



**LIFE SKILLS
EDUCATION**

&

CCE

OVERVIEW

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SUMMARY

BACKGROUND

* Life Skills Education

- Introduced for class VI in 2003-2004.
- Interdisciplinary in nature.
- Evaluation through grades as Continuous and Comprehensive Evaluation only positive attributes of learners to be reflected.
- Develops self awareness, social commitment, eco-sensitivity and positive adaptive behaviour in children.
- Implemented in class VII in 2004-2005 and in class VIII in 2005-06.
- Course materials have been published by CBSE.
- Training Programmes are being conducted.

Circulars Nos.21/05.09.03, 11/26.02.04; 04/25.01.05

An Excerpt- Empowerment of Teachers

- * New syllabus, new courses, new approach in pedagogy**
- * Extensive and continued training of teachers is required**
- * CBSE extends help for such teachers training courses**
- * Besides this step, the Board provides training to teachers in Disaster Management, Education in Life Skills and Mathematics Laboratory.**
- * It is necessary for the schools also to provide the teachers a thorough understanding of NCF 2005 and the new NCERT syllabus**

Global Perspectives



UNESCO'S Education For All Goals and Life skills

***EFA**-Education for All Goals

Six internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

Life Skills in EFA

* EFA Goal No.3 :

“Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and **life-skills programmes**”

* EFA Goal No. 6 :

“Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and **essential life skills**”

WHY LEARNING LIFE SKILLS ?

Delors Report :

'Learning: The Treasure Within'

- **Learning To Know**
- **Learning To Be**
- **Learning To Do**
- **Learning To Live Together**

SHIFTING LIFE SKILL CONCEPT

* **From:**

**Survival and income generation
skills (i.E. Livelihood skills)**

* **To:**

**Individual's capacity to fully
function and participate in daily life
(i.e. Life skills)**

ACTIVITY 1

MAKE A BID.

- * YOU ARE GIVEN A 1000 POINTS
- * LOOK AT THIS LIST AND ALLOT POINTS AS PER YOUR PRIORITY



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ACTIVITY 2

POSITIVE STROKES

- * **Positive Strokes make one feel good about oneself**
- * **It also makes you feel good when you say nice things to each other**
- * **Feeling good makes you behave in a more positive manner in everyday situations**

KEY ISSUES AND CONCERNS OF ADOLESCENTS

1. Developing an Identity

☐ Self – awareness helps adolescents understand themselves and establish their personal identity. Lack of information and skills prevent them from effectively exploring their potential and establishing a positive image and sound career perspective.

KEY ISSUES AND CONCERNS OF ADOLESCENTS

2. Managing Emotions

- Adolescents have frequent mood changes reflecting feelings of anger, sadness, happiness, fear, shame, guilt, and love. Very often, they are unable to understand the emotional turmoil.
- They do not have a supportive environment in order to share their concerns with others. Counseling facilities are not available.

KEY ISSUES AND CONCERNS OF ADOLESCENTS

3. Building Relationships

- ❑ As a part of growing up, adolescents redefine their relationships with parents, peers and members of the opposite sex. Adults have high expectations from them and do not understand their feelings.
- ❑ Adolescents need social skills for building positive and healthy relationships with others including peer of opposite sex. They need to understand the importance of mutual respect and socially defined boundaries of every relationship.

KEY ISSUES AND CONCERNS OF ADOLESCENTS

4. *Resisting Peer Pressure*

- * Adolescents find it difficult to resist peer pressure. Some of them may yield to these pressures and engage in experimentation.
- * **Aggressive self conduct; irresponsible behaviour and substance abuse involve greater risks with regard to physical and mental health.**
- * The experiment with smoking and milder drugs can lead to switching over to hard drugs and addiction at a later stage.

KEY ISSUES AND CONCERNS OF ADOLESCENTS

5. *Acquiring Information, Education and Services on issues of Adolescence*

- * Exposure to media and mixed messages from the fast changing world have left adolescents with many unanswered questions
- * The widening gap in communication between adolescents and parents is a matter of great concern.
- * Teachers still feel inhibited to discuss issues frankly and sensitively.
- * Adolescents seek information from their peer group who are also ill informed and some may fall prey to quacks.
- * Fear and hesitation prevents them from seeking knowledge on preventive methods and medical help if suffering from RTIs and STIs.

