



Life Skills

CLASS-VII

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 behavior development approach through adequate delivery of content addressing knowledge, attitudes and value enhanced Life Skills.



Teacher's Manual on
Life Skills

Class
VII



CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi-110092

Teacher's Manual - Life Skills for Class - VII

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Preface

Young people hold the promise of our future. They are our demographic force. Working with and helping them 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 live and become happy, healthy adults the Life Skills Approach is one such approach that promises to contribute to the well-being of our young and empowers them to meet the many challenges of life.

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

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

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

In this series, in addition to enhancing knowledge, the focus of the content and activities is on 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 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 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 and the co - ordination by Ms. Archana Thakur, AEO, CBSE as well as Ms. Ramandeep Education Officer, CBSE.

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

Vineet Joshi
Chairman



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भारत का संविधान

उद्देशिका

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

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए तथा उन सब में व्यक्ति की गरिमा और [राष्ट्र की एकता और अखण्डता] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a¹ **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 ² [unity and integrity of the Nation];

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

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

THE CONSTITUTION OF INDIA

Chapter IV A

Fundamental Duties

ARTICLE 51A

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

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

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Introduction

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

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

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

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

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

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

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

Charm and Challenges of Transition from Childhood to Adolescence

The Developmental Dynamics of 7th Graders

During the middle school years (7th grade), students' cognitive skills experience qualitative changes as they become fully able to think abstractly, systematically, hypothetically, and deductively. They experience significant growth spurts and show dramatic differences in physical maturation during puberty.

Cognitive Development

Seventh, eighth, and ninth graders also experience deepening social relationships as they form, and experiment with personal identity, preferences in dress and appearance. This new interest in appearance, fueled by physical changes, can lead students at this egocentric phase to think that all eyes in a room are on them- this is what the psychologists call "the imaginary audience".

Adolescents continue to look to peers as the key influence in their lives, and thus mutuality and loyalty of friendship increases. Students group themselves in same friend groups, and some more intimate, one-on-one relationships begin to form. Above all, students are concerned with "fitting in". This is also the stage in which students develop a generalized "self concept." Adolescents begin to see themselves as having certain characteristics e.g. "popular," "sporty," "different".

Males and females experience challenges during adolescence. National studies have indicated that the academic performance of female students begins to slip as these students enter adolescence, particularly in Mathematics and Science; they may begin to internalize societal stereotypes about women and suppress their ability to express their point of view or assert themselves. Male students are likely to have more self-confidence and higher career aspirations, but they are also less likely to graduate from high school.

The journey of early adolescents is from 10-14 years. At this stage, there are two main psychosocial dynamic changes that usually happen: **Establishing an identity that is separate from the parents**-this has been called one of the most important tasks of adolescents. The question of "*who am I?*" is crucial as a 13 year old tries to figure out where he/she 'fits' into this world, and this creation of his/her identity is influenced by the opinions of influential others (e.g. parents, other caring adults, friends, etc.). Hence, the early adolescents begin to feel 'peer pressures' as they begin to spend more time with their friends. It is within friendship groups that teens can develop and practise social skills. However, most 13 year olds will still look to their parents for guidance when it comes to school work, basic values and long term education goals.

Rapid Physical growth - During the teen years, adolescents experience rapid changes in their physical development, e.g. there is usually a rapid growth in height, weight, etc. Many 7th graders may not feel comfortable or understand these changes as these lead them to feel confused and embarrassed. They become more conscious of their 'physical' being and even start comparing themselves with their peers.



Implications for Teachers of Middle School Students

Cognitive Development The teacher should...	Physical Development The teacher should...	Socio-emotional Development The teacher should...
<ul style="list-style-type: none"> ● Provide extensive opportunities for abstract thinking, including consideration of moral dilemmas ● Recognize that not all middle school students have fully developed abstract reasoning skills ● Recognize students who may be inclined to challenge authority with their new found skepticism of the world ● Be aware and capitalize on students' fascination with the "gray areas" of life (for example, that girls are still unsafe in this very advanced 21st century) ● Use technology as a way to engage students, stimulate self-expression, and formulate complex ideas 	<ul style="list-style-type: none"> ● Minimize activities that draw attention to different levels of maturity ● Promote appropriate eating habits and model and encourage fitness ● Be sensitive to the needs of the students 	<ul style="list-style-type: none"> ● Listen to and help students clarify their thinking as they go through the potential turmoil of identity formation ● Create classroom systems to provide the security of structure while providing the freedom for personal expression ● Create classroom activities that do not necessarily require students to "stick out" ● Be particularly careful not to humiliate students or draw unwanted attention to them ● Ensure that both female and male students have the opportunity to be heard during classroom discussions ● Emphasize the risks of drug use and succumbing to peer pressure ● Arrange for pen-pals or journal writing to foster Self-expression



Section - 1

Exploring Life Skills



*"Each one has to find his peace from within.
And peace to be real must be unaffected by outside
circumstances."*

- Mahatma Gandhi





Unit-I : *An Introduction to Life Skills*

"Put your heart, mind, and soul into even your smallest acts. This is the secret of success."

- Swami Sivananda

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

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

As a dynamic productive force, it is important for a country and its adolescents that the transition from childhood to adulthood is smooth and effortless. But it is a fact that most of the adolescents are unable to utilize their potential in an appropriate way and are engaged in frivolous and non productive activities due to lack of proper guidance and motivation. These high risk behaviours 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 providing guidance and direction to them. It 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 foster these skills by providing students with opportunities to improve their Life Skills. So the major objectives of Life Skills Education are to develop skills to empower young adolescents to respond to real life situations in positive and responsible ways; to increase awareness among youth about the social concerns and to alleviate social evils.

1.1 What are Life Skills?

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

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

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

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

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

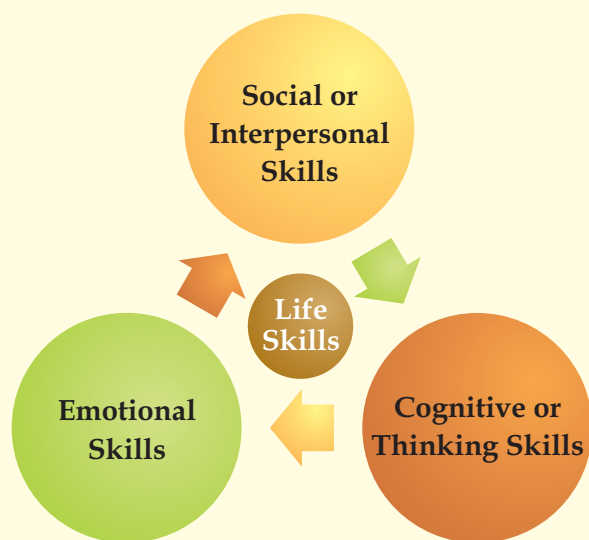
Life Skills are defined in the Targeting Life Skills (TLS) Model (Hendricks, 1996) as “*Skills that help an individual to be successful in living a productive and satisfying life.*”

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

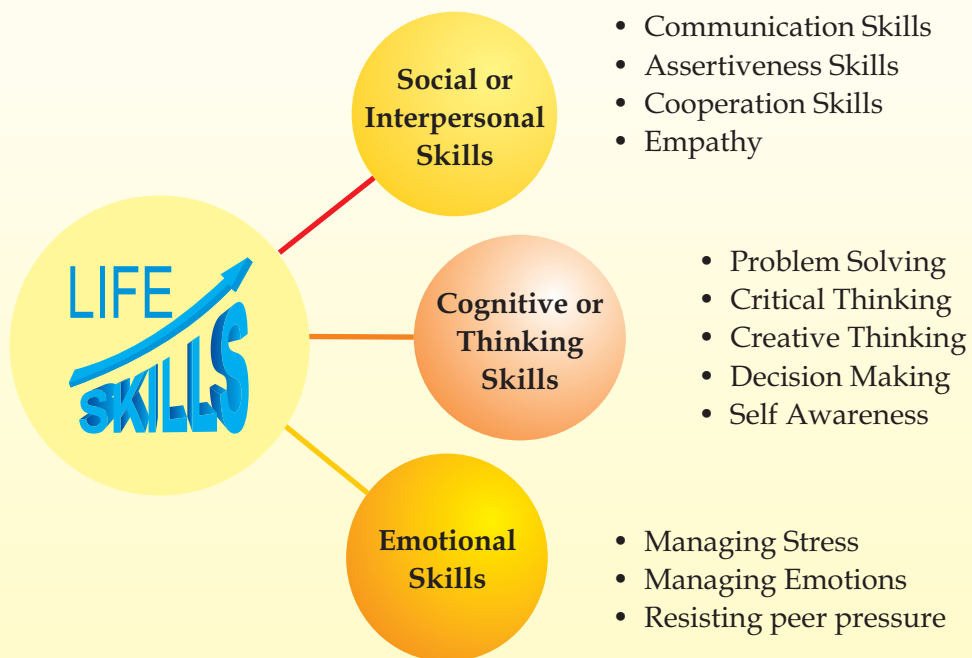
Key Life Skills

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

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



These three basic categories further include the following skills.



WHO has identified ten core Life Skills and they are as follows:



- **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.



- **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 with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean maintaining good relations with family members who are the most important source of social support. It may also mean an ability to end relationships constructively.
- **Effective Communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And, it would also mean being able to ask for advice and help in the time of need.
- **Coping with Stress** means recognizing the sources of stress in our lives, recognizing how they affect us, and how we act in a way that helps us control our levels of stress by changing our environment or lifestyle, and learning how to relax.
- **Managing Emotions** means recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we don't respond to them appropriately. (Adapted from "Life Skills Education for Children and Adolescents in Schools"-Programme on Mental Health, World Health Organization, Geneva, 1997)

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



1.2 Who needs Life Skills?

Anyone who wants to lead a meaningful life, needs Life Skills. They are applicable to all ages of children and adolescents, since young people in this age group seem to be the most vulnerable to behaviour related health problems. Life Skills are thus needed for the promotion of good health and well being, rather than as an intervention aimed only at those already at risk.

1.3 Life Skills Development

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

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

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

All these program providers or facilitators of Life Skills Education should

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

Life Skills Education

The Life Skills Programme can be designed in such a way that it can be infused into other school subjects or it can be introduced as a new subject. Whatever design is followed, it must ensure greater potential for success.



School education plays an important role in Life Skills Development among individuals, especially in the current time when traditional mechanisms for passing on Life Skills are no longer adequate, considering the influences that shape a young individual's development. The school is an appropriate place for the introduction of Life Skills Education because:

- It is one of the most important agencies of socializing the child.
- It has an abundant potential to provide them with varied experiences in their formative years.
- It remains in constant contact with the parents and the community.
- It has experienced teachers who can effectively deliver the Life Skills programme to the students and help them become more responsible, healthy and resilient adults.

To transact Life Skills Education effectively, traditional teaching methods may not be effective, unless students are actively involved in a dynamic teaching learning process. The teachers and facilitators can adopt either the teacher-centred approach (expository approach) or student-centred approach (heuristic approach) for transacting Life Skills Education. It is advisable that, whatever methods or techniques a teacher or facilitator chooses, they should be truly interactive, participatory and responsive. Role play, group discussion, brainstorming, debate, quiz contest, situation analysis and case studies, presentations and all those techniques that engage the learners to think and analyze in a participatory manner are recommended to be used while transacting Life Skills Education.

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 development:

- 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, i.e. enquiring and debate to stimulate critical thinking.
- Assigning simple assignments and projects based on Life Skills.
- Teaching 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.

The Life Skills Education contributes to basic education; gender equality; democracy; good citizenship; childcare and protection; quality and efficiency of the education system; the promotion of lifelong learning; quality of life; and the promotion of peace in the society. On an individual level, it increases self confidence, self-esteem, assertiveness, social sensitivity and strong relationship bonds.

1.4 Life Skills Journal

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

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



How to Maintain a Life Skills Journal?

- **Decide on a Journal:** Use a Life Skills Journal as a time diary. Choose one that has dates and ample space to record what happened and when. Here, one can write about all those moments which are life transforming. One can draw to reveal one's thoughts and can also colour those sketches in the Life Skills journal.
- **Decide on a framework:** One can write long, descriptive paragraphs about what one appreciates in one's daily life, or write a preset number of items per entry (for example, ten per day) or write about whatever seems right for a particular day. The main idea is to get oneself into a place of reflection and positivism. One should do what works best for oneself.
- **Commit to a schedule:** An important aspect of long-term success of Life Skills journal is the frequency with which it is used. It is usually best to aim for once a day in the beginning, or several times per week, but one should allow oneself some time to catch up if things get busy. The schedule should not be so rigid that one feels like giving up writing if it is skipped once or twice.
- **Just keep writing:** To maintain a more optimistic attitude, be sure to write regularly. Even if one skips writing frequently, try to remember the main motive of writing the Life Skills Journal and one will be able to get back to the habit of writing anytime one wants.

Benefits of Life Skills Journal

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

- **Journal writing** is a way to express pent up emotions in a socially acceptable way.
- It helps in improving the communication skills of the students as they can freely express themselves in writing and in other creative ways without the pressure of a more structured writing where punctuation, spelling and grammar rules are not so important.
- It can help shy students to overcome their problems.
- The students who write regularly develop a better understanding of themselves and the world around them.
- It can help in managing anger by helping the students to acknowledge it, recognize its source and make new choices about how to deal with it.



- Writing in a Life Skills Journal can enable in the students a balanced attitude throughout their life.
- It is one of the ways to encourage creative thinking on the part of the students.
- It offers self-insight as they can learn the truth about themselves.
- It is a good way to keep a record and to go back to a specific time of your life.

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

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

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

-Albert Einstein

Key Messages

1. Life Skills are psychosocial abilities that enable individuals to translate knowledge, attitudes and values regarding their concerns into well informed and healthy behaviours.
2. Life Skills fall into three basic categories i.e. social skills, emotional skills and thinking skills which are further divided into ten core skills as identified by WHO.
3. Life Skills are interrelated and reinforce each other.
4. They build our self-esteem, self-efficacy and nurture holistic development.
5. Everyone and anyone who wants to lead a meaningful life, needs Life Skills.
6. The Life Skills Program can be effectively provided to young adolescents by teachers, peer educators, parents, counselors, psychologists, health workers and social workers.





1.5 My Strengths

Self Awareness is the foundation of personal growth and success which helps us in understanding and gaining an insight into our strengths and weaknesses; likes and dislikes. So it is essential to develop Self-Awareness. In order to develop Self Awareness we need to:

- Understand what Self Awareness is and its importance
- Develop awareness of personal strengths, weaknesses, and talents in various settings (not only in school)
- Gain awareness of feelings, opinions and personal values and how they relate to those of others
- Develop own definition of success
- Develop “*niche-picking skills*” (matching abilities to specific settings)

Here is a story by an unknown author that may seem simple, but can be understood symbolically to learn a wonderful lesson in Self Awareness.

Zero's true worth



One day, a renowned Mathematician invited all the numbers to a meeting. Just as the meeting was about to begin, someone noticed that all zeros were missing. After a long search, they found them all hiding behind some books. The other numbers brought the zeros to the Mathematician.

“Why were you all hiding?” asked the Mathematician.

“We are only Zeros. We have no value. Who cares about us? Why should we be with all other numbers having some value or other?” asked a Zero sadly.

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



The Mathematician smiled. He asked **One** to step forward and stand in front. The teacher asked the group, "What is his value?"

"**One**", shouted the group. The teacher asked a Zero to come and stand next to One. Then the teacher asked the group, "*What is the value now?*" "**Ten!**" shouted the group. Then the mathematician made many Zeros stand next to One, increasing the value to hundred, thousand, ten thousand, million, billion, trillion On and on he went, till no one could count or name the number, since it had become too big to comprehend.

The Mathematician turned to Zero and said, "*Now can you realize your worth? One is just a small number. But when you stand next to it, its value increases to the extent that you cannot even count or name the number!*" All the numbers clapped happily. All the Zeros were so pleased and thought, "*How wonderful! I have a great worth and more than that, if I join others I increase their value as well.*"

We need to understand our worth. We all have certain strengths and we need to work more upon them. We should always feel good about ourselves and at the same time we should also know our faults and try to improve upon them. This will help us grow stronger. Not be harsh with ourselves. Be realistic, as each one of us has our own strengths and weaknesses. We must identify them and utilize our potential to the maximum. Sometimes our biggest weakness can also become our biggest strength.

Take, for example, an inspirational moral story of a ten year old boy who decides to study Judo.

Weakness or Strength?

There was a young boy who decided to study judo despite the fact that he had lost his left arm in a devastating car accident.

The boy began lessons with an old Japanese Judo Master. The boy was doing well, so he couldn't understand why, after three months of training the master had taught him only one move.

"Sensei," the boy finally said, "*Shouldn't I be learning more moves?*"

"*This is the only move you know, but this is the only move you'll ever need to know,*" the sensei replied.

Not quite understanding, but believing in his teacher, the boy kept training.





Several months later, the Sensei took the boy to his first tournament. Surprising himself, the boy easily won his first two matches. The third match proved to be more difficult, but after some time, his opponent became impatient and charged; the boy deftly used his one move to win the match. Still amazed by his success, the boy was now in the finals.

This time, his opponent was bigger, stronger, and more experienced. For a while, the boy appeared to be overmatched. Concerned that the boy might get hurt, the referee called a time-out. He was about to stop the match when the Sensei intervened.

"No," the Sensei insisted, "Let him continue."

Soon after the match resumed, his opponent made a critical mistake: he dropped his guard. Instantly, the boy used his move to pin him. The boy had won the match and the tournament. He was the champion.

On the way home, the boy and the Sensei reviewed every move in each and every match. Then the boy summoned the courage to ask what was really on his mind.

"Sensei, how did I win the tournament with only one move?"

"You won for two reasons," the sensei answered. "First, you've almost mastered one of the most difficult throws in all of judo. And second, the only known defense for that move is for your opponent to grab your left arm."

The boy's biggest weakness had become his biggest strength.

(Sensei- Japanese title used to address teachers)

(Source: http://www.cupofjoephoto.com/inspirational_stories/)

It becomes clear from the above two stories that instead of focusing on weaknesses, we must think about our strengths. Recognizing and expressing core strengths leads to greater happiness and success in life. Trying something to be different does not guarantee happiness and success. Do not give up your identity, otherwise, it will make you depend on others to define you. At first, it may be rewarding, but these pay offs does not last for long. So start identifying your strengths to lead a successful life.

Strengths for a successful life

- **Creativity:** Ability to think and create something new and different.



- **Curiosity:** State of being curious to learn more about something.
- **Strong Relationships:** Showing respect and kindness towards each other.
- **High sense of Humour:** The quality of being comic and the ability to bring smiles on others' faces.
- **Positive attitude towards life:** State of being optimistic in life.
- **Public Speaking:** Speaking in influential and convincing manner to convey ideas to audience.
- **Effective Communication:** Ability to express effectively both verbally and non-verbally.
- **Time Management:** Ability to separate important from unimportant.
- **Stress Management:** Ability to cope with stress.
- **Concentration:** Directing one's mental powers and efforts towards a particular activity or problem. It enhances memory.
- **Imagination:** To think in new ways and coming up with fresh ideas.
- **Reasoning:** Ability to make sense of things and establishing facts.
- **Listening Power:** Being attentive to what others are speaking.
- **Self Discipline:** Ability to focus and act according to what is right rather than how you feel at that moment.
- **Critical Thinking:** Ability to analyze information in an objective manner.
- **Decision Making:** Dealing constructively with decisions in our daily lives.
- **Problem Solving:** Dealing constructively with problems in our daily lives.
- **Kindness:** Doing good deeds for others.
- **Leadership:** Ability to influence other people.
- **Open mindedness:** Being receptive to new and different ideas and opinions of others.

It should be kept in mind that all have a few strengths but many weaknesses. In order to achieve success, people generally spend their lifetime in strengthening their weaknesses rather than focusing on using their strengths to the maximum.

"Be faithful in small things because it is in them that your strength lies."

- Mother Teresa





Think and Do My Strengths Worksheet-I

Step One: List four activities that you enjoy doing and that you also do well:

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

Step Two: Which of the four activities do you think you do the best? Why?
(This is your number one strength)

Strengths Survey Worksheet - II

Ask your family and friends: “*What things do you think I do well?*” Write their answers in the space below. When you are finished, see if more than one person mentioned the same strength. If so, this may be your number one strength right now and may help you be successful later in your life.

Name of the Person	Your Strengths



1.6 I Appreciate your Worth

Always remember that *“nothing and no one is useless”*. Never mock or make fun of anybody. Feel good about yourself. Likewise, always make others feel good about themselves. Since nothing is useless and everything has a value in this universe, you should respect everything and everyone around you. This becomes clear from the story given below.

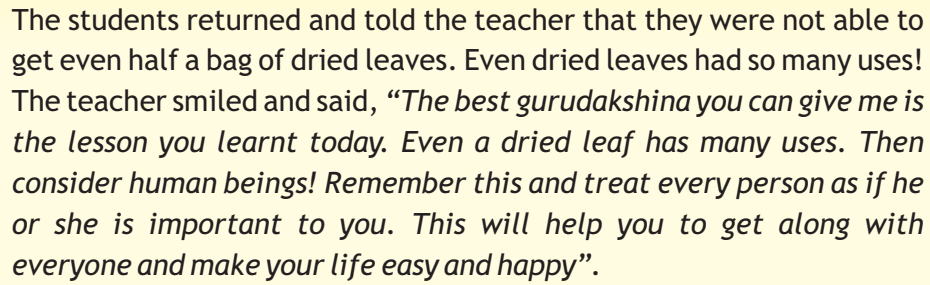
Best Gurudakshina



In ancient India, children did not pay for their education. They lived in their teacher's home for years as if they were his own children and learned from him. Only on the completion of their education, when it was time for them to leave, they would have to give something he wanted and the students would happily try their best to get it for him. This token gift is called gurudakshina.

Once, some students approached their teacher at the end of their studies to ask him what he wanted as gurudakshina. The teacher smiled and asked them to get him a bag of dried leaves. The students set off. They were very confident that they would get it at once because they thought who would have any use for dried leaves.

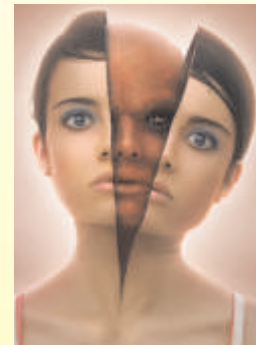
They went into the forest nearby. To their surprise, they saw no dried leaves. Someone had collected the leaves and taken them away. They went to a farmer nearby and asked him for a bag of dried leaves. The farmer told them that he had used all he had as fuel and had none to spare. Then they went to a merchant and asked him for help. He said that he used the leaves by stitching them to make large leaf-plates. He sold them to people as disposable plates. So he had none to spare. They saw an old lady and asked her for some. She told them that she separated them everyday into different groups and powdered them to add to the herbal medicines she made and she too had no leaves to spare.



Always remember whether young or old, everyone is unique. When the mountain bragged about its size to the squirrel, it retorted to the mountain, *“I may not be able to carry forests on my back but neither can you crack a nut”* (Rig Veda). Remember there is something good about everyone that makes each one special. It will help you feel good about yourself as well as others.

It is also very important that we should not judge a person on the basis of appearance or attributes. There is much more to a person beyond the way he or she looks or carries him or herself. The First impression may not always be the last or the final impression, it may not present the real worth or value of a person. So do not judge a book by its cover! Do not be judgmental, do not judge too quickly. Just read this legend about Stanford University and you can understand this point better.

A lady in a faded gingham dress and her husband, dressed in a homespun threadbare suit, stepped off the train in Boston and walked timidly without an appointment into the Harvard University President's outer office.



The secretary could tell in a moment that such country people had no business at Harvard University and probably did not even deserve to be in Cambridge University.

"We want to see the President," the man said softly.

"He'll be busy all day," the secretary snapped.

"We'll wait," the lady replied.

For hours, the secretary ignored them, hoping that the couple would finally become discouraged and go away. They did not and the

secretary grew frustrated and finally decided to disturb the President, even though it was a chore she always regretted.

"May be if you see them for a few minutes, they'll leave," she said to him.

He sighed in exasperation and nodded. Someone of his importance obviously did not have time to spend with them, but he detested gingham dresses and homespun suits cluttering up his outer office.

The President, stern faced and with dignity, strutted toward the couple.

The lady told him, *"We had a son who attended Harvard University for one year. He loved Harvard University and he was happy here. But about a year ago, he was accidentally killed. My husband and I would like to erect a memorial to him, somewhere on campus."*

The President was not touched.... He was shocked.

"Madam," he said, gruffly, *"we can't put up a statue for every person who attended Harvard University and died. If we did, this place would look like a cemetery."*

"Oh, no," the lady explained quickly. *"We don't want to erect a statue. We thought we would like to give a building to Harvard University."*

The President rolled his eyes. He glanced at the gingham dress and homespun suit, and then exclaimed, *"A building! Do you have any earthly idea how much a building costs? We have our seven and a half million dollars in the physical buildings here at Harvard University."*

For a moment the lady was silent.

The President was pleased. May be he could get rid of them now.

The lady turned to her husband and said quietly, *"Is that all it costs to start a University? Why don't we just start our own?"*

Her husband nodded.

The President's face wilted in confusion and bewilderment. Mr. and Mrs. Stanford got up and walked away, travelling to Palo Alto, California where they established the University that bears their name, Stanford University, a memorial to a son that Harvard University no longer cared about.

(Source: <http://www.hoax-slayer.com/gingham-dress-stanford-university.shtml>)



Learn to appreciate the worth of others

Shakespeare had once said that the world is a stage and we all are mere actors. It implies that all of us have a role to play. A movie or theatre script has lots of characters. If even one character is missing, the movie or the play cannot progress, so is life as everyone around us has got a definite role in the proceedings of life. Everyone is important and has some worth. We should thus respect this diversity and value and appreciate the worth of people around us.

We should learn to appreciate others for their good deeds and ideas. This will help us to:

- Live a better life
- Become a better person
- Enhance our skill of communication
- Motivate others to contribute more for the good of humanity.

So try to appreciate others whenever they do something good for you or others. According to **R.B. Thohé Pou**, often we do not appreciate others for the following reasons:

Jealousy: When we feel jealous of others' good deeds, we are not able to appreciate them. We must try to curb this negative feeling of jealousy in order to truly appreciate others.

Ignorance: Today we are living a better life. But we hardly realize or fail to recognize what others have done for us.

Callous attitude: Sometimes we are quite indifferent towards the hard work or good deeds by others.

Man is a social animal and needs to feel appreciated. So we should appreciate others sincerely so as to make them feel motivated and acknowledged.

Here are different ways to appreciate others for their efforts and good deeds.

- Just talk to them
- Praise them in public
- Pat their back
- Give them some token of appreciation
- Present them a bouquet of flowers



- Listen to them intently
- Motivate them to do more good deeds
- Saying them “*Thank you*” can also do wonders

“There is more hunger for love and appreciation in this world than for bread.”

-Mother Teresa

Think and Do

1. Think of a normal day in your life. List any five people whom you interact with during the course of the day (you can pick just one person from your family while others should not be your family members).

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

2. Just imagine what it would be like if they are absent for a few days from your life.

1. _____

2. _____

3. _____

4. _____

5. _____

This small exercise will help you understand the worth of people around you. So what are you waiting for? Just go and thank them today for the value that their presence has added to your life.

1.7 Thinking out of the Box

Read this anecdote and reflect on it.

Once there was a loving couple travelling in a bus in a mountainous area. They decided to get down somewhere. After they got down, the bus moved on. Suddenly, a huge rock fell on the bus from the mountain and crushed it. Everybody on board was killed.

The couple upon seeing this said, “*We wish we were on that bus.*” Why do you think they said that?

If they had remained in the bus instead of getting down, the resulting time delay could have been avoided and the rock could have fallen after the bus had passed.

Always think out of the box or think positively and look for opportunities to help others.

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



Life presents us with many challenges. We need to think differently and creatively while attempting to solve problems or take decisions. This becomes clear from this story.

A famous shoe company wanted to extend their business to an island where they wanted to open a new branch. To study the possibility, the company sent a sales representative for a week. The man went to the island and was disappointed because the place was not well developed. People were not in the habit of wearing shoes. At the end of the week, the sales representative went to the nearby post office and sent a telegram to say, “*There is no possibility of opening a shoe shop here since no one is wearing shoes. I’ll return in a day or two.*”

The manager was not disheartened. He sent another sales executive to the same island for the same purpose. The second executive also found that the place was underdeveloped. People were rich but were not used to wearing shoes. Since no one was wearing shoes, he thought there would be a big market for shoes. Besides, there was no other rival. He could make people buy shoes once they began to accept the idea of wearing shoes, to walk smartly and appear smart. Immediately he went to the nearby post office and sent a telegram to say, *“There is a huge market for shoes here, since no one is wearing any. Send as shoes of all sizes and we can open the shoe shop within a week. I will remain here till the opening of the new branch.”* [Adapted from Joyful Living (Life Skills and Value Education Textbook) for Students 8]

Creative Thinking

According to **Robert Harris**, *“Creative thinking is a kind of thinking that focuses on exploring ideas, generating possibilities, looking for many right answers rather than just one. The creative person knows that there is always room for improvement.”*

Positive Attitudes that foster Creativity

- **Curiosity:** Creative people are in the habit of asking “Why”, “What if” and “I wonder”. Such people tend to experience varied things in their lives and thus have well equipped minds. Best ideas often originate from such well equipped minds.
- **Seeing problems as acceptable:** Usually problems are seen as obstacles in life by many people. But creative people see problems as a normal part of their life. They try to find a solution in the problem itself.
- **Challenge:** Creative people accept challenges and face them rather than run away from them. Most of the creative ideas come up while attempting to solve those problems.
- **Positive attitude:** Creative people always remain optimistic in life and believe in the fact that every problem can be solved.
- **Holding off criticism and judgment:** Great ideas, initially, seem to be weird, crazy or strange. But gradually they come out as practical and usable. Thus it is important for a creative person to hold off judging and criticizing ideas at the initial stage, otherwise, the whole idea would be killed.

- **Determination:** Creative people have the ability to stick with their ideas and see them through even when facing negative responses like “*that’s no good*”, “*that’s impossible*”, etc.
- **Flexible imagination:** Creative people entertain all kinds of strange thoughts and ideas. They are able to think of several solutions to a particular problem because of their flexible imagination.

Problems as interesting challenges

Problems are not to be feared but problem solving is educational, rewarding and entertaining. Creative people see problems as interesting and take them up as challenges to solve. Just read the story below and see how humour and creativity helped Mulla Nasruddin face some wise men.

Mulla Nasruddin and Three Wise Men



One day some wise men, who were going about the country trying to find answers to some of the great questions of their time, came to Mulla Nasruddin's district and asked to see the wisest man in the place. Mulla Nasruddin was brought forward, and a big crowd gathered to listen.

The first wise man began by asking, “*Where is the exact center of the world?*”

“*It is under my right heel,*” answered Mulla Nasruddin.

“*How can you prove that?*” asked the first wise man.

“*If you don’t believe me,*” answered Mulla Nasruddin, “*measure and see.*”

The first wise man had nothing to answer to that, so the second wise man asked his question. “*How many stars are there in the sky?*” he said. “*As many as there are hair on my donkey,*” answered Mulla Nasruddin.

“*What proof have you got of that?*” asked the second wise man.

"If you don't believe me," answered Mulla Nasruddin, "count the hair on my donkey and you will see."

"That's foolish talk," said the other. "How can one count the hair on a donkey?"

"Well," answered Mulla Nasruddin, "How can one count the stars in the sky? If one is foolish talk, so is the other." The second wise man was silent.

The third wise man was becoming annoyed with Mulla Nasruddin and his answers, so he said, *"You seem to know a lot about your donkey, so can you tell me how many hair are there in its tail?"*

"Yes," answered Mulla Nasruddin. "There are exactly as many hair in its tail as there are in your beard."

"How can you prove that?" said the other.

"I can prove it very easily," answered Mulla Nasruddin. "You can pull one hair out of my donkey's tail for every hair that I pull out of your beard. If the hair on my donkey's tail does not come to an end at exactly the same time as the hair in your beard, I will admit that I was wrong."

Of course, the third wise man was not willing to do this, so the crowd declared Mulla Nasruddin the winner of the day's arguments.

(Source: <http://www.islamic-literatures.com/nasruddin-and-three-wise-men/>)

So be creative and enjoy the fun it brings.

"Without freedom, there is no creation."

