CHAPTER FOUR
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CHAPTER FOUR
INTERVENTION: DESIGN AND DEVELOPMENT
OF LIFE SKILLS PROGRAMME

4.0 Introduction

This chapter involves designing and developing of a programme as the present study is developmental cum intervention research. Designing and developing a programme is a systematic process which involves certain stages to follow. There needs to be clear and specific description of each stage/phase and its related activities. For implementation of the life skills programme, the investigator is required to draw outline about each activity of the programme, explanation of the process, clarity of methods and strategies and role of facilitator. This chapter amalgamates these processes as a part of research.

4.1 Intervention Programme (LSP): Designing and developing of a Life Skills Programme

This chapter involves designing and developing of a programme as the present study is developmental cum intervention research. Design and development are the two characteristics of any intervention. By studying the literature on concept of intervention by Fraser and Galinsky (2010), some characteristics of intervention research are identified:

1. The process of designing an intervention is both evaluative and creative,
2. It requires evaluating and blending existing research and theory with other knowledge (e.g., knowledge of the practice setting) and creating intervention principles and action strategies,
3. The process of creating an intervention is generative and requires knowledge of change strategies plus the ability to form learning activities that have a cultural and contextual metric,
4. Intervention research grew to have two complementary processes:
   a. the design of a program, and
b. it’s development over time in a series of studies (Fraser and Galinsky, 2010:460).

About Design Fraser and Galinsky, (2010:459) states, “Design includes determining the extent to which an intervention is defined by explicit practice principles, goals, and activities”.

According to Business Dictionary, “Development is an extension of the theoretical or practical aspects of a concept, design, discovery, or intervention”.

Rothman and Thomas (1994) had first proposed an intervention research model in social work and sketched out six phases of intervention in a logical order. They are as follows:

Phase: 1 Problem analysis and project planning
Phase: 2 Information gathering and synthesis
Phase: 3 Design of the intervention
Phase: 4 Early-development and pilot testing
Phase: 5 Experimental evaluation and advanced development
Phase: 6 Dissemination (Rothman and Thomas Model, 1994: 33-34)

Intervention manuals are a core feature of cognitive behavioural interventions. Intervention research is best suited to change cognition and behaviour. Therefore intervention is used as the present study is aimed at developing core life skills i.e. a group of psycho-social skills.

4.2 Phases of the Life Skills Programme

Programme development requires certain phases to follow as explained in 4.1. Rothman and Thomas Model (1994: 33-34), The Model of Edna Rooth (1997), De jong et.al (1994:1-9) and Morganett (1994), NIMHANS modules, and WHO document were referred to develop a Life Skills Programme to get insights about the programme elements, programme activities, methods and
techniques relevant to core content relevant to each activity. This chapter gives clear specification about each phase of the programme.

Rothman and Thomas Model (1994: 33-34), The Model of Edna Rooth (1997), De jong et.al (1994:1-9) and Morganett (1994), NIMHANS modules, and WHO document were studied to get insight about developmental purpose. The phases of intervention programme (LSP) for the present study were outlined as follows:

- **Phase-1: Identification of a problem and Analysis of Information Gathered**
- **Phase-2: Designing and developing of a programme (includes structures and processes) and evolving advanced development of the programme**
- **Phase-3: Evaluating the advanced form of Life Skills Programme through actual experimentation**
- **Phase-4: Disseminate the program findings**

### 4.2.1 Phase 1: Identification of a problem and Analysis of Information Gathered

Once the problem is identified, the next phase is to gather information relevant to the area concerned. For that review of the related literature, in terms of analysis of theoretical framework and studies conducted in that particular area, was carried out. For the present study, content related to ten core life skills suggested by WHO (Self awareness skills, interpersonal Skill, Effective Communication skill, Problem-solving skill, decision making skill, Critical thinking skill, creative thinking skill, Coping with stress, Coping with emotions and empathy) were considered as the core content for the programme. For preparing life skills programme, content related to these life skills available from various online and offline resources was utilized and analyzed. This phase comprises of exploring the information sources, carrying out extensive review, studying in detail the life skills and life skills theories, analyzing successful models of life skills and identifying the functional elements of such models.

