time Required:** 1 period

**Materials Needed:** Whiteboard, marker pens and duster

**Mode:** Individual

**Life Skills to be enhanced:** Empathy, Managing Emotions and Interpersonal Skills

**Objectives:** Students will be able to:

- explain the meaning and concept of respect;
- identify respectful behaviours and the impact of such behaviours.

### Getting Started:

Treating people with respect makes this world a nicer place to live in. It is therefore important to be respectful at home, at school or when out in your community. Being respectful is easy - all you have to do is to follow the Golden Rule which says that you should **treat others the way you would like to be treated.**

Here are a few ideas.

- Value other people's opinions.
- Be considerate of people's likes and dislikes.
- Don't mock or tease people.
- Don't talk about people behind their backs.
- Be sensitive to other people's feelings.
- Don't pressure someone to do something he or she doesn't want to do.
- Solve problems without violence.
- Listen to others when they speak.
- Treat people with politeness, courtesy and dignity.



### Process:

Divide the class into groups of about ten students each. Allow students to discuss and brainstorm about the following, after which they are to complete their worksheet:

- Instruct each group to develop a list of do's and don'ts for being a respectful and disrespectful.
- Also encourage them to discuss about what happens when people are respectful and disrespectful.

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### Key Messages

1. Respect is treating others the way you want to be treated.
2. A respectful person is one who shows care and concern for others.
3. A respectful person is courteous, kind, fair, honest and obedient.
4. Respectful interactions lead to meaningful relationships.
5. The effects of disrespect are always hurt feelings, anger and hatred.
6. Respectful people show respect even to the environment and to the animals.





## Worksheet

Given below are the many 'Do's' and 'Don'ts' of showing respect. Please mark whether each of these statements is true (T) or false (F)

1	Respectful people treat others with respect.	T	F
2	Respectful people are courteous and treat others politely.	T	F
3	Respectful people are not sensitive to other people's feelings.	T	F
4	Respectful people are violent, mean and rude.	T	F
5	Staring at other people is disrespectful.	T	F
6	Respectful people take care of themselves. They do not smoke, take alcohol or experiment with drugs.	T	F
7	Respectful people mock other people and talk bad things behind their back.	T	F
8	Respectful people show respect to the environment and also to animals.	T	F
9	Respectful people shout and scream, insult, abuse, call names, and hurt others.	T	F
10	Respectful people often use the three magic words – Sorry, Please and Thank You.	T	F

### Suggested Further Activity:

Ask students to write a letter to someone in their life whom they respect. Tell them why and how they respect him or her.



## Activity 3: Identifying and Dealing with Bullies

**Theme:** Bullying is harmful for every one. It is essential for children to identify 'bullying' behaviour. This activity elicits the art of dealing with the bullies in various contexts.

**Time Required:** 1 period

**Material Needed:** Worksheet

**Mode:** Group/Individual

**Life Skills to be enhanced:** Empathy, Managing Emotions and Coping with Stress

**Objectives:** Students will be able to:

- identify bullying behaviour;
- practise skills such as eye contact and demonstrate self confidence;
- evaluate methods of bullying prevention;
- know when to involve an adult in a bullying situation;
- demonstrate mutual respect for one another.

### Getting Started:

During this stage, the teacher/resource person/peer educator would read aloud the following passage and explain to the students about bullying, how to identify a bully and how to deal with him or her.

*A bully is a person who uses his or her strength or position of power to frighten or hurt someone who is weaker or smaller than they are. 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 four types. They are:*

**Physical Bullying** - involves pushing, spitting, kicking, stealing and being unfriendly.

**Verbal Bullying** - includes mocking, name-calling, argumentative and verbally threatening.

**Emotional Bullying** - involves giving rude looks, spreading rumors and ignoring people.

**Cyber-Bullying** - includes sending inappropriate emails, texts, or pictures to people.

**How to deal with a bully:** We must not let a bully ruin our life. Here is what we could do to keep away from a bully:

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- Ignore the bully. Pretend you did not hear him. Don't even look at him.
- Show confidence. Do not cry, get angry, or show that we're upset.
- Respond to the bully evenly and firmly. Example: Say "No" in a self assured manner.
- Turn and walk away, or run if I have to. Go to a place where an adult is present.
- Ask parents or any other adult who can help me.

### Process:

After reading the above passage, brainstorm the various issues mentioned there and give explanations in case necessary so that students understand. Now that the students have understood what bullying is all about, ask them to complete their worksheet.

### Key Messages

1. Bullying is bad and harmful for everyone.
2. Everyone has the right to be respected and the responsibility to respect others.
3. It is good to stay away from a bully.



## Worksheet

Circle True (T) or False (F) against each of these statements:

1	Bullying can make kids feel sad, scared, hurt, lonely, embarrassed and sick.	T	F
2	A bully is mean to those weaker than himself, including small animals.	T	F
3	Bullies seek attention through bad behaviour.	T	F
4	Right within, bullies know that they are not important.	T	F
5	When somebody bullies you, it's good to cry and feel upset.	T	F
6	Ignoring and walking away is a good way to deal with a bully.	T	F
7	After a certain point, asking an adult for help is a good idea.	T	F
8	An onlooker should discourage the bully by firmly asking him to STOP.	T	F
9	If you are getting bullied, it's better to handle it alone.	T	F
10	It's easy for bullies to make many friends.	T	F

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### Suggested Further Activity:

**"I will speak up when someone is being bullied."**

Ask students to write a paragraph based on the statement.

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## Activity 4: Kindness to Our Feathered Friends

### Unit - 9: Life Skills Education for Middle School



**Theme:** Children love to watch birds in cage as they can touch them, but often fail to pity them. This activity is an attempt to make the students recognize the sufferings that birds go through when they are caged.

**Time Required:** 1 period

**Material Needed:** Worksheet

**Mode:** Group / Individual

**Life Skills to be enhanced:** Empathy and Interpersonal skills

**Objectives:** Students will be able to:

- recognize the sufferings that birds go through when they are caged;
- realize that birds and animals feel pain;
- empathize with all creatures who cannot protest and complain;
- take positive action to make a difference in the lives of birds and animals.

**Getting Started:** “What am I?”

Instruct each student to make an animal sound and let others guess the animal.

- The teacher/resource person/peer educator is to start a discussion about those birds that are locked up in small cages. Sometimes their wings are also clipped so that they do not escape and fly away.
- Go on to discuss about how they fly around in the mornings and evenings and enjoy their freedom.
- The discussion could also touch up those birds who take long flights from one part of the world to another. Further go on to discuss about how we could make a difference to their lives.
- Draw the attention of the students towards the fortune telling parrots that are very common in India.



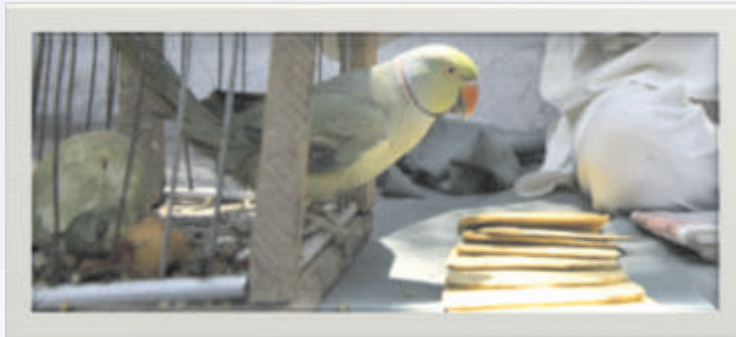
### Process:

- Divide the class into groups of about ten students each. Allow seven to ten minutes to discuss and brainstorm the following, after which they are to complete their worksheet.
- Encourage students to relax, get comfortable and close their eyes. Read the following passage in a gentle voice.

*It's a nice pleasant evening. You and your mother are taking a walk along the beach. Suddenly you hear a voice calling - "Madam, please come and listen to this parrot. What he predicts comes true".*

*Your mother decides to listen to the fortune teller. She sits down on the soft sand while you stand and look at the sky. You see hundreds of sea birds fleeing across the sky, diving into the water and having such a good time. You then look at the parrot who has found one minute of freedom to step out of its cage to pick up a card and give it to his master who has caged him. The parrot cannot fly away because his wings are cut. He then goes back into the cage and the master closes the cage door.*

*As you walk back home, you have a lot of questions in mind about the bird in a cage. Some of them are mentioned in the worksheet. Think and answer them.*



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### Key Messages

Concern for animals and their welfare is growing every day. It is believed that they also should have their freedom. Today, four freedoms for animals are accepted the world over. These include:

- Birds should have freedom to fly freely.
- Birds should have enough space to sit, stand, spread their wings and flap them.
- Cutting off a bird's wings could be very painful for a bird as it cannot fly.
- Birds should be allowed to make friends with their own kind.