-Jiddu Krishnamurti





Think and Do

Here are some characteristics of a Creative Person

- Curious
- Seeks solutions
- Enjoys challenges
- Optimistic
- Able to suspend judgment
- Comfortable with imagination
- Sees problems as opportunities
- Sees problems as interesting
- Problems are emotionally acceptable
- Challenges assumptions
- Doesn't give up easily: perseveres, works hard

Keeping these characteristics in mind, narrate an incident where you have shown creativity. If you do not have any such incident to share, don't worry. Instead you can creatively use your imagination and write down fictitious incident.

Answers to puzzles given in My H.O.T.S.

1. Anu passed Mathematics and English, Mohit passed everything Mathematics, English and History and Tarun only passed English.
2. The winning candidate reasoned as follows: *If I saw two red marks, I would immediately jump up and say mine is black since at least one is black. If I saw a red and a black mark, and the one with the black mark did not immediately jump up and say, "mine is black", then I could assume I do not have a red mark. Since both of these candidates are smart, they must be facing the same situation as I, and all three of us have black marks.*

Puzzles are a great tool to enhance creativity. Here are some for you to rack your brain. Answers are elsewhere in this book:

1. Anuj stared through the dirty soot-smeared window on the twenty second floor of the office tower. Overcome with depression, he slid the window open and jumped through it. It was a sheer drop outside the

- 28





1.8 My H.O.T.S.

(Higher Order Thinking Skills)

In our everyday life, all of us do a lot of thinking. For example, we wonder what to wear today, which game to play, etc. This shows thinking is a conscious act and takes time. Thinking skills are essential to help us sail through difficult situations. They are simple or lower level thinking skills like learning and memorizing facts; and higher order thinking skills like creative and critical thinking, analysis, problem solving, etc.

Read the story and find out how cats saved themselves from the command of the roosters using their thinking skills.

Cats and Roosters Story



Once upon a time in Africa, roosters ruled cats. The cats worked hard all day and at night they had to bring all they had gathered for the roosters. The king of the roosters would take all the food for himself and for the other roosters.

The roosters loved to eat ants. Thus, every cat had a purse hung round its neck, which it filled with ants for the king of the roosters.

The cats did not like the situation. They wanted to rid themselves of the king so that the food they gathered through hard work and great difficulty would be their own. But they were afraid of the roosters.

The roosters had told the cats that rooster's combs were made out of fire and that the fire of their combs would burn anyone who disobeyed them! The cats believed them and therefore worked from early morning until night for the roosters.

One night, the fire on the house of Mrs. Cat went out. She told her kitten, Fluffy, to bring some fire from Mr. Rooster's house.

When Fluffy went into the house of the rooster, she saw that Mr. Rooster was fast asleep, his stomach swollen with the ants he had eaten. The kitten was afraid to wake the rooster, so she returned home empty handed and told her mother what had happened.



Mrs. Cat said, *"Now that the rooster is asleep, gather some dry twigs and place them near his comb. As soon as the twigs catch fire, bring them home."*

Fluffy gathered some dry twigs and took them to the rooster's house. He was still asleep. Fluffy fearfully put the dry twigs near the rooster's comb but it was no use, the twigs did not catch fire. Fluffy rubbed the twigs against the rooster's comb again but it was no use they would not catch fire. Fluffy returned home without any fire and told her mother, *"The rooster's comb does not set twigs on fire."*

Mrs. Cat answered *"Why can't you do anything right! Come with me I'll show you how to make fire with the rooster's comb."* So together they went to the house of Mr. Rooster.

He was still asleep. Mrs. Cat put the twigs as near to the rooster's comb as she could. But the twigs did not catch fire. Then, shaking with fear, she put her paw near the rooster's comb and gently touched it. To her surprise, the comb was not hot, it was very cold, and it was just red colored.

As soon as Mrs. Cat realized that the roosters had lied to the cats about their combs, she joyfully went out and told the other cats about the rooster's tricks. From that day on, the cats no longer worked for the roosters.

At first, the king of the roosters became very angry and said to the cats, *"I will burn all of your houses if you do not work for me!"*

But the cats said, *"Your comb is not made of fire. It is just the colour of fire. We touched it when you were sleep. You lied to us."*

When the king of the roosters found out that the cats knew that he had lied to them, he ran away. Now, whenever roosters see a cat, they scurry away, because to this very day they are afraid of cats.

(Source: <http://www.ezsoftech.com/stories/mis3.asp>)

It is clear from the story that unless you use your higher order thinking skills, you will not be able to get out of a difficult situation.

Thus **Higher Order Thinking Skills** are the cognitive skills that enable us to comprehend information and then apply it; make decisions and solve problems. H.O.T.S. include creative, critical, logical and reflective thinking and the ability to:

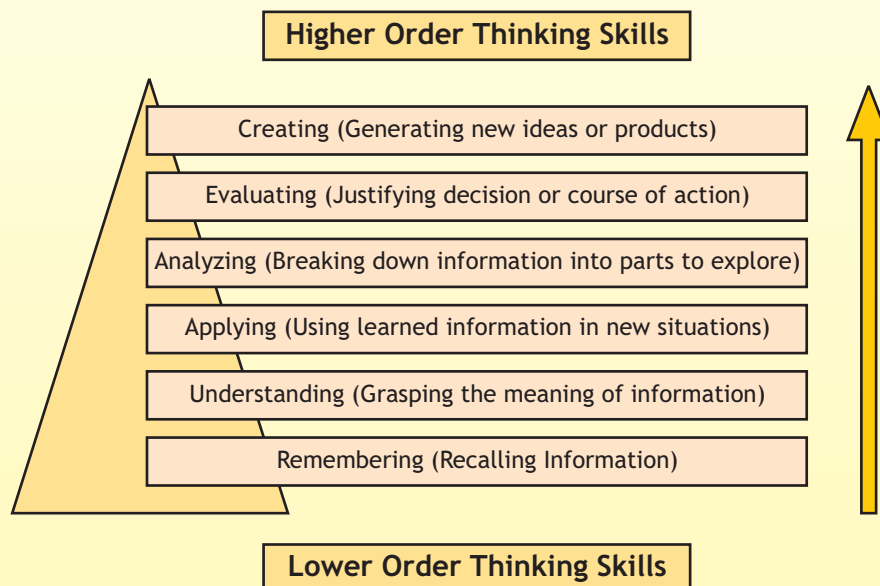


- Make observations
- Ask relevant questions
- Find the resources you need
- Challenge and examine beliefs, assumptions, and opinions against facts
- Recognize and define problems
- Assess the accuracy of statements and arguments
- Make wise decisions and find suitable solutions
- Understand logic and logical arguments

All of us are capable of understanding facts, but in varying degrees. But the smart thinkers are in the habit of assessing the facts and information so as to have a deeper understanding of the situations and events.

To be an effective thinker, one needs to have analytical skills. Questioning is the key to analytical skill as it enables us to develop knowledge. It is not the ability to find the answers that matters but the ability to ask the right questions because, asking the right questions leads us to the answers very easily. Questions are fundamental to Higher Order Thinking Skills. It shows our *'willingness not to take things for granted'* or to *'be satisfied with the obvious answer'*. Once one learns to ask the right questions, one starts running on the right track. Different types of questions require different levels of thinking skills. According to Bloom, human thinking skills can be broken down into six categories. It is known as the Bloom's Taxonomy.

Revised Version of Bloom's Taxonomy by Lorin Anderson



Higher order thinking skills are very important to encourage students to think more deeply and critically and to solve their problems. It stimulates the students to seek information on their own. So the teacher's main task is to create situations and activities which provide them with opportunities to engage themselves in higher order thinking skills. Fisher rightly said, "A good teacher makes you think even when you don't want to".

"All that we are is the result of what we have thought. The mind is everything. What we think we become."

-Buddha



Think and Do

1. Read story and answer the question using your higher order thinking skills.

A lamb was grazing with a flock of sheep. One day, she found some sweet grass at the edge of the field. Farther and farther she went from the others.

She was enjoying herself so much that she did not notice a wolf approaching her. However, when it pounced on her, she quickly started pleading, "Please, please don't eat me yet. My stomach is full of grass. If you wait a while, I will taste much better."

The wolf thought that was a good idea, so he sat down and waited. After a while, the lamb said, "If you allow me to dance, the grass in my stomach will be digested faster". Again the wolf agreed.

While the lamb was dancing, she had a new idea. She said, "Please take the bell from around my neck. If you ring it as hard as you can, I will be able to dance even faster".

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb's life.



Imagine you are the lamb. What other methods would you have tried to save your life?

2. The outlook towards critical thinking should be:

- Inquisitive
- Truth seeking
- Open-minded
- Analytical
- Systematic
- Judicious
- Confident Reasoning

3. Try these two, keeping what is discussed in mind:

- a. Three siblings, Anu, Mohit and Tarun, truthfully report their grades to their parents as follows: Anu says, *“If I passed Mathematics, then so did Mohit. I passed English if and only if Tarun did. Each of us passed at least one subject.”*

Mohit says, *“If I passed Mathematics then so did Anu. Anu did not pass History. Each subject was passed by at least one of us.”*

Tarun says, *“Either Reema passed History or I did not pass it. If Mohit did not pass English then neither did Anu. I did not pass as many subjects as Mohit or Anu.”*

Which subjects did they each pass?

- b. A chief of detectives had three likely candidates for a vacancy in his department. To test their powers of reasoning, he pulled out a red and black marker and told them, *“I am going to either make a red or black mark on each of your foreheads. At least one will be black. Without any help other than your own reasoning skills, I want you to determine the colour of the mark on your forehead, the first to do this and give me a satisfactory explanation at how you arrived at a conclusion will get the job.”*

He then blindfolded the candidates and proceeded to put a black mark on each of their foreheads. After he removed the blindfolds, the three stared at each other for a few seconds, each seeing that



the other two marks were black, and then one of the candidates said, *"I have a black mark"*.

How did the candidate arrive at this conclusion?

4. **Each of the following questions has an obvious answer-but that may not be the correct answer. Read carefully! Think critically!**
- Aman has two coins that are worth 30p. One of the coins is NOT a 10p. What are the two coins?
 - Bhani bought a packet of twenty four sweets. She ate all but nine of them. How many did she have left?
 - There were fourteen crows sitting on a tree. The farmer shot one of them (which fell to the ground). How many crows were then left on the tree?
 - How much earth is there in a hole measuring four meters long, two meters across and one meter deep?
 - A French aeroplane with a German crew was flying from London to New York when it crashed in the Atlantic hundred miles from the English coast. Where did they bury the survivors?

Answers to Puzzles given in Thinking out of the Box

- Anuj was so sick and tired of window washing, he opened the window and jumped inside.
- Who said this happened during the night?
- Because they were all married and not single.
- A bar of soap.
- Memories



1.9 I have the Solution

Problems are a part of our lives. Every problem has a solution. One just has to find it. They are within ones reach because most of the problems are man-made. Whether one succeeds in finding the solution of the problem or not, it depends upon how one faces it.

Read about how the power of determination led to the building of the spectacular Brooklyn Bridge.

Power of Determination



In 1883, a creative engineer named John Roebling was inspired by an idea to build a spectacular bridge connecting New York with Long Island. However, bridge building experts throughout the world thought that it was an impossible feat and told Roebling to forget the idea. It just could not be done. It was not practical. It had never been done before.

Roebling could not ignore the vision he had this bridge. He thought about it all the time and he knew deep in his heart that it could be done. He just had to share the dream with someone else. After much discussion and persuasion he managed to convince his son, Washington, an upcoming engineer, that the bridge in fact could be built.

Working together for the first time, the father and son developed concepts of how it could be accomplished and how the obstacles could be overcome. With great excitement and inspiration, and the excitement of a wild challenge before them, they hired their crew and began to build their dream bridge.

The project started well, but when it was only a few months underway a tragic accident on the site took the life of John Roebling. Washington was also injured and left with a certain amount of brain damage, which resulted in his not being able to talk or walk.

"We told them so." "Crazy men and their crazy dreams." "It's foolish to chase wild visions."



Everyone discouraged Washington and felt that the project should be dropped.

In spite of his handicap Washington was never discouraged and still had the burning desire to complete the bridge and his mind was still as sharp as ever. He tried to inspire and pass on his enthusiasm to some of his friends, but they were too daunted by the task.

As he lay on his bed in his hospital room, with the sunlight streaming through the windows, a gentle breeze blew the flimsy white curtains apart and he was able to see the sky and the tops of the trees outside for just a moment.

It seemed that there was a message for him not to give up. Suddenly an idea hit him. All he could do was move one finger and he decided to make the best use of it. By moving this, he slowly developed a code of communication with his wife.

He touched his wife's arm with that finger, indicating to her that he wanted her to call the engineers again. Then he used the same method of tapping her arm to tell the engineers what to do. It seemed foolish but the project was under way again.

For 13 years Washington tapped out his instructions with his finger on his wife's arm, until the bridge was finally completed. Today the spectacular Brooklyn Bridge stands in all its glory as a tribute to the triumph of one man's indomitable spirit and his determination not to be defeated by circumstances. It is also a tribute to the engineers and their team work, and to their faith in a man who was considered mad by half the world. It stands too as a tangible monument to the love and devotion of his wife who for 13 long years patiently decoded the messages of her husband and told the engineers what to do.

Perhaps this is one of the best examples of a '*never-say-die*' attitude that overcomes a terrible physical handicap and achieves an impossible goal.

Often when we face obstacles in our day-to-day life, our hurdles seem very small in comparison to what many others have to face. The Brooklyn Bridge shows us that dreams that seem impossible can be realized with determination and persistence, no matter what the odds are.

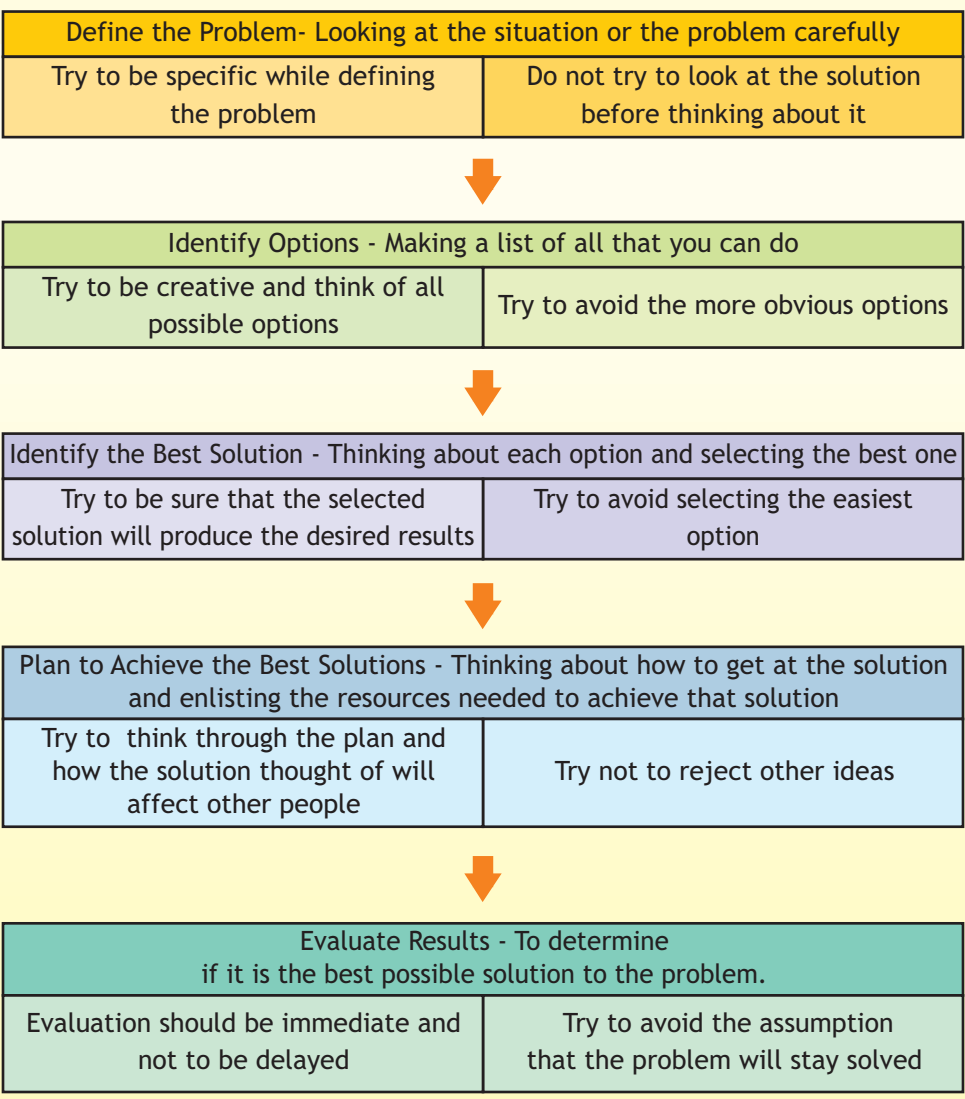
(Source: <http://academictips.org/blogs/determination-and-persistence/>)



Even the most distant dream can be realized with the power of determination and persistence. If Washington had come to terms with his handicap and had not thought of finding a way out, the “*Brooklyn Bridge*” also would have remained an unsolved problem.

One is constantly being challenged with problems, whether big or small, both at home and at school. Some people just like Washington rise up and come out with flying colours as they see those problems as opportunities for development. They know a systematic way of tackling problems which always works. This raises their self confidence and self-esteem. But some fear challenges and fail to identify the exact nature of their problem. On apply the correct analytical tools to solve the problem. Problem solving involves certain steps which one needs to learn.

The Steps of Problem Solving are:



Problem Solving is a mental process involving the ability to analyze and find the solution that best resolves the problem.

"Few 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

Here are some problems. Find their solution.

- a. **Ajay is very tall for his age. Everyday, during break time some boys point at him and laugh.**
 - i. What would you do if you were Ajay?
 - ii. What would you do if you see your friends laughing at other students?
- b. **While writing your exam, suddenly a piece of paper lands on your table. You can clearly make out that, it is cheating material.**
 - i. What would you do if the teacher comes and asks you about it?
 - ii. What would you do if you know who has passed it?
- c. **Someone is stealing in the class.**
 - i. What would you do if it is one of your best friends?
 - ii. What would you do if you find some of the stolen materials kept on your desk?
- d. **When somebody says something insensitive to you.**
 - i. Should you confront that person about it?
 - ii. What is a good way to do that without starting a fight?
- e. **There are some senior boys who use abusive language.**
 - i. What would you do if they call you names?
 - ii. What would you do if they make fun of a teacher?

But they did not give up



1. As a young man, **Abraham Lincoln** went to war as a captain and returned a private. Afterwards, he was a failure as a businessman. As a lawyer in Springfield, he was too impractical and temperamental to be a success. He turned to politics and was defeated in his first try for the legislature, again defeated in his first attempt to be nominated for congress, defeated in his application to be commissioner of the General Land Office, defeated in the senatorial election of 1854, defeated in his efforts for the vice-presidency in 1856, and defeated in the senatorial election of 1858. At about that time, he wrote in a letter to a friend, *"I am now the most miserable man living. If what I feel were equally distributed to the whole human family, there would not be one cheerful face on the earth."*
2. **Winston Churchill** failed sixth grade. He was subsequently defeated in every election for public office until he became Prime Minister at the age of 62. He later wrote, *"Never give in, never give in, never, never, never, never - in nothing, great or small, large or petty - never give in except to convictions of honor and good sense. Never, Never, Never, Never give up."*
3. **Charles Darwin** gave up a medical career and was told by his father, *"You care for nothing but shooting, dogs and rat catching."* Darwin wrote, *"I was considered by all my masters and my father, a very ordinary boy, rather below the common standard of intellect."* Clearly, he evolved.
4. **Thomas Edison's** teachers said he was *"too stupid to learn anything"*. He was fired from his first two jobs for being *"non-productive"*. As an inventor, Edison made thousand unsuccessful attempts at inventing the light bulb. When a reporter asked, *"How did it feel to fail a thousand times?"* Edison replied, *"I didn't fail a thousand times. The electric bulb was an invention with a thousand steps."*

5. **Albert Einstein** did not speak until he was four-years-old and did not read until he was seven. His parents thought he was "*sub-normal*", and one of his teachers described him as "*mentally slow, unsociable, and adrift forever in foolish dreams*". He was expelled from school and was refused admittance to the Zurich Polytechnic School. He did eventually learn to speak and read. Even to do a little Mathematics.
6. **Louis Pasteur** was only a mediocre pupil in undergraduate studies and ranked 15th out of 22 students in chemistry. He went on to become one of the most important founders of medical microbiology.
7. **Henry Ford** failed and became bankrupt five times before he succeeded to become the founder of the Ford Motor Company.
8. When **Bell's Telephone Company** was struggling to get started, its owners offered all their rights to Western Union for \$100,000. The offer was disdainfully rejected with the pronouncement, "*What use could this company make of an electrical toy.*"
9. Rocket scientist **Robert Goddard** found his ideas bitterly rejected by his scientific peers on the grounds that rocket propulsion would not work in the rarefied atmosphere of outer space.
10. **Michael Jordan** and **Bob Cousy** were each cut from their high school basketball teams. Jordan once observed, "*I've failed over and over again in my life. That is why I succeed*".
11. After **Carl Lewis** won the gold medal for the long jump in the 1996 Olympic Games, he was asked to what he attributed his longevity, having competed for almost twenty years. He said, "*Remembering that you have both wins and losses along the way. I don't take either one too seriously*".
12. **Walt Disney** was fired by a newspaper editor because "*he lacked imagination and had no good ideas*". He went bankrupt several times before he built Disneyland. In fact, the proposed park was rejected by the city of Anaheim on the grounds that it would only attract hooligans.
13. **Charlie Chaplin** was initially rejected by Hollywood studio chiefs because his pantomime was considered "*nonsense*".
14. **Beethoven** handled the violin awkwardly and preferred playing his own compositions instead of improving his technique. His teacher

called him *"hopeless as a composer"*. And, of course, you know that he wrote five of his greatest symphonies while being completely deaf.

15. **Vincent Van Gogh** sold only one painting during his lifetime. And this to the sister of one of his friends for 400 francs (approximately \$50). This didn't stop him from completing over eight hundred paintings.
16. **Leo Tolstoy** flunked out of college. He was described as both *"unable and unwilling to learn"*. No doubt a slow developer.
17. **Louisa May Alcott**, author of *Little Women*, was encouraged to find work as a servant by her family.
18. **Emily Dickinson** had only seven poems published in her lifetime.
19. Twenty seven publishers rejected **Dr. Seuss's** first book, *'To Think That I Saw It on Mulberry Street'*.

(Source: <http://www.des.emory.edu/mfp/OnFailing.html>)

Well this list is not exhaustive and neither does it mean that we are talking about failures. Rather we have to look up to these people as those who decided what they wanted or aimed for and they did it. In our life we do face times when we have to decide and take a call on what to do! *"Decision making is a process of identifying and choosing the best alternatives based on one's own values and preferences."* Decision making and doing what we have decided upon are two regular processes in our life. In order to achieve a target we need to decide what to do and then just do it.

Steps involved in decision making and goal setting



Set your goal

- Evaluate your needs and what you want to happen.
- Helps in clarifying your thoughts.



Study your options

- Brainstorm all possibilities.
- Ask questions like 'why', 'why not', and 'what if'.



Decide on a solution

- Choose the best option from between two or more alternatives.
- One or more alternatives can also be clubbed to arrive at a better solution.



Develop a plan of action

- Always begin with a clear purpose/vision or goal in mind.
- Enlist all the necessary resources and steps required to accomplish the goal.



Implement the plan

- Put whatever is on paper into action to achieve the set goal.



Evaluate the results

- Monitor the progress of the plan so as to evaluate the consequences of the decision.
- Should be immediate not to be delayed.



Make necessary adjustments to the plan

- Try to make alterations or changes in your decision, if some deviations from your expectations are noticed while monitoring the progress of the plan.

One of the most powerful ways to be successful and happy is to learn good decision making and then to make your own decisions. To start with, you can make decisions involving what you wear, what you eat and drink, which movies you watch, which video/computer games you play, and what music you listen to.

Every day we are faced with situations which require us to make decisions. Sometimes we do not want to make decisions and sometimes we do make wrong decisions.

Making Wrong Decisions

It is a fact that nobody is perfect. We all make wrong decisions in life. But a smart person would not repeat them in future. They learn from their mistakes. Adolescents and young children also make decisions that are rash and sometimes wrong also. This is because they lack experience and perspective. Due to ignorance, adolescents are not able to understand the consequences of their decisions. After experiencing the consequences of their bad decisions, they learn how to make better decisions in future.

Learning to make good decisions

Decision making is a complex process which takes time to be mastered.



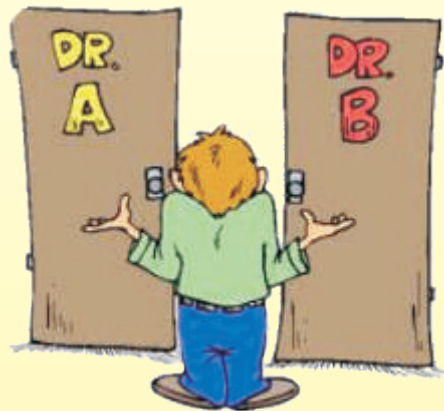
Following steps are involved in making good decisions

- **Think before you act:** Nothing should be done rashly without thinking about the results. Proper planning should be done to accomplish what you wish. In this way many bad decisions can be prevented from being made.
- **Do not worry about small things:** Do not get nervous about the things that require small decisions because these small things will not affect your life. Over thinking can cause stress. Try to think about those things which are important in your life.
- **List all the options or alternatives:** Write down all the options or the alternatives available for the decision to be made. Quality time should be spent on this step so as to judge the risks and rewards of each alternative.
- **Consider the consequences of the decision to be taken:** Think about the persons who might be affected by your decision. The consequences of the decision should be considered. So try to make those decisions which are beneficial to both yourself and others. Also consider the good and bad about your decisions.
- **Choosing the best one:** The decision which is in your best interest should be selected.

Always keep in mind that decision making is a systematic process. It involves problem solving, critical thinking, creative thinking and self awareness.

*“Nearly everything you do is of no importance,
but it is important that you do it.”*

- Mahatma Gandhi



Think and Do

My Decision Making Diary

Situation: Choose a situation from your day to day life that involves decision making.

1. List the choices of action that can be taken (most situations have more than two options).
2. Recognize what happens if a decision is not made (not making a choice).
3. List influences that will positively influence the choice.
4. List the preconceived ideas that could unfairly influence the choices.
5. Recognize how the various choices influence you and others (what will happen with this choice).
6. Make the choice.
7. Examine the choice to make sure it is consistent and positive.
8. Commit to the decision.

(You can use a page for every situation that involves decision making)

1.11 Can I Say No!

Monkeys who couldn't say 'No'!



One day a group of monkeys decided to go on fast.

"Before we begin, I think we should keep the food ready with which we'll break the fast", counseled the old monkey chief.

The monkeys nodded in agreement. The youngsters were sent in search of food. They returned with huge hands full of delicious-looking bananas.

"I think each of us should keep our share of bananas with us before we begin our fast, so that we don't spend time distributing them after we break our fast. You can imagine how hungry we all will be by then!" said the chief's wife.

The monkeys liked the idea and they collected their share of the bananas.

"Why don't we peel one banana and keep it ready to eat?" said one of the youngsters.

"Yes, let's do that", shouted a fat monkey in agreement. Just looking at the bananas was making him hungry.

"All right", said the monkey chief. *"We shall peel the bananas but under no condition should we eat them."*

So the monkeys peeled their bananas and carefully kept them ready for eating in the evening.

"Can I keep the banana in my mouth? I promise not to eat it till evening. Please!" a little monkey asked his father.

"Why don't we all put a banana in our mouth? That way we can chew it immediately when we break the fast", said his father, who had agreed to go on the fast only because his wife had not given him a choice. *"As long as we don't eat it, it should be fine",* he added.

So the monkeys put the bananas in their mouths. One by one they eyed each other uncomfortably as they began their fast - and as you can imagine, within no time at all, the bananas disappeared down their gullets. And that was the end of their fast!

(A folktale from Karnataka, retold by Meera Nair)

If the first idea of keeping the food nearby had been a 'NO', their fast definitely would have been a success. Even if one of them had protested and disagreed, the story would have been different.

Just like the monkeys, we are often caught up in difficult situations which demand us to say "NO". But we end up saying "Yes". Saying "NO" is our right but most of us do not exercise it. You need not always agree with the other person. At such times, it is important to refuse or disagree in a polite yet firm manner.

Saying "NO" to friends

Many of us have such friends who ask for favours very frequently and have little regard for what's on your plate. They try to flatter by saying, "*You are the one who can do anything*". You need to say "NO" to such friends of yours who try to take undue advantage of your good nature and inability to refuse. So learn to refuse or say "NO" to remain productive and to minimize stress. Saying "Yes" too often can lead to overwork which in turn creates anxiety and stress. But the real danger in saying "Yes" to friends is that we become angry with ourselves and start resenting those friends who ask for favours.

So try to exercise your right to say "NO" even when your best friend is involved. A true friend will understand. You do not have to try to please your best friend to keep your friendship alive if your friendship is open and honest. The best way to say "NO" and in a gentle manner is by using phrases such as "*Wish I could, but I can't*"; "*I know this is important to you, but there's no way*"; or "*thank you for asking, but I have to say NO*".

Things to be remembered while saying "NO"

- Be assertive and do not offer excuses or explanations for saying "NO".
- Do not apologize for saying "NO".
- Do not pad your "NO" with a lie, but be honest.
- Be confident of your reason.





- Do not beat around the bush.
- Think of an alternative.

"You just have to do your own thing, no matter what anyone says. It's your life."

-Ethan Embry



Think and Do

Put yourself in the place of Mary Mouse and tell how you will handle such a situation.

Mary Mouse and Rimmie Bird are best friends. Rimmie Bird has just taken to stealing small things from other student's bags and wants Mary to do the same. When Mary objects, Rimmie insists that it is fun and adventurous, and that if Mary does not join in, she may find herself left out. Mary feels very composed because she has always looked up to Rimmie as her role model, but now Rimmie is doing something that Mary disapproves of. Should Mary stand her ground and risk losing her friend, or give in to the pressure and do something she knows is wrong?



1.12 A Special Relation–Friendship

This is a story of two great friends who lived long ago in Syracuse, Phintias and Damon. They loved each other very much.

Dying for a Friend

In the olden days, Syracuse was ruled by a cruel king called Dionysius. No one in the kingdom dared to utter a word against this King, for if they did, they were mercilessly put to death.

One day Phintias was sentenced to death as he was heard speaking against the king, but he managed to obtain permission to go to a neighbouring city to make the last visit to his family, provided that Damon, his bosom friend would remain in his custody. Damon gladly agreed and remained in prison while Phintias set off to visit his family.

Finally, when the day of execution arrived, the amphitheatre was full of people. But Phintias had not returned from the city. Damon calmly mounted the gallows, extremely happy to offer his life for the sake of his friend. There were tears in the eyes of the people for they were touched to see the love of this great friend.

Just when the executioner lifted his arm, there was a great roar from the crowd, *“It’s Phintias! He’s come at last!”* Phintias panted and pushed his way through the crowd. *“Thank God I am not too late”*, he said. But Damon would not agree to come down from the gallows. Each friend insisted on dying for his companion. Everyone was greatly moved and so was the king Dionysius. The people started to request for a pardon. Dionysius gladly granted Phintias pardon and set him free. This is what true friendship is.

(Source: <http://hadisalati.blogfa.com/cat-20.aspx>)



- Give a fair amount of time to your friends so as to understand them properly. This is necessary to know what kind of a person is your friend and you might also realize that the person who you want to be friends is not a worthy friend.
- To create a bond of friendship, ensure that both of you take the initiative of meeting.
- Spend time together and share your experiences of life with each other.
- Slowly you will start sharing such experiences that no ordinary friends would do. When you start sharing your all experiences and start trusting each other, it means that you have become closer to each other. This will continue for years and the bond of your friendship will become stronger.

A bond of friendship is essential because friends are the pillars we can lean on. They are special and irreplaceable.

“An insincere and evil friend is more to be feared than a wild beast; a wild beast may wound your body, but an evil friend will wound your mind.”

-Buddha





Think and Do

My Friendship Journal

Part 1

- a. When you see someone you think you would like to become friends with, what are the good ways to go about it? Brainstorm and make a list.

- b. Brainstorm and write about how to be a good friend.