Under this phase, the following tasks were carried out:
• Collecting the literature available relevant to life skills and life skills education, life skills models etc. and carrying out extensive reviews,
• Study and analyze the information collected (specifically the life skills and its indicators, life skills models)
• And then to identify the key functional elements/components to match the present intervention (in the view of deciding strategies and techniques for imparting life skills education according to nature of life skills),

The models of Rothman and Thomas (1994: 33-34), Edna Rooth (1997), De jong et.al (1994) and Morganett (1994) were referred and components (facilitation, group work, experiential learning and continuity) were adapted as the foundation for the preparation of the activities of the programme for the present study. Also the researcher had referred NIMHANS modules for adolescents to understand and conceptualize the group activities for development of the programme. Further the techniques and activities suggested by World Health Education (WHO) like situational discussion, Role Play, Self-reporting, Story Telling, Brain Storming and Games were employed in the programme development.

4.2.2 Phase 2: Designing and developing of a programme (includes structures and processes of a programme)

The tasks carried out under this phase were:
1. Formulating programme outcomes and
2. Describing methodology for imparting life skills among prospective teachers.
3. Developing primitive programme on life skills enhancement including learning outcomes of a programme, index of a programme activities, session wise objectives, essential content relevant to each programme activity to reinforce the core life skills, and follow-up of each activity,
4. Experts’ review
5. Piloting the primitive form of the programme and assessing the feasibility and validity of the programme.
According to Rothman and Thomas (1994: 33-34), two products result from intervention research:

a) The research data that reveal the relationships between the intervention and the behaviours/outcomes that answer/define the problem.

b) The intervention programme with a detailed note of strategy, technique, processes, training materials/modules, and facilitators’ notes.

A wide range of related literature on life skills was reviewed. It includes approaches to life skills, life skills programmes and modules for adolescents, youth and teachers; the components of life skills Programme and its facilitation and developmental tasks. Based on the guidelines of the reviewed literature, the researcher prepared the primitive draft of LSP.

4.2.2.1 Learning Outcomes of the Programme
According to Fulks J. & Pacheco B. et al. (2001)”“Learning outcomes are the specific observable or measurable results that are expected subsequent to a learning experience, that may involve knowledge (cognitive), skills (behavioural), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process.” The knowledge, skills/abilities or attitudes that the learners accomplish at the end of the programme which they did not expose previously, is called Learning outcomes. In other words, the end product of any learning process is called “learning outcomes”. Formulating the learning outcomes is very important in any teaching-learning process because it guides the content and the methodology to reach those outcomes. The programme outcomes formulated for developing life skills are mentioned in 4.2.5.

4.2.2.2 Methods/techniques/strategies for imparting life skills
By analyzing the literature on life skills, various methods and techniques for imparting life skills to teachers were identified. There are various teaching-learning methods that could be utilized to impart life skills education.
De Jong, et al., 1995:104 (as cited in Bender C. 2002) suggested following methods for life skills education:

- Self-reflective exercises,
- Work and community experience, where learners are placed in work and community settings,
- Peer tutoring and peer learning where learners teach, support and learn from one another,
- Simulation exercises,
- Role-playing,
- Debates,
- Excursions and visits to places of interest,
- Projects, such as community outreach.

**UNICEF** promoted the life skills approach to develop life skills, which are explained as:

**a) The Skills** – The life skills are a set of psychosocial and interpersonal skills which are knit with each other. For example, problem-solving is likely to involve creative and critical thinking components and decision-making.