## Worksheet

1. According to you, should birds be caged? YES / NO
2. Give reasons?  
\_\_\_\_\_  
\_\_\_\_\_
3. What would you like to advise the man who kept the parrot locked up in the cage?  
\_\_\_\_\_  
\_\_\_\_\_
4. How would you feel if you are kept locked up in a small room all the time?  
\_\_\_\_\_  
\_\_\_\_\_
5. How do you think it feels to be free like a bird?  
\_\_\_\_\_  
\_\_\_\_\_
6. Many birds hurt their wings when people fly kites and let go the string. Suppose you find one such bird whose wing is cut, what would you do?  
\_\_\_\_\_  
\_\_\_\_\_

### Suggested Further Activity:

Ask students to do the following:

Visit the birds section of a zoo. Make a note of the conditions there. Suppose you are the person in charge of the birds, write about all that you would do to make the zoo a wonderful place for the birds.

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## Activity 5: The Animals we like

**Theme:** We like or dislike certain animals, and people because of certain prejudices. One reason can be the way they look and appear also! This activity will help students understand that every creature needs to be appreciated and respected.

**Time Required:** 40 minutes

**Materials Needed:**

- Magazine with pictures of animals and children
- Crayons/markers
- Scissors
- Yarn/thread
- Glue

**Mode:** Group Activity

**Life Skills to be enhanced:** Empathy

**Objectives:**

- To understand that all living things need respect and protection
- To appreciate and respect the diversity in living beings
- To realise that it is unfair to judge animals or people by their physical appearance.

**Getting Started:** Teacher can involve students in a warm-up activity.

**Process:**

1. Tape or Tag the pictures of two different animals to the board. Out of these one should be of an animal children like, e.g., A Puppy or a panda, and other of an animal that children generally do not like, a lizard or a spider.
2. Brainstorm the students' reactions to the animals whose pictures are posted and let the students shake all words possible that they can think of related to them.
3. Ask them following questions:
  - a. For each animal ask them:
    - i. How this animal makes you feel?
    - ii. Do they like or dislike this animal and why?

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- iii. What all they know about this animal?
- iv. What all words come to your mind when you think of this animal.
- b. Now compare the words that they used to describe each animal.
- c. How are they the same or different?
- d. If you are asked to donate money or time to help protect lizards or spiders, will you do that?
- e. Does lizards or spiders need our respect, concern and protection? Why or why not?
- f. The names of other animals they like.
- g. The names of animals those are not so easy to like.
- h. Is it fair to dislike an animal or person based on how it looks?
- i. What can we learn about animals by the way they look?
- j. Does all living creatures on Earth need protection or only the creatures we find attractive need our attention?
- k. "Every creature has a specific function and they hold an important position in the food chain, like lizards and spiders eat mosquitoes, flies and other harmful insects." share this statement with students and ask if based on this information now do they feel differently about these creatures?
- l. Ask them to explore more about the animals those they have listed under not so likeable. And find their importance in maintenance of the ecological balance

**Key Messages:**

- We must know about the creatures/people before we pass judgements on them.
- It is not reasonable to dislike an animal or people based on the way they look.
- We must value the contribution of every creature in maintaining the ecological balance.
- Every creature has right and need to get protected and valued.



## Worksheet

1. Name the animal that you have always disliked or detested

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2. Give Reasons

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3. Research and find out the importance of the animal mentioned above.

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4. Has this information help in changing your perspective about the animal mentioned above?

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### Suggested Further Activity:

1. Ask students their experiences or a story where they or someone has helped a wounded animal or a person.
2. Ask students to tell about a person (not a classmate) whom they dislike. Now ask them to think and share one good thing about this person.



## Activity 6: The 3 R's - Reduce, Recycle and Reuse

### Unit - 9: Life Skills Education for Middle School



**Theme:** Today we follow 'use and throw' culture. It makes severe impacts on environment, economy and the quantum of individual consumption. This activity asserts the importance of reducing consumption, re-using and recycling the products to have an eco-friendly and self controlled life.

**Time Required:** 2 periods

**Materials Needed:**

1. White board and marker pens
2. An overflowing trash bin filled with trash like waste paper, empty milk packets, empty soft drink bottles, tin cans, soiled aluminum foil, newspaper, etc.

**Mode:** Groups of five to seven students.

**Life Skills to be enhanced:** Problem Solving, Self Awareness and Empathy (concern for the environment)

**Objectives:** Students will be able to:

- understand the importance of managing waste;
- understand the importance of 3R's – Reduce, Recycle and Reuse waste;
- use the 3R's with respect to a number of simple objects.

**Getting Started:**

- Place the overflowing trash bin in a conspicuous place.
- Tell students about a boy named Shankar whose mother always tells him to clean up his room and throw the garbage in the corner of the park or just fling the trash outside his room window. Ask students about how they dispose of their garbage at home.
- Ask students if they know what happens to garbage after they put it in the garbage can. Explain them that garbage goes to a garbage dump (landfill) and that once one landfill gets full, room for another one must be found. Ask students to imagine what it would be like if the city ran out of room for garbage. Comments aren't necessary at this point... just have them imagine it in their



heads. Read aloud the make believe news story from the year 2025 (look at the end of this section - in italics).

- Ask students what they can do today to keep the news story from coming true? Write their ideas on the board. Introduce the concept of the 3 R's - REDUCE, RECYCLE AND REUSE. Classify their ideas as Reduce, Recycle or Reuse.
- **REDUCE:** Make less garbage. For example, instead of buying juice boxes for lunch, buy a large container of juice and use a washable single serving container to take it to school.
- **RECYCLE:** Turn an item into another useful item. For example, scrap paper from the classroom might be turned into newspaper or paper bags when sent to the recycling plant.
- **REUSE:** Use an item more than once. For example, when you get a plastic bag from the grocery store put it in your car and use it again the next time you go shopping.

*The mayor of the city has announced that the city has run out of room for garbage. The trash bins are overflowing. The garbage dumps have started to overflow. Despite genuine efforts to find a suitable location for a new dump, the garbage crisis has not been resolved. An emergency meeting was called and it was decided to do away with all school playgrounds. The mayor said, "If we dumped the garbage in the space currently occupied by the school play grounds, we should be able to resolve the problem for another year or two."*

#### Process:

Divide students into groups of five to seven students. Instruct each group take one item out of the trash bin and move to their own area. In case the class is large, two groups could pick up the same item. Encourage each group to discuss which of the 3 R's - Reduce, Recycle and Reuse - they are going to apply on the item they had picked up. Let them jot down their points on the chart paper. Encourage students share their ideas with the rest of the class.

#### Key Messages

1. Effective ways to go green economically - Reduce, Recycle and Reuse.
2. Small steps like putting a dustbin in your car and carrying your own jute or cloth bag for your groceries and vegetables, could be a good start.

#### Unit - 9: Life Skills Education for Middle School



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## Worksheet

- What could you do with the following items that have already been used up, either by you or your family? Under which of the R's could each of them be categorized and what would you do with them?

S. No.	Items	R-Reduce	R-Reuse	R-Recycle	What would you Do with them
1	Leftover food	✓	✓	✓	Give it to poor or stray dogs or compost it.
2	White paper printed on one side				
3	Used milk packets / plastic bags				
4	Tin cans				
5	Old blankets, sheets, etc.				
6	Used wrapping paper				
7	Large paper bags				
8	Broken plates / cups				
9	Broken glass				
10	Mineral water bottle				

Adapted from resources available at: <http://www.kidzone.ws/plans/view.asp?i=150>



### Suggested Further Activities:

Ask students to do the following:

1. Write a short story about what it might be like in the year 2025 if your city runs out of space for garbage? How would you feel? What would you suggest the municipal authorities to do to solve the problem?
2. Start a Campus Cleaning Force to motivate your friends to help keep the campus clean.
3. When you see your neighbour's water tank over-flowing, stand up to tell your neighbours not to waste water.
4. Turn off your lights, fans, and computer systems, when not in use
5. Watch this video titled - **Story of Stuff, Full Version; How Things Work, About Stuff** <http://www.youtube.com/watch?v=gLBE5QAYXp8> to understand where stuff comes from and where they go.
6. Visit this website -  
[http://www.cleanindia.org/resoucewatch/waste\\_whatucando.htm](http://www.cleanindia.org/resoucewatch/waste_whatucando.htm) to learn about you could do to reduce solid waste.