Part 2

Let's see how you would handle some difficult situations that can happen in friendships. For each situation given below, answer these questions

- a. How would this make you feel?
- b. What is a positive way to deal with it?
- c. What is a harmful way to deal with it?
1. Your friend starts acting in ways that you think are wrong (using foul language, stealing, being rude, etc.).
- a. _____
- b. _____
- c. _____
2. You find out that your friend has been telling stories about you that are not true.
- a. _____
- b. _____
- c. _____



3. Your friend keeps saying or doing something that hurts your feelings.
 - a. _____
 - b. _____
 - c. _____
4. Your friend invites you to go swimming, but calls back an hour later to cancel. You find out that your friend went swimming with someone else.
 - a. _____
 - b. _____
 - c. _____
5. You and your friend want to run for the same position in school's student council.
 - a. _____
 - b. _____
 - c. _____
6. Two friends of yours are in conflict with each other. They demand that you choose between them. You do not want to lose either of them.
 - a. _____
 - b. _____
 - c. _____
7. Your friend wants to spend more time with you than you want to spend with him or her. You like this person very much, but you want more freedom to see other people, too.
 - a. _____
 - b. _____
 - c. _____
8. Your friend is about to fail a class and begs you to help him/her cheat in the final exam.
 - a. _____
 - b. _____
 - c. _____





1.13 Managing True Happiness

Signs of Happiness

There was a young couple who led a very happy life together. The only thing that they worried about was, whether their happiness would last forever or would they too have to face problems.

One day, they heard that a wise old man had come to town; he could solve all kinds of problems and guide people. So the couple decided to visit the wise old man and tell him about their worry.

The wise old man send to them, *“Travel around the world and seek a man and a woman who are perfectly happy as a couple. When you find such a couple, ask them for a piece of cloth from the man's shirt, then keep that piece of cloth with you, and you will always remain happy.”*

The young couple began their journey, to find the happiest couple in the world. At one place they heard that the governor and his wife were the happiest people, so they went to their palace and asked them, *“Are you the happiest couple?”*

The governor and his wife replied, *“Yes, we are happy in every way except for one thing; we do not have any children.”* Well that didn't make the governor and his wife the happiest couple. So they continued their journey. They arrived at a city where they had heard that the happiest couple lived.

They went to their house and asked them, *“Are you the happiest couple?”* The couple replied, *“Yes, we are really happy in every way except that we have too many children which make our life a bit uncomfortable.”* No, this couple did not sound to be the happiest. And, so they continued their journey. They visited many countries, cities, towns and villages asking the same question but they did not find what they were looking for.

One day the couple came across a shepherd in the desert. The shepherd was grazing his sheep when his wife and child came along. The shepherd greeted his wife and gently patted the child she was carrying. She laid the mat and they started to eat contentedly. The young couple came to them and asked them, *“Are you the happiest couple?”* The shepherd and his wife replied, *“Nobody is unhappier than the king.”* The young couple immediately realized that they were the happiest couple and asked them for a piece of the shepherd's shirt, so that their happiness too would last throughout.



The shepherd said, *"If I give you a piece of cloth from my shirt then I will be left without any clothes since I own just one shirt."* The young couple at once understood that it is very difficult to find perfect happiness anywhere in the world. The couple decided to return to their own country. They went to the wise old man and related all that had taken place. They also complained that his guidance was difficult to abide by.

The wise old man laughed and said, *"Was your journey useless or did you learn something from it?"* The young man replied, *"Yes, after this trip I have learnt that in this world, nobody is perfectly happy, only that person is happy who believes in it".* (Adapted from 'Grandma's Moral Stories' by Rajesh Kawassery)

True happiness comes from within.
Stop seeking so hard to find it. Create it.



Don't let the pursuit of happiness
stop you from being happy now.

Happiness is in balance. We all need to learn to balance our emotions to achieve true happiness. There are so many emotions that overwhelm us during the course of the day. If we learn to manage and control our negative emotions, we can nurture the positive emotion of happiness.

Experiencing emotions is a good and all of us experience a lot of them in our lives. But sometimes we are not able to control our emotions. This is usually not good because, then, emotions will start controlling our behaviour. Expressing our emotions affects all aspects of our lives.

Here are some helpful suggestions by **Dr. Tyler Woods** for handling emotions.

- Be honest with yourself.
- Talk to somebody about your feelings.
- Do not ignore your emotions, they are telling you something.
- If you are having an unpleasant feeling, think of something you can do that will help, and then do it.
- Find positive ways to express anger that are not hurtful to others.
- Remember, whatever you are feeling, you are not alone.

-

-

How to react when someone insults you

Maybe, if someone insults you or say something disturbing to you, provoke you to react, you need to manage your emotions at that point of time, to stop triggering a series of reactions. It is actually all about how you take it!

Once **Gautama Buddha** went out seeking alms. This is how monks collect food every day. A man spoke insultingly to him. Buddha waited calmly for the rude man to finish speaking and then told him, *"Sir, I have no need for all this even though you have given it to me generously. Please take it back."* Even when others are rude to us, we have a choice either to absorb their behaviour and feeling miserable or not receiving it at all.

Here is a modern day story to help you understand this a choice.

A successful salesman often visited large companies to sell his product. One day he was unable to come to his office due to brief illness. Another salesman was sent in his place that day. The man returned with a bitter complaint about one particular company. He said, *"They insulted me so badly"*. The managers wondered why the other salesman had never complained about this. When he returned to work the next day, they asked him about it. He replied, *"They have thrown me out, even thrown my suitcase out after me, but insult me? Never!"* Both the salesmen received similar treatment from the rude people in that company. But one took it as a personal insult. On the contrary, the other took it as a part of his job. So he did not allow it to upset him and was therefore more successful.

So it is all your choice! Be happy, keep smiling!

A smile can achieve success like no other tool we possess.

"Smiling is infectious; you catch it like the flu.

When someone smiled at me today, I started smiling too.

I passed around the corner and someone saw my grin

When he smiled, I realized, I'd passed it on to him.

I thought about that smile and then I realized its worth.

A single smile, just like mine could travel round the earth.

So, if you feel a smile begin, don't leave it undetected

Let's start an epidemic quick, and get the world infected!"

Author Unknown

"Holding on to anger is like grasping a hot coal with the intent of throwing it at someone else: you are the one who gets burned."

-Buddha



1.14 Managing Time, Reducing Stress

The Grasshopper and the Ants

One cold, frosty day in the middle of winter a colony of ants was busy drying some grains of corn, which had grown damp during the wet autumn weather.

A grasshopper half dead with cold and hunger, came up to one of the ants. "Please give me a grain or two from your store of corn to save my life," he said faintly.

"We worked day and night to get this corn in. Why should I give it to you?" asked the ant crossly. "What were you doing all last summer when you should have been gathering your food?"

"Oh I didn't have time for things like that", said the grasshopper. "I was far too busy singing to carry corn about."

The ant laughed and said, "In that case you can sing all winter". And without another word he turned back to his work.

(Source: <http://allmoralstories.blogspot.in/2012/07/the-ant-and-grasshopper.html>)



Well this is an old story which we all know, but it is very true. Many young adolescents for the entire year spend time idling and having fun with friends. They all at less time for studies and then, when the examinations approach, they find themselves in the grasshopper's situation. But if they act wisely and manage their time properly they would always be able to balance things and reduce stress.

What is Time Management?

By managing time effectively, the right amount of time is spent on specific activities, especially to increase effectiveness, efficiency or productivity.

It refers to making the best use of time as time is always limited. It includes effective planning, setting goals and deadlines, prioritizing activities and spending the right amount of time on a specific activity. Time management is one aspect of self management.

It is rightly said *"Time and Tide wait for none"*. Time Management plays a very important role in our personal lives. So an individual should understand the value of time to succeed. People who waste time are the ones who fail to create an identity of their own.

Time is Precious

To realize the value of One Hour
Ask the friends who are eager to meet.
To realize the value of One Minute,
Ask the person who missed the train.
To realize the value of One Second,
Ask the person who survived the accident.
To realize the value of One Millisecond
Ask the person who missed the Gold Medal in the Olympics.

(Poet Unknown)

Effective Time Management

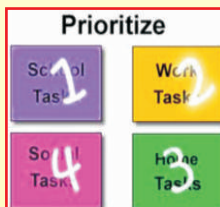
Students can manage their time effectively in the following ways:

Maintain a daily diary



Convert an old exercise book into a diary or buy a new diary. Write about important events such as after school activities and daily homework in your diary.

Prioritize your work



Priority work should come on top followed by those which are less important at the moment. Try to categorize your work as important, urgent or both. Fresh work should not be started till all the pending work has been finished.

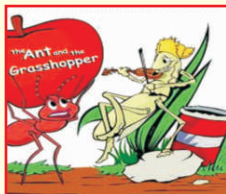


Setting Deadlines



Set deadlines' Work hard to complete tasks ahead of the deadlines. Use your diary to make a planner to mark important dates against the deadlines.

Spending right time on right activity



Try to do the right thing at the right time. Do not waste the whole day on something which can be done a short time.

Be Organized



Keep all your notebooks and assignments up to date. Keep all your things in place and well organized. It will save your time.

Do not misuse time



Do not kill time by playing, gossiping with friends or watching television. Firstly, concentrate on your work and finish assignments on time and then do whatever you want. Don't wait till the last moment.

Establish routines



Try to establish routines and stick to them as much as possible.

Making a 'To Do' List



This is a list of prioritized tasks to be completed. It contains the most important tasks at the top and the least important tasks at the bottom. The list supplements your memory and helps you to avoid too much work and stress.



Do not procrastinate



Do not put off your tasks even if you are busy with not so important activities.

Do not wait for the right mood and right time to do a work, otherwise, you may come under pressure and feel stress.

Make the most of your time

Time Quadrant (adapted from Stephen Covey)

Our life is divided into four kinds of activities

Urgent	Not Urgent
Urgent and Important I	Important but not urgent II
Urgent but not important III	Not urgent not important IV

Let us identify activities that come under each quadrant

Fill in more activities for each quadrant in the space provided.

Quadrant I

1. Project work to be submitted tomorrow
2. Mother to be taken to the doctor
3. Reaching school in time
4. _____
5. _____

Some of these activities are not under our control but are top priority. There are some of them that we could have planned for so that they are important but do not become urgent and cause stress.

Quadrant II

1. Planning
2. Exercising
3. Building relationships
4. Studying
5. _____

This is the quadrant of excellence, where you anticipate forthcoming activities and make the required effort. For example, you know your exams are beginning after two weeks, you schedule your work accordingly so that you do not face any last minute stress.

Quadrant III

1. Answering the doorbell
2. Help your friend with homework when you have not done yours
3. Going for a movie on friend's insistence
4. _____
5. _____

This is the quadrant where you spend a lot of time if you cannot be assertive enough to say no to people. So your plans go haywire but you keep busy doing something or the other.

Quadrant IV

1. Endless time on computer games
2. Too much sleep
3. Hours of hanging out with friends
4. Channel surfing on television
5. _____

The above activities are complete time wasters. This shows that you have not given any thought to the direction of your life. Your relaxation activities take so much time that they eat into the important quadrant of your life.

It is not suggested that you rigidly manage your time and regulate your days; however some basic planning can help you to do things in time and avoid stress. Once you get into the habit of doing things on time, then success will be your reward.

*"The butterfly counts not months but moments,
and has time enough."*

-Rabindranath Tagore





Section - 2

Internalizing Life Skills



*"A man is but the product of his thoughts.
What he thinks, he becomes."*

- Mahatma Gandhi





Unit-2 *Self Awareness*

Activity 1 : Appreciating the Good Qualities in Oneself

"Mastering others is strength. Mastering yourself is true power."

Lao Tzu.

Theme: The key to excellence lies in recognizing one's own strengths. 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. This activity helps students to recognize their positive qualities.

Time Required: 1 period

Material Needed: Worksheet

Mode: Individual

Life Skills to be enhanced: Self Awareness and Effective Communication

Objectives: Students will be able to:

- recognize and appreciate positive qualities in themselves;
- importance of knowing oneself well.

Getting Started: Start with an energizer. Once the students are energized, discuss how important it is for one to recognize and appreciate the positive qualities in oneself. Once a person recognizes his/her strengths, he/she is able to cultivate those strengths and positive qualities and work towards overcoming one's weaknesses.

Process:

- Read aloud the following points of ways of appreciating oneself:
 - Think about things you do well. Take pride in your successes.
 - Take part in activities that make you feel good such as hobbies, reading, sports, or spending time with good friends.
 - Think about times when you have been helpful, kind or thoughtful and made a difference to some other people or animals.



- Try something new. New experiences can help you grow and discover wonderful new things about yourself. Do not be afraid of failing.
 - When you do not succeed at something, do not be upset and hurt yourself. Instead, think about what you can learn from the experience and how you can do better next time.
- Encourage students to raise questions and discuss them.
 - Ask students to complete their worksheets. Instruct them to write five (1 to 5) of their strengths and five of their weaknesses. Also instruct 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 character traits.
2. We should strive to recognize and appreciate them.
3. Concentrating on our positive character helps us to enjoy what we do.
4. By concentrating on our strengths we can turn them into habits.
5. We can make this our path to excellence.



Worksheet

Name: _____

Each of us is unique and possess special character traits. But it is important for us to recognize and appreciate them. Write down five (1 to 5) positive character traits about yourself, which you truly appreciate (strengths).

1. _____
2. _____
3. _____
4. _____
5. _____
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

Write five sentences about the areas that you need to improve upon (weaknesses).

1. _____
2. _____
3. _____
4. _____
5. _____
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

Suggested Further Activity:

Put POSITIVE NOTES on the walls of your room or house. It will create a good mood, a pleasant environment and above all make you feel good.



Activity 2 : I am Special

Theme: No two individuals are alike. Everybody is unique. This activity will help students become aware of their unique and special qualities.

Time Required: 1 period

Materials Needed: Worksheet and Poem “*I’m Special*”

Mode: Individual / Group activity

Life Skills to be enhanced: Self Awareness and Critical Thinking

Objectives: Students will be able to:

- describe positive characteristics about self and others;
- relate how positive characteristics are beneficial to oneself;
- become aware that their uniqueness makes them special.

Getting Started: An individual is a complex and unique self. Theories of *self* assume that the maintenance and enhancement of the perceived *self* is the motive behind behaviour. In other words, each student is constantly striving to maintain, protect and enhance his/her *self*. One's *self* concept will have a tremendous impact on the life of an individual.

[**Note:** Through reinforcement and encouragement, teachers can build positive and realistic self concepts in their students.]

Process:

- Instruct students to close their eyes for five minutes and think of all the things that make them special.
- After five minutes, instruct them to go through the poem in their worksheets on their own.
- Invite one of the students to come forward and recite the poem loudly so that others could hear.
- Brainstorm different ways people are unique.
- Direct them to complete their worksheets.





I'm Special

I'm special. In the entire world, there's nobody like me.

Nobody has my smile. Nobody has my eyes, my nose, my hair, my voice.

I'm special

Nobody laughs or cries like me; Nobody reacts to situations like I do.

Nobody has my kind of tastes - for food or music or art

Nobody has my kind of handwriting; nobody sees things like I do.

I'm special.

I'm the only one in all the creation who has my set of abilities.

Oh, there will always be somebody who may be better than me in one of the things that I am good at.

But no one in the universe can reach the quality of my combination of talents, ideas, abilities and feelings

Through all of eternity, no one will ever look, talk, walk or think like I do.

I am rare and I have a rare great value

Because of this rare great value, I need not imitate others.

Because no one in this big -wide world has my combination of qualities.

No one could do things that I could do.

*That's because I'm **SPECIAL!***

Key Messages

1. Each person in this universe is a special and unique individual.
2. The combination of the quality of one's talents, ideas, abilities and feelings makes him/her special and unique.
3. Since each one has a rare great value, there is no need to imitate others.
4. Like each flower has a unique beauty and fragrance, so does an individual - with his/her own unique and special qualities.



Worksheet

Sit in a quiet and calm place. Read the poem, absorb it, understand it and answer these questions:

1. What have you learnt from this poem?

2. List ten positive characteristics that you think makes you unique and special?

My Unique Characteristics	
1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

3. List the special characteristics that you discovered about yourself for the first time?

My Special Characteristics Discovered for first Time	
1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

4. Describe how these unique and special characteristics could be useful to you and your school.



5. List ten unique characteristics that your classmates have.

My Classmates' Unique Characteristics	
1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

Suggested Further Activities:

1. Write about or create a collage of pictures of people displaying positive and unique characteristics.

2. Talk to your parents / elders in the family and discover more unique and special characteristics about yourself. List them.

My Unique Characteristics according to Parents / Elders	
1.	2.
3.	4.
5.	6.
7.	8.
9.	10.



Activity 3 : The Role of Self-Esteem

Theme: To lead a healthy life, one needs to have a high self-esteem. This activity will help students have a better understanding of themselves.

Time Required: 1 period

Materials Needed : White board and marker pens

Mode: Individual

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

Objectives: Students will be able to:

- explore the concept of self-esteem;
- analyze their personal strengths and weaknesses;
- consider the role of self-esteem in a healthy life.

Getting Started:

Open a discussion by asking students to define the term 'self-esteem'. The answers could be written on the white board.

Process:

- Lead students to understand that self-esteem refers to how we understand and value ourselves.
- Tell them the following facts about self-esteem.

High Self-Esteem:

- People with high self-esteem are realistic about their strengths and weaknesses.
- They are able to set goals and work towards them with optimism.
- They also feel competent in areas they consider important.
- They do not take other people's negative impressions on them too seriously.
- Self-knowledge helps lay the foundation for a high self-esteem.





Low Self-Esteem:

- People with low self-esteem have a hard time evaluating their strengths and weaknesses.
- They often have an unrealistic, overall negative impression of themselves.
- People with low self-esteem tend to be pessimistic.
- The first step to build self-esteem is to take a realistic look at one's strengths and weaknesses.



Key Messages

1. Self-esteem is a personal judgment of self-value.
2. It is important to have a high self-esteem.
3. Those with high self-esteem -
 - ✦ Have confidence and trust their judgment.
 - ✦ Do not get bogged down by criticism.
 - ✦ Resolve their own problems and also help others.



Worksheet

This activity would help you understand yourself - your likes and dislikes and your strengths and weaknesses. You will get to know what subjects, activities and food you like and about your relationships with friends and adults.

Fill in the spaces:

A) School Subjects

1. I like _____.
2. I do not like _____.
3. I am good at _____.
4. I am not good at _____.
5. I am good at this subject, but I do not like it: _____.
6. I am not good at this subject, but I like it: _____.

B) Activities

1. I like _____.
2. I do not like _____.
3. I am good at _____.
4. I am not good at _____.
5. I am good at this activity, but I do not like it: _____.
6. I am not good at this activity, but I like it: _____.
7. I prefer being involved in individual activities / group activities (Check one)

C) Food Preferences

1. I like _____.
2. I do not like _____.
3. I do / do not eat a balanced diet. (Check one)

D) Relationships with Friends and Adults [Tick - (✓) the statements that apply to you.]

1. I am generally well liked.
2. I am generally not well liked.

Suggested Further Activities:

Direct students to consider the following:

One of the ways to boost to one's self-esteem is by helping others. The pleasure and satisfaction that is derived by helping other people or animals in need is immeasurable. This needs to be experienced personally to appreciate the effect. To improve your self-esteem, remember to make a list of the activities that you take on. Some of the activities you could start with include the following:

- Teach a child who needs help in a particular subject.
- Help out old people in the neighborhood.
- Feed a hungry dog on the street.
- Put out a bowl of water on a hot summer day for thirsty birds .



Activity 4 : Overcoming Low Self-Esteem

Theme: Low self-esteem is disappointing. It can make one feel small and unworthy. This activity will acquaint students with different ways of overcoming low self-esteem.

Time Required: 1 period

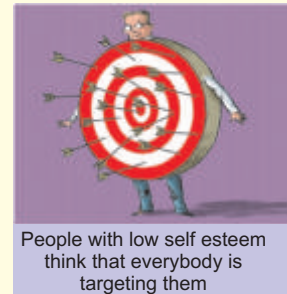
Materials Needed: White board, slips of paper, worksheet and marker pens

Mode: Individual

Life Skills to be enhanced: Self Awareness, Effective Communication and Managing Emotions

Objectives: Students will be able to:

- recognize the symptoms of low self-esteem;
- learn ways to overcome negative feelings like fear, guilt, depression, etc. and thereby boost their confidence level and self-esteem.



Getting Started

Read aloud the note below. Then explain what low self-esteem is all about and how it can be so disappointing to have low self-esteem. Brainstorm about it with the students.

Note to the Teacher *Symptoms of Low Self-Esteem*

Having low self-esteem is disappointing. It can stop one from enjoying many parts of one's life. It can make one feel small, unworthy and full of fear and guilt. Some of the symptoms of low self-esteem are:

- Fears like - no one loves me, my friends do not like me, I am useless, etc.*
- Feeling of shame. - I am not rich, I am dark, I am a curse on earth, etc.*
- Depressed feeling - That is feeling sad for a long time*
- Unrealistic expectations and feeling bad upon not achieving it*
- Body image problem - not liking one's looks in general*
- Belief that the world is a 'bad place' - finding everything unfair to them.*

Process:

- Write on the whiteboard the symptoms of low self-esteem listed above in the box.
- Instruct one of the students to distribute one small slip of paper to each student in the class.
- Tell students not to write their name on the slip.
- Instruct them to study what is written on the board and then write on the slip about negative self-esteem symptoms they think they have.
- Once this is done, collect the slips from the students and open each one of them and address the fears.
- Ask students to fill details in their worksheet after reading the ways of boosting self-esteem given in the worksheet.

Key Messages

1. Low self-esteem is a major problem that one has to overcome.
2. Fortunately, there are ways to overcome the problem.
3. Love yourself, do what you love doing, have a goal to be achieved.
4. Drop negative friends; help others including animals.
5. Laugh at yourself and celebrate.



Worksheet

Here are tips to improve your self-esteem. Study them carefully and answer the questions:

Tips to Improve Self-Esteem

- 1. **Love yourself:** Take care of yourself. Remember that you are unique.
- 2. **Do what you love:** This would give you a good feeling.
- 3. **Write down your good qualities:** This would remind you of your strengths.
- 4. **Develop a long and short term goal:** This can keep you motivated.
- 5. **Have a sense of humour:** Learn to laugh at yourself.
- 6. **Help others - both people and animals:** This brings pure joy and satisfaction.
- 7. **Drop your negative friends:** Because they pull down your confidence.
- 8. **Celebrate success:** Celebration boosts self confidence and good feeling.

1. Do you love yourself? Describe the ways in which you take care of yourself?

2. List the things that you love to do?

List of Things That I Love To Do	
1.	2.
3.	4.
5.	6.
7.	8.



3. List your good qualities.

List of My Good Qualities	
1.	2.
3.	4.
5.	6.

4. What would you like to become when you grow up? Why?

5. Have you ever laughed at yourself? Describe the situation.



6. Have you ever helped any person or animal in the recent past? Describe the situation.



7. Do you have any friend who may be a bad influence on you? If your answer is YES, would you drop them? Give reasons.

8. List the events that have led to a celebration.

My List of Celebrations	
1.	2.
3.	4.
5.	6.

Activity 5 : The Grace of Being Polite

Theme: Good Manners and polite ways are important to lead a good life in society. They are like icing on the cake. Polite people are well mannered and are always admired.

Time Required: 1 period

Materials Needed: White board, worksheet and marker pens

Mode: Individual

Life Skills to be enhanced: Self Awareness, Effective Communication and Managing Emotions

Objectives: Students will be able to:

- appreciate the value of using polite words;
- use the magic words - *Please, Thank you, You're welcome, I'm sorry, May I and Excuse me*
- recognize the need for good manners in daily life.

Getting Started:

It is very important for children to learn to be polite and have good manners. Infact polite words are better than the finest clothes and the most expensive cars. No matter what the background, a person who is polite and has good manners is always admired and would surely have the following magic words and phrases in his or her vocabulary:

THE MAGIC WORDS

Please	May I?
Thank You!	You're welcome
Excuse me	I'm Sorry

Process:

- Write the above magic words on the white board and instruct students to make statements like the following:
 - Can you pass the pen, **please**?
 - This should be followed by "**Thank you**" when the job is done.
 - **I am sorry** that I did not bring the charts today?
 - "**Please excuse me**". Could I sit down here, **please**?



- Encourage students to make similar sentences. Instruct them to use the magic words and advise them that their sentences should show politeness.

Key Messages

1. Politeness is a big asset. One should learn it and keep it for life.
2. Polite words take you much farther than smart comments.
3. Polite people always use the magic words 'Please', 'Thank you', 'May I', 'I am sorry' and 'Excuse me'.
4. By speaking politely, you show kindness and respect for other people's feelings.
5. Good manners are like an icing on the cake. Polite people are well mannered and are always admired.



Worksheet

'Please' is the most basic word of politeness. "Please" sugarcoats requests and softens commands.

'Thank you' recognizes a person's kindness or consideration. It says 'I appreciate your effort'.

'May I?' asks permission, because no one is entitled to someone else's time or money or genius, or place on the bus.

'I am sorry' goes a long way. Most of the time, saying "I'm sorry," immediately defuses arguments, deflates rage, and inspires reconciliation.

'Excuse me' or 'pardon me' is a polite way of excusing yourself.

On the basis of what you have read in the box, find the polite words that you would use in the following scenarios:

1. You are having lunch with your family. You need some water which is on the other end of the table and close to where your sister is sitting. What would you say?

2. Your mother has sent you to the neighbourhood store to buy some bread. As you are getting late for your dance class, the person in front of you in the queue allows you to step ahead of him and finish the job. What would you say to the person in the queue? When the person in-charge at the store hands over your order, what should you say?



3. Your sister is out with your mother and you are about to go to a friend's place. You spot her green sweater and you feel like wearing it. To be polite, you need to take her permission. What would you say to her?

4. Your brother's favourite toy fell down from the table when you placed your books on it? You honestly did not expect it to fall and were also unable to save it from falling and breaking. What should you say to your brother?

5. You are late and are rushing to class. When you reach the class door, you find that your Principal is standing at the doorway and talking to your teacher. What would you say to get an entry into the class?

6. Today is your birthday. When you get back home after attending extra dance classes, you find all your friends with big smiles and gifts and they begin to sing the "Happy Birthday" song for you. What would be your reaction?



Suggested Further Activities:

Good manners and polite ways are important skills students should develop when they are young. In fact, manners are beneficial throughout one's life. Nobody wants to be close to an impolite and rude individual. Polite words take a person very far. Impolite children grow up to be impolite adults who have a tough time in society.

On the basis of the above, ask students to do the following:

- Keep a watch on their ways and make sure that they are graceful and polite. Sprinkle their vocabulary with as many magic words as possible.
- For the next one month, look out for opportunities when they have to be polite and talk to people including their parents, friends, brothers and sisters, neighbours, etc. while using the magic words.



Activity 6 : Building Positive Self-Esteem - Setting Goals

Theme: Goal setting is the key to success. It helps to build confidence and self-esteem. This activity helps students in setting goals for building a positive self-esteem.

Time Required: 1 period

Material Needed: Worksheet

Mode: Individual

Life Skills to be enhanced: Self Awareness and Effective Communication

Objective: Students will be able to build positive self-esteem by setting and achieving goals.

Getting Started:

Discuss the importance of setting goals and talk about the following points to the class:

- Without goals, it would be like driving a car with no clear destination.
- It could mean reaching a place where one does not want to be.
- Goals help one to concentrate, work hard and achieve.
- To begin, set small goals that one can achieve.
- One could switch to higher goals as you go along.
- Be very clear about WHAT goals one wants to achieve.
- Be very clear about HOW one wants to achieve those goals.
- Write down one's goals. It makes things clear.
- Always try to be cheerful and optimistic.
- Believe that "YOU CAN" and "YOU WILL" reach one's goals.



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

Process:

- Discuss the above points.
- Encourage students to express their own goals.
- Discuss about a "To do list" and how they could check the ones achieved on a daily basis. Tell them that every tick on the "To do list" is a matter of achievement and hence rises self-esteem.
- Instruct students to complete their worksheets.

**Key Messages**

1. Goal setting is the key to achieving success.
2. By setting goals, one will be able to accomplish all one's tasks in a timely and organized manner.
3. Goal setting helps build confidence and self-esteem.
4. Make certain that one sets goals that are easily achievable.
5. Make sure that one's goal is specific and clear.
6. Start with a small list of things one wants to achieve today.

Worksheet

Name: _____

My three Important Goals:

1. My goal relating to my "*Academic performance* " is _____

a) I will plan to do the following to achieve my goal _____

b) I will begin on: _____

c) The date by when I will achieve my goal is _____

d) This goal is important to me because _____

2. My goal relating to "*Helping Others*" is

a) I will do the following to achieve my goal _____

b) I will begin on: _____

c) The date by when I will achieve my goal is : _____

d) This goal is important to me because _____

3. My goal to be achieved at "*Home*" is _____

a) I will do the following to achieve my goal



Unit-3 *Critical Thinking*

Activity 1 : Fact or Fiction

Theme: It is not easy to differentiate between fact and opinion. There is so much of information around us that we may get fake information instead of facts and that makes it more important than ever for students to develop critical thinking. We must access and use information from trustworthy sources only. If we do not learn to differentiate between fact and fiction, we may get information that will not support our learning, rather they will mask it with irrelevant data.

Time Required: 1 period

Material Needed: Fact or Fiction handout

Mode: Pair work

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

Objectives: Students will be able to:

- develop critical thinking skills;

Getting Started: Discuss with students as to what should be kept in mind while deciding on 'fact' or 'fiction'. What are the attributes that make a statement a fact or a fiction?

Process:

- Divide students into pairs.
- Give each pair the fact or fiction handout.
- Instruct them to try and determine whether each statement sounds like a fact or an opinion, and discuss with each other.
- Discuss the answers given by the students and ask them how have they arrived at these answers (by *thinking critically- questioning the riddle*).

Key Messages

1. Critical thinking helps to differentiate between facts and opinion.
2. We must try to gather information from trustworthy sources only.

Fact or Fiction Handout

In the given statements distinguish between fact and opinion. Critically discuss it with your peer and then arrive at a conclusion:

S.No.	Statement	Fact	Opinion	Reason
1	My father is the strongest man on earth.			
2	My brother is taller than your brother.			
3	My telephone number is difficult to memorize.			
4	The deepest part of the ocean is 35,813 feet deep.			
5	It is easier to have dogs as pets than fish.			
6	Smoking is bad for your health.			
7	Until 1896, India was the only source of diamonds in the world.			
8	India has the most number of post offices in the world.			
9	Chocolate kills dogs.			
10	A giraffe can clean its ears with its 21-inch tongue.			

Suggested Further Activity:

Students observe their friends when they are in a conversation with them or with others. Instruct them to make a list of statements made by them during that conversation and categorise as a fact or fiction.

Activity 2 : To be or not to be!

Theme: To be a leader one must acquire some essential skills. Apart from the common characteristics and traits of a leader (dependability, self confidence, flexibility, etc.), one must be able to think critically and creatively, make decisions, solve problems, and resolve conflicts. These are not innate skills, but rather skills that can be developed by anyone with conscious effort.

Time Required: 1 period

Material Needed: Role-play handout

Mode: Group activity

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

Objectives: Students will be able to:

- think critically;

Getting Started: Explain to the students that there are four essential components to critical thinking:

- Identify and challenge assumptions. Always seek the truth.
- Challenge the importance of context. Learn to read between the lines.
- Imagine and explore alternatives. Seek out different methods.
- Reflect on decision, but with a bit of skepticism.

Process :

- Divide students into two groups.
- Direct students to role play two scripts on handout. These are conflict situations containing factual and value judgment statements.
- After the role play, lead a discussion based on the questions following the script.
- Sum up the activity with the help of key messages.

Key Messages

1. To be a leader, one needs to develop the skills of critical thinking, creative thinking, decision making and problem solving.
2. These skills can be developed by anyone.

Role Play Handout

Script A

Setting: The dining room at dinner time.

Characters: Priya, age eighteen, and Raghav, her twelve year-old brother.

PRIYA: *Eat your dinner. You're wasting food. Think of all the starving children in other countries.*

RAGHAV: *But I'm not starving and I'm not wasting food. Listen, I could be well fed and healthy with only half the food I get.*

PRIYA: *Prove it. Go on - show me statistics for growing kids.*

RAGHAV: *O.K., but I read about it in a magazine at school. We don't have any books about nutrition around the house.*

PRIYA: *So eat your dinner. Mother knows best.*

RAGHAV: *Not on this, she doesn't. You said I was wasting food. I say mother is wasting it by giving me more than I need. I don't need this much to eat - especially not in the summer when I'm lying around and not using much energy.*

PRIYA: *If you can't prove what you're saying, stop talking and start eating.*

Script B

Setting: A room of Sharma household.

Characters: Vagmi, fourteen years old, and her friend, Manya.

