Appendix 1: Interview Schedules

1.a. Tentative Interview schedule for life skills organisations
(expanded through discussions with individual members of the organisations)

1. What does life skills mean to you? How do you define it? (Do you see it as skill / knowledge / attitudes / values?)
2. Do you differentiate it from other forms of development programmes like soft skills, personality development, value education, social skills, etc?
3. What motivated you to take up this work? How did you enter this field of work? Why life skills?
4. What is the vision you have for your programme?
5. How does it help children?
6. What do you hope to achieve through this initiative?
7. How does it tie-up with your larger organisational vision?
8. Who do you think needs life skills? (Why government schools as sites of intervention?)
9. Why do you mostly focus on government / low-income schools?
10. Is there a difference in terms of your programmes for government versus high-income private schools?
11. How do you hope to measure the impact of your programmes?
12. Who supports these programmes? (in terms of funding)

1.b. Interview Schedule for DSERT

1. What do you mean by life skills education? Do you see them as knowledge / skills/ attitudes/ values?
2. Why did you introduce life skills education in schools? What do you aim to achieve out of it?
3. How does it help children?
4. In which schools have you introduced life skills education (only government or all state board schools)? Has it started already?
5. How does life skills education fit into the overall framework of education? What are the focus areas of the programme?
Yamuna: I will tell you a story. Listen carefully. This is about 10 frogs which lived in a river. A few of the frogs, about five of them, think of moving to another river to get better food. So how many frogs left the river?

Students (in chorus): five...10...

Yamuna: I said five frogs were thinking (emphasising this) of going to another river. I did not tell you how many went to another river. So thought has not taken action here.

(Turns to the blackboard and writes ‘Decision’ on the board. Students, in chorus, start shouting “memory”, in response to this. She continues to write ‘Decision → Action-Oriented’, then turns and addresses the students).

Yamuna: You all, before coming to the ninth this year, would have thought you have to study well. You have to make it action-oriented. If you haven’t converted it into action it will get cancelled. Next topic let us take, ‘Thinking of being good’. Every decision has good and bad consequences. What are the good consequences of being a good student?

Student 1: Girls are always called good. Boys are called bad.

(Children start laughing)

(Yamuna rephrases the question)

Student 2: We will get good marks.

Student 1: We should do our work, complete our work. We shouldn’t bring a bad name to our school.

Student 3: We will have a good name with teachers. There will be discipline. We will get good marks.

Yamuna: So these are the good consequences of this decision. What are the bad consequences that come from it? ...

Student 4: Responsibility becomes more.

Student 5: We can’t make noise in class.

Student 6: We will have less freedom.

Yamuna: So if a student is a good student there will be these good and bad consequences. In your class there are some students who are sitting on the first bench. Their decisions have become action-oriented. What are the good consequences of this?

Student: We can see the board clearly.

Student: We can hear well.

Student: Some teachers consider first benchers bright and back benchers dumb.

(Yamuna writes these responses on the board)

Yamuna: What are the bad consequences of this?
Student: We can’t eat food during class.
Student: We can’t sleep in class.
Student: We can’t do mischief.
Student (girl): If we sit on the last bench teachers will only ask the back-benchers more questions.

(Yamuna is about to write this under the bad consequences column).

Student (same girl): That’s a good consequence miss.
Student: We can’t copy.
Student: We can’t fight.

Yamuna: Which do we have more? Good or bad?
(Children respond stating there are more bad consequences. Yamuna pauses as she doesn’t know how to respond).

Yamuna: Which will be more suitable to you? That’s up to you to decide.
(Programme Manager Ranjit enters the class at this point to monitor the session)

Yamuna: So, when we take a decision, there are…(pauses)
Students (in chorus): Good consequences.
Yamuna: What are the consequences?
Students (in chorus): Good and bad

Yamuna: Now lets take the middle rows. What are the good and bad consequences?
Student: Teachers never start checking from the middle.
Yamuna: So that’s a good consequence (is about to write it under the ‘good’ column)
Student: No miss, that is bad.
Student: We can listen to lessons. (Yamuna writes it under the ‘good’ column)
Student: We can’t sleep or eat
Student: We can’t listen to lessons
Student: We can’t make noise
(Yamuna writes these last three responses under the ‘bad’ column)

Yamuna: So where you sit in class is your decision. You have made it action-oriented, and you have only told me the consequences of this. Now let’s think of something outside the classroom.

Students: Playground…

Yamuna: Let’s take new year. Yesterday was (writes this on the board) 12.12.12. You may have decided to study well. Has this become action-oriented?
(Children go silent for a few seconds, then some answer saying ‘no’).