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## Unit 10: Decision Making

**Objectives:** Students will be able to:

- understand the process of decision making;
- take responsible and mature decisions;
- make informed choices.

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**

**Stop and state ( or identify) the problem. Identify the issue in the situation.**

#### **Step 2 : O = OPTIONS**

**Think of different options for your situation. The more options you have, the better it is.**

#### **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)

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## Activity 1: Readiness for life

**Theme:** Decision making is required in every activity. It is involved in a variety of situations and problems, from the very simple to the very complex. This activity will help the students to make decisions on their own.

**Time Required:** 2-3 periods

**Materials Needed:** Five different sized bottles/boxes with caps/lids, five different sized boxes and ten items that can fit into the boxes, a container, a book, a ruler, inch-tape, tablespoon, weighing scale, etc.

**Mode:** Group activity

**Life Skills to be enhanced:** Problem Solving, Communication Skills, Critical Thinking, Decision Making and Interpersonal Skills

**Objective:** Students will be able to make decisions of their own using their scientific skills and then verify them.

**Process:** Form four groups and assign the following tasks to them.

### Group 1: What Fits ?

**Materials :** Five bottles/boxes, Five caps/lids, two extra caps/lids that do not fit.

**Task:** Place the five bottles/boxes on a table where students can see them. Place the five caps/lids and the three extra caps/lids where students can see them. Students are asked to look at the bottles/boxes and caps/lids, and without trying them decide which cap/lid fits which bottle/box. Then, let students try them to check their guesses. You may label the materials for easy reference.

Students will document their decisions.

### Group 2: Quick Fix

**Materials:** Five different sized boxes and ten items that can fit into the boxes (at least one item for each box)

**Task:** Place the five boxes where students can see them. Choose one item and ask a volunteer to identify the box that would best hold the item. Have the student check to see if the choice is correct. Repeat with each of the other items.

Facilitate the process by discussing the objective of deciding on appropriate boxes and how it would help them in their daily tasks.

Students will document their decisions.



### Group 3: Approximations

**Materials:** A container and a book

**Task:** Ask the group members to approximate the measurements in each of the following situations :

- i) Hold your hands two feet apart and ask how far apart the hands are.
- ii) Hold up a container and ask how much water it can hold.
- iii) Show the students a book and ask how much it could weigh.
- iv) Ask about how tall a particular student is.
- v) Ask about the approximate area of a window in the class.

You may either measure to confirm each answer or use your own approximations.

Students will document their decisions.

### Group 4: What's right ?

**Materials:** Ruler, tablespoon, weighing scale, inch tape, etc.

**Task:** Discuss with the group that when you want to measure something, it helps to know the measurement choices. Instruments are distributed among the group members and the members are asked to measure at least one thing with each of the instruments they have.

#### Evaluation:

Ask students to analyse their own decisions through their documentation.

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#### 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:

Ask students to do the following:

- I. Think about the decisions you will make in the next few months. Write down two important decisions in the space. Use the five step method. Discuss the outcome with your friend, parent, sibling or teacher.

---

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- II. Choose a decision that you need to make before making friends.

1. Ask : (What decision has to be made)\_\_\_\_\_
  2. List : (2 or more different solutions)
    - a) \_\_\_\_\_
    - b) \_\_\_\_\_
  3. Think : (about the results of each for yourself and others)
    - a) positive : \_\_\_\_\_  
negative : \_\_\_\_\_
    - b) positive : \_\_\_\_\_  
negative : \_\_\_\_\_
    - c) positive : \_\_\_\_\_  
negative : \_\_\_\_\_
  4. Choose : (make your decision here) \_\_\_\_\_
  5. Evaluate : (Do you think your decision will work out well ? What do others think of your decision?)\_\_\_\_\_
- 
- 



## Activity 2: Personal Care

**Theme:** Being safe to a large extent depends on how good we are at taking prompt decisions. Right and sensible decision should be taken regarding personal care products to keep ourselves safe. Through this activity, students will learn to take wise decisions regarding the choice of personal care products.

**Time Required:** 2 periods

**Materials Needed:** Worksheets

**Mode:** Individual activity

**Life Skills to be enhanced:** Critical Thinking, Decision Making and Problem Solving

**Objective:** Students will be able to make their own decisions.

**Process:** Distribute the two worksheets among the students and facilitate the discussion process.

**Evaluation:** Ask students to analyse their own decisions through their documentation.

### Key Messages

1. Decision making is required in every activity.
2. It is involved in a variety of situations and problems, from the very simple to very complex.
3. Right and sensible decisions at the wake of critical situations should be taken.

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### Worksheet 1

The following is a list of some personal care activities and a sample time chart to practise your scheduling.

Review the list, choosing those activities appropriate for you and your daily routine.

#### Daily personal care activities

- Plan what to wear
- Shower/bathe
- Boarding for school bus
- Play time after school
- Wash and iron clothes
- Wash Hair
- School schedule
- Brush teeth
- Eat nutritious breakfast
- Study time after school

#### DAILY ROUTINE

When (a.m. / p.m.)	TASK	Duration
		minutes
		minutes
		minutes
		minutes
		minutes
		minutes
		minutes
		minutes
		minutes
		minutes



## Worksheet 2

### Personal Care Items

You have dry skin, particularly during the winter time. You go to a local drug store to buy a bottle of moisturizing lotion but you are confused because there are about twenty different brands of lotions on the shelf.

If you choose your personal care items what qualities are important to you

Price

Hypoallergic

Name, Brand, Quality

Recyclable materials

Ingredients

Appearance

Any other

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### Suggested Further Activity:

Ask students to enlist all personal care items they frequently use giving reasons for the choice of those products.





## Activity 3: Safety Skills

**Theme:** Being safe to a large extent depends on how good we are at taking prompt decisions while facing critical situations. Right and sensible decisions at the wake of a dangerous situation are the only way to keep safe.

**Time Required:** 1 period

**Materials Needed:** Worksheet

**Mode:** Individual / pair activity

**Life Skills to be enhanced:** Critical Thinking, Decision Making and Problem Solving

**Objective:** Students will be able to make their own decisions.

**Process:** Distribute the worksheets among the students and facilitate the discussion process.

**Evaluation:**

Students will analyse their own decisions through their documentation.

### Key Messages

1. Decision making is required in every activity.
2. It is involved in a variety of situations and problems, from the very simple to the very complex.
3. Right and sensible decisions at the wake of critical situations should be taken.



## Worksheet

### Skill Assessment

The following questions will help you identify safety skills in which you excel and target those which you need to develop. By yourself or with your team try to answer each of the questions as honestly as possible. After completing this independent living skills assessment, review it with your team and identify those skills you would like to strengthen.

S. No.	Skill Assessment	I do not know how to do this	I need to know more about this	I can do / have done this
1	Know what telephone numbers to call for medical emergencies, fire, and /or for police assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Know what to do / whom to call if I think someone (child or adult) has ingested a poisonous substance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Know what to do or whom to call if I think someone is following me or trying to hurt me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Know what gas smells like, what to do, and the telephone number to call if I suspect a gas leak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Know the importance of learning the best fire escape routes in the house / apartment in case of fire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Use preventive safety measures to keep myself safe at home, i.e. lock doors and windows when appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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S. No.	Skill Assessment	I do not know how to do this	I need to know more about this	I can do / have done this
7	Know and follow the basic rules for preventing fire at home : no smoking in bed, frayed electrical cords should not be used, gas stove should not be used for heat, extension cords should be used properly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Understand the importance of having a smoke detector in my home, how to check it and replace the battery when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Use caution when throwing away matches, smoking materials, or any hot substances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Understand the importance of safely storing cleaning, painting, and other toxic materials away from children and pets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Know what to do if caught in fire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Know which type of fire not to use water to extinguish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Know how to use a fire extinguisher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Have successfully completed a First Aid course and / or CPR training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Suggested Further Activity:**

Ask students to strengthen their skills (as identified by them in the above activity) in which they lack so that they are able to take wise decisions in the hour of need.