VAGMI: *Mother says I have to make up my own mind—guitar lessons this summer or school trip.*

MANYA: *That's not hard. Come for the trip with all your friends.*

VAGMI: *I'd like to. We all had a good time last year. Being together at trip seems to make friendships really solid.*

MANYA: *Right. So come for the trip.*

VAGMI: *It isn't that easy. You know I like playing the guitar and if I want to improve my playing, I have to take lessons.*

MANYA: *Well, that's your thing.*

VAGMI: *Yes it is, and doing something really well—just for myself—is also important to me.*



MANYA: *You have to make the choice, that's all.*

VAGMI: *All? You make it sound so easy, but it isn't. I just can't make up my mind.*

Script A: Points for Discussion

1. What kind of arguments are Priya and Raghav having?

ANSWER: Argument over facts - how much food kids need to stay healthy.

2. Even though they are arguing about facts, each of them had stated an opinion. What are the opinions?

ANSWER: Priya says Raghav is wasting good food, and that his mother knows best. Raghav says he's not wasting food; it's his mother who is wasting food.

3. What if Raghav located facts to show that growing children need less food than he is asked to eat? Would these facts prove that Raghav's opinion is correct? Why can't opinions ever be proved true or false?

4. Priya and Raghav could not settle their factual argument because the facts were in books and magazines that were at school. Can you think of other kinds of factual arguments that would be hard to settle?

ANSWER: When different books or other sources state contradictory facts, or when a fact has not yet been established and must be tested, For example: I can swim faster than you can.

Script B: Points for Discussion

1. This conflict situation is not between two people it's within one person. Which of Vagmi's values are in conflict?

ANSWER: Enjoyment with friends and doing something really well.

2. Do you sometimes have to make a decision which involves choosing between conflicting values?

SAMPLE ANSWERS:

- a. Spending time on school work to improve grades vs. spending time on sports activities to improve skills.
- b. Being loyal to one special friend vs. being loyal to a group of friends.



c. Being kind to a younger brother or sister vs. wanting personal privacy and time of your own.

3. How do you deal with such decisions? Do you work it out on your own? Do you talk it over with people who are in some way involved? Do you talk it over with a good friend, your parents, or some other adult whose opinion you respect?
4. Could Vagmi find a compromising solution?

ANSWER: She could try to arrange for self-learning guitar lessons/videos/books after returning from the trip.

Suggested Further Activity:

Students to go through the following conflicting situation in the life of a boy.

Amit is an eighteen year old boy just entering the final grade in secondary school. His father died several years ago and his uncle has paid his school fees for the last few years. His uncle has just died, and now there is no one to pay for his final year in school. He is hopeful that he can get a placement at university if he is able to take the college entrance examination. But because there is no money for school, he is considering trying to find some work for a few years and returning to school later.

Now critically analyse the situation which Amit is facing and suggest an appropriate solution for the same.



Activity 3 : Read it, Write it, Count it!

Theme: Mathematics requires a critical and logical approach. In this activity students use the process of solving mathematical problems/ puzzles as a foundation for enhancing reading, writing, and thinking skills.

Time Required: 1 period

Materials Needed: Sample question and solution, worksheet, white board and marker pens

Mode: Groups of five students

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

Objectives: Students will be able to:

- use their critical thinking skills;
- use mathematical concepts in a better way;
- see the relationships among reading, writing and thinking skills.

Process:

- Divide the class into groups.
- Solve an arithmetic problem on the board.
- After the arithmetic problem is solved, ask students to give a statement or a short story using that question and solution.
- Instruct students to create logical and relevant stories.
- After the students finish creating the stories, invite one student from each group to share the story with the class.

Key Messages

1. Critical thinking is the ability to think clearly and rationally.
2. It includes the ability to engage in reflective and independent thinking.
3. A critical thinker is able to make use of information to solve problems, and to seek relevant sources of information.

Sample Question and Solution ($\text{₹ } 100 + \text{₹ } 50 = \text{₹ } 150$)

Story

Teena and Reema were walking down the street on their way home from school. As always, they had to pass the neighbourhood market. But today there was something different about the windows in the store. They were all decorated with beautiful cards and gifts. Teena looked at Reema and said, *"I did not realize that tomorrow is mother's birthday! I have to buy my mother a card, but I don't have enough money".*

"How much money do you need?" Reema asked.

"The card I saw was a musical card, it costs one hundred and fifty rupees, and I only have one hundred. I need fifty rupees more".

"I have fifty rupees I can lend you," Reema said.

"Oh thank you," Teena said happily. "I will pay you back when I get my pocket money next week".

So Teena added Reema's money to her hundred rupees. Now she had enough to buy the card for her Mother's Birthday.

Title: _____

This image shows a full page of yellow paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Activity 4 : Freshly brewed thinking

Theme: Thinking skills emphasize rational thinking which helps in taking aware decisions. Thinking critically with open mind leads to solutions which are grounded and balanced.

Time Required: 1 period

Material Needed: 'Get back the ball Problem' Handout

Mode: Groups of five students

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

Objectives: Students will be able to:

- develop critical thinking skills;

Getting Started: An icebreaker activity.

Process:

- Explain to students that this activity requires critical thinking with creative flavor.
- Give them the handout- '*Get Back the ball problem*'.
- Ask students the following question: "*What would you suggest these children do to get their ball out of the pipe?*"
- If students ask for additional information, tell them that the pipe is about five feet high, three inches in diameter, and the ball is two inches in diameter.
- Direct students to discuss the problem with a partner.
- If students seem frustrated, tell them to use the following hint: "*Instead of trying to think of ways to reach the ball, how could you get the ball to come to you?*"
- Invite the students to share their ideas.
- Now give your own solution: "*The problem is easily solved by pouring water into the pipe*".
- Sum up the activity with the help of key messages.

Key Messages

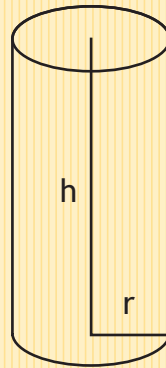
1. Critical thinking is the ability to think clearly and rationally.
2. It includes the ability to engage in reflective and independent thinking.



Handout

Get Back the Ball Problem

At a trip to the park, some children accidentally dropped a wooden ball down a pipe. The pipe is a hollow cylinder that is cemented to the ground. What would you suggest these kids do to get their ball out of the pipe?



Suggested Further Activity:

Students solve the following problem.

A man is walking down the village road with a tiger, a goat and a bundle of grass. Soon he arrives at the river bank where there is one tiny boat that can carry him and another animal or grass at a time. Here is the problem; Left alone, the tiger will eat the goat. And similarly, the goat will eat the grass bundle. How is he going to take all the three across the river safely?



Activity 5 : The Inventor in Me!

Theme: The inventions around us are the results of critical and creative thinking. There is an inventor in all of us and we can definitely contribute to the existing list of inventions if we wear our thinking caps.

Time Required: 1 period

Material Needed: 'The Inventor in Me' Handout

Mode: Individual and pairs

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

Objectives: Students will be able to:

- work on critical thinking skills;
- think and look into things critically.

Getting Started: Discuss with students about the way different inventions have improved the quality of our lives. Talk to them about the inventions that they feel they just cannot do without.

Process:

- Instruct students to pretend they are inventors of everyday objects.
- Distribute "The Inventor in Me" handout.
- Instruct students to fill in the blanks in part 1, with the description of their inventions.
- Once they are finished with part 1, direct them to work on part 2 in pairs.
- Engage them in a discussion about their inventions and tell them that there is no right or wrong answer.
- Ask participants the following questions:
 - a. What type of thinking does it take to be an inventor?
 - b. Discuss some famous inventions that changed our lives?
- Sum up the session with the help of key messages.

Key Messages

1. Critical thinking is the ability to think clearly and rationally.
2. It includes the ability to engage in reflective and independent thinking.
3. To create something new, we need to think creatively and critically.



Handout

The Inventor in Me

Part 1

For each of the following situations, pretend that you're a famous innovator, a leader in creativity, critical thinking, problem solving, and invention. Fill the corresponding spaces with the name and description of your famous idea.

1. You like to travel a lot and at times you have to travel down to places where you don't get water to laundry your clothes.

What I need is a fabric that doesn't need laundry and keeps fresh like

2. You're a Health Scientist for a Band-Aid Company. You're having difficulty inventing a band-aid that will cover and protect a cut from dirt and at the same time leave it open to the air so that it can heal.

What I need is a band-aid that is

3. You're an advisor to a chocolate company. You need to suggest them a product which is tasty and doesn't support in developing cavities in teeth.

What I must do is

4. You're a famous transportation expert. A number of community leaders have come to you with a complaint. Many local citizens live far away from schools but don't have a car and public transportation which is inconvenient and expensive.

What these people need is a

5. You're a famous musician from Timbaktu who wants to teach children how to play the bagpipe, but the instrument is difficult to find in India.

What I need to do is



Part 2 - Align Scissors, Mobile Phone and Fishing Pole

Once again, pretend that you are that very famous inventor. For each invention below, name the thing that gave you the idea (animal, plant, geological formation, other human invention, etc.).

Back Pack

Telephone

Stop Light

Pool

Vacuum Cleaner

Light Bulb

Sunglasses

Snorkel

Helicopter

Envelope

Pants Pockets

Radio Antenna

Scissors

Mobile Phone

Fishing Pole

Suggested Further Activity:

Students create something which can help them in cleaning their room by making use of different things available at home (eg. ruler, toy truck wheels, gears from a toy clock, rope, clothesline pulley, box of rubber bands, bucket, magnet, scissors, umbrella, balloons, bike chain, kitchen tongs, model airplane propeller, etc.).

They give a title to their invention and also describe how their invention works.

Activity 6 : Decision Time

Theme: There are times when one has to critically analyse the situations and make a decision. The best way to emerge winner in such a situation is to think critically and judiciously keeping in mind all the pros and cons.

Time Required: 1 period

Material Needed: 'My Decision Time' Handout

Mode: Individual

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

Objectives: Students will be able to:

- develop critical thinking skills;

Getting Started: An icebreaker activity.

Process:

- Give students the “My Decision Time” handout.
- Direct them to read the handout and analyze the situation.
- Discuss the answers given by the students and ask them how could they arrive at these answers (by thinking critically and analyzing pros and cons).
- They can discuss in groups or pairs the reasons for their personal choices.

Key Message

We should try to look into all aspects of a situation before taking any decision.

Handout My Decision Time

Read the following situation :

Ajay wanted to go to the trip. His father promised that he could go if he helped him in his shop after school for two hours every day for which he will earn a stipend to pay for the trip. Ajay did that every day without fail. But just before the day trip, Ajay's father changed his mind. He had incurred some loss in a consignment and he felt giving twenty thousand for the trip is a waste of money. Ajay didn't want to give up going on the trip, so Ajay thought of refusing.

Now decide whether or not Ajay should give the money to his father.

If you answer YES, look at the sentences that follow and choose the one you think will be the best reason for saying YES, and put a one (1) in the box provided. Then choose the second best reason and put a two (2) in the box provided, and so on until all the sentences have been ranked.

If you answer NO, look at the sentences that follow and choose the one you think to be the best reason for saying No and put a one (1) in the box provided. Then choose the second best reason and put a two (2) in the box provided, and so on until all of the sentences have been ranked.

YES

- ___1. If Ajay refuses, in the future, he might not ever get to go to the trip.
- ___2. The father has a responsibility for Ajay's upbringing and welfare. If he decides that it is better for Ajay not to go on the trip and to give Ajay's father the money for support in business, then the father is acting responsibly as per the demand of the situation.
- ___3. Ajay's father may not always keep his word, but he is trying to help Ajay in the best way he knows. Ajay should respect his father for trying to be a good father.
- ___4. Ajay should listen to what his father says.

NO

- ___1. Ajay has had the experience of working hard and saving money, and this will foster industry, initiative and responsibility, all of which are necessary if society is to remain stable. He has earned this money.
- ___2. It's Ajay's money, so he should be able to do whatever he wants with it.
- ___3. The father should recognize Ajay as a person who is different but equal to himself; Ajay has a right to make personal decisions.
- ___4. Ajay's father made a promise. The father is behaving selfishly and is inconsiderate in asking Ajay for the money.

Suggested Further Activity:

Students assess risks involved in accepting something from strangers.



Unit-4 *Creative Thinking*

Activity 1 : In the Creative List

Theme: Creative Thinking helps one to respond with flexibility to different situations. This activity will help students to think out of the box and come up with varied responses.

Time Required: 1 period

Material Needed: Facilitator's copy of Creative List

Mode: Whole class

Life Skills to be enhanced: Creative Thinking and Problem Solving

Objectives: Students will be able to:

- think creatively;
- hold another person's frame of reference in light of differing opinions;
- support their answer and be curious about it.

Getting Started: A creative warm-up activity.

Process:

- Direct students to let their minds expand in order to allow for innovative ways of thinking and perceiving.
- Explain that they have to respond to some questions and give explanation for their response.
- Choose a student at random and ask him/her one question from the creative list. When the student has given his/her response and has provided a rationale for it, ask another student to answer the same question or a different question from the creative list. Continue until every student has responded to at least one question.
- Initiate a processing discussion in terms of the activity's relevance to creative thinking, brainstorming, or development of creative thinking skills.



Creative List

1. What shape is a wish?
2. What does happiness look like?
3. What colour is today?
4. What does purple taste like?
5. What does your self-image sound like?
6. What does a rainbow feel like?
7. What colour is the smell of your favourite deodorant?
8. What is the distance of your life?
9. What is your favourite sense?
10. What is the colour of your favourite song?
11. What texture is your favourite deodorant?
12. What does inspiration taste like?
13. What is the shape of violin music?
14. What is the texture of the letter "N"?
15. What is the texture of a whisper?
16. What colour is the fragrance of soap?
17. What does a cloud sound like?
18. What is the weight of your anger?
19. What is the shape of your imagination?
20. What does your favourite book smell like?

Key Messages

1. Creativity is all about breaking free from bounds and thinking beyond the usual.
2. We are usually bound by set notions and stereotypes. These act as a barrier to creative thinking.
3. Different people have varied frames of reference resulting in differing opinions.

Suggested Further Activity:

Students take up any five objects from their house and try to list as many ways in which they can use those objects in different ways.

Activity 2 : Space Travel

Theme: Imagination is important for one to come up with novel ideas. Making imaginative objects nurtures creativity as it helps create new things. This activity helps students develop their imagination.

Time Required: 1 period

Materials Needed: Square and rectangular cardboard pieces (different sizes), cello tape (2 inches), paper, pencils and 'My Spaceship' worksheet

Mode: Individual

Life Skills to be enhanced: Creative Thinking and Problem Solving

Objectives: Students will be able to:

- express their thoughts and create a random piece;
- present a creative item using their imagination.

Getting Started: A creative warm-up activity.

Process :

- Give students square and rectangular cardboard pieces of various sizes, cello tape, paper and pencils.
- Direct them to create a three dimensional space ship/rocket based on their imagination. Allow twenty minutes for this activity.
- Instruct them to create a report after the object is done. Allow ten minutes for preparing the report.
- Direct the students to fill 'My Spaceship' worksheet.

Key Messages

1. Creativity can be nurtured by various activities that let one's imagination take center stage.
2. Making imaginative objects nurtures creativity as it helps create new things.
3. Creating random objects gives a sense of fulfillment and satisfaction.

My Space Ship

Name of Spaceship-

Special Features- _____

Description: _____

How it Looks Like (Draw)



Suggested Further Activity:

Students look out for waste objects/things in their house and try to make a useful thing out of waste objects.

Activity 3 : Thinking Creatively

Theme: It is important to understand what exactly creative thinking is and how it helps one in handling real life situations. It requires innovation and giving new shape to things.

Time Required: 1 period

Materials Needed: The difficult situations handout, sheets of paper, pens, white board and marker pens

Mode: Individual

Life Skills to be enhanced: Creative Thinking and Problem Solving

Objectives: Students will be able to:

- explore the most creative way of dealing with a difficult situation;
- present a piece of creative writing.

Getting Started: A creative warm-up activity.

Process:

- Engage students in a discussion about creative thinking, perhaps asking '*In your own opinion, what does creative thinking mean?*'
- List all their answers (key words only) on the board.
- Give a 'difficult situation' to each group and instruct them to talk about it further and work to come up with as many creative solutions as possible.
- After discussion, encourage them to list down their answers and present their 'outputs' in the **most creative manner** possible.

Key Messages

1. Creativity is all about breaking free from bounds and thinking beyond the usual.
2. One needs to think out of the box to create something novel.

The Difficult Situations Handout

1. Deciding on the course of study to take up at college.
2. Planning a fun filled camp with very little money available.
3. Not having any new clothes to wear for a very important event.
4. Making friends with a very unfriendly and grumpy older person.
5. Informing people about a health risk that is causing panic in the population.
6. Applying for a new job.
7. Saying 'no' to a loved one without hurting his/her feelings.

Suggested Further Activity:

Students think of ways to convince their parents to allow them to go on a field trip along with their friends.

Activity 4 : Relations

Theme: There have been many efforts to define or explain the creative process. Some psychologists think of it as the forming of associative elements into new combinations or arrangements. One who can collect a great number of associations and ideas and put them together to solve a problem has the best chance of coming up with an original solution.

Time Required: 1 period

Material Needed: 'Relations' Worksheet

Mode: Individual

Life Skills to be enhanced: Creative Thinking and Problem Solving

Objectives: Students will be able to:

- create associations by thinking out of the box;
- use activities to express creative ideas.

Getting Started: A creative warm-up activity.

Process:

- Distribute copies of the 'Relations' worksheet to each student.
- Direct students to think of a fifth word that is related to the preceding four words. (*Compound and hyphenated words or commonly used expressions are allowed.*)
- Encourage students to think out of the box and not to look for the answers until they have exhausted all their means.
- Instruct them to write down more such associative terms.

Key Messages

1. Creativity is the ability to imagine or invent something new.
2. It is the ability to generate new ideas by combining, changing, or reapplying existing ideas.

Relations-Worksheet

Examples:

Elephant, bleed, lie, wash

Answer: White (white elephant, bleed white, white lie, white-wash)

Sleeping, contest, spot, shop

Answer: Beauty (sleeping beauty, beauty contest, beauty spot, beauty shop)

Now train your own associative powers with the following sets:

- | | | | | | |
|-----|-------|--------|--------|-----------|-------|
| 1. | bug | rest | fellow | cover | _____ |
| 2. | cross | baby | blood | ribbon | _____ |
| 3. | sea | carpet | hot | cent | _____ |
| 4. | touch | palate | soap | sell | _____ |
| 5. | easy | hush | belt | order | _____ |
| 6. | tree | cup | cake | forbidden | _____ |
| 7. | wagon | stand | aid | dance | _____ |
| 8. | dust | movie | gaze | sapphire | _____ |
| 9. | tooth | talk | potato | bitter | _____ |
| 10. | alley | date | snow | spot | _____ |

Answers: 1. Bed 2. Blue 3. Red 4. Soft 5. Money 6. Fruit 7. Band 8. Star 9. Sweet 10. Blind

(Adapted from: www.glencoe.com/sec/busadmin/entre/teacher/creative/stimulate/exerl.htm)

Suggested Further Activity:

Students form as many words as they can out of the word 'Dictionary'.

Materials Needed: ‘*Rack your Brain*’ Handout, whiteboard and marker pens

Life Skills to be enhanced: Creative Thinking and Problem Solving

- generate creative ideas;
- use their imagination to generate ideas.

Process:

- Distribute copies of the '*Rack your Brain*' handout to each student.
- Direct students to share with the class any problem solution that comes to their mind related to a situation chosen by the class to brainstorm on one out of all situations given in the handout.
- Generate at least thirty five ideas for solving the problem. Keep noting them down on the white board.
- Then distill this list into at least three practical, effective ideas.

1. Creativity is the ability to imagine or invent something new.
2. Brainstorming nurtures creativity.



'Rack Your Brain' Handout

Choose one of the following problems for a brainstorming session.

Generate at least thirty five ideas for solving the problem.

Then distill this list into at least three practical, effective ideas.

1. How to make schools more fun
2. A new snack food
3. How to make parents understand that it is important to have account on a social networking site
4. How to keep rowdy children quiet on a school bus
5. How to get more tourists to India
6. How to make Mathematics more interesting
7. How to reduce global warming
8. A name for a new laundry detergent
9. A new toy
10. A new electronic consumer product

Suggested Further Activity:

Students think of ways of making one of their naughty classmates act in a disciplined manner.



Activity 6 : Going Crazy

Theme: Going crazy and acting beyond normal is an interesting way of thinking creatively. It gives a new view to things by unleashing your creativity.

Time Required: 1 period

Material needed: 'Going Crazy' Handout

Mode: Individual

Life Skills to be enhanced: Creative Thinking and Problem Solving

Objectives: Students will be able to:

- generate creative ideas;
- use activities to generate ideas.

Getting Started: A creative warm-up activity.

Process:

- Distribute copies of the 'Going Crazy' handout to each student.
- Work through the sample exercise on the handout with a large group and address their queries if any.
- Direct students to write down the most crazy, ridiculous problem solutions they can think of, crazier the better.
- After about fifteen to twenty minutes, direct them to forget about being crazy and get back to normality and get on with solving their problems and be practical.
- Tell them to examine each of their crazy ideas to see what other practical solutions can they come up with. It is not necessary to think of one solution for each crazy idea, but try as far as possible.

Key Messages

1. Creativity is all about breaking free and thinking beyond the usual.
2. One needs to think out of the box to create something novel.

'Going Crazy' Handout

- i. **Challenge: How to stop your classmates from taking your things and then losing them (Pen, Eraser, Copies etc)? First, get crazy and generate some ideas such as the following:**
 1. Cover your eraser with ballpen ink, which is difficult to remove.
 2. Put a toy insect in your pencil box.
 3. Announce in class all your things are available on rent, which is to be paid in advance.
 4. Create a list of those who have borrowed your things and put it on the class display board.
 5. Have a bag with a secret pocket (with a lock, if possible) and hide all your copies and stationery items there.
- ii. **Those ideas are crazy. Now, use each one to stimulate a more practical idea.**
 1. Write your name on your things.
 2. Put a sticker on your pencil box stating **"Please return after you are done, I may also need them"**.
 3. Keep some extra stationery item that you can lend your friends.
 4. When you lend them something, borrow at least two of their things (even if you don't need them) and return only when you get your own back!

Suggested Further Activity:

Students work on the following challenges:

1. How to stop an elder sister from nagging all the time to study
2. How to stop one's friends from sending forwarded emails
3. How to tell one's relations not to call one with names like Baby, Kid, Sweetie, etc. or shorten one's name into something funny



Unit-5 *Effective Communication*

Activity 1 : Asking questions

Theme: Good listening is an important component of effective communication. It is a combination of various skills. Asking questions is an important indicator of good listening. This activity will help the students to practise listening skills by asking the right questions.

Time Required: 1 period

Materials Needed: White board, marker pens, two sheets of paper with diagram on each as shown in appendix 1 and 2

Mode: Whole class and pairs

Life Skills to be enhanced: Communication Skills and Interpersonal Relationships

Objective: Students will be able to ask questions as an important step to practising good listening.

Getting Started: Inform the students that the session is about importance of asking questions.

Process:

- Direct students to sit in a circle.
- Tell them that you have a sheet of paper and that the paper has a diagram. (*Appendix 1*) Tell them that you will give instructions to the whole class on how to make the diagram. (*For e.g. make a square, now make a circle on the right side of the square and so on*) No student will be allowed to communicate with you. They just have to follow the instructions.
- Turn your back towards the class and start giving instructions.
- Do this activity for three minutes.
- At the end of three minutes ask everyone to stop.
- Raise the paper and check with the class if anyone's diagram matches the given diagram.
- Congratulate students who are able to draw the diagram.
- Now do the activity again.

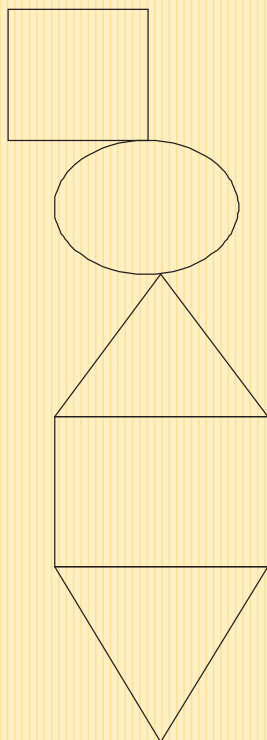


- Tell them that you will give instructions for another diagram (Appendix 2) and this time the students can ask questions for clarity.
- Start the activity. Allow students to ask questions.
- Stop the activity once three minutes are over.
- Raise the paper and check with the class if anyone's diagram matches the given diagram. This time most of the students will come close to the given diagram.
- Congratulate the students.
- Ask students to fill up the worksheet.
- Invite some students to share what they have written. Most of the students will share that they found the second task easier as they were able to ask questions to get the right picture.
- Ask students if they can apply what they learn from the activity in their communication. Emphasize that asking questions is a critical part of good listening. Asking questions is very important in order to understand clearly what the speaker wants to communicate. Or you might get the wrong picture(just as in the activity). Tell them that asking the right questions is as critical as asking questions. And you can ask the right questions only if you listen attentively. Asking questions also makes the conversation lively.
- Encourage student to share any insights or thoughts about the same.
- Summarize the session.

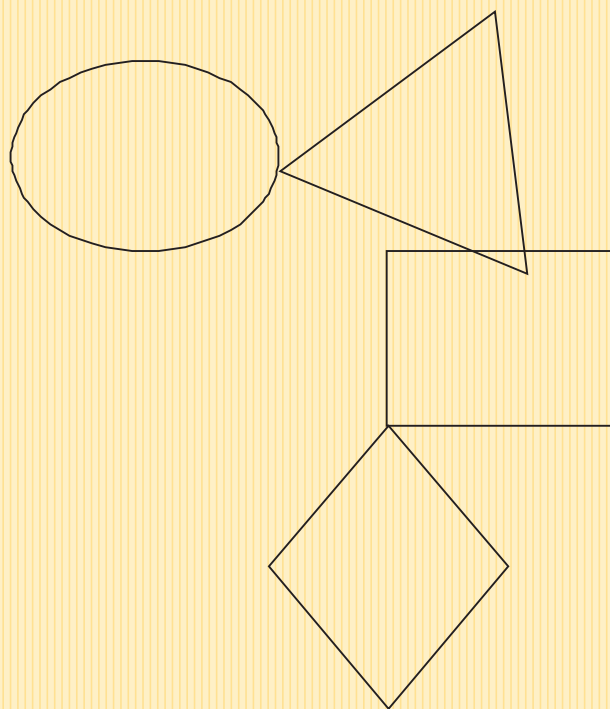
Key Messages


1. Listening skill is a very important component of effective communication.
2. Good listening skill is a combination of various skills.
3. Asking questions and asking the right questions is an important indicator of good listening.
4. Asking the right questions helps one to build clarity and understand what the speaker exactly wants to communicate.

Appendix 1



Appendix 2





Activity 2 : You and I Statements (Assertiveness)

Theme: Assertive Communication can lead to discussion rather than annoying or blaming the listener. This activity will help students practise assertive communication.

Time Required: 1 period

Mode: Whole class

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

Life Skills to be enhanced: Effective Communication and Interpersonal Relationships

Objectives: Students will be able to:

- practice assertive communication by using 'I' statements;
- know the difference between using 'I' statements and 'You' statements.

Getting Started:

- Inform students that the session is on practising assertive communication.
- Instruct students to move around freely. Start clapping and tell them that when they stop clapping they have to freeze wherever they are in the positions they are asked to. Give them different emotions like anger, fear, aggression, happiness etc.

Process:

- Give the students an example of a situation with a possible response. Example - Your brother/sister is playing on his/her computer and is not letting you use it for your home work. You tell him “ *You are just not listening to me. Can't you understand that I need to do my home work. Get off the computer right now*”.
- Encourage students to think of times which they didn't want to be in and that prompts strong feelings and it is tempting to react to by telling other person what one thinks of them. Ask them to take five minutes to write such an incident.



- Invite one student to share the incident. Ask students normally how would they react to such a situation. (Note: write two or three responses on the board)
- Help them see that when one reacts to adverse situations one tends to use **You statements** like: you are so mean/ you don't understand me/ you are not my friend. Ask them how would the other person feel in such a situation.
- Suggest that there is another way to share true feelings.
- Tell them that by using **I statements** they can share their feelings without hurting others. Take an example and share how it can be turned into **I statement**.

Example :

You statement: *"You are always leaving my desk in a mess and I am going to throw all your stuff one day".*

I statement: *When I see the things all over my desk(action) I feel frustrated because I don't feel like cleaning everyday (effect on the person/feelings) and what I would like to talk to you about is how can we keep our desk clean(what you would like).*

- Draw out three elements of I statement namely:
 - Say what you feel
 - Identify a situation causing those feelings
 - Say what **you** would like to happen.
- Practise this with the entire class with two or three examples.
- Instruct them to get in pairs.
- Give each pair a sheet of **You statements** and ask them to turn these statements into **I statements**. (see Worksheet)
- Allow them ten minutes to complete.
- Take a few responses from the class.
- Once each pair has shared one statement, close the session by asking them to recap the essentials of an **I statement**.

Note : The facilitator must be alert to the hidden blame statements.



Key Messages

1. There are times when we are really annoyed and tell people what we feel about them.
2. Sometimes such situations may hurt others' feelings.
3. When '**You**' **statements** are used, listeners feel judged or blamed and rarely think about changing. Instead, they think of defending themselves.
4. **I statements** help the other person see our needs and feelings.
5. **I statements** are free of expectations and blame. They open up discussions.



Worksheet

Turn the following into **I statements**

1. You are greedy, you have eaten the last two pieces of the mango, without offering it to anyone around you.

2. You always interrupt our games by giving some excuse.

3. Why can't you turn your music volume down? You always show off.

4. Can't you look where you are going? You are barging in and don't care about anyone.

5. Why didn't you ask if you could borrow my pencil? You just don't have any manners.

Suggested Further Activity:

Students practise '**I statements**' in conversation with their friends and family and after a week share some examples with the class.

Activity 3 : Contribution in Group Conversations

Theme: It is very important to participate in group discussions for effective communication. This activity will make the students understand the importance of participating in group discussions.

Time Required: 1 period

Material Needed: Worksheet

Mode: Groups of eight to ten students

Life Skills to be enhanced: Effective Communication, Self Awareness, Decision Making and Creative Thinking

Objectives : Students will be able to:

- identify reasons and advantages of participating in group discussions;
- rate themselves on their level of participation.

Getting Started:

Inform students that the session is about importance of effective communication (*do not tell students that it is about participation in group conversations*).

Process:

- Divide the class.
- Each group has to complete the allotted task in the time specified.
- The tasks could be as follows:
 - To stand in a queue with the youngest in front - 30 seconds
 - To stand in a way as to make the number '7' - 30 seconds
 - To make the letter 'A' - 30 seconds
 - To make an elephant - 1 minute
 - To act and freeze as people in a market scene - 1 minute
 - To enact a 30 sec scene of a household/family - 2 minutes
 - To discuss and arrive at a movie they want to see - 2 minutes
 - To discuss and decide on the format of the homework - 2/3 minutes

- Bring all the students together.
- Instruct each student to fill up Question 1 in the Worksheet.
- Generate a discussion on why some students hesitate to participate.
- Also, discuss the importance of participation (Our opinion is as important as that of anyone else and if we don't talk about it we will feel bad and our opinion will not be taken into consideration. Also others might think we have no opinion at all or may think we are disinterested).
- End the session by instructing students to fill up question two in the worksheet.

Key Messages

1. Each person's views and opinions are important in any group discussion.
2. We need to express our views.
3. Non participation could result in others not benefitting from our ideas and we ourselves feeling uncomfortable/bad for not sharing.

Worksheet

Rate your general level of participation in the above group discussions on a scale of 1 to 4 where

1 = No/hardly any participation

2 = Little participation

3 = Participated off and on

4 = Active participation

Rating _____

- 1 . What are the disadvantages of not participating in a group conversation?

2. Why should we participate in a group conversation?

Suggested Further Activity:

Facilitator to generate further opportunities for discussions and ask students to participate more actively after having gone through this session.

Activity 4 : See, Express and Act

Theme: Communication cannot be effective if one doesn't make proper use of expression, action and speech. This activity will help the students in understanding the importance of expression, action and speech for effective communication.

Time Required: 1 period

Materials Needed: None

Mode: Triads

Life Skills to be enhanced: Effective Communication

Objective: Students will be able to use expression, action and speech while communicating.