Yamuna: Let’s think about smoking. (There’s laughter among the students). What are the good and bad consequences of this?
Student: We can get cancer.
Student: Health will get upset
Student: It pollutes
Student: Teeth gets spoilt
Student: People smoke to be recognised
(Yamuna puts these under the ‘bad’ consequences)
Student: One gets happiness by smoking
Student: You should have one cigarette a week
Student: It is stylish
Student: It relieves tension
(Yamuna lists these under ‘good’ consequences)
Yamuna: So there are more bad consequences than good.
Next step – you have to assess whether there are more of good or bad consequences to the decision. If you have taken a decision you have to think of its consequences also. You should think if I should go ahead or not. If good is more you should go with that; if bad is more you should not go with it. That decision, who needs to take? You only. You only know –or should I take (the decision)? So choice is yours. What other decision should we talk about?
(There are a chorus of answers and some children say ‘love’) 
Yamuna: You are all good children. You only told me that you only focus on studies (in a mocking tone).
Student: No miss, we don’t think of love.
Student: It’s all waste…
Yamuna: Why? I’m talking about love for parents (in a mocking tone still)… All that we don’t need now. Let’s keep it for college. Do we need to talk about it now?
(In a chorus children say ‘no’).
Yamuna: Ok, so why is it necessary to think before we make a decision?
Student: Because if we take decision without thought we will have to suffer the consequences later.
(Yamuna catches some children talking)
Yamuna: See, in the first bench they are talking as I am teaching. That may be their thinking. Is that correct?
(Children in chorus respond saying ‘no’)
Yamuna: I don’t know. That is their thought, but how should we decide? (Pauses, then tells them about homework). From the first to ninth standard you would have all taken many decisions. Has this become action-oriented? What are its good and bad consequences? Think of some important decisions in life, like joining AGS school where you are getting good education. And think of the questions in relation to this.
Appendix 6: Blind Drawings

7// Blind Drawing

**LEARNING OUTCOMES:** By the end of the session the participants should be able to:
- Identify how to communicate accurately or properly.
- Listen attentively while following instructions.
- Give instructions clearly.

**Focus Areas:** Communication, Listening, Different Learning Styles, Working Together, taking and giving instructions

**MATERIALS:**
- Paper
- Coloured sketch pens for all the youth.

**SCHEDULE:**
- Pre Session (15-30 mins)
- Warm Up (20 mins)
- Main Activity (45 mins)
- Reflection Circle (35 mins)
- Closing (20 mins)
- Post Session (15-30 mins)

*NOTE:* The parts in the curriculum which are in *italics* (*different font and small*), are instructions which will be read out to the children directly. The rest of it (non-italics) is for the facilitators understanding and will not be read out to the children.

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1 The module has been reproduced from IP’s life skills arts curriculum for sixth-eighth standards, for 2012-2013.
PRE SESSION (15-30 MINS)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

WARM UP (20 MINS)

Individual Check: If you could have any super power, what would you choose, and why?

Community Check In: Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Help them to make changes/modifications to the agreements, or to identify areas of group building where they can do better.

Dream Warm Up:

Pass the Sound and Face

1. The first person makes an expression and a funny sound, and passes it to the person on their right.
2. That person must copy it exactly, then pass on an expression and sound that is entirely different.
3. Pass around until it goes all the way around.
4. Please make up new and different faces and sounds every time.

BLIND DRAWING (45 MINS)

This is a game that helps us realize how hard it is to communicate clearly, and to plan together on how to communicate more clearly.

Instructions

1. Everyone sits down and draws a very simple picture using basic shapes like triangles, squares and circles. It need not look like anything. It can be abstract.
2. Then, find a partner and sit back to back to back with them. Choose who will be partner A and partner B. Partner A will go first,
Life Skills thru Arts: Standard 6, 7 & 8

guiding and giving instructions to partner B so that Partner B will
make a drawing that looks exactly like Partner A's.

3. After 5 minutes, compare drawings (Partner B's first drawing with
basic shapes must still stay a secret). Now, make a plan. How can
you make your second try better? As a whole group, the pairs can
share their ideas of how to be more successful with the second try.

4. Now, sit back to back again, and for five minutes Partner B will try
to instruct Partner A to draw their drawing exactly.

Give them a few minutes to compare the drawings, and come back to
the circle for reflections.

**REFLECTION CIRCLE (35 MINS)**

First ask WHAT happened.

- What happened in the groups?
- Were your drawings close or far from the original? Why? What was
  happening?
- What kinds of communication were you using? Where was the
  communication not working?

Then move into the SO WHAT section.