## Activity 4: First Aid Kit

**Theme:** Being safe depends on how good we are at taking prompt decisions while facing critical situations. Right and sensible decisions before a dangerous situation happens are the only way to keep safe.

**Time Required:** 2 periods

**Materials Needed:** Worksheets and list of safety tips

**Mode:** Individual/pair activity

**Life Skills to be enhanced:** Critical Thinking, Decision Making and Problem Solving

**Objective:** Students will be able to make their own decisions.

**Process:** Distribute the two worksheets and facilitate the discussion process.

**Skill Assessment:** Ask students to respond to the following:

- Do you have a First Aid Emergency Kit at home? \_\_\_\_\_
- What items should be included in a first aid kit ?  
\_\_\_\_\_

- In addition to the first aid kit, what are the other items you should have at home to treat minor medical problems or to provide emergency care until professional care/aid arrives.  
\_\_\_\_\_  
\_\_\_\_\_

- Did you think of these items for your First-Aid kit:

- |                                |                               |
|--------------------------------|-------------------------------|
| • Antiseptic cream or ointment | • Band-Aids (different sizes) |
| • Gauze pads                   | • Rubbing alcohol             |
| • Roll of gauze handbags       | • Scissors                    |
| • White tape                   | • Cotton balls                |

**Share with the students other important household medical care items like**

- |                             |                |
|-----------------------------|----------------|
| • Aspirin                   | • Ipecac Syrup |
| • Non-aspirin pain reliever | • Tweezers     |
| • Oral thermometer          |                |

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### Evaluation:

Students will analyse their own decisions through documentation .

Follow the safety tips given below :

#### Crime prevention tips for home safety

1. Don't open the door to anyone you do not know without first finding out who the person is and what he / she wants.
2. Install a peephole or wide-angle viewer in your door so you can see who is outside without opening the door. A short chain between the door and its frame is not a good substitute, as it can be easily broken.
3. Ask to see an identification badge or card for any repairman, meter reader, policeman, etc. before you allow him or her into your home.
4. Put deadbolt locks on your doors, not the spring latch type with the key hole in the knob.
5. Be sure to keep your entry way, porch, and yard well lighted.
6. Do not put any personal identification on your key ring.
7. Don't give any information to “*wrong number*” callers. Ask what number the person was trying to reach.
8. Hang up immediately on any threatening or harassing telephone calls. If the caller persists, call the police and the telephone company.
9. Check references of any person calling about a survey or credit check before volunteering information. Offer to call the person back instead of responding immediately.
10. If you'll be away from home for a few days or so, ask someone to pick up your mail or have the post office hold your mail until you return.
11. Burglars hope to avoid confrontations, so make your home look occupied.

#### Key Messages

1. Decision making is required in every activity.
2. It is involved in a variety of situations and problems, from the very simple to the very complex.
3. Right and sensible decisions at the wake of critical situations should be taken.



## Worksheet 1

Research emergency numbers in your community and write them in the emergencies list below. Post the list in a visible place near a telephone.

EMERGENCY NUMBERS
FIRE
POLICE Emergency
POLICE non - Emergency
MEDICAL Emergency
AMBULANCE
HOSPITAL
DOCTOR
GAS COMPANY Emergency
OTHERS

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## Worksheet 2

### Preventing Crime at Home

Did you know that approximately 50% of burglars get into homes through unlocked doors and windows? It may seem hard to believe, but it's true.

How well do you protect yourself from crime in your home? Answer the questions

1. When someone rings your doorbell or knocks on the door, do you ever open the door without finding out who is outside ?

---

2. Have you received a "wrong number" telephone call and told the caller your telephone number ?

---

3. Have you left your door unlocked when you step outside?

---

If you answered "Yes" to any of these questions. You're putting yourself at risk. Don't make it easy for a burglar to get into your home.



### Suggested Further Activity:

Ask students to look out for measures of safety to be followed:

1. When fire breaks out in a building;
2. When floods occur in a city.

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## Activity 5: My Decision Making Scale

**Theme:** There are certain situations that we face in our day to day life. Many of them involve a decision making process. This activity will help the students in evaluating their decision making skills and there after improving them.

**Time Required:** 1 period

**Materials Needed:** Strips of decision making scale pasted on card paper as per strength of the class.

**Mode:** Individual activity

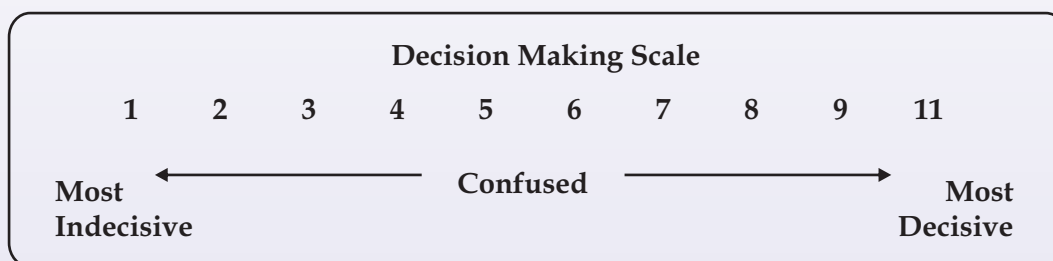
**Life Skills to be enhanced:** Critical Thinking, Decision Making and Problem Solving

**Objectives:** Students will be able to:

- analyze and evaluate their own decision making skills;
- improve their skill of decision making.

**Process:**

- Ask students to make a list of the decisions they have recently taken.
- Provide students with the decision making scale.
- Instruct them to rate themselves on the decision making scale (on a scale of 1 to 10, where 1 is most indecisive).
- Encourage students to reflect on the areas where they are not able to take a clear decision.



### Key Messages

1. We face many critical situations in our daily lives which require proper decision making.
2. We should critically examine different situations and rationally use different elements involved in decision making to come up with a final solution.

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## HANDOUT

### INDIVIDUAL DECISION MAKING SITUATIONS AND ACTION

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Situation and Action	Decision Making Scale									
Studying overnight at a friend's house	1	2	3	4	5	6	7	8	9	10
Eating junk food everyday	1	2	3	4	5	6	7	8	9	10
Using abusive language	1	2	3	4	5	6	7	8	9	10
Chatting with a stranger on internet	1	2	3	4	5	6	7	8	9	10
Using mobile phones for long hours	1	2	3	4	5	6	7	8	9	10
Fighting with younger brother and sisters	1	2	3	4	5	6	7	8	9	10
Wearing contact lenses instead of spectacles	1	2	3	4	5	6	7	8	9	10
Driving a vehicle without a license	1	2	3	4	5	6	7	8	9	10
Sleeping early	1	2	3	4	5	6	7	8	9	10
Going out of home alone	1	2	3	4	5	6	7	8	9	10

#### Suggested Further Activity:

Ask students to list some other individual decision making situations which they have already faced and rate them on the decision making scale.



## Activity 6: How much is too much?

**Theme:** Decision making is required in every activity. It is required even in inculcating good eating habits among students. This activity will help in the same.

**Time Required:** 1 period

**Materials Needed:** Two worksheets and chart showing the size of the stomach and pens.

**Mode:** Individual activity

**Life Skills to be enhanced:** Critical thinking, Analytical ability, Problem Solving and Decision Making skills

**Objective:** Students will be able to make their own decisions using their critical thinking and analytical thinking skills.

### Process:

- Give students the worksheet - I
- Instruct them to list their choices.
- Encourage students to share their choices with the class.
- Demonstrate the size of the stomach with the help of a chart.
- Give the second worksheet to the students.
- Encourage students to analyze each choice available and then list out things they would eat at their friend's party.

### Key Messages

1. Decision making is an important Life Skill.
2. Decision making is required in every activity.
3. It is required in a variety of situations and problems, from the very simple to the very complex.

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### Worksheet - I

**You can!**

Choose and list the things you would like to eat at the party

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Hey, I don't want to miss anything!**

Do you know what is the size of your stomach?

Cup your hands

Your stomach is the size of both your hands cupped together!! So, it can take as much as it fits into them. More than that is difficult to digest and not necessary for the body.



### Worksheet - II

Now you know the capacity of your stomach.