**b) Content** - To learn and develop life skills effectively, the content should be relevant and specific to the nature of the particular skill

**c) Methods** – Appropriate methodology plays very important role in life skills education. Methods and techniques decide the teacher-student and students-students interactions. Certain skills i.e. social skills and psycho-social skills cannot be learned only through reading the theory. For example one cannot learn interpersonal skills by sitting alone and reading or practicing the skills; instead he needs a people to interact with.

The models of Rothman and Thomas (1994: 33-34), Edna Rooth (1997), Morganett (1994), NIMHANS modules, and WHO document helped the researcher to get insight about methodology for imparting life skills. The format suggested by UNICEF with the skills, content and methodology was adapted to develop the programme. The methods and techniques employed in this study are mentioned as follows. The programme outcomes, activity objectives, material and time required, process and note for the facilitator
were used as the foundation of each activity in the programme. As suggested by Unicef, the life skills are a set of psychosocial and interpersonal skills which are knit with each other. Therefore the activities of a programme designed in such a way so that one or more skills can be learned collectively.

**Table 4.1**

**Methodology employed for imparting life skills among prospective teachers**

<table>
<thead>
<tr>
<th>Methods/Techniques</th>
<th>Skills to be focused</th>
<th>Process</th>
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| **1. Discussions** | Effective communication  
Critical thinking skill  
Problem Solving skill | 1. First step is to set seating arrangement for discussion.  
2. Identify and decide goal to be achieved for the discussion and communicate it clearly to learners.  
3. ask them to look the situation/issue/case from various perspectives.  
4. Ask open-ended questions to generate a discussion.  
4. Keep track of Discussion progress. |
| **2. Brain storming** | Critical thinking skill  
Creative thinking skill  
Problem Solving | 1. First step is to decide a leader and a recorder.  
2. Then pose the issues/problems/puzzles and ask to come out with ideas that come to their minds.  
3. List out ideas on the board so that everyone can see them.  
4. With help of class |
3. **Role plays**  
- Situations  
- Script  

| Assertiveness | Logical thinking skill  
| Interpersonal-communication (listening, speaking skills) |  

1. First explain the situation on which they have to role play. They must understand the situation well.  
2. Ask the learners to form a group and assign the roles. Ask them to think of all related perspectives on situation.  
3. Give necessary and timely instructions.  
4. Ask them to role play.  
5. Discuss critically on what happened.

4. **Games and simulations**  

Based on the fact that  
1. Each of us like to play games and forgets any kind of inhibition while playing and  
2. Games help to for relaxation and enjoy.  

| Interpersonal skills (sportsmanship, team-spirit) | Coping with stress and emotions |  