- What does this tell us about our lives? Where do we see these
dynamics?
- If communication is never fixed or proper, what does that mean in our
  communities?

Then move to NOW WHAT.

- The now what section will be a time to help them apply their
  learning to their lives, and make commitments to try new things in
  their schools, families or communities.
- What can we do to communicate more clearly, and to listen to
  understand?

**CLOSING (20 MINS)**

This game comes from the French Surrealists. You can tell the youth that
"This game was use by serious artists, and is a way of drawing from their
heart and feelings, instead of with the mind. Whatever you add to the
drawings will be part of a bigger whole."

- Give each participant a piece of paper.
Show them how to draw just the top part of the head of a monster and write a few words about the monster, then fold over the paper, and make lines where their drawing will join with the next person's drawing.

Only these connecting lines should be visible.

Pass the folded drawings to the right.

The next person will start their drawing from the folding lines which they see, drawing the bottom half of the head or face of the monster, then folding over the paper, and drawing lines that go over the fold where the neck will begin.

Continue like this until you get all the way down to the toes, or even the ground beneath the feet. Pass the papers one more time and then open them. The last person adds a title and reads the piece aloud.

Check Out:

If your creature/monster could make a sound to say goodbye to the group, what sound would it make?

**POST SESSION (15-30 MINS)**

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.
Appendix 5: Your Strengths, Your Opportunities.¹

Objective: To create an awareness about the strengths, weaknesses and opportunities

Time: 1 hour 30 min

Materials: Writing materials

Activity: Activity is done at two levels.