**You can!**

List the things you would like to eat now

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



4.	_____
5.	_____
6.	_____
7.	_____

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**Suggested Further Activity:**

Ask students to consider the following:

The world is full of wonderful things and you love to have them all.... but it is wise to choose only the things that you need for healthy growth. You have to think honestly and choose the right things on your own for a healthy growth.



# Unit 11: Problem Solving

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## Activity 1: Buddy Teaching

**Theme:** Problem solving helps us to deal constructively with problems in our lives. This activity will help you to generate solutions to the difficult problem of presenting the alphabet to the first grade students.

**Time Required:** 2 periods

**Materials Needed:** Problem solving handout

**Mode:** Individual or Group activity

**Life Skills to be enhanced:** Interpersonal Skills, Communication Skills, Critical Thinking, Decision Making and Problem Solving

**Objectives:** Students will be able to:

- present information in groups when given a problem solving assignment without set boundaries;
- create an idea of the levels of achievement.

**Process:**

- Pair the present grade students with first graders.
- Help the students to understand the concept of Buddy Teaching.
- Explain to the students how to use their strength to present the alphabet letters to small groups or individuals by using interpersonal and communication skills.
- Students then work in selected groups of two or three unless they talk to the facilitator why they want to work alone.
- Perform a practice round in front of present grade class to share talents and get extra practice before teaching first graders (Nursery).

**Evaluation:**

Peer and self evaluation will be given after each practice round. Students will be required to self-evaluate after their presentations to the first graders.

### Key Messages

1. Problem Solving is an important skill for life.
2. Effective problem solving requires creative thinking.



## *Buddy Teaching-Problem Solving Handout*

### Problem Statement:

The class will teach Ms. \_\_\_\_\_'s first grade (Nursery) class the letters of the alphabet. This will be an eight week long project. The alphabet can be presented in many different ways. Try to use something you are good at or enjoy doing a lot to help teach the first graders in a fun way. You may choose a theme and explore words starting with each letter, or make a book, or cut out the letters, or make objects, or find things around school and use letter cards. Your possibilities are endless. Have fun with this assignment. If you have any questions, ask me after you have read the rest of the page.

### Suggested Further Activity:

Ask students to select one poem for first graders. Then think of ways to present the poem to them.

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## Activity 2: Growing a Garden

**Theme:** Problem solving is an important skill for life. It is an ongoing process that is an integral part of everyday life. Students must learn to question and apply mathematical concepts to problem solving situations on a regular basis. This activity will help them synthesize mathematical skills and apply them in a real world situation.

**Time Required:** 2 periods

**Materials Needed:**

1. Books on nutrition; seed catalogues; newspapers with advertisements from grocery stores and gardening centres; Problem definition handout.
2. School library and internet

**Mode:** Group activity

**Life Skills to be enhanced:** Creativity, Interpersonal Skills, Knowledge of Nutrition and Diet, Ability to Synthesize the Information, Formatting and Presentation Skills, Communication Skills, Critical Thinking and Problem Solving

**Objective:** Students will be able to synthesize mathematical skills and apply them to real world situations.

**Process:**

- Divide the class into group of four students.
- Share with the students the problem situation with the help of problem definition handout and invite discussions on the problem situation.
- Explain to the students how to use their strength of presenting their representation of the garden by using interpersonal and communication skills.
- Share with the students the following conditions :
  - Finished products must be neat, clear and concise.
  - A visually appealing representation of the garden must be included, with a key.
  - A cost analysis of gardening vs. purchasing of food should be included. A timeline of the development of the garden from planting to harvest will be shown.
  - A written explanation of how decisions were reached, including evidence of mathematical skills used to determine data. Also draw conclusions as to the feasibility of gardening as opposed to buying at the grocery store.



- Work in groups of three to four students .
- Assume the garden is not bigger than 25 ft x 25 ft and all necessary gardening tools are already available (that is, no money needs to be spent to acquire proper tools).
- The items to be included in the garden must be varied and take into account nutritional needs.
- Cost analysis must take into account cost of fertilizers, pesticides, canning (to preserve what is harvested), seeds, etc.
- Timeline should include all labour hours spent from skill preparation to canning.
- At least four different mathematical skills that we covered this semester must be incorporated into your project.
- Conclusions must be derived from information presented in your report.

#### Evaluation:

- Each of the conditions of the problem must be satisfied.
- An oral presentation given to the class by each group will be evaluated by the facilitator and by the other students (A grading rubric for this part will be given to the students watching the presentations).
- Credit will be given for creativity, originality, and evidence of mathematical thought.
- Each member of the group will be evaluated individually (a group grade will not be given).

#### Key Messages

1. Problem solving is a skill and a process.
2. We cannot solve problems by using the same kind of thinking.
3. Effective problem solving requires creative thinking.





## *Growing a Garden*

### *Problem Definition Handout*

#### **Problem Definition:**

Not too many years ago, many people had gardens in their backyard with a variety of fruits or vegetables growing in them. The grocery store was only used to supplement those items that could not be grown at home. In this day and age not many people grow their own food any longer. Without too much loss of variety and nutritional diversity, these days, can a family of four (two adults, two children, ages ten and twelve) save money by growing a garden in their backyard?

#### **Suggested Further Activity:**

Ask students to consider the following situation.

Anuj and Ravi are friends, having their own shop, side by side. Once Manoj came to Anuj's shop, asked for a water bottle, that costs ₹ 20. Manoj gave ₹ 100 note, but Ram didn't have change. Anuj gave the same ₹ 100 note to Ravi and took change from him. Anuj kept ₹ 20 from that change and returned remaining amount and a water bottle to Manoj.

Next day Ravi complained to Anuj that the ₹ 100 note given to him was a fake one. Then Anuj gave him a real ₹ 100 note and took the fake ₹ 100 note back.

**What is the total loss to Anuj in the whole transaction?**



## Activity 3: Paper Structure

**Theme:** Effective problem solving requires a controlled mixture of analytical and creative thinking. This activity encourages students to conduct a survey to know the public opinion which in turn will help them to solve their problem and take effective decision.

**Time Required:** 3 periods

**Materials Needed:** Newspaper, card board, masking tape and problem statement handout.

**Mode:** Group activity

**Life Skills to be enhanced:** Interpersonal Skills, Effective Communication Skills, Critical Thinking, Decision Making and Problem Solving

**Objectives:** Students will be able to:

- ?work together in groups and be creative;
- ?carry out a survey of local population to find out their favourite food.

**Process :**

- Share and inform the students the following parameters
  - Students will work in group of three or four and administer their survey.
  - The survey must have atleast five questions.
  - Students must remember that the owner is conducting the survey by himself.
  - All questions and sampling techniques must be inoffensive.
  - Students will turn in their survey, results, and a one page write up about their conclusion.
- Observe these groups and make sure all the students are participating.

### Key Messages

1. Problem Solving skills enable us to deal constructively with problems in our life.
2. These skills prove to be very productive.

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## *Paper Structure*

### *Problem Statement Handout*

#### **Problem Statement:**

You want to open a restaurant but don't know what kind of foods to serve. To be an effective restaurant owner you need to find out the public opinion. You decide to poll the local public to see what their favorite foods are and how often they go out to eat. You must set up a survey and accurately poll the local population to find out their favorite foods.

#### **Suggested Further Activity:**

Students to build a model of a tree house. Then they give a presentation, trying to sell their model to the rest of the class.

The students also to write one page describing which tree house stand they would buy.



## Activity 4: The Balancing Act

**Theme:** Problem solving is an integral part of our everyday life either at home or at work. A problem must first be felt, understood and then alternative choices be created. We need to have proper time management skills along with other skills to solve our problems. This activity will help the students in understanding the need for family resource management.

**Time Required:** 2 periods

**Materials Needed:** Case story handout, evaluation rubric handout

**Mode:** Group activity

**Life Skills to be enhanced:** Time Management Skills; Understanding of Family Resources; Basic Budgeting Skills; Critical Thinking; Decision Making

**Objectives:** Students will be able to:

- understand the need of self and others;
- acquire knowledge of practical reasoning process;
- understand the need for family resource management;
- describe various work and family management techniques.

**Process:**

- Create several scenarios that present a challenging decision.
- Place students into collaborative learning groups, so that students have to use their collaborative learning techniques.
- As a group, they determine what strategies will be used to help the family, but each student will write a separate report on suggested strategies.
- Read out the case story from the handout and give one copy of handout to each collaborative group.
- Students may also develop the background of the situation by few guiding questions asked by the facilitator and obtaining reactions to the scenario.
- Questions and reactions to the scenario:
  - What do you feel about Madhavi's lack of balance?
  - Where is the most lack of balance in this family?