KEY ISSUES AND CONCERNS OF ADOLESCENTS

6. Communicating and Negotiating safer life situations

- * Sexually active adolescents face greater health risks.
- * Girls may also face mental and emotional problems related to early sexual initiation.
- * Resisting the vulnerability to drug abuse, violence and conflict with law or society.

UNDERSTANDING LIFESKILLS- A Teacher's Perspective

- ✿ Life skills have been defined as *“the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”* (WHO).
- ✿ **‘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 find a ray of hope and opportunities to find solutions.

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 cope with managing their lives in a healthy and productive manner**



★ “life-skills based education is

-behavior change or behavior
development approach

-designed to address a balance of three
areas:

❖ knowledge, attitude, and skills.

KEY LIFESKILLS

The Ten core Life Skills as laid down by WHO are:

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem Solving
7. Effective communication
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotion

GENERIC LIFE SKILLS

1 COGNITIVE SKILLS – including search, selection, analysis of information; critical thinking; problem-solving; understanding consequences; decision-making; adaptability; creativity

2 EMOTIONAL COPING SKILLS – including motivation; sense of responsibility; commitment; managing stress; managing feelings; self-management, self-monitoring and self-adjustment

3 SOCIAL OR INTERPERSONAL SKILLS – including communication; assertiveness; negotiation/refusal skills; cooperation; empathy; teamwork

Important FAQs

**LET'S DISCUSS SOME
KEY QUESTIONS...**



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KEY STEPS IN LIFESKILLS APPLICATION

➤ FROM KNOWLEDGE

➤ TO SKILL

➤ TO APPLICATION AND

➤ ADVANCING ATTITUDE



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LIFE SKILLS IN THE CURRICULUM

Scholastic

- Academic
- Work ation
- Art Education

Co Scholastic

- Life Skills
- Attitudes and Values
- Participation and Achievement
- Outdoor Activities
- experience
- Physical and Health Education

ASSESSMENT- CCE

Comprehensive

- ✓ **Scholastic - Subject specific areas.**
- ✓ **Co-Scholastic - Life skills, attitudes & values and other co curricular activities**
- ✓ **Includes a variety of tools and techniques for assessment of the learners.**

GRADING SCALE FOR SCHOOL ASSESSMENT

Assessment areas:

GRADING SCALE (Point)

Part 1 A : Scholastic	9
Part 1 B : Scholastic	5
Part 2 : Co-Scholastic	
Part 2 A : Life Skills	5
Part 2 B : Attitudes & Values	3
Part 3 : Co-Scholastic	
Part 3 A: Co-curricular Activities	3
Part 3 B :Health & Physical Education	3

GRADES

Work Experience

Art Education Physical Education

Life skills

GRADE

A+

A

B+

B

C

THINKING SKILLS

INDICATORS :

Student demonstrates the ability to:

Be original, flexible and imaginative.

- **Raise question, identify and analyze problems.**
- **Implement a well thought out decision and take responsibility.**
- **Generate new ideas with fluency.**
- **Elaborate / build on new ideas.**

**Most indicators in a skill
A+**

**Many indicators in a skill
A**

**Some indicators in a skill
B+**

**Few indicators in a skill
B**

**Very few indicators in a skill
C**

SOCIAL

INDICATORS :

Student demonstrates the ability to:

Identify, verbalize and respond effectively to other's emotions in an empathetic manner.