| Games:  
1. Select games which are enjoyable.  
2. Pose games before learners and remind them fun is more important, not to win.  
| Simulations:  
1. Give learners a situation which are brief and ask them to imagine themselves in that particular situation and ask them to feel an experience that might occur in another setting. |
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<td>2.</td>
<td>Popular games can be modified for transactional purposes.</td>
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| 5. **Story making/telling** | Effective communication  
Creative thinking/writing  
Problem Solving Skill | 1. Give simple and clear points or pictures related to story. Story should be interesting enough to learners.  
2. Make sure that stories should be related to the lives of the students, interesting, short and  
3. The story should dramatic enough to include elements like happiness, sadness, excitement, courage, serious thought, decisions, and problem solving behaviours.  
3. Ask them to present their story in a dramatic manner.  
4. Select best story out of all. |
| 6. **Debates** | Higher thinking Skills  
Critical thinking Skills  
Effective communication  
Problem solving skills | 1. Allow learners to take positions (for or against) of their choice.  
2. Provide time to study/research on their selected topics.  
3. Make sure that each one will get the chance to speak.  
4. Make sure that no one dominate to others. |
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<td>5.</td>
<td>Maintain control and keep the track of debate on right path.</td>
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| 7. | **Self Reporting**  
• **Introspection** | Self awareness skill  
Critical thinking skill  
1. Giving them open ended or close ended or mixed questionnaire sheet on which the learners reflect about them. |
| 8. | **Audio-visual activities** | Critical thinking skills  
Coping with emotions  
1. Show videos/clips.  
2. Instruct them to reflect their thoughts and feelings. |
| 9. | **Case Studies** | Critical thinking skill  
Problem solving skill  
Empathy  
1. Give learners cases to study.  
2. Ask them to analyze and reflect on cases and find out the solutions. |
| 10. | **Songs** | Critical thinking skill  
1. Songs (such as poems, devotional songs) or modified songs can be used hit the right message and transmit the concept of a life skill effectively. Once the facilitator can explain the concept by using one or two examples. Then the selection of a song can be left on participants. |
| 11. | **Projecting techniques** | Critical thinking skill  
1. Project pictures before the group.  
2. Instruct them to observe the picture carefully and critically.  
3. Ask them to write story/message based on it. |
For the development of Life Skills Programme, the investigator had referred documents of World Health Organization (WHO) and NIMNHAS Model for providing Life Skills Education. In the documents on Life skills Education, World Health Education (WHO) has suggested certain methods/techniques like situational discussion, Role Play, Story Telling, Brain Storming and Games. The investigator had referred modules prepared by NIMNHAS for adolescents to understand and conceptualize the group activities for programme development and adopted certain methods/techniques tried depending on the needs of different life skills. The programme includes total thirty eight activities with a focus on various techniques like situational discussions, games, puzzles, role Play, story making/telling, brainstorming, self reporting; and display of videos and clippings from films as well as you tube.

4.2.2.3 Experts’ Reviews
To validate the content of the developed programme by the researcher, the programme was given to experts of content and methodology for their expert comments.

The following experts were consulted for developing the programme and constructing the tools:

- Dr. Sulbha Natraj, the Principal of Waymade College of Education, Vallabh Vidyanagar, Anand. The college is one of its kinds that offer elective courses on Life Skill Education. The purpose was to get her ideas and feedback on developing life skills Programme and instruments for Participants.

- Dr. Sheetal Helaiya, an Assistant Professor, IITE, Gandhinagar, whose doctoral research was aiming on developing a life skills programme for teacher trainees and evaluating its effectiveness, was consulted to sought her valuable and constructive feedback in developing Life Skills Scale and Life skills Programme.

- Dr. Kirti Matlivala, Associate professor at Department of Education and the counselor at University Counseling Centre, Veer Narmad
South Gujarat University, Surat, was consulted to get her ideas and feedback on developing life skills Programme for Pre-service teachers.

- Dr. Ummed Singh, the Professor, Department of Education, Veer Narmad South Gujarat University, Surat- expert on developing programme modules and computer and ICT, whose inputs were also sought on developing life skills Programme and instruments for Pre-service teachers and was also consulted for the graphics to represent the audio-visuals (includes pictures, images, movie clippings etc.).

- Dr. Gaurang Rami, the Professor, Department of Economics, Veer Narmad South Gujarat University, Surat- the expert in Research Methodology, Statistics and SPSS, who was consulted on the tools and statistical methods used.

- Dr. Kiran Chauhan, the Assistant Professor, Government Engineering College, Surat- the expert in Linguistics, was consulted to evaluate linguistic errors of the tools prepared. Further he teaches communication skills and life skills to engineering students. He gave his guidance in developing activities suitable to each skill.

- Dr. R. G. Kothari, Professor at The M.S. University of Baroda, Vadodara- the expert in Statistics and Education, was consulted to invite his critical inputs about tools prepared.

After getting comments and feedback on the programme and programme activities, following changes were made in programme.