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- What do you feel about the children's expectations of their mother?
  - What changes would you suggest to ensure more balance?
  - Why is Madhavi's life similar to other of families? Give reasons?
  - What options does Madhavi have to improve the balance in her life?
  - How does Ravi add to the lack of balance in the family?
  - What is the role of the children?
- They whole class determines what strategies need to be used to help the family. The plan must be realistic.

### Key Messages

1. We do face problems at home and work.
2. Problem Solving requires different skills.
3. Problem Solving also involves practical reasoning process.

## *The Balancing Act*

### Case Story Handout

#### Detailed Problem situation

You are helping a family to develop plan to get the focus back in their lives. Here is the family scenario.

Ravi and Madhavi have been married for sixteen years. They have two children. Vasu is fourteen and plays football and basketball at school. Vagmi is thirteen and also plays basketball at school. Both are active in school activities.

Ravi owns his own business, but in the last few years his business has declined a great deal causing financial problems for the family. He is working extra hours because he does not have the money to pay the labour cost. Six months ago, Madhavi went back to work for the first time in fifteen years. She have been working in a school until she became pregnant with Vasu. She never went back to work after he was born. There was no reason to. Madhavi now works for an online education portal. The hours are long, but she likes the work and the money is not bad. Madhavi also helps out Ravi at the store on her days off to save more money. Between Ravi putting in 60 hours per week at the shop, and Madhavi 45 hours per week they do not have the time or energy to get work at home done. When Madhavi went back to work, she talked to Vasu and Vagmi about having to pull their "weight around the house", but they are so tied up with their sports and friends at school that they do not



feel they have time to help out. Vagmi feels that it is not her job to take care of household chores; she has never had to do anything around the house before, why should she now?

Vasu and Vagmi like having the house to themselves most of the time. Neither of their parents arrives home before 5:30 pm during the week, and on the weekends, both parents are at the shop for most of the day. Vagmi enjoys her new independence and often stays over at friend's house without her parents ever knowing. Mom is always so tired when she gets home from work that she is in bed by 9:00 pm. Dad comes and goes all day long; neither Vagmi nor Vasu see him for days at a time. Mom tries to get the household chores done after work, but she is usually only halfway into them when she gets too tired to finish. Vasu cannot find his basketball uniform for tonight's game. He looks for it among the dirty clothes that are in the bathroom to be washed. Sure enough, his jersey is still in the tub where he left it after last weekend's game. Vasu is furious. Why doesn't mom ever wash clothes on time? She knows he needs it for his game! Vagmi is embarrassed to bring friends home because the house is such a mess. There are dirty dishes lying all over the house in this condition?

Madhavi and Ravi are both exhausted. They try to find time for leisure, but something always comes up. They have not been to either one of their kid's games since last year, before Madhavi went back to work. Ravi wants to help out, but he feels that his first responsibility is the store. When he is home, he wants to relax since he works every day of the week. Madhavi feels trapped. She needs to work to help the family's finances, but she feels weighted down by all the extra responsibility she now has. She cannot remember the last time the family sat down together for a meal, or when the last time she talked to her kids about what is going on in their lives. She is not happy with the way things are going. She has considered quitting, but it would mean a big cut in the family budget. Ravi wants her to put in more hours at the store on top of everything because he had to let go his part-time worker. Madhavi does not know how to manage and she feels that she needs someone neutral to help her resolve this situation.

**Problem Statement:**

You are a family resource centre employee who specializes in helping working parents balance work and family in positive ways. You have just met your newest client, Ravi and Madhavi. After examining their situation, you are to devise a plan for them so that they can get some focus back into their lives. Your services' are free to those who need it, so you must also use resources that are free or low in cost. You are to fill out the evaluation sheet and then write up a report as to what strategies you advise Mahdavi and Ravi to use and why.

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## *The Balancing Act*

### *Evaluation Rubric*

**Evaluation rubric:** 5 points: 12345 points.

**Due date:** Students will turn in paper on time.

**Readability:** Ideas have a smooth, logical flow. Each strategy builds upon the other. The paper is neatly typed with few, if any, grammatical errors.

1 2 3 4 5 6 7 8 9 10 points.

**Content:** The student uses at least five strategies discussed in class.

The student describes each problem that is being addressed and then offers a detailed description of the strategy that will be used to deal with each problem, how it will be used and why.

The student makes reference to personal experience, if necessary, and cites proper references. Student includes the completed evaluation sheet in the report.

### **Suggested Further Activity:**

Ask students to think of a situation just like that of Madhavi which their parents or any other among their relations might have faced. Also ask them to write how they created a balance between work and family. Comment on whether the decision taken was wise or not. Why?



## Activity 5: I Can

**Theme:** Problems are a part of our life. They cannot be solved by using the same kind of thinking every time. This activity acquaints the students in using different problem solving techniques.

**Time Required:** 2 periods

**Materials Needed:** Newspaper, crayons, gluestick, chart paper and worksheet

**Mode:** Group activity

**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 their tasks.

### Process:

- Divide the class into five groups.
- Allot the following task and instructions to each group.

*“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 story line. Enact out the story in your own group.”*

Allow 20 minutes to each for developing and enacting the story.

**Presentation Time :** 10 minutes for each group.

**Focus points for presentation :** Challenges faced during 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.

**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 decisions need to be taken and the challenges addressed.
2. How do we address those challenges-as a complaint or with an optimistic frame of mind ?
3. There is always a solution if we put our minds to it !

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## Worksheet - I Can

Answer the following:

1. How did each participant help in developing the story line according to the instructions given?

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2. Has the group identified the challenges? If yes, give examples. If not, why?

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3. What solutions did the group agree upon?

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4. What solutions did the group disagree? Why?

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### Suggested Further Activity:

Ask students to think of a situation at home where they needed to resolve an issue and then answer the questions given below :

1. What was the issue?

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2. What were the possible causes?

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3. Who was involved in it?

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4. Do you think the situation could have been handled differently in the beginning itself?

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5. What steps were taken to resolve the issue?

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6. What was your learning from the entire issue?

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## Activity 6: Barriers to Problem Solving

**Theme:** Problem Solving is an art to be mastered. It requires proper methods and procedures in reaching a rational solution.

**Time Required:** 1-2 periods

**Materials Needed:** Chart paper, sketch pens and worksheet

**Mode:** Group activity

**Life Skills to be enhanced:** Problem Solving, Decision Making, Effective Communication, Self Awareness, Creative Thinking and Interpersonal Relationships

**Objective:** Students will be able to understand the barriers to problem solving and remove the mental blocks.

**Process:**

- Divide the class into five groups and give each group a chart paper and two to three coloured sketch pens.
- Give the following task to each : Create a self awareness mind field which will help you to make a conscious effort at avoiding the mental blocks to problem solving.
- Discussion: (20 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 (5 minutes for each group).

### Key Messages

1. Barriers to Problem Solving can harm you and distort Problem Solving concepts.
2. These barriers can hold you back from making informed decisions.
3. This session will help raise awareness on mental blocks and ways of avoiding them which will consequently help in gaining power and confidence to make informed choices.



## Worksheet

### Barriers to Problem Solving

#### Reflection time

Identify at least one situation in your life wherein you have not been able to make an informed choice because of either one or more of the following mental barriers.

**Egocentric Thinking :** It is viewing everything in relation to oneself. Such individuals are only concerned with their interests. They are closed minded to the thoughts and ideas of others and are usually unaware of their own thinking patterns.

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**Social Conditioning :** Each individual is unique and his/her age, intelligence quotient, race, gender, upbringing, family, friends, genes, etc. have a dramatic effect on how he/she views the world and the people he/she interacts with. Open minded thinking can enable an individual to listen, learn and empathize with the diversity in our culture, race and religion.

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**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 solving of an issue.

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#### Suggested Further Activity:

Instruct students to think of a practical solution for the problem that they were not able to solve earlier using their critical and creative thinking.