- **Get along well with others .**
- **Take criticism positively.**
- **Listen actively.**
- **Communicate using appropriate words, intonation and body language.**

Most indicators in a skill A+

Many indicators in a skill A

Some indicators in a skill B+

Few indicators in a skill B

Very few indicators in a skill C

EMOTIONAL

INDICATORS :

Student demonstrates the ability to:

- **Identify own strength and weakness.**
- **Be comfortable with self and overcome weakness for positive self – concept.**
- **Identify causes and effects of stress on oneself.**
- **Develop and use multi-faceted strategies to deal with stress.**
- **Express and respond to emotions with an awareness of the consequences.**



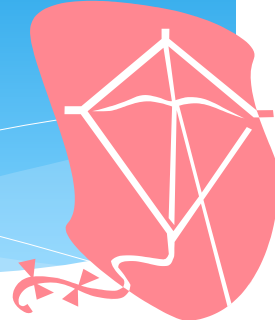
SUMMARY

What are the “Life Skills” ?

- * **Decision Making**
- * **Creative Thinking**
- * **Critical Thinking**
- * **Problem Solving**
- * **Negotiation Skills**

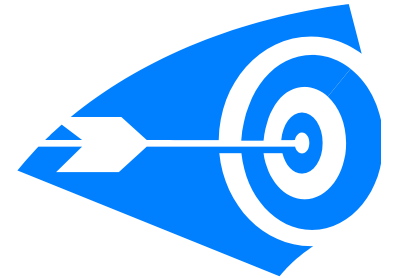
- **Interpersonal Relationship**
- **Self Awareness**
- **Empathy**
- **Effective Communication**

- **Coping with stress & Emotions**



Significance of learning Life Skills

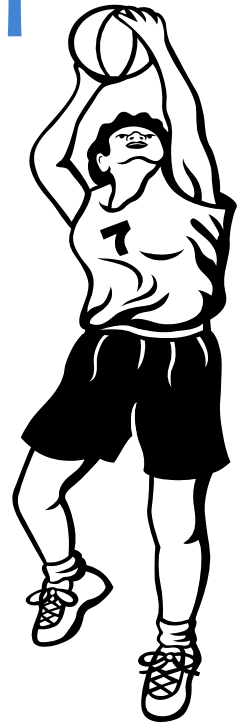
- * To be able to explore alternatives
- * Weigh pros and cons
- * Make rational decisions
- * Communicate effectively
- * **To say “No”**
- * **Be assertive**



What is Decision Making ?

- * **Abilities to assess available options**
- * **To foresee the consequences of different decisions (actions/non-actions)**

No decision is also a decision



Decision Making

Major Life Decisions

GOALS

Develop, Prioritize, attain

CHOICE

Of life style, study & food habits, hobbies

COPING UP

With stress, alcohol, drugs, STD, AIDS

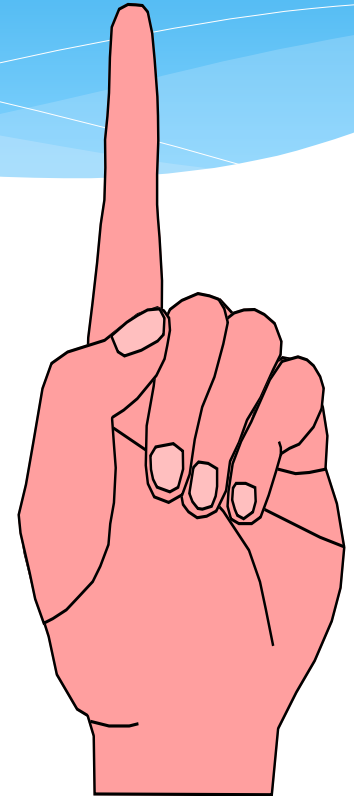
CAREER

Choice of profession, further study



Responsible Decision Making

Making decision after
examining the choices &
consequences **in view of**
one's values and goals
is Responsible Decision
Making



Steps for Responsible Decision Making

- * Identify/Define the problem
- * Consider the consequences or outcomes
- * Consider family and personal values
- * Choose one alternative
- * Implement the decision



Creative Thinking

- * Enables to explore available alternatives and consequences of actions or non-actions
- * Contributes to Decision Making & Problem Solving
- * Helps adolescents to respond adaptively and with flexibility to the daily life situations



Critical Thinking



- * Ability to analyze information and experiences in an objective manner
- Helps adolescents to recognize and to assess the factors influencing attitude & behavior - values, pressures (peer , family)
- * Key to form right attitudes towards life
- * **Assists in developing responsible behavior.**