Getting Started:

Direct students to stand in a circle. Inform them that they have to imagine that they are in a dance class. Now each person will have to perform a dance step and the others will have to repeat the same action. Ask one student to volunteer to start and then go round the circle till all have done one dance step each.

Process:

- Direct students to get into triads.
- Instruct them that two students have to sit back-to back and converse on a given topic (eg. latest movie seen, favourite sport, most interesting class attended etc.) for three to four minutes. The third one has to observe the pair carefully.
- After the conversation, encourage some of the students in each pair to reflect on what was happening - how did they feel while conversing like that (back to back). Also ask some of the observers to share their observations.
- Instruct the pair to now sit facing each other and to converse on another topic.
- Once they are done, again ask some of the students and the observers to share how they felt and how the second conversation was different from the first.
- Bring the group together and discuss the importance of Expression, Action and Speech for Effective Communication. (Should include things like eye contact, nodding, use of facial expressions, body language etc.)

Key Messages

1. Effective Communication is the combined harmony of verbal and non-verbal actions.
2. Non-verbal communication consists of body movement, facial expressions and eye movement.
3. Effective Communication generates the desired effect.



Activity 5 : Good Listening

Theme: Good listening is an important component of effective communication. It helps to build good relationships. Through this activity, the students will be able to learn about the qualities of a good listener.

Time Required: 1 period

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

Mode: Whole class

Life Skills to be enhanced: Effective Communication and Interpersonal Relationships

Objectives: Students will be able to:


- recognise the qualities of a good listener;
- describe the importance of good listening skills;
- make an action plan for themselves to develop good listening skills.

Getting Started:

1. Inform the class that the session is on developing good communication skills and the process of developing good relationships.
2. Direct students to start moving around in the room. Tell them that you will call out a number and they have to listen carefully and get together in groups of the same number. Do this activity four to five times.

Process:

- Direct students to write down the name of one person they like talking to.
- Instruct them also to write down reasons why they like talking to this person.
- Invite some of them to share what they have written.
- Put down the responses on the board.
- Emphasize on the responses that refer to '*good listening skills*' (example - person listens with patience, does not interrupt, looks at me when I talk etc).

- 
- Emphasize on the fact that we like talking to people who are good listeners.
 - Share and add more traits of good listening that may have been missed (Appendix 1).
 - Discuss the impact of good listening on relationships.
 - Instruct students to fill up the worksheet.
 - Encourage some of the students to share this in the class.
 - Close the session by restating the fact that listening forms a very important part of communication. Good listening makes us an effective communicator and also helps develop good interpersonal relationships.

Key Messages

1. Good Listening is an attitude that is very important to develop.
2. It helps us become a better communicator.
3. It also helps build and strengthen good relationships.

-
- This image shows a full page of yellow paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Encourage students to get a rating on how good a listener they are and instruct them to compare that rating with their own rating.

Appendix 1

Characteristics of a Good Listener:

Verbal	<ol style="list-style-type: none">1. Sincere desire to listen2. Attitude- open and non-judgmental3. Acknowledges the speaker's feelings
Non-verbal	<ol style="list-style-type: none">1. Faces the person squarely2. Keeps an open posture (avoid crossed arms)3. Leans towards the other4. Maintains eye contact5. Relaxed posture

Activity 6 : Verbal and Non-Verbal Communication

Theme: Communication is of two types i.e. verbal and non-verbal. Both are essential to effective communication. This activity will help students practise verbal and non-verbal communication through role play.

Time Required: 1 period

Materials Needed: A few (three to four) sentences written on separate slips of paper (eg. I liked your story, Natasha is very hard working).

Mode: Group work

Life Skills to be enhanced: Effective Communication and Interpersonal Relationships.

Objectives: Students will be able to:

- recognise the importance of verbal and non-verbal communication;
- express their feelings using proper intonation and body language.

Getting Started:

- Give the prepared sentences to a few students and tell them that they have to read out these sentences thrice. Each time they have to emphasise on one particular word of the sentence. Eg: I liked your story, I **liked** your story, I liked **your** story, I liked your **story**. (emphasis is on the bold words)

Note: You can also ask different students to read out.

- After two to three sentences are done, ask the class if there is any difference in the way these sentences were read out? What was the difference? Did the interpretation of the sentence change in their mind each time? If so why?
- Inform them that in this session, they will experience how the meaning of sentences change the way they are said.

Process:

- Ask for three to four volunteers to do a role play.
- Give them a situation like “ *You have an argument with your mother and she won't let you go for a school trip. In school the teacher says it is important that you go on this trip and your friends*



really want you to come with them. However, your mother have stated very clearly that you can't go. It is dinner time, your whole family is sitting together for dinner and none of them knows about this argument that you have had with your mother nor do you want to mention about the conflict but you want your mother to know that you are upset. How will you speak to her at the dinner table tonight? How will you behave?"

(Note: Ask volunteers to play it out without mentioning the conflict, don't share the script with the whole group.)

- Direct others to observe the role play and fill up the worksheet given.
- After one or two groups have attempted this, encourage the class to share what was happening in the role play. Specifics like what did the main character do? What message was the main character trying to convey and how, as the audience, did the class get that message?
- Invite few students to summarise their learning from the session.
- State that when one is communicating, the person at the other end is interpreting the dialogue and body language to infer what is being conveyed. One's body language and the way words are articulated show the attitude of the person with respect to a given situation and people involved.

Key Messages

1. While the words that one speaks are important, how one says them and what one's body language express are equally important.
2. There could be a situation when one think one has not conveyed one's true feelings but one's body language and the way one speaks may give away one's feelings.
3. As a receiver of communication one is not only hearing the words that are being said, one is also interpreting the body language and the intonation of the communicator to construct full meaning of the situation.



Worksheet

As an observer of the role play:

1. Who is the main character?
2. What is happening in the role play?
3. What is the real issue?
4. What is helping me to interpret the situation? (Write specifics like: use of hands, particular word that was emphasized)

Post role play

My learning from the session:

Script of one situation :

Suggested Further Activities:

1. Instruct students to work in pairs and think of a classroom/school situation where they think they could have used different body language and intonation to make the communication better. (could be with a teacher, mother, friend)
2. Encourage students to pick up one of the situations and write it in a form of a script.



Unit-6 *Interpersonal Relationships*

Activity 1 : Appreciating Others

Theme: Interpersonal relationship skills enable us to make and keep friendly relationships, which can be of great importance to our mental and social wellbeing. This activity focuses on building good relationships among students by appreciating others.

Time Required: 1 period

Material Needed: None

Mode: Whole class and group work

Life Skills to be enhanced: Interpersonal Skills and Communication Skills

Objective: Students will be able to evaluate the effect of appreciating others in terms of building relationships.

Getting Started: Direct the class to stand in a circle. Inform them that a game will be played called 'Ping-Pong'. When you say 'Ping' they have to call out the name of the person to their left and when you say 'Pong' they have to call out the name of the person to their right. Anyone who takes time to call out the name, or calls out a wrong name leaves the game. Point at students randomly and at a fast pace. End the game in about five minutes.

Process:

- Divide the class into two groups.
- Instruct the two groups to form two concentric circles. Students in the inner circle to face towards the students in the outer circle and vice versa. Thus, each student in the inner circle to stand facing another student from the outer circle.
- Instruct each pair of students from the two circles to pay one compliment or convey something positive to each other.
- Once done, students in the outer circle move one step to the left, such that, they now face a new partner.
- They repeat Step 4 with the new partner.
- This goes on till they have met and paid compliments to about ten classmates.(if time permits this can be done with all the students from the inner circle).



- Once this is done, instruct them to come together in a circle and encourage some of them how it felt to share and receive compliments.
- Bring the discussion around to how appreciating others helps us come closer to people and thus helps build good relationships.

Key Messages

1. We need to look at positive qualities in people .
2. Appreciating others promotes good interpersonal relationships.

Suggested Further Activities:

1. Encourage students to volunteer and pay a compliment to someone in the group.
2. Instruct them to practise appreciating others and in the next class come back and share an example of a person they consciously appreciated.



Activity 2 : Interpersonal Relationships

Theme: Interpersonal relationship skills help us to relate in positive ways with the people we interact. While accomplishing a task within a group, we try to adopt a competitive approach, which in turn affects our relationship with others in the group.

Time Required: 1 period

Material Needed: None

Mode: Whole class and pairs

Life Skills to be enhanced: Interpersonal Relationships and communication Skills

Objective: Students will be able to analyze the impact of competitive and cooperative approaches to accomplish the task on developing interpersonal relationships.

Getting Started:

- Direct students to stand in a line.
- Inform them that they will call out certain sentences and the group makes the line accordingly.
- Tell them that while making and remaking the line they are not allowed to talk.
- Call out, the following sentences and allow them 30 seconds to make their line.
 - a) Stand according to your height
 - b) Stand according to your birthday
 - c) Stand according to the number of family members

(Tip: In case the class is very big the facilitator can break them into three or four groups)

- Ask what helped them in accomplishing the task and what were the blocks.

Process:

- Direct students to form pairs and ask them to stand face to face while joining hands (in a hand shake position).
- Ask them to imagine a line between them and they are standing on their side of it (both of them should know where the line is).

- Instruct them that the task is to get the other person over to their side of the line. The task should be done in silence.
- Once the task is over, ask the group to reconvene. Ask them TO SHARE...
 - a) *what happened,*
 - b) *how were they able to get the other person to their side,*
 - c) *what were some of the actions that the group used,*
 - d) *what did these actions say about the attitude with which the task was accomplished,*
 - e) *how did it feel.*
- Ask them to reflect if there could be any other way to accomplish the same task? (Help them see that they could have requested their partner to cross over and vice versa to avoid forcing others)
- Ask them as to what they think are the feelings of the partners involved in the second case. What was their attitude?
- Ask them to reflect on an incident when they had forced others to do something or they have been forced to do something.
 - a) *What was the feeling?*
 - b) *What could they have done to avoid such a situation?*

Key Messages

1. Appreciating others promotes good interpersonal relationships.
2. One must try to have a cooperative approach while working in a group to have good relations with others.

Suggested Further Activity:

Students observe and note down incidents when they could inspire others to accomplish a task without forcing them. What was the strategy they adopted to do this?

Activity 3 : Friendship Recipe!

Theme: Friendship is a key promoting interpersonal relationships. This activity will help the students know about the qualities of good friendship.

Time Required: 1 period

Material needed: Worksheet to create '*Friendship Recipe*'

Mode: Groups of five and whole class

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

Objectives: Students will be able to:

- recognise the qualities of good friendship;
- understand that to have friends, one has to be a good friend;
- understand that to sustain and maintain a good friendship takes time, commitment and sharing.

Getting Started: Inform students that as a group, they are going to come up with a list of ingredients for a good friendship.

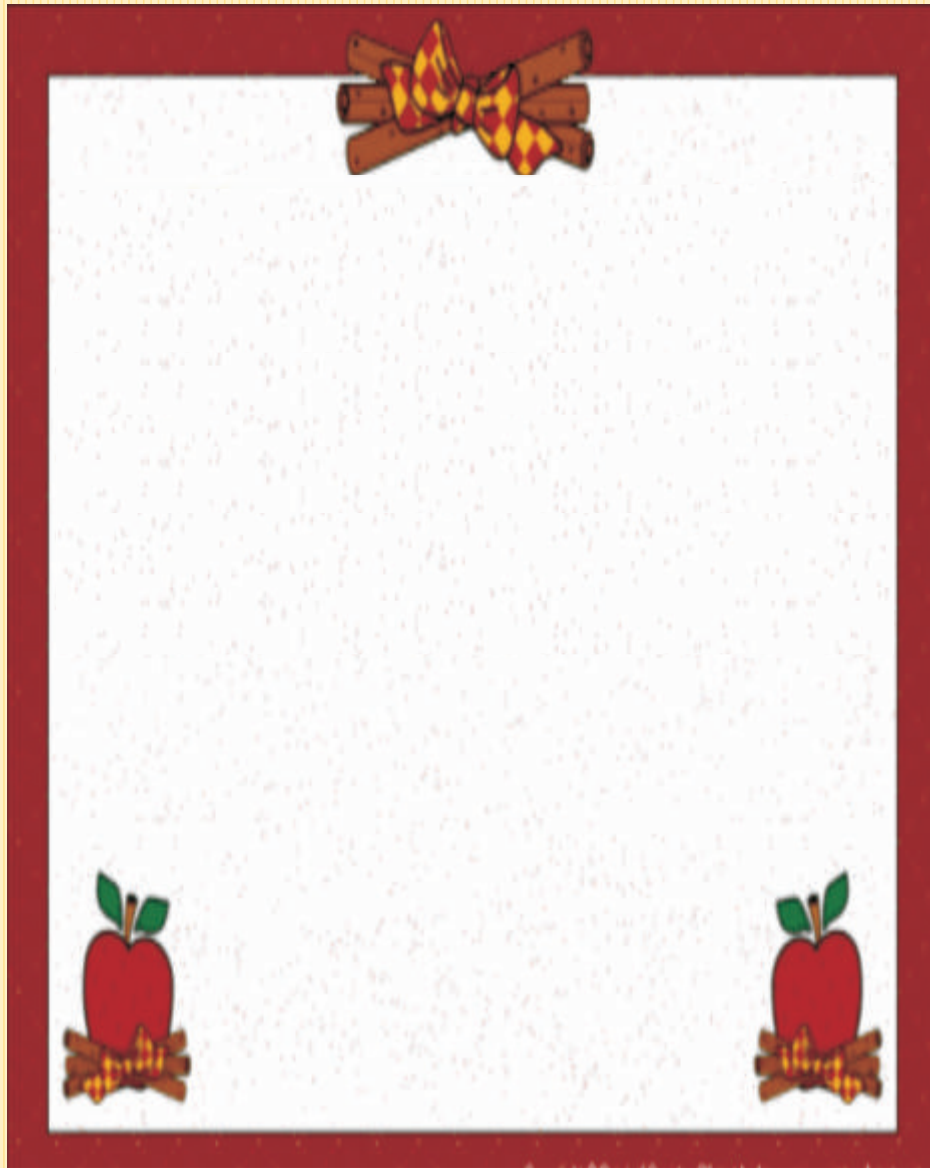
Process:

- Divide the class into groups.
- Inform them that each group will be given a worksheet '*Friendship Recipe*'. As a group, they have to list at least ten ingredients that go into making a good friend eg. 1 teaspoon of kindness; 250 grams of sharing etc.
- For each ingredient, they have to write an example of how they can demonstrate that ingredient eg. 250 grams of sharing means: if I forget my tiffin, they share their tiffin with me.
- Give each group an opportunity to present their '*Friendship Recipe*'. Use this sharing by the students as a way to further reinforce the objectives and key messages.

Key Messages

1. One should identify the qualities that are required for making and sustaining friendships.
2. Each of one is capable of being a good friend and having good friends.

Worksheet : Friendship Recipe!



Suggested Further Activity:

Students identify the qualities of their friends in their neighbourhood.



Activity 4 : My Relationship Temperature Chart - Hot, Warm and Cold!

Theme: People interact different with one another on a daily basis. Some relationships are more important than others. This activity will help students understand the type of relationship they have with others.

Time Required: 1 period

Material Needed: Worksheet- 'My Relationship Temperature Chart'

Mode: Whole class

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

Objectives: Students will be able to:

- recognise all that they are a part of relationships [family, school and community];
- gain a deeper understanding of the importance of these relationships [positive as well as negative].

Getting Started: Inform students that each of one is going to create a 'Relationship Temperature Chart' that will highlight all the relationships he/she has and the effect it has on him/her [positive and negative].

Process:

- Instruct students to think about all the people they interact with [*at home, extended family, on the way to school, at school, in their neighbourhoods, hobby classes etc.*].
- Some of these relationships are very important to them [HOT relationships], some are just important [WARM relationships] and some might cause them negative feelings [COLD relationships].
- Show them the worksheet: *My Relationship Temperature Chart*, and explain the 'Temperature KEY- Degree of Heat'.
- Give them the worksheet. Students start putting the names of the people/relationships they thought of in Step 1. Get them to put the names in the table and assign the degree of heat- as Hot, Warm or Cold.
- They now start analyzing the nature of these relations 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 student should also be encouraged to think of any negative or conflict relationships-like the child in the hobby class who bullies them, the child in the neighbourhood who teases/excludes them etc.]*

- Ask students to volunteer to share their **Relationship Temperature Chart'** with the rest of the class.
- Use this sharing by the students as a way to further reinforce the objectives and key messages.

Key Messages

1. People interact with each other differently on a daily basis. Some relationships are more important than others.
2. Some interactions may be negative and cause us to feel hurt/sad. We should talk about this to our parents/close friends and find ways to deal with them appropriately.



My Relationship Temperature Chart!

'Temperature Key- Degree of Heat'

Degree of Heat	Meaning	Person/ Relationship that falls in this category	Write WHY you feel about this person this way
Hot	Very Important Relationships- cannot imagine my life without them!		
Warm	Important Relationships- it is good to have them in my life!		
Cold	Negative Relationships – these relationships cause me negative feelings		

Suggested Further Activity:

Students talk to their parents or close friends about the interactions which had hurt them and find ways to deal with them appropriately.



Activity 5 : My Special Greeting Card!

Theme: Some persons are special in our life. This activity will help the students to express their feeling of appreciation towards others.

Time Required: 1 period

Material Needed: Worksheet to create a Special Greeting Card

Mode: Whole class

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

Objectives: Students will be able to:

- recognise the importance of a particular relationship for them;
- communicate and illustrate via a written form of communication why and what they like about that special person.

Getting Started:

Inform students that each one is going to create a 'Special Greeting Card' for a special person in their life (could be a family member or a friend) to express their appreciation for that person.

Process:

- Instruct students to think about all the people they interact with and choose one person they would like to express their appreciation/love for [*could be a parent/sibling/other family members/friend*].
- Give students the worksheet- 'My Special Greeting'. Direct each student to design a card for their special person.
- Remind them that they need to write the following:
 - a) Name of the person
 - b) Why that person is so special to them
- In order to personalize their greeting card, they can design their own 'logo' at the back, *like Archies Greeting*, they can create a logo and name for themselves!
- Encourage students to volunteer to share their 'Special Greeting Card' with the rest of the class.
- Use this sharing by the students as a way to further reinforce the objectives and key messages.

Key Messages

1. It is important to remind the special people in our lives why we think they are special.
2. This helps strengthen bonds, trust, communication and interpersonal skills.



Worksheet

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Suggested Further Activity:

Students to do the following:

Make a special gift for a special person in your life. Write a few lines about that person and what makes him so special to you.

Activity 6 : The Puzzled BAT!

Theme: Each one is special and everyone needs to feel so. Everyone is unique also. Even being unique, each one has an important and special part to play in the group one works with. This activity will help students understand that each one holds a unique position in a whole.

Time Required: 1 period

Materials Needed: Worksheet to create the Puzzled Bat, glue, scissors and one blank sheet per group (where students will stick the puzzle pieces)

Mode: Groups of seven students

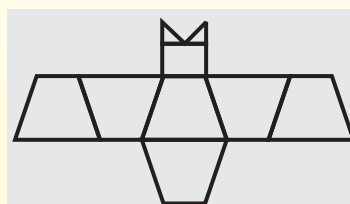
Life Skills to be enhanced: Interpersonal Skills, Recognition of Diversity, Teamwork Skills, Communication Skills and Social Awareness

Objectives: Students will be able to:

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

Getting Started:

The class is divided into groups. Each will get one piece of a puzzle and together they have to put the whole puzzle together. Inform them that the puzzle is that of a BAT! [please mention that it is not a playing cricket bat, but rather the animal- flying BAT!]



Sample of the BAT puzzle assembled

Process:

- Cut out the pieces of the puzzle and set aside. They should have SEVEN larger pieces, and two smaller triangle pieces that form the ears of the bat.
- Each student is given only ONE of the seven larger pieces of the puzzle. As a group, give them the two ear triangle pieces for all to share.
- Instruct students that on each of their puzzle pieces they should write one of their strengths. eg. 'I am good at Mathematics', 'I make friends easily', 'I am good at cricket', 'I am polite' etc.



- Instruct students to use their teamwork skills to put the puzzle together.
- Tell them that each of their piece has a part to play to form the BAT and they can be give a hint that the two extra triangle pieces form the ears!
- Guide them if they are stuck! Show the sample of the assembled BAT puzzle.
- Remind them how each piece of the puzzle was equally important to complete the picture. Similarly each of us has an important and special part to play in the groups we work with [in our families, school, friend circle etc].
- Remind them how, even in their class, they have students who are from different regions, religions, social status, languages, academic or sports abilities, but each student is special and in their diversity lies their unity and strength!

Key Messages

1. Each student should know that while they are special so are others.
2. One needs to respect and appreciate people who are different from oneself, as in our diversity lies our strength.

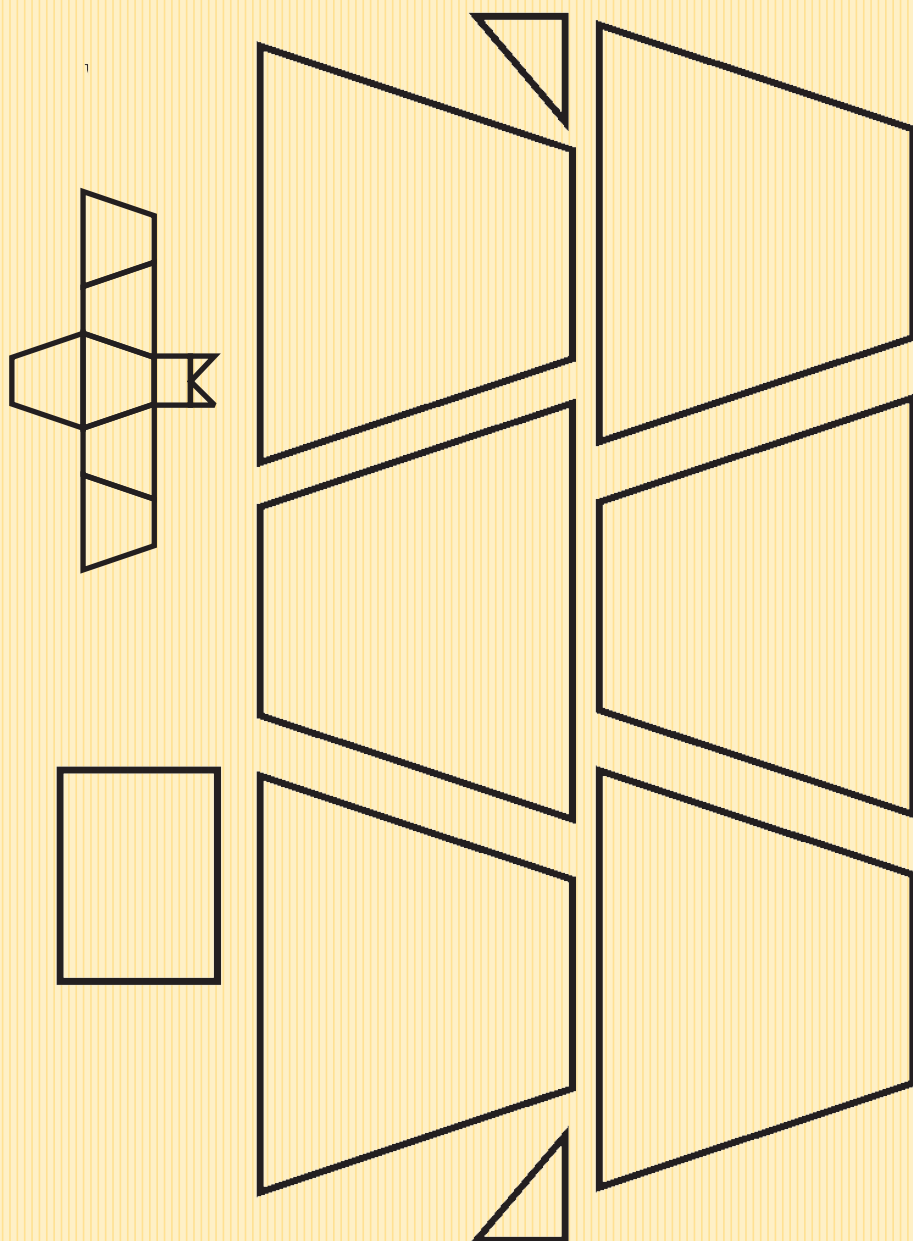
Suggested Further Activity:

Direct students to do the following:

List the unique work done by each member of your family. Find out in what ways are they important in keeping your family as a well knit whole.



The Puzzled BAT!





Unit-7 *Managing Emotions*

Activity 1 : Managing Anger

Theme: All of us experience feelings of anger. Some people experience it more intensely and more often than other people. It is a normal and natural emotion. It is not wrong to experience feelings of anger. It can have both good and bad results.

Time Required: 1 period

Materials Needed: Sheets of paper, pen, worksheet, white board and marker pens.

Mode: Groups of five to six students

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

Objective: Students will be able to manage anger that leads to stronger relationships and fewer problems.

Getting Started: Brainstorm with students to create a list of words that can be used to indicate that they are angry.

Process:

- Relate the purpose of the session to students.
- Divide the class into groups.
- Circulate copies of the worksheet to each group.
- Instruct them to discuss the questions given in the worksheet among themselves.
- Allow ten minutes for this activity.
- Encourage one student from each group to present the group's views.
- At the end of the exercise, involve the whole group in a discussion on positive ways of managing anger.
- Summarize the discussion with the help of key messages.



Key Messages

1. Anger is a normal and natural emotion and it is not wrong to experience feelings of anger.
2. All of us experience feelings of anger. Some people experience it more intensely and more often than other people.
3. Don't ignore your anger. It is telling you something.
4. Find positive ways to express anger that are not hurtful to others.
5. Anger can appear wrong when we express it in inappropriate ways, such as using abusive language, violence.
6. Appropriate expressions of anger can lead to stronger relationships and more satisfying situations.
7. Use the ACTS technique of assertive problem solving for managing your 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. Is it wrong to feel anger? Why or why not?

2. Why do people get angry?

3. When can anger result in something good? Give an example.

4. When can anger result in something bad? Give an example.

Suggested Further Activities:

Students do the following:

1. Keep a diary for a week and note how you expressed your anger.
2. Conduct a group discussion and role play on appropriate ways of expressing anger.



Activity 2 : Expressing Emotions

Theme: People react to different situations in different ways. One needs to express one's feelings appropriately so as to have stronger relationships and more satisfying situations. This activity will help students learn appropriate and positive ways of expressing emotions.

Time Required: 1 period

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

Mode: Individual

Life Skills to be enhanced: Managing Emotions and Self Awareness

Objectives: Students will be able to:

- express their emotions appropriately;
- use positive ways to deal with anger.

Getting Started: All of us feel different emotions at different times which is very normal and natural. Do we express them appropriately?

Process:

- Share the objective of the session to the students.
- Distribute copies of the worksheet to all 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 appropriate ways of expressing emotions and how to control anger.
- Sum up the activity with the help of key messages.

Key Messages

1. People express their feelings in different ways.
2. Mood swings are common in adolescence because of the physical changes.
3. When expressed appropriately, emotions can lead to the fulfillment of needs without hindering the needs of others.
4. Appropriate expression of emotions can lead to stronger relationships and more satisfying situations.
5. Learn positive ways to express emotions that are not harmful to others.
6. Avoid making a big or important decision when feeling very emotional.



Worksheet

1. Do you agree or disagree: It's never okay to feel angry!
2. Do you agree or disagree: If you feel sad, there is something wrong with you!
3. Do you ever have big mood swings? Describe what they are like.
4. Have you ever been confused about your feelings -like you knew you were feeling a strong emotion, but you didn't know what?
5. Have you ever thought you were feeling one thing when, really, you were feeling something else?
6. Do you think it's important to understand what it is you are feeling? Why? What can happen if you don't?
7. Do you think there's something wrong with you if you don't always feel wonderful? Is it okay to sometimes feel blue? Why, or why not?
8. Are some emotions more difficult to express than others? Which are they? Why are they hard to express?
9. Are there times when we ought to stop and think about how we want to express our emotions? What are they?
10. How do we decide when and how it is appropriate to express our feelings?
11. Can you suggest some positive ways to deal with anger?
12. The girls often disagree with the boys about whether it's okay for boys to cry. What is your opinion?
13. Have you ever been unable to ask for help when you were hurt? Why?
14. When you are really down and confused or angry, what do you do?
15. Do you think your moods sometimes affect the way you make choices? In what way?
16. What are some things you shouldn't do when you are feeling very emotional?

Suggested Further Activity:

Encourage students to make a chart to express different emotions.



Activity 3 : Managing Emotions

Theme: All of us have our own ways of expressing feelings and dealing with emotions. There are positive ways of managing emotions also.

Time Required: 1 period

Materials Needed: Paper, pen, situations handout, white board and marker pens

Mode: Groups of five to six students

Life Skills to be enhanced: Managing Emotions, Self Awareness, Coping with Stress, Critical Thinking and Creative Thinking


Objective: Students will be able to use healthy ways of managing emotions.

Getting Started: An ice breaking activity.

Process:

- Share the objective of the session with students.
- Divide them into groups of five to six members.
- Assign each group one situation.
- Every group should appoint a reporter.
- Allow each group ten minutes to read the situation and note their responses.
- Encourage everyone to participate in the discussion.
- Instruct each reporter to share how the group members responded to the situation assigned to them. If different behaviours are discussed within the group, all of them should be reported.
- Make two broad columns on the writing board and label them '*Positive Responses*' and '*Negative Responses*'.

Positive Responses	Negative Responses

- 
- As the reporters read out their group's responses, ask the larger group whether the response is '*positive*' or '*negative*' and write it under the appropriate column.
 - At the end of the exercise, involve the whole group in a discussion on healthy ways of dealing with stressful situations.

Key Messages

1. Emotions are natural feelings.
2. Emotions are not good or bad. How they get expressed is important.
3. Managing emotions is a big part of growing up.
4. Managing emotions is the ability to identify and express emotions appropriately.
5. Steps for managing emotions include:
 - a) Identify your emotions
 - b) Analyze why the situation bothers you
 - c) Analyze the effect the situation has or can have on your life
 - d) Decide what you can and cannot change

Situations Handout

How do you usually react in the following situations?

- You have a fight with your friend.
- A classmate lodges a false complaint against you to a strict class teacher.
- Your mother shouts at you, in front of your aunt.
- Your friend teases you about your hairstyle.
- You have not scored well.
- You do not do well in Mathematics at school.
- You are participating in an interschool competition.
- There is a problem at home and your best friend visits you.
- Your father scolds you without any reason.

Suggested Further Activity:

Instruct students to make a poster to express different emotions.



Activity 4 : Handling Anger

Theme: The activity will provide students with opportunities to learn anger management techniques and improve their social skills. Having these skills will help students adjust and grow with the changes in their lives. It is hoped that this will help them build more successful relationships throughout their lives.

Time Required: 1 period

Materials Needed: Role play cards, white board, marker pens and duster

Mode: Groups of five to six students

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

Objective: Students will be able to enhance their knowledge and skills in managing anger.

Getting Started: Brainstorm about why and when anger occurs. What are the signs that you are feeling angry? [Record the anger signals on the whiteboard. Responses may include: rising voice, hand shaking, jaw tightening, shorter breaths, tense muscles, flushed red face, etc.]

Process:

- Instruct students to identify some common situations in which they have felt angry.
- Make a list of the situations shared by students on the white board.
- Divide students into groups.
- Assign role play card to each group.
- Direct each group to prepare a role play of about five minutes on the situation assigned to them. Allow them ten minutes for preparation.
- Involve two or more students in recreating a situation in order to find healthy ways to handle anger.
- 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 handling anger.
- Sum up the activity with the help of the key messages.

Key Messages

1. Anger is a normal human emotion and different people become angry about different things.
2. Difficulties result when anger is not appropriately expressed.
3. Anger management group activities help people with anger problems replace aggressive actions with assertive ways to cope.
4. Assertive style of managing anger helps to replace the aggressiveness of the angry person, and deal with emotions in a healthy and positive way.
5. People with this style of managing anger are aware of when they are getting angry.
6. They control their anger and express it in polite and honest ways. They are able to talk with others without attacking them. They listen to other people's point of view and try to solve problems in ways that meet everyone's needs. They do not carry grudges and are not bitter.
7. This attitude promotes good health and strong relationships.

Role Play Cards

Someone steps on your foot and starts laughing in your face.	Someone calls you a name.
Someone takes something out of your desk without asking.	Someone blamed something on you that you did not do.
Someone keeps making fun of you in front of other people.	Someone throws balled up paper at you while you are studying.