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# Self Assessment Self Awareness

**Instruction:** Please mark one choice for each statement

## STATEMENTS

1. I am beginning to feel older now. Older in terms of having more expectations, more work, more responsibility.  
Yes  
No  
May be
2. I do my best to make myself popular amongst peers.  
Yes  
No  
Maybe
3. My priorities very clear and follow a set Time-Table for maximum results.  
Yes  
No  
Sometimes
4. I am very well aware of the fact that I am lucky to be able to study in a school while thousands of children out there are deprived of their right to education.  
Yes  
No  
Maybe
5. I respect my teachers.  
Yes  
No  
Maybe



6. I keep my school assignments up to date and am regular in studying.

Yes

No

Sometimes

7. I always pray along with the school prayer.

Yes

No

Sometimes

8. I always listen to my parents.

Yes

No

Sometimes

9. I have a dream to do something big in life.

Yes

No

Maybe

10. I love watching Television.

Yes

No

Sometimes

11. I love taking part in extra-curricular activities.

Yes

No

Sometimes

12. I am compassionate towards animals.

Yes

No

Sometimes



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13. I maintain a fine balance between sports and academics.

Yes

No

Sometimes

14. I will always help my peers in their times of need.

Yes

No

Maybe

15. I will put in my best to be a very good student and make this year a success for myself.

Yes

No

Maybe

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.

Courtesy - Amity International School, Noida



# Self Assessment Critical Thinking

Self Assessment  
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**Instruction:** Check the category on the right that confirms to the frequency with which you carry out the following acts:

Actions	Never	Rarely	Sometimes	Often	Always
1. I understand the importance of having a schedule and I follow a regular timetable.					
2. I learn from my mistakes and try not to repeat them.					
3. Whenever there is a fight in the group I support the person who is right and he/she may not be my friend.					
4. I try to stop my friends from bullying others because it is wrong.					
5. I realise that I should not insist on buying the same things as my friends have unless I need them.					
6. I do not create a fuss when my mother insists that I should have healthy food because I understand that she is right.					
7. I try to understand my parents point of view when they scold me.					
8. I realise that I would lose trust of my parents and teachers if I lie.					



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Actions	Never	Rarely	Sometimes	Often	Always
9. I realise my parents' concern when they tell me not to stay out of home till late.					
10. I agree with my parents when they tell me that playing video games for long hours could be harmful for my health and studies.					
11. I don't watch TV or play electronic gadgets for long because I should have time for other things also.					
12. I try to balance my academics with extra curricular activities to be an all rounder.					
13. I pick up good qualities of my peers.					
14. I know that I should submit my school work on time and I am particular about it.					

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 Skill.

Courtesy- Delhi Public School, Gurgaon



# Self Assessment Creative Thinking

Self Assessment  
Life Skills Education  
for Middle School

## Self Evaluation Scale on Creative Thinking

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT	Usually	Sometimes	Rarely
1. In art class, I prefer to be told by the teacher what needs to be done.			
2. I like reading stories about wizards and magicians.			
3. Art is one of my favorite subjects in school.			
4. I like to draw pictures in my own way rather than just copying down.			
5. I enjoy knowing about new things.			
6. I feel that I have good imagination.			
7. I wish to become artist or writer in future.			
8. I like to show my teachers/friends my work.			
9. I like studying with pictures rather than words.			
10. My ideas come instantly, without thinking about them.			



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 area you can improve on. This scale will help you reflect and introspect so that you can work on enhancing your Creative Thinking.

Courtesy- DLDV School, Punjabi Bagh, Delhi



# Self Assessment

## Communication Skills

### Effective Communication Skills

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT		Low	Medium	High
1.	I am confident enough to speak in front of my class mates.			
2.	I maintain eye-contact while I converse.			
3.	I maintain the erect posture while I speak.			
4.	I am not nervous while I speak.			
5.	I am not confident and self-assured while I speak.			
6.	I never have a wooden expression on my face.			
7.	I do not blink my eyes too often while I am speaking.			
8.	I have a clear voice when I am speaking .			
9.	I have good vocabulary .			
10.	I try and keep my message short and simple .			
11.	I never forget to get feedback from my audience .			
12.	I am a very patient and disciplined listener .			
13.	I read the newspaper to build my vocabulary .			
14.	I learn five new words everyday.			
15.	I try and converse with my friends in English.			

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 area 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 Interpersonal Skills

Self Assessment  
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for Middle School

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT	Yes	No	Maybe
1. Would you befriend a person who is popular but bad company to keep?			
2. Would you lie to your best friend about his/her negative qualities to save your friendship?			
3. Would you sacrifice your friendship if there is an argument?			
4. Would you prefer to go out with your family or with your friend who has been planning it for a long time?			
5. Would you steal money from home to help your friend?			
6. As you influenced by TV Shows while handling your interpersonal relationships?			
7. Do you believe an egoistic person can't handle interpersonal relations?			
8. Would you lie to your friend or family about something which spoils your image?			
9. Would you argue with your teacher if you were being blamed for something your best friend has done even if it means getting him/her into trouble?			



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 Interpersonal Skills.

Courtesy- DPS Mathura Road, New Delhi



# Self Assessment

## Managing Emotions

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT	Mostly	Sometimes	Rarely
1. I am popular in my group.			
2. I volunteer myself for helping others when they are in need.			
3. I usually understand others' opinion.			
4. If verbally attacked, I do not lose my temper.			
5. If not selected in any school activity, I don't feel jealous of others who get selected.			
6. I often like to be in a group.			
7. I don't feel jealous of my friend if he looks smarter than me.			
8. I can easily handle sudden change in the plan.			
9. I usually accept my mistakes and try to rectify them.			
10. If there is disagreement between me and my parents, I ignore the situation and pretend as if nothing has happened.			
11. I always express my feelings openly.			
12. If someone attacks me physically, I fight back.			
13. While working with new people, I find no difficulty.			
14. After a heated argument with my class mates, I can calm myself without wasting much time.			
15. In difficult situations, I do not react immediately.			



SCORING KEY: Give 1 mark for MOSTLY, 2 marks for SOMETIMES and 3 marks for RARELY

15-25 are emotionally balanced /stable.

25 and above are 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.

Self Assessment  
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Courtesy- S.D Public School, Pitampura, New Delhi



# Self Assessment Coping with Stress

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT	Mostly	Sometimes	Rarely
1. I find it hard to concentrate or remember things.			
2. I generally experience headaches or migraines which are becoming more persistent in duration.			
3. I am quite adaptive to the changes in the surroundings or environment.			
4. I get impatient if people hold me up.			
5. I constantly feel tired.			

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 School, Ashok Vihar, New Delhi



# Self Assessment Empathy

Self Assessment  
Life Skills Education  
for Middle School

## 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:

Action	1 Never	2 Once	3 More than once	4 Often	5 Very Often
1. I have helped a blind person cross the road					
2. I have understood my parents point of view when they scold me					
3. I have helped a teacher in carrying a heavy bag without her asking for help					
4. I have understood the sufferings of a stray dog in extreme climatic conditions (very hot, very cold)					
5. I have let my juniors stand in front of me in the bookshop queue					
6. I have donated my personal belongings for a cause (books, clothes)					
7. I have taken my classmate to the medical room when he/she is hurt even when I know that I'll miss an important class					
8. I have helped my mother in household chores (dusting, cooking etc)					
9. I have made posters or written articles to spread awareness about a social cause					
10. I have not burst crackers knowing that it promotes child labour					



## Self Assessment Life Skills Education for Middle School



Action	1 Never	2 Once	3 More than once	4 Often	5 Very Often
11. I have taken others' point of view into account when deciding about the game to play					
12. I have helped a classmate do his homework					
13. I have shared lunch with my classmates					
14. I spend time with the elderly in my colony					
15. I prevented a fight between two of my classmates					

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.

Courtesy- The Indian School, New Delhi



# Self Assessment Decision Making

Self Assessment  
Life Skills Education  
for Middle School

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT	Rarely	Sometimes	Usually
1. I don't like situations where decisions have to be made immediately.			
2. I always ask my parents to make decisions on my behalf.			
3. I feel that I don't know the right way to make decisions.			
4. I believe there is only one solution for every problem.			
5. I get upset quite easily over trivial issues.			
6. I always go along with my friends when making a decision.			
7. It is difficult for me to predict the consequences of a particular action.			
8. I am not confident about making decisions.			
9. I take decisions instantly.			
10. I watch carefully how my parents make decisions and follow them.			



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.