1. Removing irrelevant and inappropriate items and adding some necessary items,
2. Arranging programme content in a logical order,
3. Correcting linguistic and structural errors
4. Adding facilitator’s note for each activity of the programme

4.2.2.4 Piloting of the programme and evolving final form of the programme

According to Rothman and Thomas (1994:36-37), a primitive design is evolved to a form that can be evaluated under field conditions during the phase of early development and pilot testing. This phase comprises of conducting a pilot testing. Rothman and Thomas (1994: 36) state: “Pilot tests
are implemented in settings convenient for the researchers and somewhat similar to ones in which the intervention will be used”. They further state that pilot tests are designed to determine whether the intervention programme will work or not. This phase is important as it includes the important function of developing a primary intervention programme and conducting a pilot testing.

Rothman and Thomas (1994; 37) believe that the use of pilot tests and field replications to test and refinement of the intervention distinguishes research from programme evaluation.

There are four activities of this phase:

1. Choosing an appropriate experimental design
2. Collecting data from the sample and analyzing them through appropriate techniques
3. Improving the programme
4. Developing set of rules for programme execution

A group of twenty four trainees of Vivekananda College for B.Ed. of Veer Narmad South Gujarat University were selected pilot study through convenient sampling. They were not the part of the sample for the main study. Single group pre-test post life skills design was employed for pilot study. The pre-test and post life skills were administered. No time limit was decided to complete these tests. Time taken by participants to complete these tests was recorded and time limit was set. The Life Skills Programme was implemented on the selected sample. The purpose of the pilot testing was:

- To test the practicability of the programme activities,
- To decide the time limit for final form of Life Skills Programme,
- To see the difficulty felt by participants to respond and to remove ambiguity in instructions and process,
- To evolve the final form of the programme.

The errors and limitations were detected. The changes suggested thorough the pilot testing were mainly structural and linguistic. The programme duration for pilot study was tentatively decided of 40 hours. The actual time was recorded to complete the pilot study. But by gaining insights from pilot study, the programme was reduced up to 35 hours. Furthermore, several informal
discussions were held with most of the participants to ask for their opinions about life skills program. Considering their suggestions and observations made by the researcher, adequate modifications were made to the Life Skills Programme. The modified sketch of the programme was again shown to the mentor and some of the experts. Experts suggested that a note for the facilitator needs to be made more detailed, whenever needed. Also the set of rules, the participants have to follow for the smooth functioning of the programme and for avoiding chaotic environment, were set. The Life Skills Programme was then modified with the problems encountered during its trial and a final form of Life Skills Programme was evolved which is portrayed in length in the section 4.3.8 of the same chapter.

4.2.3 Phase 3: Evaluating and evolving advanced development of the programme

This phase of the programme was focused on the evaluating the programme and advance development of the research. Developmental Research contributes much to the development of the field as a whole. It defines as the systematic study of designing, developing and evaluating programmes, process and products that must meet criteria of internal consistency and effectiveness (Holosko, 2015).

The first two phases of the programme were restricted to the designing and developing programme processes, whereas this phase focuses on the estimating the programme effectiveness in real field setting/actual experiment.

The researcher was kept engaged in programme implementation, data collection and collected the data analysis to arrive at conclusion whether the programme estimated the efficacy.

During this phase, the following tasks were carried out by the researcher as explained (carrying out a main study and arrived at research findings):

1. Deciding the sample size,
2. Choosing an appropriate experimental design,
3. Implementing (replicating) the programme-LSP on the selected sample,
4. Collecting data from the sample and analyzing them through appropriate techniques,
5. Estimate the effectiveness of the study,
The first three phases were explained in detail in chapter 3 and the last two phases were discussed in chapter 5.

4.2.4 Phase 4: Disseminate the program findings
This phase of the programme in the present study focused on carrying out the following tasks:
1. Generalize and publish findings and programme material in the form of thesis;
2. Make recommendations for future researchers;
3. Suggest research implications for teachers, teacher-educators, parents, educational practitioners, and policy makers.
Under this phase of the study, the researcher was involved in listing the findings of the main study and to publicize them in the form of a thesis, which is explained in detail in chapter six.