Effective Communication



- *To express ourselves
- *verbally & non-verbally
- *To express opinions, desires, needs & fears also
- *To ask for advice and help

Empathy

- * Ability to understand and accept others
- * To put oneself in other person's shoes
- * Being nurturing and tolerant
- * Encourages a positive behavior towards people in need or difficulty



Interpersonal Skills

- * To be able to develop & nurture supportive networks
- * To be able to end relationships constructively
- * Helps adolescents to relate to people in positive ways



NEGOTIATING SKILLS



- Allows to solve an issue, problem or conflict
- Without anger, intimidation, insubordination, aggressive force or behavior
- Negotiate as soon as possible for communication
- Deals constructively with problems
- **PROBLEMS if left unresolved ⇒ MENTAL & PHYSICAL STRESS**

**Behavior
change
through**

Life Skills



1. **Ignorance**
2. **Awareness**
3. **Concern**
4. **Knowledge**
5. **Motivation**
6. **Readiness to change**
7. **Willingness to change**
8. **Acceptance**
9. **Habit**
10. **Lifestyle**

STAGES

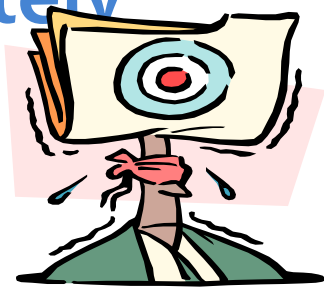


- Identify the problem or issue
- Collect information/knowledge
- Associated physical, emotional, psychological feelings
- Possible ways of solving
- Effective communication skills
- Alternative solutions
- Mutual decision

To Achieve

Coping with emotions & stress

- * Recognizing effects of emotions on others and ourselves
- * Being aware of how emotions influence behaviors
- * Able to respond to emotions appropriately

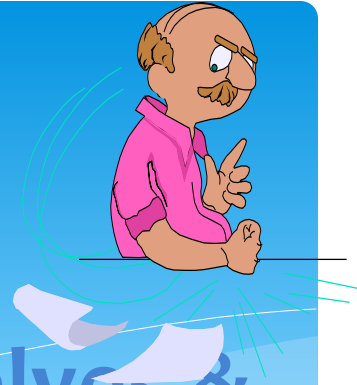


How to cope with stress

- * Recognize sources of stress in our life
- * Recognizing how these affect us
- * Identifying ways that help to control our levels of stress
- * Learning how to relax to minimize tensions



Self Assertiveness



- * Assertive people respect themselves & others equally
- * It is communicating feelings and need while respecting rights of others
- * Being able to stand up for one's own values and needs
- * Take control of one's decisions
- * Recognize attempts of others to control