Suggested Further Activities:

1. Students write and illustrate books to show what they have learned. Students are given with using the following "Story Starters".
 - a) Next time things don't go my way, instead of getting angry I will....
 - b) Next time I get very angry, instead of losing my temper I will....
 - c) Next time I get very stressed, in order to calm myself down I will...
 - d) In order to solve a conflict with my friend I will...

Students will require about fifteen to twenty minutes for writing and illustrating one page each day. After all pages have been completed, they can be compiled into books by each student.

Divide students into small groups to individually present what they learned.

2. Students describe a time when they felt like they were mad at the world. Were they really mad at the whole world, or just one or two things? Did they figure it out?

Activity 5 : Emotion Flashcards

Theme: Games and activities about emotions help students learn about respecting other people's feelings and ways of responding to them. The game "Emotion Flashcards" will provide students with opportunities to recognize how different emotions look, so they can recognize and respond to them accordingly. They can also learn how to express their emotions appropriately.

Time Required: 1 period

Materials Needed: Worksheet: Emotion Quiz, index cards, sketch pens, glue, scissors, old newspapers and magazines, white board, marker pens and duster.

Mode: Groups of five to six students

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

Objective: Students will be able to enhance their understanding and skills in managing their emotions.

Getting started: Brainstorm on students' understanding of the word 'emotion'. Ask them to mention different types of emotions.

Process:

- Explain that in this session we'll be discussing emotions, how to recognize these emotions in others and appropriate responses to those emotions through a game. We'll be using index cards to make emotion flashcards.
- Divide students into groups of five to six.
- Instruct each group to cut out pictures from magazines/newspapers or draw them by themselves. They may choose pictures that represent different emotions such as anger, sadness, happiness, grief, depression, fear, hurt, etc.
- Shuffle the cards when they are finished.
- Place the cards on the table face down. The first player picks up a card, but doesn't show it to anyone. The player mimics the face and the opponent tries to correctly guess the emotion.
- Then it's the next player's turn to pick a card and mimic an emotion.
- Discuss different negative and positive emotions that people may feel, how to recognize these emotions in others and appropriate responses to those emotions.
- Conclude the session by highlighting the key messages.



Key Messages

1. Emotions are natural and normal feelings which are expressed in different ways.
2. Managing emotions is an ability to identify and express emotions appropriately.
3. We should learn positive ways to express our emotions that are not harmful to others.
4. Appropriate expression of emotions leads to stronger relationships and more satisfying situations.

Worksheet: Emotion Quiz

Circle the correct response for each question.

- 1) **If someone calls you a name you should:**
 - a) Call them a name back.
 - b) Politely ask them to not call you names.
- 2) **If someone pushes you in line you should:**
 - a) Slap them in the face.
 - b) Look them in the eye, stay calm and tell them not to push you again.
- 3) **If someone laughs at you for getting a bad grade you should:**
 - a) Ask them to please leave you alone.
 - b) Call them ugly and stupid.
- 4) **If someone grabs something out of your hand you should:**
 - a) Punch them in the face and get it back.
 - b) Stay calm, look them in the eye and tell them to please give it back to you.
- 5) **If someone wants to fight you for no reason you should:**
 - a) Start the fight by hitting them first.
 - b) Calmly tell them to leave you alone or you will tell an adult.

Suggested Further Activities:

1. Students share what they've learned with their families.
2. Students may use emotion flashcards to play another game called 'Emotion Match Up'. Ask them to write words to match the emotion flashcards on index cards. Shuffle the cards. Deal them out in rows face down. Take turns flipping over two cards, trying to match the picture to the emotion. Once all the matches are made, they can shuffle the cards and play again.



Activity 6: Understanding Anger

Theme: Anger is a normal human emotion and different people become angry about different things. Difficulties result when anger is not managed. This activity will provide students with opportunities to learn ways to let anger out without hurting themselves or others.

Time Required: 1 period

Materials Needed: Worksheet: Behaviour, whiteboard, marker pens, duster, chart papers and sketch pens or crayons.

Mode: Groups of five to six students

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

Objectives: Students will be able to:

- recognize the reasons for becoming angry;
- use positive ways to let anger out without hurting themselves or others.

Getting Started: Have students brainstorm what makes them angry. List on whiteboard as students call out the causes.

Process:

- Divide students into groups.
- Distribute chart papers and crayons or sketch pens and instruct each group to draw a picture of their body when they are angry. Colour in red the parts of the body where they feel anger.
- Let them brainstorm ideas for preventing or handling anger in positive and negative ways. Allow fifteen minutes for this activity.
- Draw two columns “Helpful Ideas” and “Not so Helpful Ideas” on the whiteboard.
- Encourage each group to present their work. List all ideas in the appropriate columns with the students help.
- Conclude the session by highlighting the key messages.



Key Messages

1. Anger is a normal human emotion. Anger is OK as long as you can manage it.
2. If you learn to manage your anger, you will have better relationships.
3. Be aware of the triggers for your anger, the warning signs that you are becoming angry.
4. Learn how to keep your anger from becoming destructive to yourself or to those around you.
5. Some **“helpful ideas”** for managing anger are:
 - Talk it out with someone
 - Count to 50 by 5's
 - Take a deep breath
 - Find a place to be alone
 - Listen to music
 - Punch a pillow
 - Clean or organize your room
 - Walk, jog, or run
 - Write about what made you mad
 - Talk to yourself
 - Draw your feeling
 - Play a sport
6. When you express your anger inappropriately by choosing **“not helpful ideas”**, you get in trouble and lose privileges. **Some of these include:**
 - Eat a lot more (or less)
 - Fight
 - Threaten to hurt someone/hurt yourself
 - Withdraw from everyone
 - Blame it on someone else
 - Destroy property
 - Run away from home
 - Laugh or yell at the person
 - Curse
 - Throw things



Worksheet: Behaviour

Directions: Mark all your usual behaviours when you get angry.

- ☐ Pretend that I'm not angry
- ☐ Withdraw from everyone
- ☐ Use the silent treatment
- ☐ Call people names
- ☐ Tease or make fun of others
- ☐ Insult and make smart remarks
- ☐ Talk behind someone's back
- ☐ Yell or scream
- ☐ Push, kick, or hit
- ☐ Stop eating
- ☐ Bite
- ☐ Curse
- ☐ Threaten to hurt others
- ☐ Threaten to hurt yourself
- ☐ Slam doors
- ☐ Throw things
- ☐ Run away or hide
- ☐ Cry
- ☐ Eat a lot more
- ☐ Take it out on an animal
- ☐ Fight

Suggested Further Activities:

Students do the following:

1. Make a poster with at least three pictures of appropriate/helpful things you will do next time you get angry.
2. Describe two instances when you had strong emotional mood swings.



Unit-8 *Coping with Stress*

Activity 1 : What happens when stressed?

Theme: Stress is something that every human being has to cope with in life. It can have both positive and negative effect on our health and attitudes. There are healthy and unhealthy ways to cope with it.

Time Required: 1 period

Materials Needed: Flip chart, sketch pens, white board and marker pens, worksheet

Mode: Whole class

Life Skills to be enhanced: Coping with Stress and Self Awareness

Objectives: Students will be able to:

- understand the concept of stress;
- use appropriate methods of coping with stress.

Getting Started: An ice breaking activity.

Process:

- Share the objectives of the session with students.
- Ask students about their understanding of the word 'stress'.
- Encourage them to share some common situations in which they have felt stressed.
- On a flip chart, make three columns: “*What happens to our body under stress*”, “*How do we feel*” and “*What do we do*”.
- Invite the students to respond and write under appropriate headings.
- Read each item under the heading of “*What do we do*” and ask the group if it is “*Healthy*” or “*Unhealthy*” way of coping with stress.
- Sum up the activity with the help of the key messages.



Key Messages

1. All of us experience stressful situations in life.
2. There are healthy and unhealthy ways to cope with stress.
3. Sharing feelings with a person you trust is healthy.
4. If feelings are not shared or expressed, then pressure builds up inside the person and the effect can be harmful.
5. Be creative and look at alternate and easy ways of doing things.
6. One should have 'positive attitude' for good health.
7. Learn to accept things that cannot be changed.
8. Possessing a good sense of humour and being able to laugh at oneself is a desirable skill.
9. One should work towards achievements in fields that one is good at.



Worksheet

1. Describe two situations that cause you to feel stress.

2. When you are stressed, your feelings are:

3. How does one's body react in a stressful situation?



4. How do you think this session helped you to better handle stressful situations? (Write five lines)

Suggested Further Activities:

Students do the following:

1. Write in their diary/notebook how they plan to cope better with stress in their day to day life.
2. Take out time to indulge in their favourite hobbies like long walks, writing a diary, exercise, gardening etc.

Activity 2 : Stress Snap

Theme: There are different ways of dealing with stress. We need to use positive ways of coping with it.

Time Required: 1 period

Materials Needed: Copies of student worksheet on stress snap, white board and marker pens

Mode: Individual work

Life Skills to be enhanced: Coping with Stress, Self Awareness and Effective Communication

Objectives: Students will be able to:

- understand the various causes of stress;
- use positive ways of coping with stress.

Getting Started: Brainstorm about what is stress and the common causes of stress.

Process:

- Share the objective of the session with students.
- Distribute copies of the worksheet to all students.
- Allow them ten minutes to think and complete the exercise.
- At the end of the exercise, involve the whole group in a discussion on the common causes of stress and ways of dealing with it.
- Sum up the activity with the help of the key messages.

Key Messages

1. Different individuals deal with stress in different ways.
2. Use positive ways to cope with stress.
3. Like yourself - Feelings of self-worth go a long way in assisting people to deal effectively with any situation.
4. Sharing feelings with a trusted person is healthy.
5. Recognize what stresses you out and do something about it. If it is not within your power to change, then change your attitude.
6. It is essential to learn to:
 - a. Identify the source of one's stress
 - b. Analyze how stress affects one's life
 - c. Find ways to control stress
 - d. Focus on strengths - the positive components of self and life.

Worksheet: Stress Snap

Shade five squares which apply to you in the way you deal with stress.

Go for a walk	Call a good friend	Spend time in nature
Listen to Music	Sweat out tension with a good workout	Cycling
Eating	Play games	Praying or meditation
Play with a pet	E-mailing/SMS/Chatting	Write in your Life Skills journal/diary
Watch a comedy	Practise yoga or relaxation exercise	Going out with friends
Work in your garden	Curl up with a good book	Savour a warm cup of coffee or tea

Suggested Further Activities:

Students do the following:

1. Write in their stress journal/diary how they feel when stressed and also how they handle stress.
2. Take out time to indulge in their favourite hobbies like playing with a pet, writing diary, gardening etc.

Activity 3 : Coping with Stress!

Theme: Everyone has a unique response to stress. No single method works for everyone or in every situation. There are different techniques and strategies for coping with stress. In this activity students will learn positive ways of dealing with stressful situations.

Time Required: 1 period

Materials Needed: Paper, pen, situations handout, white board and marker pens

Mode: Groups of five to six students

Life Skills to be enhanced: Coping with Stress, Self Awareness, Critical Thinking and Creative Thinking

Objective: Students will be able to use healthy ways of coping with stress.

Getting Started: An ice breaking activity.

Process:

- Share the objective of the session with students.
- Divide them into groups.
- Assign one situation to each group to work upon.
- Direct each group to appoint a reporter.
- Allow the groups ten minutes to read the situation and note their responses.
- Encourage everyone to participate in the discussion.
- Instruct each reporter to share how the group members responded to the situations assigned to them. If different behaviours are discussed within the group, all of them should be reported.
- Make two broad columns on the board and label them 'Positive Responses' and 'Negative Responses'.

Positive Responses	Negative Responses

- As the reporters read out their group's responses, ask the large group whether the response is 'positive' or 'negative', and write it under the appropriate column.
- At the end of the activity, involve the whole class in a discussion about healthy ways of dealing with stressful situations.

Key Messages

1. Different individuals deal with stress in different ways.
2. Anticipate stressful time and prepare accordingly - e.g. for an examination or a presentation.
3. Let your steam out - talk to somebody who is close to you and can understand you.
4. Help your body handle stress - If it is not within your power to change the event, change your attitude!
5. Repeat health enhancing phrases to yourself whenever you feel stressed - e.g. 'Smile', '*I am calm and relaxed*', '*Do not take it too seriously*', '*Tomorrow is another day*'.
6. Learn healthy ways to relax and recharge - long walks, exercise, yoga, deep breathing, meditation, listening to music, calling a good friend, watching a comedy, playing with a pet, writing a diary, spending time in nature, imagery (transporting to a peaceful place e.g. beach) etc.



Activity 4 : My Stress Journal

Theme: Writing in any form to express emotions helps in reducing stress. Stress journal or diary can help the students to identify the regular stressors in their life and learn positive ways to cope with them.

Time Required: 1 period

Materials Needed: A notebook or diary, pen, white board, marker pens and worksheet

Mode: Individual

Life Skills to be enhanced: Coping with Stress and Self Awareness


Objectives: Students will be able to:

- identify regular stressors in their life by writing and maintaining stress journal;
- use healthy ways of coping with stress.

Getting Started: Explain to the students that a stress journal or diary can help in identifying the regular stressors in life and the ways of dealing with them.

Process:

- Instruct students to choose a special notebook or diary that will be their Stress Journal. Tell them that they can decorate their journals to express themselves.
- Inform them that their assignment is to write in their journals whenever they feel stressed. As they keep a daily log, they will begin to see patterns and common themes.
- Instruct them to answer the following questions in their journal:
 - What was the cause of your stress? (They can make a guess if they are unsure.)
 - How did you feel, both physically and emotionally?
 - How did you react in a particular situation?
 - What did you do to make yourself 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 ways of coping with stress.
 - Sum up the activity with the help of the key messages.

Key Messages

1. Writing in any form to express emotion and working through problems or questions helps in reducing stress.
2. It can help one to express your feelings and bring relief from problems and stress.
3. Adopting the right attitude can convert a negative stress into a positive one.
4. Stress is not always negative.
5. Stress can be positive if one views it as a challenge. A stressed out person needs to acquire the right attitude towards stress.
6. Certain amount of stress is necessary in day to day life. Positive thinking and stress are interrelated.
7. Being optimistic can reduce half of one's worries.
8. Do not let failures affect you, instead try again. De-stress a little and take some time off. One can always do it better next time.
9. Positive thinking helps in coping with stress, making one live longer and healthier.

Worksheet

1. How do you find the experience of keeping a stress journal?
Write a few lines.

2. What did you discover about yourself and the way you cope with stress?

3. How can you further improve your skills of managing stress?

4. Would you like to write a journal every time you feel stressed? Give reasons of how it will help you.

5. Will writing your stress journal enhance your skills in coping with stress? Elaborate.

Suggested Further Activities:

Students do the following:

1. Share their experiences with the class at the end of the week.
2. Write a letter to oneself, saying the things one's thinks the other needs to hear.
3. Write a script between the student and anyone else they like to talk to. Imagine what the person might say when one tells him/her what's on one's mind.

Activity 5 : Progressive Muscular Relaxation (PMR)

Theme: Relaxation is a good way to reduce stress. Progressive muscular relaxation is a technique of deep muscle relaxation. This activity is planned to help students relax by tightening and releasing different muscle groups in their bodies.

Time Required: 1 period

Materials Needed: Diagrams/illustrations/model of human muscles and worksheet

Mode: Individual

Life Skills to be enhanced: Coping with Stress and Self Awareness

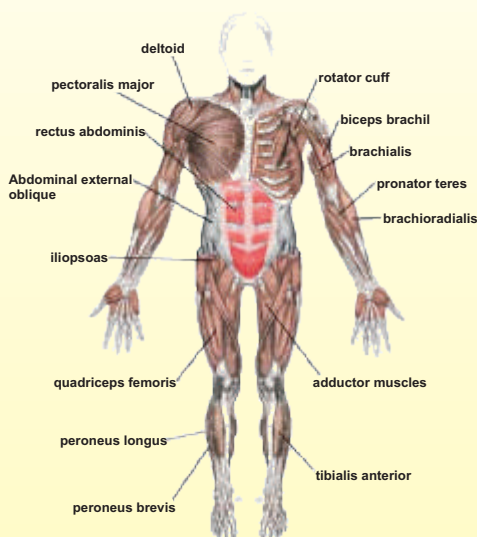
Objective: Students will be able to use the technique of deep muscle relaxation as an easy stress reduction activity.

Getting Started: Introduce the concept that relaxation is a good way to reduce stress. Show students diagrams/models of human muscles to help them identify/visualize muscle groups in preparation for the exercise.

Warm up: Measure heart rate and note it.

Process:


- Inform students that they are going to do an exercise that will help them relax by tightening and releasing different muscle groups in their bodies.
- Direct them to sit or lay down on their backs (depending on space).
- Demonstrate/model each step for students in preparation for their participation.
- Then **read and model** the following instructions to your students twice for each direction:
 - ✦ Raise your eyebrows and wrinkle your forehead. Try to



touch your hairline with your eyebrows. Hold for five seconds...and relax.

- ✦ Frown. Hold for five seconds...and relax.
- ✦ Close your eyes as tightly as you can. Draw the corners of your mouth back with your lips closed. Hold for five seconds...and relax.
- ✦ Open your eyes and your mouth as wide as you can. Hold for five seconds...and relax. Feel the warmth and calmness in your face.
- ✦ Stretch your arms out in front. Close your fist tightly. Hold for five seconds...and relax. Feel the warmth and calmness in your hands.
- ✦ Stretch your arms out to the side. Pretend you are pushing against an invisible wall with your hands. Hold for five seconds...and relax.
- ✦ Bend your elbows and make a muscle in your upper arm. Hold for five seconds...and relax. Feel the tension leave your arms.
- ✦ Lift your shoulders. Try to make your shoulders touch your ears. Hold for five seconds...and relax.
- ✦ Arch your back away from the back of your chair (*or off the floor*). Hold for five seconds...and relax.
- ✦ Round your back. Try to push it against the back of your chair (*or against the floor*). Hold for five seconds...and relax. Feel the tension leaving your back.
- ✦ Tighten your stomach muscles. Hold for five seconds...and relax.
- ✦ Tighten your hip and buttock muscles. Hold for five seconds...and relax.
- ✦ Tighten your thigh muscles by pressing your legs together as close as you can. Hold for five seconds...and relax.
- ✦ Bend your ankles toward your body as far as you can. Hold for five seconds...and relax.
- ✦ Curl your toes under as far as you can. Hold for five seconds...and relax. Feel the tension leave your legs.



- 
- ✦ Tighten all the muscles in your whole body. Hold for five seconds...and relax. Let your entire body be calm. Sit quietly (or lie quietly) and enjoy this feeling of relaxation for a couple of minutes.

- Sum up the activity with the help of the key messages.

Key Messages

1. Progressive muscular relaxation is useful for relaxing your body when your muscles are tense. This is particularly important if you need to think clearly and perform precisely when you are under pressure.
2. The idea behind PMR is that you tense up a group of muscles so that they are as tightly contracted as possible. Hold them in a state of extreme tension for a few seconds. Then, relax the muscles to their previous state. Finally, consciously relax the muscles even further so that you are as relaxed as possible.
3. By tensing your muscles first, you will probably find that you are able to relax your muscles more than it would be the case if you tried to relax your muscles directly.
4. This technique is especially helpful for calming down when you are highly stressed.

Worksheet

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

2. How important it is for young people like you to learn to be able to cope with stress?

3. Apart from the progressive muscular relaxation, which are the other ways you can use for coping with stress?

4. How would this activity would help you to better deal with everyday life?

Suggested Further Activities:

1. Practise this activity with the class at other times to help students acquire competency with the technique. It may also be useful to calm and focus students in transitions (e.g. after recess) using just a few of the directions.
2. Encourage students to practise this exercise on their own to reduce stress.
3. Have students share this exercise with a family member.



Activity 6 : How to Manage Stress?

Theme: Stress is something that all of us have to cope with in life. How to manage it is the block. This activity will help students to explore various ways to cope with stress.

Time Required: 1 period

Material Needed: Worksheet

Mode: Groups of five to six students

Life Skills to be enhanced: Coping with Stress, Self Awareness and Creative Thinking.

Objective: Students will be able to use healthy ways of coping with stress.

Getting Started: A warm up activity.

Process:

- Share the objective of the session with students.
- Direct students to form groups with five or six students each.
- Allow them fifteen minutes time to create a list of healthy ways to manage and cope with stress.
- At the end of the allowed time, let each group present their findings.
- At the end of the exercise, involve the whole group in a discussion on the ways to deal with stress.
- Sum up the activity with the help of key messages.

Key Messages

1. According to medical practitioners, 60% of all human illness and diseases are the outcomes of stress.
2. Acute stress could speed up the ageing process also.
3. Stress may lead to drug addiction, alcoholism, obesity, heart problems and other damaging behaviour.
4. If one finds oneself fighting with stress more than often, it may be advisable to make a few lifestyle changes and lead a stress-free life.
5. Recognize what causes stress out and do something about it. If it is not within one's power to change, then change one's own attitude.



Worksheet

I. Write **True** or **False** for the following statements:

- | | |
|--|-------|
| 1. Stress is always negative. | T / F |
| 2. Only some people have stress. | T / F |
| 3. Different people react to stress in different ways. | T / F |
| 4. Coping with stress is an important skill. | T / F |
| 5. Stress can be controlled. | T / F |

II. Answer the following in 'Yes' or 'No'

- | | |
|---|-------|
| 1. Do you think certain amount of stress is necessary in day to day life? | Y / N |
| 2. Do you think young people should learn to cope with stress? | Y / N |
| 3. Is this session helpful in your daily life? | Y / N |
| 4. Do you think you will be able to now handle stress in a better way? | Y / N |
| 5. Do you think you are now equipped with at least one healthy method to handle stress? | Y / N |

Suggested Further Activities:

Students do the following:

1. Organize group discussions on healthy ways and unhealthy ways of coping with stress.
2. Find time to indulge in your favourite hobbies like playing with a pet, writing in a stress journal etc.

Unit-9

Empathy

Activity 1 : Helping Hands

Theme: To have a successful relationship with others, we need to understand and care about their needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Empathise with people in need of care and assistance. This activity will help the students to learn to lend a helping hand to others who are in need of it.

Time Required: 1 period

Material Needed: One photocopy of the “who needs my help” work sheet for each student

Mode: Individual

Life Skills to be enhanced: Empathy and Interpersonal skills



HELPING HANDS

Objectives: Students will be able to:

- understand about the needs of other beings including animals;
- take an initiative to offer help, even without being asked;
- analyze a situation critically and make a choice that is compassionate and responsible towards another being;
- make a difference in the lives of others.

Getting Started:

- Advise students that hands are for helping others.
- Share with them the information about how you have helped somebody in a particular situation.

- Encourage students to come out with their own versions of how they offered help to each other in school, somebody in their family, an old friend, their brother or sister and an animal on the road.
- Encourage them to think and brainstorm about someone who needs their help. It could be their parents seeking their help or it could be their brothers, sisters or friends.

Process:

- Distribute a copy of the worksheet to each student.
- Each student individually fills out the "Who Needs My Help" worksheet.

Key Messages

Sayings by eminent people give a true picture of what it means to **help others**.

1. *'Help one person at a time, and always start with the person nearest to you.'* ~**Mother Teresa**
2. *We can do no great things, only small things with great love.* ~**Mother Teresa**
3. *If you light a lamp for somebody, it will also brighten your path.* ~**Buddhist Saying**
4. *Being good is commendable, but only when it is combined with doing good is it useful.* ~**Author Unknown**
5. *Remember if you ever need a helping hand, it's at the end of your arm. As you get older, remember you have another hand. The first is to help yourself, the second is to help others.* ~**Audrey Hepburn**



Worksheet- Who Needs My Help?

1. Who needs my help? _____

2. What help does he or she need? _____

3. When does he or she need help? _____

4. Why does he or she need help? _____

5. How can I help? Write five ways how you could help this person.

6. How did you feel when you helped this person?

7. Would you be willing to help somebody else again?

Suggested Further Activities:

Students do the following:

- Create a large poster (on chart paper) of a hand and place on the wall and write (or draw) different helpful things you can do in the classroom each day.
- Create a Life Skills journal and draw or write about helpful things you do for your family/friends/an animal on the street.



Activity 2 : Patience is a Virtue which is often Rewarding!

Theme: Patience is a powerful attribute that enables a person to remain firm under stress. It has never been easy to be patient especially in today's world of internet, cell phones and SMS, when seemingly, everything is accessible with a click of a mouse. One realizes that it is hard to expect instant satisfaction in everything. It is here that the virtue of patience becomes a valuable tool. But patience cannot be acquired overnight. It is just like building up a muscle. Every day, one needs to work on it.

Time Required: 1 period

Materials Needed:

- Pencils belonging to students to be collected for the game
- Match sticks could also be used for this game
- A spoonful of mustard seeds (Monitor of the class to bring some)
- A small pot with sound in which seeds could be sowed
- Worksheet

Mode: Individual

Life Skills to be enhanced: Empathy and Managing Emotions

Objectives: Students will be able to:

- understand the importance of patience;
- develop the virtues of patience and tolerance.

Patience is not the ability to wait, but the ability to keep a good attitude while waiting.

Getting Started: Explain to the students the importance of patience in today's time of internet, cell phones and SMS.

Process

- Explain how terrible things could become if one is not patient. For example, road rage, neighbours fighting, husband and wife fighting, etc.
- Explain why things take time to show the desired results. Example could be planting a tree and bearing its fruits after many years. Another famous example could be the caterpillar going through



different stages to become a beautiful butterfly.

- Encourage students to narrate an incident when they have seen somebody being patient and what happened.
- Let students perform the following activities to learn the concept of patience.

Activity 1: Pick up Pencils

This activity is like a game which tries one's patience.

- Have a pile of pencils or match sticks in the middle of the room either on the floor or on a table.
- Let each student pick up a pencil or match sticks without moving any of the others. Let him/her keep the pencil if no other pencil moves but they have to put the pencil back if any other pencil moves.

Activity 2: Sowing Seeds

Ask the monitor to do this activity in front of the whole class. Instruct him/her to sow a few mustard seeds in the pot, and then show the progress of the growing seeds to the class daily until they sprout. Tell him/her to nurture the seeds so that they do not dry up. Mark the date of sowing and the date of sprouting. Write down the number of days of waiting. Draw the student's attention to this.

Activity 3: Patient Group vs. Impatient Group

- Divide the students into two groups - The Patient Group and The Impatient Group.
- Assign a specific situation (see sample situations) to each group.
- Instruct the patient group to do a role play depicting how a patient person will behave in the given situation.
- Assign the impatient group to do a role play depicting how an impatient person will behave in the similar situation.
- Let the students watch the two role plays.
- After the role plays, direct them to fill in their worksheet.



SAMPLE SITUATIONS

- Waiting for the school bus and getting into it one by one.
- An old lady is asking for direction to a store which is right in front of her.
- Your little brother or your pet dog is bothering you while you are doing your homework.



Key Messages

1. Patience means not losing temper and remaining calm.
2. Patience is the ability to accept delay or disappointment politely.
3. Patience is the powerful attribute that enables us remain firm under strain and to keep pressing on towards our's goals.
4. Patience teaches us the value of delaying gratification, a skill necessary for maturity.



Worksheet

All the statements given below relate to a person with patience. Tick the answer which is most appropriate for you and find out how patient you are.

1. When my little brother bothers me when I am studying, I am able to keep calm. This statement about me is
 - a) completely true.
 - b) completely false.
 - c) sometimes true.
2. I never create a scene in public. This statement about me is
 - a) completely true.
 - b) completely false.
 - c) sometimes true.
3. I never raise my voice to make a point. This statement about me is
 - a) completely true.
 - b) completely false.
 - c) sometimes true.
4. I do not believe in using physical force to make a point. This statement about me is
 - a) completely true.
 - b) completely false.
 - c) sometimes true.
5. I like my little brother asking me never-ending questions, which I find quite amusing. This statement about me is
 - a) completely true.
 - b) completely false.
 - c) sometimes true.
6. An old lady is asking you for a way to a particular store, even though she is standing right in front of it. You smile and politely guide her to the store. This statement about me is
 - a) completely true.
 - b) completely false.
 - c) sometimes true.



Suggested Further Activities:

Students do the following:

- Tell two elders everyday NOT to use their car or scooter horn while driving. Do this for the next five days.
- Eat your food slowly by paying attention to chewing well. Make this a habit.
- Stand in a long line and wait patiently until your turn comes. It's a good idea to read something while waiting.





Activity 3 : Compassion towards Animals in Cages

Theme: Empathy is the ability to imagine what life is like for another person. We need to recognize the sufferings of animals so that we can do something for their welfare. This activity will familiarize the students with the need for empathy for the voiceless creatures in cages and zoos.

Time Required: 1 period

Material Needed: Worksheet

Mode: Groups of 10 students and Individual

Life Skills to be enhanced: Empathy and Interpersonal skills

Objectives: Students will be able to:

- describe what it means to be overpowered and suppressed;
- understand the suffering that animals go through when confined to a cage;
- understand the physical and mental pain felt by the animals;
- empathise with the voiceless creatures in cages and zoos;
- take positive actions to make a difference in the lives of the animals in cages and zoos.

Getting Started: “What am I”?

Instruct each student to make an animal sound and let others guess the animal.

Start a discussion about a visit to the zoo by students, where they animals in cages. Continue to discuss what their natural home should look like and how they should be feeling inside their cages. Further, discuss about how we could make a difference in their lives.

Process:

- Divide the class into groups. Allow 7 to 10 minutes to brainstorm about the given passage, after which they complete worksheet.
- Instruct students to relax, get comfortable and close their eyes.
- Read out the following passage:

You are leaving the room... You walk down the road and come to a beautiful forest. You walk slowly into the forest.... looking at all wonderful things you can see. You stroll towards a clearing.... as you walk you are listening to the sounds of nature.... observing everything around you.... you breathe in every smell.... you breathe deeply, feeling calm and relaxed... You arrive in the picturesque clearing, surrounded by gorgeous flowers.

Suddenly, you hear a strange voice. You look towards the direction of the voice and you are shocked to see a space ship. Aliens come out of the ship and run quickly towards you. They are hunting you, you feel very scared. You don't understand their words/language but you realize they are telling you that they want to take you away. To explain, the aliens show you a picture which means that they are going to put you in a cage so that you can be examined. Soon you see other aliens coming with cages where you could just sit in one single position without space to turn around. You are in no position to say anything because both of you do not understand each other's language.

Key Messages

Concern for animals and their welfare is growing every day. It is believed that they also should have certain freedom. As of today, five freedoms for animals are accepted the world over. These include:

1. Freedom from hunger and thirst - availability of fresh food and water.
2. Freedom from fear and distress - availability of conditions that avoid mental suffering.
3. Freedom from pain, injury and disease - availability of good and quick medical treatment.
4. Freedom from abnormal behaviour - availability of conditions to express normal behaviour.
5. Freedom from discomfort - availability of a comfortable resting place.



Worksheet

1. How do you think an animal would feel when it has just been trapped and is being taken away to be kept in a zoo?

2. Write three sentences about what you imagine may be going on in the mind of a dog that is always tied up or is kept locked up in a kennel.

3. Write three sentences about what you imagine may be going on in the mind of a parrot whose life is confined to a cage.

4. When a car goes over the leg of a cow or a dog, it feels equal pain as a human being. Is this true? Explain.

5. What is your opinion about animals being kept in a zoo? Should we have zoos in today when we can get to see all animals, even at close quarters on TV?

Suggested Further Activity:

Students do the following:

Visit a zoo, note down the conditions there. Now imagine that you are the Director of the zoo. Write about all that you would do to make the zoo a wonderful place for all the animals that live there.



Activity 4 : The Comforters

Theme: Empathetic attitude helps us to understand another person's point of view and to appreciate how the other person might be feeling. Our actions may affect other people in both positive and negative ways.

Time Required: 2 periods

Material Needed: Problem slips (to be prepared in advance)

Mode: Individual

Life Skills to be enhanced: Empathy, Effective Communication and Interpersonal relationships

Objectives: Students will be able to:

- develop empathy;
- show affection to others;
- offer and accept help .

Process:

- Share the objective of the session with the students.
- Put the problem slips with a make-believe problem on them in a bowl.
- Invite the students with odd numbered roll numbers to come forward and pick up one problem slip from the bowl.
- Instruct the rest of the students to act as "comforters".
- Instruct all the 'comforters' to approach the student with a problem slip and talk to him/her. They need to ask the student with a problem about his/her troubles.
- Inform the 'comforters' that they have to play the role of a friend, neighbour, teacher, mother, or any other role in which he/she thinks can offer advice or help to the problem owner.
- Instruct the 'problem owners' to talk about their make-believe problem.
- Once the 'comforter' has solved the problem of one problem owner, direct him/her to look for another 'problem owner' and so on until he/she has dealt with about four problems.
- Do not instruct the 'comforters' to approach any particular problem owner but let the 'problem owners' approach the comforters on their own.