4.3 About Life Skills Programme
4.3.1 Introduction
Life Skills Programmes are aimed to promote positive and acceptable behaviours and to modify the unacceptable behaviours learned in their early life which may transform into inappropriate and risky behaviour at a later stage of life. Life skills are set of psycho-social skills. Life Skills Programme helps to develop these set of life skills. Life skills programmes help children and youth to develop life skills. On one hand life skills help them to react and deal with daily life situations requiring decisions which may affect their lives. On the other hand life skills help facilitators, social workers, teachers and psychologists to get directions and to provide with aids to develop life skills among their children. Life skills are acquired and enhanced great through intensive, learner-centred and experiential environment wherein they get aware of skills and its significance, perform something, practise skills, generalise what they learned and try to apply in similar real life situations. Thus life Skills help learners to function confidently and competently in socially-psychologically competent manner with other people and with the community.
4.3.2 Programme Content

The Life Skills Programme (LSP) in this study focuses to develop the following skills:

1. Self-Awareness Skill
2. Interpersonal Skill
3. Effective Communication skill
4. Problem-solving Skill
5. Decision-making Skill
6. Creative Thinking Skill
7. Critical Thinking Skill
8. Coping with Emotions
9. Coping with Stress

The content analysis was carried out in order to get directions to develop and design a Life Skills Programme which is outlined as below:

1. Concept of Life Skills
   - Meaning
   - Definitions of Life Skills given by different organizations
2. Need and Importance of Life Skills
3. Classification of life skills according to various models
4. Core Life Skills suggested by WHO
5. Self-Awareness Skill
   - Meaning
   - Definitions
   - Importance
   - Indicators
   - Aspects of Self-awareness skill
   - Methods and techniques to improve self awareness skill
6. Interpersonal Skills
   - Meaning
   - Definitions
   - Process-Stages of relationship according to the Model of George Levinger (1983)
• Characteristics of a person having good interpersonal skill
• Methods and techniques to enhance interpersonal skills

7. Effective Communication Skill
• Meaning
• Definitions
• Communication Skill as a combination of other skills
• Components of Communication Process
• Explanation of Communication Process
• Characteristics of an Effective Communicator
• Methods and techniques to enhance effective communication skills

8. Problem-solving skill
• Meaning
• Definitions
• Process- stages of problem-solving skill
• Characteristics of a good problem solver
• Methods and techniques to enhance effective problem solving skills

9. Decision making skill
• Meaning
• Importance
• Process-Stages of Decision Making
• Characteristics of a good decision-maker
• Methods and techniques to improve Decision Making

10. Creative thinking skill
• Meaning
• Definitions
• Importance of Creativity
• Brainstorming as a technique to develop creative thinking skill
• The rules of brainstorming and Ways to run brainstorming sessions
• Characteristics of a good creative thinker
11. Critical thinking skill
   • Meaning
   • Definitions
   • Importance of Critical thinking skill
   • Characteristics of a good critical thinker
   • Ways and strategies to develop critical thinking skill

12. Skill of Coping with emotions
   • Meaning
   • Basic emotions
   • Importance
   • Mechanisms to cope with emotions

13. Skill of coping with stress
   • Meaning
   • Types of stress
   • Signs of stress
   • Mechanisms to reduce stress

14. Empathy
   • Meaning
   • Definitions
   • Basic components
   • Characteristics of an empathetic person
   • Techniques to enhance empathy

Each session/activity of a programme is like a piece of a puzzle and it is important to fit all the pieces of the puzzle together to build a whole Life Skills Programme.

4.3.3 Programme Elements
The Life Skills Programme used the following elements: facilitation, group work, experiential learning, reflection and continuity (adapted from the model of Edna Rooth (1997) for life skills education.

Facilitation:
Facilitation here means creating a conducive, healthy and favourable environment for learning, experimentation, exploration and growth.
Facilitating is a process of sharing, giving, and the mutual growth of all concerned.