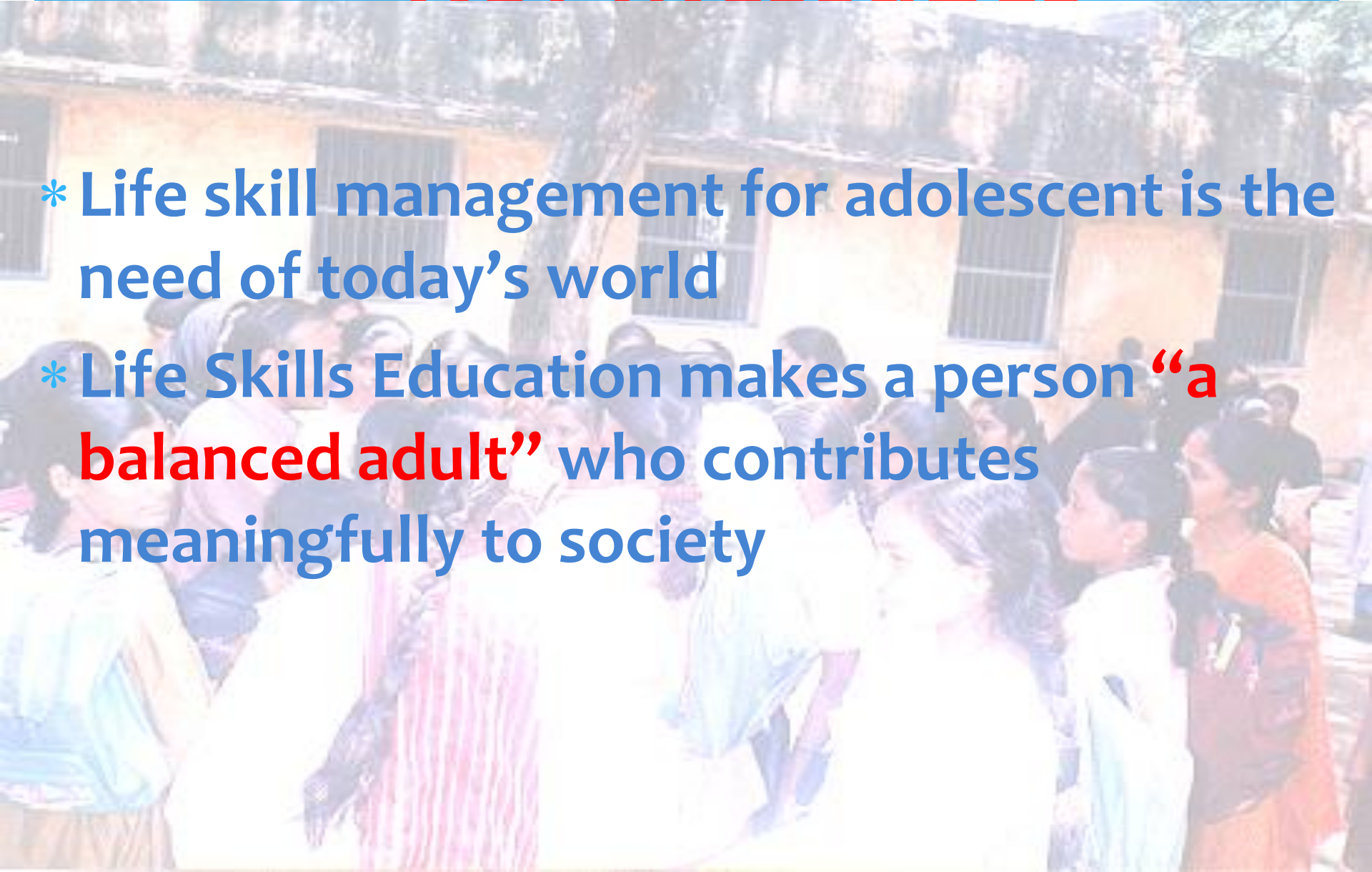
Life Skills Education

- * Dynamic teaching & Dynamic learning
- * Working in small groups & pairs
- * Brainstorming
- * **Role-plays**
- * Experiential learning
- * Games & debates
- * Home assignments, to further discuss and practice skills with family & friends.



Key Messages

- * Life skill management for adolescent is the need of today's world
- * Life Skills Education makes a person “a **balanced adult**” who contributes meaningfully to society



Thus, the *'Life skills'* ...

are applied

- * in various aspects of life
- * in human relationships, learning about rights & responsibilities
- * in health issues:
 - **Mental Health-Stresses**
 - **HIV-AIDS /STD Prevention**
 - **Drug abuse,**
 - **Sexual violence**
 - **Teenage pregnancy**
 - **Suicide Prevention**

Therefore, the Adolescents should know about 'Life skills' because

- * Empowers them to take positive actions to protect themselves and to promote health and positive social relationships.
- * Utility in Other areas
 - * Environment Education
 - * Consumer Education
 - * Peace Education
 - * Social cultural Issues



**“We are guilty of many errors and many faults,
but our worst crime is abandoning
the children,**

neglecting the foundation of life.

Many of the things we need, can wait.

The children cannot.

**Right now is the time his bones are being formed,
his blood is**

being made and his senses are being developed to him

we cannot answer

“Tomorrow”.

His name is “Today”.

Gabriela Mistral, 1948

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- * CCE-CBSE Presentation
- * NAEP Teacher's Workbook for student Activities