### Self Assessment Life Skills Education for Middle School



Courtesy- Hansraj Model School, Punjabi Bagh, Delhi



# Self Assessment Problem Solving

Self Assessment  
Life Skills Education  
for Middle School

## Questionnaire for class VI

- 1) I had my English formative assessment and I got terrible marks. My teacher was very upset with me and asked me to get my parents signatures. I didn't have the courage to tell my parents about the problem, so I signed on my own. Now, unfortunately my teacher has got to know about this and has asked me to call my parents to school. I don't have the courage to tell them the truth. Please help me.
- 2) Last month was my friend's birthday. I stole some money from my mother's purse to give him/her a surprise gift. Now one of my friends is blackmailing me that she will tell this to my mother if I don't do what she says. If you were at my place what would you have done?
- 3) The number of problems that I face have increased as compared to when I was in class five.

Choose by ticking the option that applies to you:

- |                       |                      |
|-----------------------|----------------------|
| 1 - Strongly disagree | 3 - Moderately agree |
| 2 - Disagree          | 4 - Agree            |
| 5 - Strongly agree    |                      |

- 4) I feel uneasy in sharing my personal problems/matters with my parents.

Choose by ticking the option that applies to you:

- |                       |                      |                    |
|-----------------------|----------------------|--------------------|
| 1 - Strongly disagree | 2 - Moderately agree |                    |
| 3 - Disagree          | 4 - Agree            | 5 - Strongly agree |

- 5) When was the last time that you consulted your parents for a problem you were facing.

- |               |                |
|---------------|----------------|
| (A) Last week | (b) Last month |
| (c) Yesterday | (d) Can't say  |





- 6) I am good at academics but my friends are not, due to which they always make fun of me and call me a bookworm/nerd. I have decided to:
  - (a) Stay away from them and avoid them.
  - (b) Stop studying hard so that I can be like them.
  - (c) Persuade them and convince them to start studying harder and do well.
- 7) Whenever my parents do not fulfill my demands:
  - (a) Lie to them.
  - (b) Try to convince them of my need.
  - (c) Do whatever they say.
- 8) When I face any problem my parents always help me.
 

1 - Strongly disagree	3 - Moderately agree	
2 - Disagree	4 - Agree	5 - Strongly agree
- 9) When I face a problem I am most likely to go to my:
 

(a) Parents	(b) Friends
(c) Brother/Sister	(d) Teacher/Counselors
- 10) Put the no. of your choice against your answer accordingly.
 

1 - Strongly disagree	3 - Moderately agree	
2 - Disagree	4 - Agree	5 - Strongly agree

  - (a) I feel very pressurized by my parents about studies and getting good marks.
  - (b) I think my elder cousin who is in college and smokes is really cool.
- 11) My parents make right decisions for me.
 

(a) Always	(b) Sometimes
(c) Never	
- 12) The last time I used abusive language and was caught was.
 

(A) Last week	(b) Last month
(c) Yesterday	(d) Today



13) When I see my friends doing something wrong, I:

- (a) Try to talk to them and persuade them not to do it.
- (b) Join them in what they are doing.
- (c) Break my friendship with them
- (d) Report it to a teacher/counsellor

14) When my classmates tease me because of my physical appearance, I:

- (a) Ignore them
- (b) Abuse them and fight with them
- (c) Complain to my teachers
- (d) Try to tell them not to do it.

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 Problem Solving skills.

**Self Assessment  
Life Skills Education  
for Middle School**



Courtesy - Delhi Public School Ghaziabad, Vasundhara



# CENTRAL BOARD OF SECONDARY EDUCATION

2, COMMUNITY CENTRE, PREET VIHAR, DELHI

Circulars  
Life Skills Education  
for Middle School

D(A)PA/38/2003

**CIRCULAR NO. 21**

5<sup>th</sup> 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**

Circulars  
Life Skills Education  
for Middle School

D(A)PA/LS/04

26<sup>th</sup> 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 Skills 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 Skills 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 skills education has to be interactive, experimental and facilitative. The spirit of the above subject should be extended beyond the classroom 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

Circulars  
Life Skills Education  
for Middle School

NO.D(A)/PA/ 2005

25<sup>th</sup> January, 2005

**CIRCULAR NO: 04/2005**

All the Heads of Institutions affiliated to CBSE

**Subject : Life Skills Education – Reg**

Dear Principal,

As you are aware, the Board had introduced the concept of Life Skills 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 Skills 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 Skills 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)**

**Circulars**  
**Life Skills Education**  
**for Middle School**



# 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.

**Glossary**  
**Life Skills Education**  
**for Middle School**





## 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.

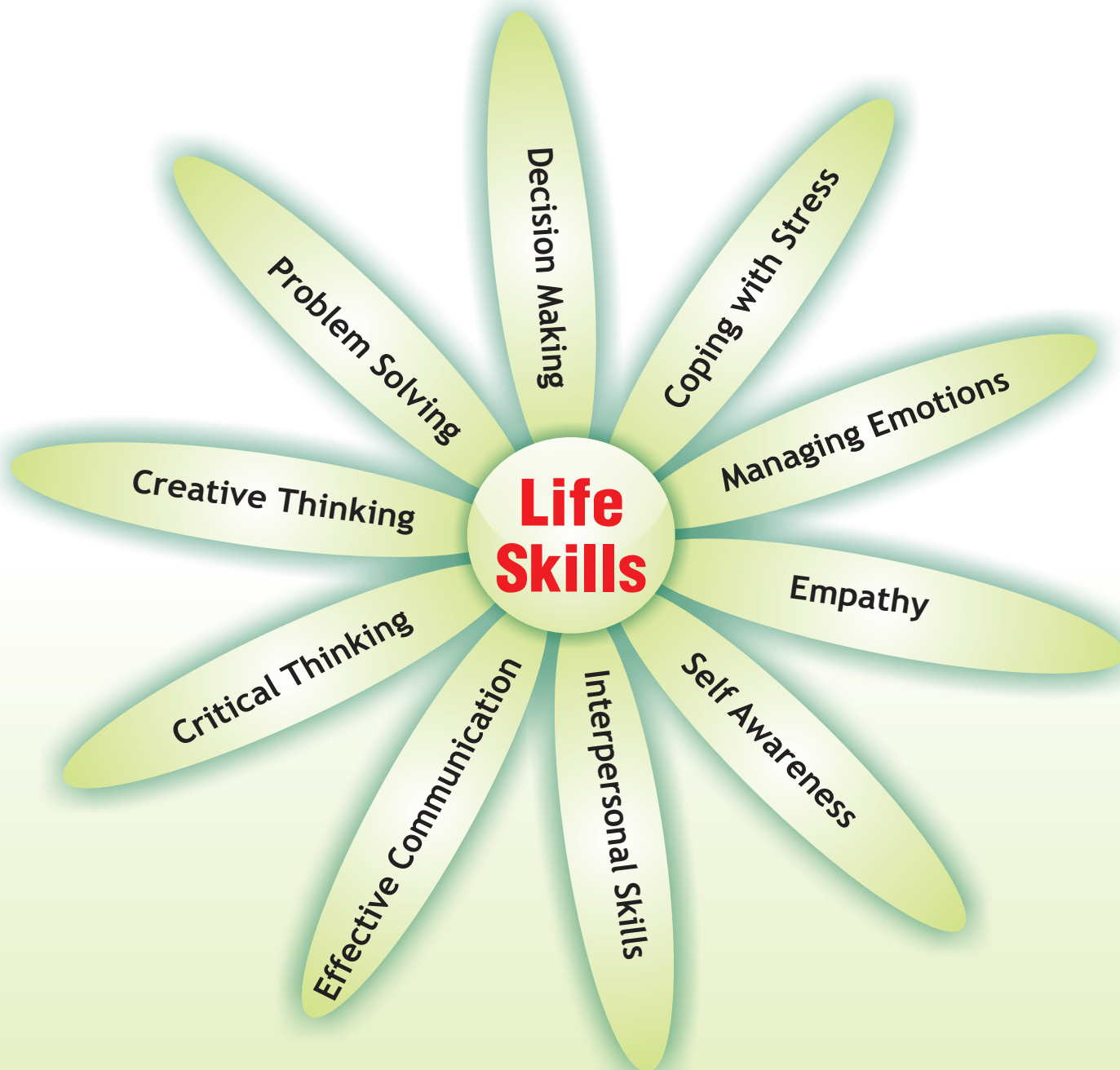
## W

### **Weaknesses**

It is a state or quality of being physically or mentally weak.









## **CENTRAL BOARD OF SECONDARY EDUCATION**

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