- From the roles I play activity students were made aware of their roles and responsibilities and now they will be working out with their strengths and opportunities.
- Students are asked to write their name on the top center of the page. Then they are asked to indicate their strengths, weaknesses and opportunities and threats below the respective arrows as shown below.

```
NAME
```

```
\[ S \quad W \quad O \quad T \]
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Level 2:

- Here students are guided to look into their strengths and corresponding opportunities available.
- They are asked to list out their strengths like good voice, can take decisions for the class, good in dance etc.
- Students will think about the opportunities available at school and home corresponding to their strength. Note down the same in their book.

Facilitating Questions:

¹ The module has been reproduced verbatim from VYB’s life skills curriculum for 2011-2012.
• Was it easy to write about your strengths and weaknesses? Why?
• Is it possible to grow beyond your weaknesses and threats?
• Do you think every one of us have our own strengths and weaknesses?
• What have you learned from this activity?
• How can you apply your strengths to the roles you play considering the role of a student in particular?
Appendix 4: MFCL’s Guidelines for Behaviour

MFCL’s Guidelines for Behaviour

ನಾನು ಸ್ವತಂತ್ರರಾಗುವು (Self-awareness)

ನಾನು ನನ್ನರನ್ನು, ನನ್ನನ್ನು, ನನ್ನನ್ನು, ನನ್ನನ್ನು ರಸಾಯನಿಸಲಾಗಿರುವಿಕೆ ಅಸ್ಪ್ತವಾಣಿಯವನು.
ನಾನು ನನ್ನನ್ನು ಸೌಸಿಗ ಭರಾತಿಸಬೇಕು, ಮಾನವಿಕೀಯ ಸಾಲುತಿಗಾರಿಕೆಗಾಗಿ ನನ್ನನ್ನು ನನ್ನನ್ನು ನಾಣ್ಯಚಮೂರ್ತಿಗಾಗಿ ನಾಣ್ಯಚಮೂರ್ತಿಗಾಗಿ.

(I know my strength, responsibility, positive abilities and goal. I will shape my future by incorporating good qualities.)

ಎಪ್ರೋಮ್ಯ ಮಹತ್ವಪೂರ್ಣ (Empathy)

ನಾನು ಸ್ವತಂತ್ರರಾಗುವು, ಸ್ವತಂತ್ರರಾಗುವು ಅನುಭವಿಸಬೇಕು ಅನುಭವಿಸಬೇಕು ಅನುಭವಿಸಬೇಕು ಅನುಭವಿಸಬೇಕು. ನಾನು ನನ್ನನ್ನು ಸ್ವತಂತ್ರರಾಗುವು ಸ್ವತಂತ್ರರಾಗುವು ಸ್ವತಂತ್ರರಾಗುವು ಸ್ವತಂತ್ರರಾಗುವು.

(We have to be optimistic and try to understand others, we have to help others by taking part in their happy and sad moments. We have to build empathetic relations with others and act in a way that is not hurtful to others.)

ಬೀದೆಯ ಸಹಾಯ (Good Communication)

ನಾನು ವೇತನದೊಳಗೆ ವೈರುದ್ದ ವೈರುದ್ದ ವೈರುದ್ದ ವೈರುದ್ದ ವೈರುದ್ದ ವೈರುದ್ದ ವೈರುದ್ದ.

(I will speak to others with love and respect. I will share my good ideas, needs, feelings with my friends, teachers and parents.)
Interpersonal Relationships

I will have good and affectionate relationships with my friends, neighbours, parents.

Decision Making

The decisions we take at every stage of our lives have an important role to play. I will take decisions about my own plans. I will take the help of my friends, teachers and parents in some instances.

Handling Conflicts

I know how to resolve conflicts. I will face my own problems. In difficult situations I will take help of others. All problems have solution.

Creativity

I will always think about novel things. I will carry out all activities with enthusiasm and creativity.

Critical Thinking
(I have the ability to think about myself and others; I have the ability to know what others speak about me; I have the ability to make distinction between right and wrong of any topic.)

Managing Emotions

(I will express my feelings in accordance with circumstances. I will have skills to handle my feelings without causing others trouble.)

Managing Stress

(Conflicts and pressures are very common in our everyday lives. I will succeed in life by handling them intelligently and patiently.)

I will take care of my school, neighbourhood, society and environment. I will shape my future by carrying out my responsibilities and duties in the right way.)
Appendix 3: Survey Questionnaire

1. Name
2. Class
3. Medium
4. School
5. Parents’ names
6. Parents’ Education
7. Parents’ Occupation
8. Monthly Income
9. Are you the first person to complete school in your family (Y/N)
10. Home: Rented / Own
11. Size
12. Consumer Items owned (Electronic items / vehicles)
13. Native Place
14. Family / Native Occupation
15. Caste
16. Ambition / Goal
17. Do you face difficulties with studies : Personal / Academic Difficulties; Family Related Problems affecting Education; Economic / Financial Difficulties affecting Education; Social / Community related problems affecting Education
18. Do your Parents support / encourage your education (Up to what level of education are they willing to support you for?)
Appendix 2: Questionnaire used for FGDs

2.a. FGDs conducted with children

Objective: To understand the meanings they attach to life skills taught at school, and to develop insights into the manner in which they receive it and apply it to their daily lives

I. Understand the Meanings associated with Life skills
   i. What is life skills? (What is the meaning of life skills?)
   ii. Is it different from other things you learn at school? How is it different / same?
   iii. Is it different from what your other teachers tell / teach you? How is it different/same?
   iv. What are they trying to teach you through life skills?

II. Nature of the Programmes
   i. What do you do in the life skills class?
   ii. What do you learn in the life skills class? (What is taught in the life skills class?)
   iii. What is the format of the classes? (How is the class organized? How does it start/end, etc)

III. Extent to which children are able to participate / participate
   i. Do you like the life skills classes? Why?
   ii. What do you like / dislike about the classes?
   iii. In which activities do you like/ dislike participating?
   iv. How can they better design the programmes?

IV. Children’s understanding of relevance of the programme
   i. Do you find life skills useful? In what ways?
   ii. Do you use what you have learnt in these classes in daily life? How (or why not?)
   iii. Do you think life skills is important to learn? Why?
2.b. FGDs conducted with teachers

Objective: To understand their concept of life skills and the relevance they see for it

I. Understand the Meanings associated with Life skills
   i. What is life skills? (What is the meaning of life skills?)
   ii. Is it different from other things learnt/taught at school? (For example: moral or value education; drama; sports) How is it different / same?
   iii. Who conducts the life skills programmes in your school? What do they teach? (For example – skills; knowledge; attitudes; behaviours; information about topics like HIV/AIDS?)
   iv. Why has it been added as part of the school activities?

II. Teachers’ familiarity with life skills
   i. When and where did you first come across life skills?
   ii. Do in-service / pre-service teacher training programmes cover life skills? What do they teach?

III. Teacher’s understanding of relevance of the programme
   i. How does life skills help children? Is it needed?
   ii. Have you observed changes in children after the life skills programme started?
   iii. Does life skills contribute to education? In what manner?
   iv. Does it contribute to academic outcomes? In what manner?
6. Who develops the curriculum? Who is to implement the curriculum? How is training provided for the same?
7. Do you have a teacher training programme for life skills?
8. Is it conceived as an additional subject within the school curriculum, an extracurricular programme or do you take an integrated approach?
9. Is life skills evaluated? How do you measure life skills education’ impact?
10. How have parents / children / teachers accepted it?
11. Are you aware of the private agencies that are undertaking life skills programmes? Are these programmes regulated? What regulations do you stipulate for agencies that wish to start a life skills programme within government schools?
12. To whom do such agencies apply for permission to start their programmes?