- Once all the 'comforters' have solved the problem of at least four 'problem owners', ask the whole class to sit in a circle.
- Encourage the 'problem owners to' read their problems one by one and tell others about the best help they were offered, explaining why it helped them. (Reasons could be 'it was an original solution', 'the helper had a really good and helpful attitude'.)
- Instruct the 'problem owners' to reflect on the following questions:
 - Did you prefer to accept help from those comforters who are your friends?
 - How did you deal with offers that were not really helpful?
- Ask the 'comforters' to reflect on the following questions:
 - Did you prefer to help those who are your friends?
 - How did you feel when you offered the help? Was it easy or difficult to give help to others?
- Sum up the session with the help of key messages.

Key Messages

1. Empathy is an important value which helps one feel for others.
2. It helps one to understand the problems of others.
3. Empathy brings people closer.
4. One's actions may affect other people in both positive and negative ways.



PROBLEM SLIP 1 I have asthma and I am not allowed to play sports. This makes it hard for me to make friends.	PROBLEM SLIP 2 I spend all my time on homework, so I do not play any sports. Because of that, everybody picks on me.	PROBLEM SLIP 3 I have a good report card, but I have a C grade in English because I do not read well. Now I have to practise reading with my parents every day, and my friends make fun of me because I need this extra help.	PROBLEM SLIP 4 I constantly get extra assignments because I lose my homework. Now my friends think I am lazy.
PROBLEM SLIP 5 I am the only one who got a C grade in the science project. I am sure everybody thinks I am stupid.	PROBLEM SLIP 6 Everybody makes fun of me because I see a speech therapist for my stuttering.	PROBLEM SLIP 7 Everybody calls me 'chashmish' because I wear spectacles. I wish I could run away.	PROBLEM SLIP 8 If somebody in class gets in trouble, they always blame me. The teacher is always on their side.
PROBLEM SLIP 9 My parents like my younger sibling more than me.	PROBLEM SLIP 10 I once stole someone's pen. It was just one time, but now everybody says I steal things.	PROBLEM SLIP 11 A bully has been trying to get me to help him to cheat in an examination.	PROBLEM SLIP 12 Everybody makes fun of me because both my parents work and cannot attend my parent teacher meet.



PROBLEM SLIP 13	PROBLEM SLIP 14	PROBLEM SLIP 15	PROBLEM SLIP 16
My best friend has stopped talking to me and has even persuaded some of the other classmates not to talk to me.	My friends tease me for being overweight and short.	I generally experience headache which is becoming more persistent in duration during the examinations.	I have been in this school for two weeks because we just moved. I still do not have friends here.

Suggested Further Activity:

Students help at least four persons in and outside the school who need their help.

[Adapted from: 101 Life Skills for Children - Learning, Growing, Getting Along-By Bernie Badegruber]



Activity 5 : Plastic in Cow's Tummy

Theme: We need to empathise with towards others. Our careless ways can affect other people and creatures on earth. Through this activity, students will learn to be responsible towards all the living beings.

Time Required: 1 period

Materials Needed: A large plastic bag containing a nylon rope, old erasers, a small piece of glass, used staple pins, empty milk packets, etc. (facilitator to bring material) and worksheet

Mode: Groups of seven students

Life Skills to be enhanced: Empathy, Self Awareness and Problem Solving

Objectives: Students will be able to:

- recognize the fact that our careless ways can affect other people and creatures on earth;
- empathize with other people and creatures;
- analyze the situation critically and make a choice that is compassionate and responsible towards other people and other beings.

Getting Started:

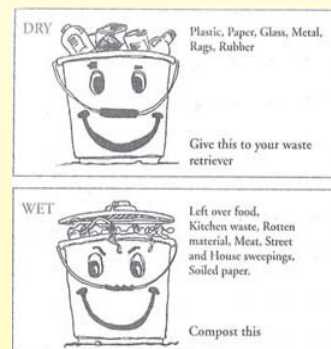
Discuss the following with the students:

- How the things we throw away as **USELESS** could affect other people.
- How the things we throw away as **USELESS** could affect animals and birds.
- The importance of segregation of garbage and recycling.

Pertinent information: Garbage in our country is segregated manually by rag pickers and municipality workers whereas in developed countries this task is done by members of the household. Garbage is segregated into four piles:

Wet - left over food, kitchen waste, meat, soiled paper, etc.

Dry - plastic, paper, rubber, glass, metal rags, etc. **Toxic** - paints, pesticides, broken tube lights, toxic chemicals, used batteries, expired medicines, etc.





Soiled - (diapers, sanitary napkins, dressings, used tissue, infected cotton, drips, injection syringe and needles), etc.

It's pertinent to note that most people in our country throw all the different types of garbage into one bin.

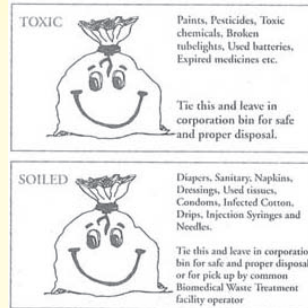
Now coming to the bag in the hand, the items in it represents the contents removed from the stomach of a cow. Items found in the packet included a strip of expired medicines, empty milk packets, small pieces of glass, etc. With her system blocked, she was unable to eat and therefore went weak day by day until she was unable to even stand. Her owner had abandoned her since she had stop producing milk.

Process:

- Stand in front of the class and dump the contents of the bag on the floor of the classroom.
- Ask students what they think these items have in common.
- Share with the students that a similar collection of items were found in the stomach of cows, in other cities as well.
- Have the students (*one or two from each group, depending upon the number of items*) take an item from the floor back to the desk.
- Have the students examine their items asking the following questions:
 - Is this item recyclable or reusable so that it could have been kept out of the waste stream?
 - What creative ideas can one come up with to reuse the item?
 - How could people prevent these items from ending up in the cow's stomach?
- Ask each student (*or member of each group*) to report on their item to the whole class.
- Hold an open session for class discussion on how one can diminish the trash and how to dispose of it responsibly.

Key Messages

1. A little concern for our fellow beings helps. It could even save their lives.
2. Small little steps like separating garbage could help keep planet Earth clean.
3. Effective ways to go green economically - Reduce - Reuse - Recycle.



Worksheet

1. Careless ways of throwing our kitchen waste in plastic bags led to the death of a cow. What could we have done differently to save the cow?

2. What happens when things like broken glass pieces, pins and kitchen waste into a single garbage bin are mixed up? Explain how this action could hurt people?

3. We can help keep planet Earth clean by following the rule - **Reduce, Reuse and Recycle**.

Reduce means to **use less**. List five items that we could use less.

Reuse means to **use again**. List five items that we could use again.

Recycle means make something new from something old. List five items that could be recycled so as to make something totally new.

Suggested Further Activities:

Students do the following:

- Follow up *Reduce - Reuse - Recycle* rule in your school.
- Clean up the litter in school and do it day after day.
- When you see your neighbour's water tank over-flowing, to tell your neighbours not to waste water.
- Turn off lights, fans, and computer systems, when not in use.



Activity 6 : Treat Others the Way You Want To be Treated - Show Respect

Theme: Respectful relations lead to meaningful relationships. Respect is treating others the way you want to be treated. This activity will help the students understand the concept of respecting others.

Time Required: 1 period

Materials Needed: Worksheet and dictionary

Mode: Individual

Life Skills to be enhanced: Empathy, Managing Emotions and Interpersonal skills

Objectives: Students will be able to:

- practise respectful behaviour;
- explain the concept of self respect;
- identify respectful behaviours and the impact of such behaviours;

Getting Started:

- Instruct students to look up the dictionary meaning of the word 'respect'.
- Explain the concept of 'self respect' and the concept of 'respecting others'.

Process:

- Share some examples of respectful behaviour towards self and others.
- Start a discussion about each of these behaviours and explain so that students are able to give correct answers to questions in the worksheet.

Self Respect: One must respect himself/herself. When you respect yourself, you would:

- Develop your own opinions;
- Be honest to yourself;
- Not harm yourself;
- Not insult yourself;
- Not steal from yourself (by carelessly buying things that you cannot afford).



Respecting Others:

- Generally, we respect people who have more knowledge or experience and are more accomplished than ourselves. But there is also a basic level of respect that most people agree is a right, and does not need to be earned. Here are some widely agreed upon indications of respect:
- To respect someone means to hold that person in high regard.
- It is talking to others with respect like greeting them with a 'good morning', etc., upon meeting adding a 'Sir' or 'Madam' at the end of your sentence.
- It is obeying in the class and not being indisciplined in the hallway.
- It is taking other people's opinions and feelings into consideration.
- It is empathizing with the others.
- It is not interrupting others while they speak.

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 effect of disrespect is always hurt feelings, anger and hate.
6. Respectful people show respect even to their environment and animals.

Worksheet

Read the statements and tick whether “T” for true and “F” for false:

1	Respectful people treat others with respect. This means that they are courteous and address others politely.	T	F
2	Respectful people treat others with consideration. They do what is tasteful and proper in dealing with others. They don't stoop to violence, meanness or rudeness.	T	F
3	Respectful people believe that they know us better than we know ourselves. They do not take other people's feelings seriously.	T	F
4	Respectful people do not tolerate other people's thoughts and do not accept individual differences.	T	F
5	Respectful people do not harm themselves by smoking, taking alcohol and experimenting with drugs.	T	F
6	Respectful people treat others as they want to be treated. They value others. They help other people value themselves.	T	F
7	Respectful people take pride in developing their own opinions and stand by them.	T	F
8	Respectful people shout and scream, insult, abuse, call names, and hurt others.	T	F
9	Respectful people make unwanted comments about a person's appearance.	T	F
10	Respectful people judge people on merits and not on their religion, caste, nationality, sex or status.	T	F

1. Every day, this week, treat the following people including yourself, your parents, your brother or sister, a friend, an elderly neighbour and a stranger with respect.
2. Create a weekly planner that will help you track your behaviour. Each day write who you treated with respect, describe what you did and what was their reaction. Also, write what you did for the environment and how you felt about it.





Unit-10 *Decision Making*

Activity 1: I Can Decide!

Theme: All of us do face challenging situations in our day to day life. Many of them involve decision making. We should critically examine different situations and rationally use different elements involved in decision making to arrive at with the final solution.

Time Required: 1 period

Materials Needed: Case Studies from students' daily routine involving decision making

Mode: Activity with 5 students in each group.

Life Skills to be enhanced: Decision Making, Self Awareness and Critical Thinking

Objectives: Students will be able to:

- describe the different elements involved in decision making;
- use process of decision making with sequential steps to arrive at a decision.

Getting Started: A creative warm-up activity preferably involving decision making in a subtle manner.

Process:

- Share with students different elements involved in decision making.
- Explain and clarify that a good decision requires a step by step process.
- Invite questions for any clarification.
- Divide students into five groups using random grouping method.
- Assign each group a small case story related to decision making situation. (See handout for case stories, you may also develop your own)
- Allow ten minutes to each group to solve the situation given in each case story. Ask them to focus on the following steps of decision making while solving the situation:
 - Recognize and identify what is it you are deciding upon.
 - Aiming and desiring positive results.
 - Analyzing and weighing the consequences of an action.



- Setting alternatives or options.
- Acting responsibly or standing up for the decision made.
- Share with them the P.O.W.E.R. Model for decision making.
- Invite each group to speak for about four minutes on the case story given to them and how they were able to take a responsible decision.
- Hold an open session for each group. Instruct the students from the audience to support, contradict or give new ideas about the possible ways to address that particular issue.
- Encourage students to analyze different alternatives critically vis a vis the societal and personal values and norms, while taking decisions.

P.O.W.E.R. Model

P= PROBLEM

Step 1: Stop and state (or identify) the problem.

O= OPTIONS

Step 2: Think of different things you can do and use them. The more options you have, the better.

W= WEIGH

Step 3: Look at the good things and weigh them against the bad things of every option you thought of to solve your problem. The things you value should guide you in your decision making.

E= ELECT

Step 4: Choose the best option, talk to a person you respect, then take the best action. Elect the option which obtains what is important to you (values).

R=REFLECT

Step 5: Think or reflect about what happened because of your decision.

{Namibia Youth Programme: My Future, My Choice (UNICEF, Namibia)}.

Key Messages

1. Different elements are involved in decision making.
2. Decision making is a process involving sequential steps.



Handout For Case Stories

1. Rohan's friends asked him to bring ₹ 500 from his mother's handbag to buy some eatables from the school canteen on his birthday and to give a party. Rohan is unable to decide as he feels his friends will not keep him in their group if he does not bring the money.

Discuss in your group. Identify the issue in the situation and using the POWER model arrive at possible decisions that may help you to make informed choices on what Rohan should or should not do.

2. Ragini is very fond of singing and dancing. One morning she wakes up and doesn't want to go to school because she wants to watch the repeat telecast of a dance TV show which she had missed the previous night. Her parents want her to go to the school. She is upset at her parents' decision of not allowing her to take a holiday.

Discuss in your group. Reflect on the situation and analyse why her parents think the way they do and possible ways Ragini could approach the situation.

3. Rubina studying in class VII gets very low grades in her science examination because she did not concentrate on her preparation because she had a fight with her friend. Now, she doesn't want to share her grades with her parents as she feels they will get upset with her.

Discuss in your group. Reflect on the situation using decision making process and using the POWER model to reach a consensus on what Rohina should do.

4. Rimita is forced by her friends to go back late to the classroom after break as they plan to celebrate another friend's birthday in the school canteen during the break. What should Rimita do?

Discuss in your group. Reflect on the situation using decision making process and using the POWER model, reach a consensus on what Rimita should do.

5. Rahul is thirteen years old. His younger sister of nine years wants him to help her use the internet as she wants to finish her project on EVS. Rahul is unable to decide because he feels she should not be using the internet for school projects, but his sister insists.

Suggest a suitable course of action for Rahul, after discussing it in your group. Reflect and analyze the situation using the decision making process.

Suggested Further Activity:

On the basis of case stories, students discuss:

1. Is it easy or difficult to make wise decisions?
2. What makes it difficult? (For example, the influence of emotions, pressure from peers or a partner, etc.)
3. What makes it easy? (Knowing how to resist pressure, getting advice from people you trust)



Activity 2: Help the Character

Theme: Decision making situations are well presented in books having imaginative / fictitious characters. These situations make them come alive. As there can be different options available, so various solutions can be found for the situation.

Time Required: 2 periods

Material Needed: A picture book or a clipping from a Children's television show that involves a character facing problem

Mode: Group activity

Life Skills to be enhanced: Decision Making, Self Awareness and Critical Thinking

Objectives: Students will be able to:

- use the decision making process to make decisions;
- identify the positive or negative consequences of each decision taken.

Getting Started: A creative warm-up activity preferably involving decision making in a subtle manner.

Process:

- Choose a book or a show that is unfamiliar to the students so they don't already know the ending.
- Read the story or show the video clip, drawing their attention to the decision at hand.
- Stop reading the story or pause the show just before the decision is presented.
- Encourage students to brainstorm the possible decisions that could be made by the character.
- Initiate the discussion about the best decision for the situation, along with the reasoning behind it.
- Continue the story or the video clip to know how the character resolved the issue.
- Discuss with the group the consequences faced by the character, whether positive or negative.



Key Messages

1. Different choices are available in decision making process.
2. Each decision taken has consequences either positive or negative.

Suggested Further Activity:

Students do the following:

Choose one of your favourite cartoon character/favourite movie character/favourite character from a T.V. show. Think of a challenging situation he/she faced and what decision was made by him/her? Discuss the consequences faced by the character, whether it is positive or negative. How did the decision affect other people?



Activity 3: Applying 3 C's in Decision Making

Theme: Decision making requires a proper structure to be followed. A random and vague decision does more harm than good.

Time Required: 2 periods together

Material Needed: Poster/flash card (prepared by facilitator) describing 3 C's of decision making

Mode: Individual activity

Life Skills to be enhanced: Decision Making, Self Awareness and Critical Thinking

Objectives: Students will be able to:

- make thoughtful and rational decisions;
- make decisions using the decision making process.

Getting Started: A creative warm-up activity preferably involving decision making in a subtle manner.

Process:

- Familiarise students with the 3 C's of decision making by showing them the poster or flash card describing the 3 C's.
- Instruct them to list out certain situations from their day to day life where they had to make decisions (this is to be treated as first C - the challenge).

Situations may be:

- Attending to a friend's birthday party which may end late night.
- Following on crash diet as you feel you are putting on weight.
- Direct students to brainstorm the possible choices that could be made in the given situation.
- Initiate the discussion about the best decision for the situation, along with the reasoning behind it. Discuss the consequences.
- Discuss how using the 3 C's helps in making a rational decision.



The Decision Making-3 C's

1. Challenge (or situation available for decision making)
2. Choices (try to list out as many rational choices as possible)
3. Consequences (list out 1 positive and 1 negative for each choice)

Key Messages

1. Each one of us faces challenges in our lives.
2. We should make decisions by looking at all the choices available and then arrive at a decide.

Suggested Further Activity:

Students think of a decision taken by them that did not turn out well. Thus consider the decision again and try to arrive at a decision using the 3 C's steps.



Activity 4 : Decision Making Wheel!

Theme: Decision making requires a proper structure to be followed to arrive at wise decisions. There are different strategies to make wise decisions in life. In this activity, the students learn a decision making strategy that will help them improve the quality of choices they make.

Time Required: 1 period

Materials Needed: Handout, decision making wheel, activity sheet, white board and marker pens

Mode: Group activity

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

Objectives: Students will be able to:

- make wise decisions using the decision making process;
- make effective use of decision making wheel.

Getting Started:

- Open a discussion on decision making strategies. If students want to make wise decisions, they have to improve their decision making strategies.
- Invite students to share their views on the following:
 - A choice that resulted in a consequence that you did not want?
 - Deciding whether we should do something or not.
 - If making a choice or a decision.

Process :

- Share with the students the steps of the Decision Making Wheel. Explain each step of the wheel to arrive at a decision.
- Read out the scenarios from the handout.
- Discuss the following questions with the students using the Decision Making Wheel and write their answers on the board. Direct students to use their decision making wheel sheet to record the answers to each question.
 - What is the problem?
 - What are the choices that you have?
 - What do you think the consequences of these choices will be for yourself and others who are involved?
 - What values do you need to consider?



- How do you feel about the situation?
 - Is there anything else you need to learn about it?
 - Do you need to ask for help? Who will you ask?
 - What is your decision?
 - Do you think you have made the right decision? Why?
- Now read the second scenario from the handout. Instruct the students to use their second wheel to analyze this scenario on their own.
 - Ask them to fill up their decision making wheel, filling in the hub of the wheel first and then filling in their answers in each of the areas of the pie.
 - Allow ten minutes to resolve the assigned situation.
 - Invite the students to share their process and the decisions they came up with.

Key Messages

1. In decision making situations, all the alternatives or choices need to be explored.
2. Personal beliefs and attitudes influence our decision making process.
3. We should be responsible for our own decisions.

HANDOUT FOR SCENARIOS

1. It is recess time. Everyone is out on the playing fields, including the teacher. You have to go to the washroom. On the way to the washroom, you pass your class and notice that there is someone in the classroom. You stop and peek in out of curiosity. Just as you do, you see one of your best friends reach into another person's desk and take something out of it. You quickly move past the door before you are seen.

Just before lunch bell rings, the student whose desk you saw your friend reach into, walks up to the teacher. A moment later, the teacher announces that this student's entire pencil case with pencils, pens and lunch money in it has been stolen. What do you do?

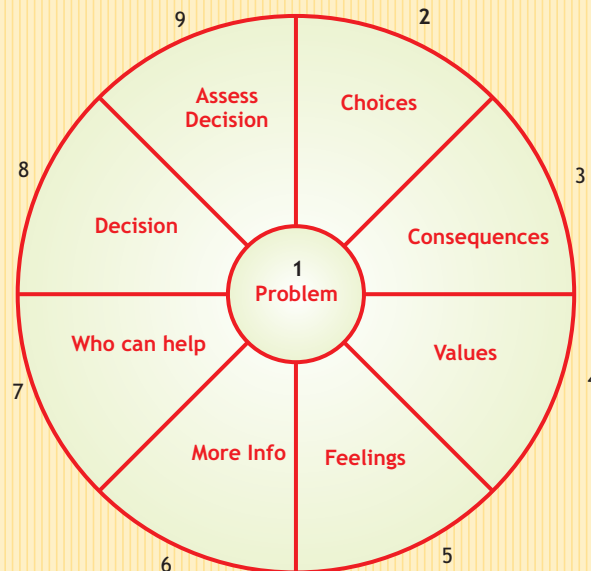


2. You are alone with your best friend at your best friend's house. He/she goes to a drawer in his/her wardrobe and pulls out a pack of cigarettes. He/she lights up a cigarette and invites you to do the same. What do you do?

Activity Sheet

Decision Making Wheel

This wheel will help you to make better choices in life. When you have an important decision to make, start by stating the problem in the hub of the wheel. Next, move through the nine choices, one by one. When you have a decision to make, fill in the blanks.



Suggested Further Activity:

Students do the following:

Think and write about a problem you are facing right now. Using the Decision Making Wheel, make a decision for solving your problem.



Activity 5: Balloon Debate

Theme: A Balloon Debate is a debate in which a number of speakers attempt to win the approval of the audience. While facing a decision making situation, a balloon debate helps to think about issues and form opinions about them. The issues and the opinions formed are then discussed in a group to arrive at the final decision.

Time Required: 1-2 periods

Material Needed: A virtual balloon can be created using chairs etc.

Mode: Activity in groups of 5 students.

Life Skills to be enhanced: Decision Making, Self Awareness and Critical Thinking

Objectives: Students will be able to:

- identify problems and solve them through a rational decision making process;
- brainstorm to arrive at a decision using the decision making process.

Getting Started: A creative warm-up activity preferably involving decision making in a subtle manner.

Process:

- Make a list of people with different backgrounds. These may include famous individuals, characters or people from the present day or historical figures.
- Let the students choose the person to be or allot the same to them.
- Give them time to think about their character and ask them to identify some reasons why this person is important to the society.
- Instruct the groups that they are in a make believe balloon which is losing height. To stay in the air, a person must leave the balloon.
- Taking turns, invite each student to explain why their character should be allowed to stay in the balloon.
- Once everyone has spoken, instruct the group to decide who should be evicted from the balloon. Tell them that this should be done by taking a vote and the student with the most votes should leave the balloon.

- Start the process again, as the hot air balloon will still be losing height so that another student must be removed until there is only one person left. Each time, the students have to think of a different reason why they should stay.
- At the end, invite the students to discuss the following:
 - Why the people left the balloon in the order that they did
 - What were the characteristics or skills and attributes of the people who seemed to be the most and least valuable to the society

(Note: It is important to inform students that even when their character is no longer in the balloon, they have to listen to the debate so that they can participate fully in the discussion at the end.)

Key Messages

- Personal beliefs and attitudes influence our decision making process.
- It is hard to reach at consensus when decisions are to be taken in a group.

Suggested Further Activity:

Students discuss the following:

Suppose your house is on fire. Which things will you take along with you if you are escaping from there? Why?

Activity 6: Rank them

Theme: Relevant choices help in arriving at proper decisions. While making a decision, it is really good to brainstorm and discuss on a topic and the relative importance of different aspects of the topic. It can be made more interesting if we rank them according to their importance.

Time Required: 2 periods together

Material Needed: Cards with information on a given topic

Mode: Group activity

Life Skills to be enhanced: Decision Making, Self Awareness and Critical Thinking

Objectives: Students will be able to:

- identify problems and solve them through a rational decision making process;
- brainstorm and arrive at a decision using the decision making process.

Getting Started: A creative warm-up activity preferably involving decision making in a subtle manner.

Process:

- Write words on ten cards related to the topic to be discussed or use ideas generated by the students in the warm up activity. For example,
 - What are the reasons for the increase in apathy and anger among people?
 - What are the reasons for the increase road rage and violent behaviour among the young?
 - Why do young people easily succeds to peer pressure?
- Distribute the cards and ask students to rank them according to the given criteria. For example,

Rank the first as the most common reason leading to conflicts or values and attitudes required to making a decisions, etc.
- Share the results and the ranking .
- Ask students how this process has supported and enhanced their decision making skills.

Key Messages

1. Relevant choices help in arriving at proper decisions.
2. Brainstorming is a good tool to arrive at the right decision.

Suggested Further Activity:

Students in list the steps to be taken to raise awareness about for safeguarding the environment among the public.



Unit-II

Problem Solving

Activity 1 : Puzzles and Teasers

Theme: Puzzles and teasers have been age old companions of human beings and even research has shown that they improve problem solving skills. No wonder people are addicted to ‘sudoku’ and crosswords.

Time Required: 1 period

Materials Needed: Six puzzles and worksheet

Mode: Activity in group of 5 students.

Life Skills to be enhanced: Problem Solving and Critical Thinking

Objectives: Students will be able to:

- use their thinking skills;
- use their problem solving skills problems.

Getting Started: A creative warm-up activity.

Process:

- Divide the class into groups of five.
- Assign one puzzle to each group to solve.
- Allow ten minutes to each group for working on the puzzles.
- Allow five minutes to each group for the presentation on the process of arriving at the solution.
- Debrief the students on the challenges faced while solving the problem.

Key Messages

1. Initially a problem seems to be really big but as you look at probable solutions, it starts getting solved.
2. Use your thinking skills to identify a problem and come up with answers.



Group 1: 21s

Obeing the normal rules of arithmetic, with the numbers given, using only where necessary +, -, x, or ÷, make the resulting calculations equal 21.

$$6 \quad 3 \quad 9 \quad 6 = 21$$

$$4 \quad 4 \quad 2 \quad 3 = 21$$

$$3 \quad 5 \quad 10 \quad 4 = 21$$

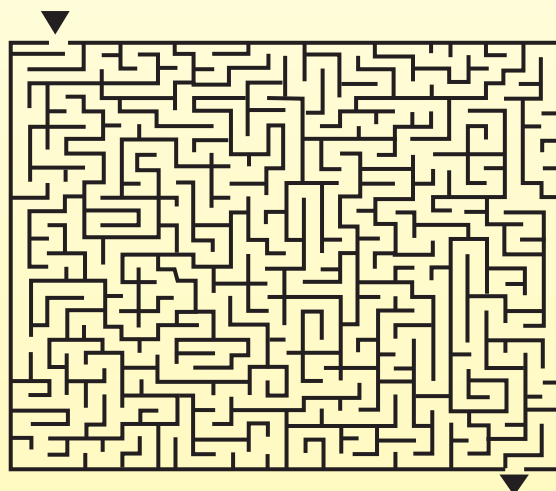
Group 2: Web Browsing

The spiders are identical but only three have spun precisely the same web- which three?



Group 3: Amazing

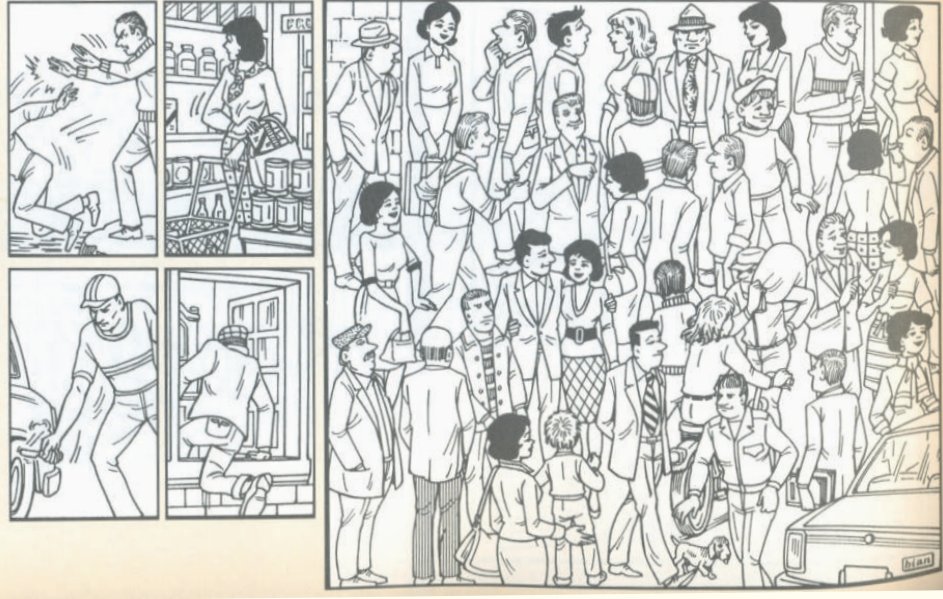
Can you work your way from the entrance at the top to the exit at the bottom of the maze?





Group 4: Crime Squad

The criminals involved in the four scenes on the left, were soon arrested by a smart detective who spotted them in the larger picture. Can you spot them?



Group 5: Filling in

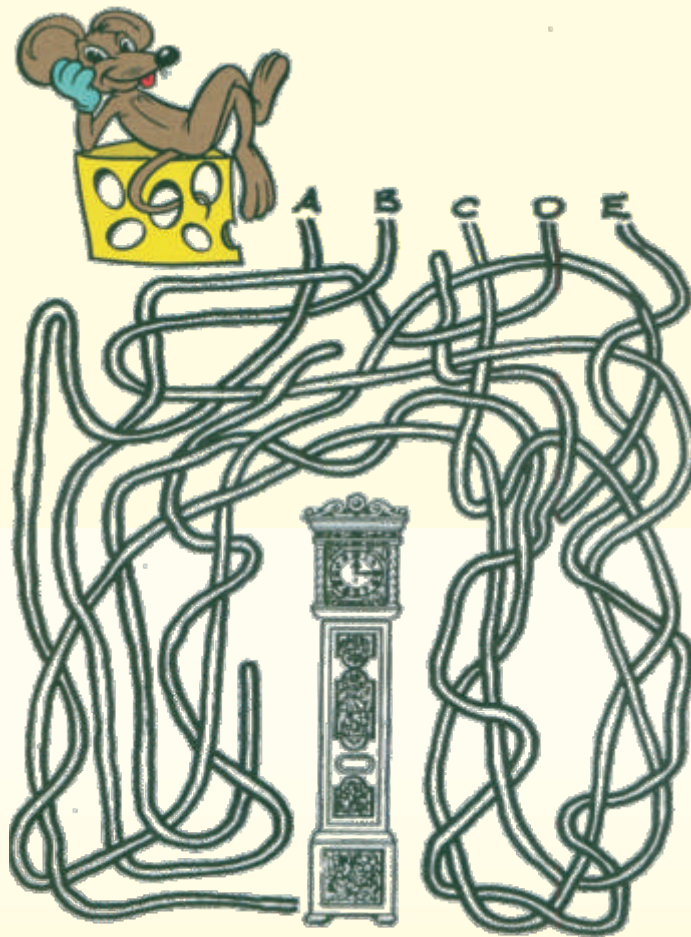
Each of the letters in the boxes contains a different digit from 2 to 9. As is our usual practice, each calculation is to be treated sequentially rather than according to the 'multiplication first' system. Can you fill in the empty boxes?

	+		-		=	5
+		x		-		
	x		-		=	3
÷		-		x		
	x		÷		=	2
=		=		=		
3		8		9		



Group 6 (if required): Cheese Straws

Which one of these paths will lead the mouse to the clock?



Acknowledgement : The Giant 1001 Puzzle Book



Worksheet

Puzzles and Teasers

1. What were the problems faced while trying to reach decisions as a group?

2. Which traits among the group members helped them reach a consensus?

3. When faced with a problem, do you look at alternative solutions or you let the problem go?

4. Which problems do you face daily in school or at home? Has any technique helped you to solve them?



Answer Sheet Puzzles and Teasers

21s

$$6 \times 3 + 9 - 6 = 21$$

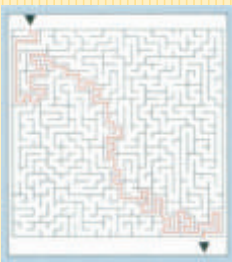
$$4 \times 4 + 2 + 3 = 21$$

$$3 \times 5 + 10 - 4 = 21$$

Web Browsing

1,7,9

Amazing



Crime Squad



Filling in

8	+	2	-	5	=	5
+		x		-		
1	x	7	-	4	=	3
÷		-		x		
3	x	6	÷	9	=	2
=		=		=		
3		8		9		

Cheese straws

Path B

Suggested Further Activity:

Students do the following:

Unscramble the words in the list that describe a person who keeps his/her promises. Use the word bank to help you.

hesotn

Lbaedeeepdn

illebrea

twuttrroyhs

eridtc

gdoo

eecnirs

dcetne

enoobrlah

iflhfatu

Word bank

Honourable	dependable	reliable
Trustworthy	direct	sincere
Decent	honest	faithful

Activity 2 : Problem Solving Tools

Theme: Problem solving is an art to be mastered. It is better to try solving a problem using suitable methods and procedures. These tools help in reaching a rational solution.

Time Required: 2 periods

Materials Needed: Reading material on a Problem Solving tool - Brainstorming 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 effective ways of solving problems.

Getting Started: A creative warm-up activity.

Process:

- Divide the class into five groups and give reading material for the brainstorming.
- Distribute reading sheet 1 to the students and ask them to think of a problem in their life that they can solve by using this tool. Allow twenty minutes for this task.
- Presentation by each group (five minutes each).

Key Messages

1. Brainstorming helps in clearing a lot of doubts.
2. Multiple viewpoints are put across which lead to greater objectivity.
3. Fresh and new ideas are generated.
4. Alternatives to issues are discussed and shared.

Sheet 1: Brainstorming

Brainstorming is used to generate a large number of creative ideas in Problem Solving and achieving objectives. While using the brainstorming technique in a group, several ideas can be generated.

Guidelines:

- Brainstorming may take a few minutes to several hours. For bigger projects, it could take many weeks or months. It has been observed that many great ideas come to people at 3:00 a.m in the morning! Keep your pen and paper by your bedside!
- Give as many ideas as possible. The more the better.
- Do not judge any idea during the brainstorming session no matter how crazy they are. These ideas may help to stimulate other ideas.

Worksheet - Brainstorming

Brainstorm on how community service can be incorporated in the school calendar based on 5 Ws and 1 H (What, When, Where, Why, Who and How)



Old Age Home



Orphanage



Differently Abled



Health Camp

Activity 3 : Problem Letters

Theme: The first step to problem solving is the identification of the problem. Until we identify and acquaint ourselves with the issue/problem, it will be difficult to get it properly redressed.

Time Required: 2 periods

Materials Needed: Letters prepared in advance, paper and pens

Mode: Activity in groups of 3 students.

Life Skills to be enhanced: Problem Solving, Decision Making, Effective Communication, Self Awareness, Creative Thinking and Interpersonal Relationships

Objective: Students will be able to explore difficult issues and develop suitable responses to these issues.

Getting Started: A creative warm-up activity.

Process:

- Think of situations which students might find themselves in and might be causing them to worry.
- Direct students to write about these situations in the form of a letter to a problem page in a magazine, in groups of two to three.
- Instruct them to talk about the response that they would give the person who is writing the letter.
- Invite the whole class to share and discuss the situations and responses to the different problems.

Key Messages

1. Discussions help in generating a clear understanding of the issues.
2. Multiple viewpoints are put across which leads to greater objectivity.
3. Fresh and new ideas get generated during discussion.
4. Alternatives to issues are looked at when people sit together and address the problem.

Suggested issues for letters

- Peer pressure
- Performance pressure from parents
- Lack of time management skills

Suggested Further Activity:

Students suggest some practical ways for the removal of poverty in India.



Activity 4 : Birthday Line-up

Theme: Problem Solving is best addressed with the support of creative and critical thinking skills. With the help of these, even the toughest of the problems can be solved easily.

Time Required: 2 periods

Material Needed: None

Mode: Activity with the whole class divided into 2 groups.

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 effective ways of solving problems.

Getting Started: A creative warm-up activity.

Process:

- Inform the groups that this is a non-verbal exercise.
- Randomly divide the class.
- Instruct each group to form a single straight line according to birthdays. For example, students with birthdays in January will be at the beginning of the line, earlier January dates will be followed by later dates. The line progresses by months and days with birthdays in December at the end. Students with the same birthday to share the same place in line.
- Instruct students to communicate non-verbally ONLY (no lip reading allowed). Whichever group finishes the line first, should announce it and then each student should shout out his/her birthday, beginning in January.
- Check how accurately they line up.
- Invite both the groups to share their issues and strategies that helped them resolve and reach the final solution.

Guidelines:

- Students can take the first few minutes to prepare their strategies.
- They share their best practices.



Key Messages

1. Creative and Critical Thinking skills are extremely supportive in addressing problems.
2. A fresh approach to problem helps in getting better solutions.
3. If issues are addressed in the right manner, they are resolved easily.

Suggested Further Activity:

Students make groups of four to five students each. Each one of them in the group should write any problematic situation that they are facing or might have faced. Ask them to exchange their problems with others in the group and encourage them to write the possible solutions for that problematic situation which they have got in exchange.



Activity 5 : Addressing Conflicts

Theme: Conflicts and problems can be treated as synonymous. Whenever there is a conflict there is basically a problem, waiting to get addressed.

Time Required: 2 periods

Materials Needed: Conflict Stories, white board and marker pens

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 the structured process of problem solving to resolve conflicts.

Getting Started : A creative warm-up activity.

Process:

- Explain to the students that when there is a conflict, there is a problem. When trying to resolve conflicts, it helps to find a way to think about the problem and then attempt to solve it.
- Write the following steps on the board:
 - Define the problem
 - Brainstorm solutions
 - Choose a solution and act on it.
- Discuss each step with the class. Point out that before the problem solving begins, the people in the conflict have to agree to work it out and not to yell or call names. They want to DE-escalate the conflict, not escalate it. Emphasize that in step two they have to come up with as many possible solutions as they can and in step three they have to choose a solution(s) that is win-win.
- Share the conflict story with the class and discuss it step by step in a sequence of steps. Let students go through the possible solutions and choose those that seem to have the most win-win potential.
- Ask them to go through the list again and discuss how each of the potential solutions may work out.
- Invite them to share which one seems to them the most likely to be 'win-win'.
- Repeat the whole process with another conflict story.



Questions for Discussion:

- How do you decide if a solution might work?
- What are the possible consequences of this particular solution?
- What things does the solution need in order to work? (materials, the cooperation of the other person, involvement of a third person, etc.)

Key Messages

1. Creative and Critical Thinking skills are extremely important for solving conflicting situations.
2. A fresh approach to problem helps in getting better solution.
3. There is a way to do things. If issues are addressed in the right manner, they get resolved easily.

Handout - Conflict Story Scenarios**Science Project Tiffs**

Ravi and Neha were supposed to be working on a science project. Every time they went to the library to work, Ravi wanted to look through books. Neha wanted them to outline their project. *"I don't work the same way you do."* said Ravi. *"I get ideas when I look at books."* *"But we're never going to get anything done at the rate we're going."* said Neha. *"And I'm not going to do the whole thing."*

Messy Rohan

One day Rohan dropped his food in the cafeteria. He slipped in it further and fell. He got tomato sauce, milk, and soft drink all over him. From then on everyone called him *"Messy Rohan."* Rohan hates to be called that, and he doesn't want to go to school anymore.

Suggested Further Activity:

Ask students to reflect on the following:

You and your sibling might be fighting for watching different TV serials at the same time. Think of the possible solutions to come out of this conflicting situation.



Activity 6 : Family Fun Puzzle

Theme: Puzzles provide interesting simulations for practising problem solving. Regular practice of solving puzzles sharpens the mental faculties and develops problem solving skills.

Time Required: 2 periods

Material Needed: Worksheet - Family Fun

Mode: Individual

Life Skills to be enhanced: Problem Solving, Decision Making, Creative Thinking and Interpersonal Relationships

Objective: Students will be able to explore puzzles as an effective way of practising problem solving skills.

Getting Started: A creative warm-up activity.

Process:

- Give one worksheet to each student.
- Instruct students to read the worksheet given and think of a solution to the problem stated.
- Share the solutions with the class.

Key Messages

1. Puzzles help in developing problem solving skills.
2. Fresh and new ideas get generated.
3. Alternatives to issues are looked at.



Worksheet - Family Fun

Dad, Mom, Ria, Siya, and Snowey, the puppy, each want to do something different on a Sunday afternoon. No two family members want to do the same thing.

This is the problem. First, find out what each family member wants to do. Then decide how they can spend the afternoon together and each still enjoy the afternoon. They might need to compromise!

Use the clues given below to determine which choice belongs to each person. Use the grid to guide your thinking. Put an "O" in the box of the choice you know to be correct for each family member. Put an "X" in the boxes of choices you eliminate. Once a choice has been determined as one family member's favourite, it is no longer a possibility as another family member's choice and therefore should be eliminated. (Note: Family members' names are arranged in the grid list in order of age, from oldest at the top to youngest at the bottom.)

1. This four-legged family member wants to go for a walk.
2. This male family member wants to watch sports on TV.
3. The youngest daughter wants to practise shooting baskets.
4. The oldest female family member wants to have a picnic.
5. The oldest daughter wants to shop at the super market.

	Basketball	TV	Picnic	Shopping	Walk
Dad					
Mom					
Ria					
Siya					
Snowey					

What do you think they could do to spend the afternoon together and still enjoy themselves?

Answer:

The following show "O" on the chart:

Dad-TV

Mom-Picnic

Ria-Shopping

Siya-Basketball

Snowey-Walk

Suggested Further Activity:

Students think of a similar situation (as stated in the worksheet) which they have faced at home and write how they arrived at the solution.

Self Assessment Self Awareness

Self Evaluation Scale on Self Awareness

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT	Usually	Sometimes	Rarely
1. My friends have gathered in a room without me and they will speak bad things about me.			
2. I will do anything to impress my classmates.			
3. I admire people who make fun of others.			
4. I get angry without any reason.			
5. I do not say anything to my friend when he/she is doing something wrong.			
6. I am able to speak in front of an audience confidently.			
7. If my teacher criticizes my work, I take it positively and work on the problem.			
8. I speak bad things about others behind their back.			
9. I disturb the stray dog in my colony with my friends.			
10. I can complete all my work on time.			

SELF ASSESSMENT	Usually	Sometimes	Rarely
11. I greet all my teachers and elders.			
12. I can speak to my friends about anything.			
13. I am comfortable speaking to my parents about anything (mother/father/both).			
14. I can concentrate on my work even when my friends want to play with me.			

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 Self Awareness.

Self Assessment Critical Thinking

Instructions: Check the category on the right that confirms to the frequency with which you do the following actions:

Self Assessment	Never	Rarely	Sometimes	Often	Always
I understand the importance of having a schedule and I follow a regular timetable.					
I learn from my mistakes and try not to repeat them.					
Whenever there is a fight in a group, I support the person who is right and he/she may not be my friend.					
I help my friends / siblings to look at things positively when they are in a bad mood.					
I realise that I should not insist on buying the same things as my friends have unless I need them.					
I do not watch TV or play with electronic gadgets for long because I should have time for other things also.					
I realise the importance of outdoor sports to keep myself physically fit.					
I know that I should submit my school work on time and I am particular about it.					
I try to understand my parents' point of view when they scold me.					
I generally make an effort to keep my books in good condition so that I can donate them to the underprivileged children.					
I try to balance my academics with extra curricular activities to be an all rounder.					



Self Assessment	Never	Rarely	Sometimes	Often	Always
I can resist negative peer pressure.					
I realise that I would lose trust of my parents and the teachers if I lie.					
I am focused as I know that it will help me to achieve my goals.					
I can plan and estimate the time it would take to complete my work.					
I set realistic goals and work towards achieving them.					
When in conflict, I consider various options and choose the ones that help me resolve the conflict.					
I try to stop my friends from bullying others because it is wrong.					
I accompany my parents to family functions even when I don't want to as I understand that I cannot be left alone at home for long hours.					
I realise my parents concern when they tell me not to stay out of home till late.					
I agree with my parents when they tell me that playing video games for long hours could be harmful to my health and studies.					
I listen to my conscience and don't do things that I feel are wrong.					

This is a self assessment scale, meant to be used only as an indicator. It can be administered to your self or to a peer to establish areas to 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.

Courtesy : DPS, Gurgaon

Self Assessment Creative Thinking

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. I often find myself totally immersed in a creative idea.			
2. I am quite resourceful and can find the materials I need.			
3. I prefer to play with ideas rather than going with the first thought.			
4. I enjoy discovering new things.			
5. I can adapt my previous skills to suit an unfamiliar task.			
6. I can reflect back on my own work.			
7. I am happy to take a risk even for my idea.			
8. I enjoy working as a part of a creative team.			
9. I don't mind if ideas have more than one interpretation.			
10. I am prepared to ignore other people's opinions if I think my work is good.			
11. I need to sit alone when developing ideas.			
12. I am uninhibited when working creatively.			
13. I have to be in the right mood to do something creative.			
14. Whenever, I get a new idea, I cannot do anything else.			

This is a self assessment scale, meant to be used only as an indicator. It can be administered to your own self or to a peer to establish areas to further enhancement.

Note: Your score in each column gives you an indication of your strengths as well as areas you can improve on. This scale will help you reflect and introspect so that you can work on enhancing your Creative Thinking.

Courtesy: DLDV Model School, Shalimar Bagh, New Delhi

Self Assessment

Effective Communication

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 school mates.			
2. I take part in debates, declamation etc quite often.			
3. I never interrupt a speaker while speaking.			
4. I learn five new words everyday.			
5. I try and be on my best behaviour while I am speaking.			
6. I maintain a steady speed and tone of voice when I speak.			
7. I try and keep my message short and simple.			
8. I have a rich vocabulary.			
9. I take notes when listening to a speaker.			
10. I believe that the art of communication is the language of leadership.			
11. I have a good command over my language.			
12. I choose my words with precision.			
13. I am an active listener.			
14. I speak with correct grammar.			
15. I always think before I speak .			

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 to further enhancement.

Note: Your score in each column gives you an indication of your strengths as well as areas you can improve on. This scale will help you reflect and introspect so that you can work on enhancing your Communication Skills.

Courtesy : DAV, Guargaon

Self Assessment Interpersonal Skills

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT	Yes	No	Maybe
1. If your friend isn't able to help you, would you break your friendship with him/her?			
2. Do you love your parents just because they give you everything?			
3. If your friend betrays you, will your attitude towards him/her change after that?			
4. Is it true that people only help their friends and not the people with whom they aren't familiar?			
5. If your friend isn't able to help you, would you break up with him/her?			
6. If your best friend changes his/her section, would it affect your friendship?			
7. Would problems with family affect you more than that with friends?			
8. Would problems with friends/family affect your academic result?			
9. Do you prefer to work alone or with a team?			

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 to 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 Relationship 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 spend more time looking hopefully forward rather than looking regretfully backwards.			
2. I manage to hide my weaknesses in public.			
3. My mood doesn't affect my decisions.			
4. I don't take time to count my strengths.			
5. I manage to delay my needs according to situations.			
6. I am confident about my decisions.			
7. After any upsetting situation, I manage to calm myself on my own than taking help from others.			
8. I don't usually keep on repeating mistakes.			
9. I can judge others' feelings easily.			
10. I don't give up easily in embarrassing situations.			
11. I can easily get along with people.			
12. I am confident about my own talents and abilities.			
13. I try to learn from negative situations.			
14. I feel confident while expressing my views in public.			
15. I try to avoid difficult and challenging situations.			



SCORING: 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 to 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.

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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 get to sleep or stay asleep.			
2. I take time to make new friends.			
3. I have a positive attitude/outlook on life.			
4. I feel anxious or worried constantly.			
5. I often do what others want me to do.			

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 to 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 Hansraj Model School, Ashok Vihar, New Delhi

Self Assessment Empathy

The Self Report Altruism /Empathy Scale

Instructions: Check the category on the right that conforms to the frequency with which you have carried out the following acts:

Action	1 Never	2 Once	3 More than once	4 Often	5 Very Often
1. I have made an elderly person happy by doing something for him/her (buying presents, playing games).					
2. I have often considered my friend's point of view when we plan to go out.					
3. I have returned the extra balance amount to the canteen worker when he made the mistake of returning me extra money.					
4. I have taken care of my siblings when my parents are away.					
5. I have stopped my friend from insulting a classmate who has failed in an examination.					
6. I often spend time listening to my grandmother's stories rather than watching television.					
7. I have spent time with the underprivileged.					
8. I have let my juniors stand in front of me in the canteen queue.					
9. I feed the stray dogs in my colony.					
10. I have given street directions to strangers.					

Action	1 Never	2 Once	3 More than once	4 Often	5 Very Often
11. I have gone out of the way to help the needy (eg teaching the domestic helper's daughter).					
12. I have helped a stranger if his/her money/wallet was lost.					
13. I understand my teacher's situation when students are making noise in the class.					
14. I have taken care of my mother/father when she/he was ill.					
15. I have donated my personal belongings for a cause (books, clothes etc).					

This is a self assessment scale, meant to be used only as an indicator. It can be administered to your self or to a peer to establish areas to further enhancement.

Note: Your score in each column gives you an indication of your strengths as well as areas you can improve on. This scale will help you reflect and introspect so that you can work on enhancing your skill of Empathy.

Self Assessment Decision Making

Rate yourself on the following three levels by ticking in the appropriate column

SELF ASSESSMENT	Rarely	Sometimes	Usually
1. I consider a variety of potential solutions before I make my decision.			
2. I try to find out the advantages and disadvantages of all alternatives.			
3. When making decisions, I like to collect a lot of information.			
4. I do not make decisions unless I really have to.			
5. I do not like to take responsibility for making decisions.			
6. I like working on my gut initiative feelings rather than careful analysis.			
7. I always devote a lot of time to evaluate options fully before coming to decisions.			
8. I feel under pressure when making decisions.			
9. I like to make decisions quickly and instantly.			
10. I usually take advice from other people to arrive at a solution.			

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 of further enhancement.

Note: Your score in each column gives you an indication of your strengths as well as areas you can improve on. This scale will help you to reflect and introspect so that you can work on enhancing your Decision Making skill.

Courtesy : Hansraj Model School, Punjabi Bagh, New Delhi

Self Assessment Problem Solving

- 1) Rajat is made fun of by everyone in class as he is a slow learner and poor in studies. You feel bad for Rajat. If you wanted to help Rajat in his situation, what would you do?
 - (a) Break my friendship with classmates who tease Rajat.
 - (b) Complain to the teachers and get their counselling done.
 - (c) Ignore them and continue supporting Rajat
- 2) When my classmates tease me because of how I look I:
 - (a) Simply ignore them.
 - (b) Abuse them and fight with them.
 - (c) Complain to my teachers.
 - (d) I try to talk and tell them how I feel about it.
- 3) When in problem (related to academics/adolescents issues) my parents are always able to help me:

1-Strongly disagree	3-Moderately agree
2- Disagree	4-Agree
5-Strongly agree	
- 4) When I see my friends indulging in drug abuse, smoking etc. I:
 - (a) Also do it as it seems to be cool.
 - (b) Break my friendship with them.
 - (c) Complain to my teachers and get their counselling done.
 - (d) I try to talk and discourage them from indulging in such activities.
- 5) Whom do you consult the most in a problematic situation?

(a) Parents	(b) Friends	(c) Siblings
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6) When was the last time that you consulted your parents for a problem faced by you in school?

- (A) Last week (b) Last month
(c) Yesterday (d) Can't say

7) I am Akansha of class VII. My close friends have started bullying others. They also force me to do the same. What should I do?

8) Put the number of your choice against your answer accordingly:

- 1-Strongly disagree 3-Moderately agree
2- Disagree 4-Agree
5-Strongly agree

- (a) I find using abusive language really cool.
(b) I don't find anything wrong in lying to my parents.
(c) I get easily influenced by my friends about things like drinking, smoking etc.
(d) I really don't care about the problems my friends face.
(e) I don't care about the marks I get in my examinations.

9) Whenever I have been bullied by my classmates/friends I have dealt with it by using my negotiating and communication skills:

- (a) Never (b) Sometimes (c) Always

10) If you were insulted by a teacher of yours in front of the whole class on getting bad marks, you would:

- (a) Reply back and shout on her.
(b) Ignore her and walk away.
(c) Try to find out the reason behind her saying that.
(d) Make her apologize to me in front of the class.



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 to further enhancement.

Note: This scale will help you reflect and introspect so that you can work on enhancing your Problem Solving skills.

CENTRAL BOARD OF SECONDARY EDUCATION

2, COMMUNITY CENTRE, PREET VIHAR, DELHI

CIRCULAR NO. 21

D(A)PA/38/2003

5th September, 2003

To

All Heads of Institutions

Affiliated to CBSE.

Sub: Life Skills Education for Class VI

Dear Principal,

The Board has introduced Life Skills Education as an integral part of the curriculum of class VI. The schools are advised to adopt an inter-disciplinary approach for transacting the curriculum of Life Skills Education. The transaction should be both through formal modes of learning as well as through co-curricular activities and other informal approaches to learning.

The student may be evaluated through letter grading which could be reflected in the Continuous and Comprehensive Evaluation Certificate being provided to the students by the schools.

The objectives of introducing the Life Skills Education is to empower the affective domain of the learners so that they are able to develop a sense of self-confidence, eco-sensitivity and right approaches to life processes etc. Development of basic Life Skills is central to the transaction of this curriculum so that the learners developed as competent and contributive citizens. The textual material titled "Life Skills Education - Class VI" has been developed by the Board which is available in all our Regional Offices. The cost of the book is Rs.36/-. You are advised to ensure that all the students of your institution are benefited by the effective use of this book.

The Board is in the process of developing textual materials for the other classes and the same will be communicated to you shortly.

Yours sincerely

(G.BALASUBRAMANIAN)

DIRECTOR (ACADEMIC)

CENTRAL BOARD OF SECONDARY EDUCATION

ACADEMIC BRANCH, SHIKSHA SADAN
17, ROUSE AVENUE, NEW DELHI-110002

CIRCULAR NO:11/04

D(A)PA/LS/04

26th February, 2004

To

All Heads of Institutions

Affiliated to Board

Sub: Life Skills Education in class VII

Dear Principal,

As you are aware, the Board had already introduced the subject of Life 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 classrooms walls and scope should be provided for the same in the co-curricular and extra-curricular activities. The subject has to be evaluated in context and as a part of the continuous and comprehensive evaluation. The Board feels the introduction of the above subject with your cooperation would facilitate in imbibing right attitudes for the holistic growth of the learners.

Yours faithfully,
(G.BALASUBRAMANIAN)
DIRECTOR (ACADEMIC)

CENTRAL BOARD OF SECONDARY EDUCATION

2, COMMUNITY CENTRE, PREET VIHAR, DELHI

CIRCULAR NO: 04/2005

NO.D(A)/PA/ 2005

25th January, 2005

All the Heads of Institutions affiliated to CBSE

Subject : Life skill Education - Reg

Dear Principal,

As you are aware, the Board had introduced the concept of Life 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)



Glossary



A

Adolescence

A period in life that begins with biological maturation, during which individuals are expected to accomplish certain developmental tasks, and that ends when they achieve a self-sufficient state of adulthood as defined by society.

Age Changes

Biological and experiential changes that accompany aging, irrespective of cultural or historical context.

AIDS

Acquired Immune Deficiency Syndrome: a sexually transmitted disease resulting from a virus that attacks the immune system; can also be transmitted through contaminated blood transfusions or from an infected pregnant woman to her foetus.

Alcohol

A drug that functions as a central nervous system depressant.

Anxiety

It is a common emotion which can be positive or negative. It is commonly known as the body's natural "fight or flight". It is a response of an individual to stressful experiences.

Assertiveness

It is a particular mode of communication. *Dorland's Medical Dictionary* defines assertiveness as a form of behavior which affirms the person's rights or point of view without either aggressively threatening the rights of another or submissively permitting another to ignore one's rights or point of view.

Attitude

A tendency to respond positively or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's responses to different stimuli.

Attribute

An attribute is a characteristic of an object, person, thing, etc.

B

Behaviour

A range of actions and mannerisms made by organisms or systems in response to various stimuli or inputs, whether internal or external. It is the external expression of our mental processes.

Bullying

Repeated aggressive behaviours or remarks occurring over an extended period of time that the victim finds difficult to defend against.

C

Cognition

The process of organizing and making meaning of experience. Interpreting a statement, solving a problem, synthesizing information, critically analyzing a complex task; all are cognitive activities.

Competency

It is the ability of an individual to do a job properly.

Conformity

The tendency to go along with the norms and standards of one's group.

Cooperative learning

Placing students of different ability levels together in small working groups.

Coping

Strategies for managing stressful situations that tax personal resources.

Curiosity

It refers to the inquisitiveness on the part of an individual. It is a disposition to inquire, investigate, or seek after knowledge. It is a desire to gratify the mind with new information or objects of interest.

D

Desire

It is a sense of **longing** for a person or object or hoping for an outcome.

Depression

An affective disorder that may take a number of forms, all of which are characterized by a disturbance of mood.

Dislike

It is an attitude or a feeling of distaste or aversion. It is an inclination to withhold approval from some person or group.



E

Early adolescence

That period of adolescence between the ages of about 11 to 15, marked by the onset of puberty, changing gender roles, more autonomous relationships with parents, and more mature relationships with peers.

Emerging Adulthood

A period between adolescence and adulthood characterized by demographic unpredictability and increased opportunity for identity exploration.

Empathy

The capacity to share an emotional response with another person, as well as the ability to discriminate the other's perspective and role.

Envy

It is a feeling of ill will towards someone else. It is an emotion that often causes low self esteem or low self confidence.

Experiential learning

It is the process of making meaning from direct experience or learning from experience.

Experiment

A research procedure in which participants are randomly assigned to groups that are then treated differently.

Exploration

The process of exploring possibilities and life options in achieving an identity.

G

Gender

The cultural and psychological contributions to being female or male.

Guidance

A process of helping individuals through their own efforts to discover and solve their own problems. It is developing the potentialities of the individual by an expert for his personal and social usefulness.

I

Identity

The part of one's personality of which one is aware and is able to see as a meaningful and coherent whole.

K

Knowledge

It can refer to familiarity with facts, information, skills, data or information.

L

Late Adolescence

The period of adolescence between the ages of about 16 to 19 that is organized around the central task of achieving an identity, in which adolescents integrate their sexuality into their relationships, prepare for a vocation, and fashion a personal set of beliefs.

Learning disability

Difficulty with academic tasks that is not due to emotional or sensory problems and presumably reflects neurological disfunction.

Life style

A way of living of individuals, which they manifest in coping with their physical, psychological, social, and economic environments on a day-to-day basis.

M

Maturation

A potential confound resulting from systematic changes over time that are not due to the treatment being studied.

Middle School

A secondary school that includes the sixth through the eighth grades.

Motivation

A process of arousing, maintaining, and controlling one's interest in a certain activity.

O

Open ended questions

These are unstructured questions in which possible answers are not suggested and the respondent answers it in his or her own words.

P

Peer group

A group of individuals of the same age; a social group that regulates the pace of specialization.

Peer pressure

It is influence exerted by a peer group. It encourages individuals to change their attitudes, values and behaviour in order to conform to group norms.





Physical

Physical means relating to the structure, size, or shape of something that can be touched and seen. It pertains to the body of an object, person, thing, etc.

Psychological

It relates to the mind or mental activity or phenomena. It is a subject matter of Psychology.

Psychosocial abilities

These are the abilities which allow an individual to interact with, perceive, influence and relate to others. These abilities must work together with our communication skills to enable us to interact appropriately with other individuals and function within a socially meaningful context.

R

Reinforcement

Any event that when contingent on a behaviour increases the probability of that behaviour occurring again.

Relationship

A relationship is normally viewed as a connection between individuals, such as parent-child relationship.

Resilient

Characterized by attitudes and social skills that enable individuals to function in a variety of settings.

Role models

Individuals whose patterns of behaviours are often observed, held in high regard, and used to guide the thoughts, feelings and actions of others.

S

Sarcasm

It is a sharp, bitter remark usually conveyed through irony.

Self-efficacy

It is a measure of one's own ability to complete tasks and reach goals. It is a person's belief in his or her ability to succeed in a particular situation. It affects the ability of an individual to face challenges competently. It is distinct from self-esteem, confidence, and self-concept.

Self-esteem

The evaluative dimension of the self that includes feelings of worthiness, pride and discouragement.



Self-regulation

Setting goals, evaluating one's own performance, and adjusting one's behaviour flexibly to achieve these goals in the context of ongoing feedbacks.

Sexual maturity

It is the age or stage when an organism can reproduce. In humans, the process of sexually maturing is termed puberty.

Social Skills Training

A component of social-cognitive intervention programs.

Strategies

Activities that organize cognition so as to improve performance, such as repeating a phone number or categorizing a list of things to be remembered.

Stress

The body's response to an event that requires adapting to changes brought about by that event.

Strengths

It is a state or quality of being physically or mentally strong.

Social sensitivity

Greenspan views social sensitivity as a person's ability to correctly interpret the meaning of a social object or event.

V

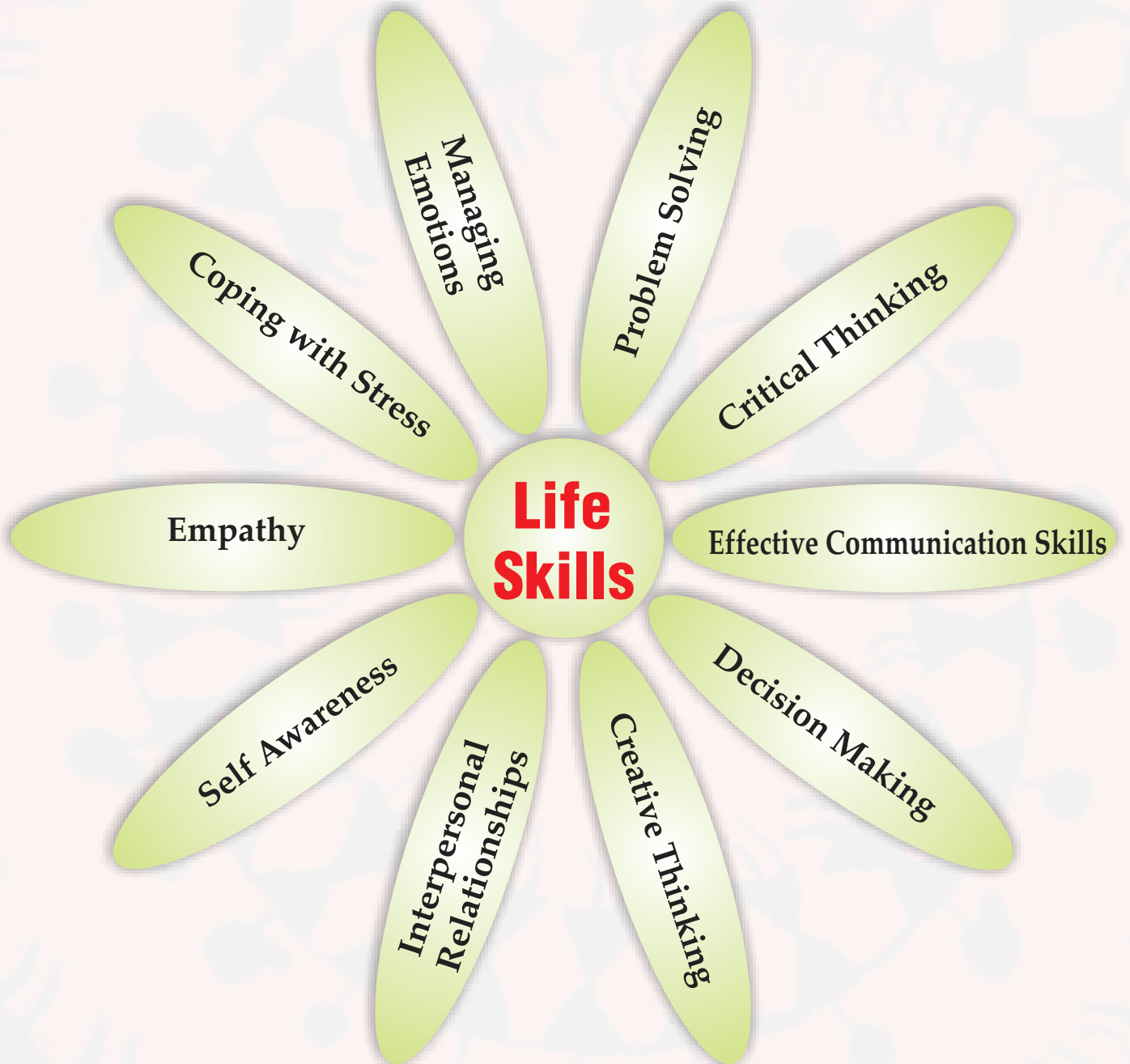
Values

Values are important and long lasting beliefs or ideals followed by the individuals in a particular culture. Values determine what is good and what is not. They exert influence on the behavior of an individual.

W

Weaknesses

It is a state or quality of being physically or mentally weak.





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