**Group work:**
Group work here means the active participation of all learners in groups. Working in groups will help to facilitate the gaining of new knowledge, learning of new skills, and developing of new attitudes through group activities. The proverb that "none of us is as smart as all of us" should be the underlying principle of group work. Group work also promotes interdependence leading to independence.

**Experiential learning:**
Experiential learning is the process of making meaning from direct experience, i.e., "learning from experience" (wikipedia.org/wiki/Experiential learning). Teaching Life skills is not always taught directly but often learned indirectly through experience, exposure, revelation and practice. Experiential learning is participatory and cooperative act/task where everyone has something to teach and something to learn, and then sharing on what has been learned.

**Reflection:**
Giving exposure for experience is not enough as sometimes the meaning of experience may not clear and understandable. Interpretation and critical reflection are most important components that should be followed after experience. Learners must be given the opportunity to reflect, observe and re-evaluate their experiences. The process of Reflection here driven by providing worksheets as prompts, asking questions or by asking their opinions at the end of each session.

**Continuity:**
This is the way to make sure that there is a link, a logical flow and follow-up of each activity. Continuity reinforces the acquisition of new skills and helps with the development of life skills programme.

**4.3.4 Aim of the Programme**
The aim of the Life Skills Programme for pre service teachers is to promote adaptive and positive behaviours through the development of psycho-social skills, to change undesirable behaviours learned in their previous life and
contribute to the finest social performance of an individual in the classroom, school, college, family and in the community.

4.3.5 General Outcomes of the programme-LSP

The following are the programme outcomes that intended the results of Life Skills Programme.

After getting exposure to LSP, the pre-service teachers will be able to

1. Define self awareness and recognize its importance in their life.
2. Develop insights about self; learn to manage oneself and one's activities responsibly and effectively.
3. Define interpersonal skill and apprehend its importance in their life.
4. Work effectively and co-operatively with others as members of a team and a society.
5. Explain effective communication skill, its essential components, and the characteristics of an effective communicator.
6. Communicate effectively by using appropriate verbal and non-verbal cues through the exposure of activities.
7. Express their thoughts, ideas, feelings, and emotions effectively and appropriately whether in their personal or professional life.
8. Illustrate the decision-making process and problem-solving process.
9. Gather the information, analyse the information and critically evaluate information in problem-solving and decision-making situations.
10. Outline the meaning of critical thinking, characteristics of a critical thinking and importance of critical thinking particularly in teaching-learning and generally in their life.
11. Identify the problems, analyse each aspects of a problem, and take responsible decisions using critical and creative thinking.
12. To be skilled at assessing their decisions and make better decisions and choices about their lives.
13. Demonstrate creativity in the tasks assigned to them.
14. Develop ability to think creatively, uniquely and distinctively.
15. Identify stressors, differentiate between types of stress, signs of stress, and develop stress coping strategies to cope-up with stressful situations.
16. Identify the emotions they usually go through, differentiate between positive and negative emotions, and manage to cope-up with emotions.
17. Recognize the importance of empathy.
18. Learn to exhibit and develop sensitivity and empathy.

4.3.6 General format of sessions
The facilitator should prepare the group sessions: content, structure and resources in advance. Each session would comprise the following features:

a. **Self-awareness** (Relating self with the activity by sensory activities): It involves the use of sensory organs smell, hear, taste, feel, and see. Here the learner will get the opportunity to connect their relationship to the activity.

b. **Exercise/Activity** (Engaging the learners in experiential learning): It involves constructing an activity which allows opportunities for an in-depth exploration of the subject/theme. The activity should involve all learners at a personal and experiential level. The activity may be done individually or in a group (consisting of 4 to 6 learners) or in a large group context.

c. **Discussion and feedback**: It involves giving freedom and opportunity to learners to share their views, thoughts and feelings in small and large group with others.

c. **Reflect**: It involves allocating time for reflection and consolidation.

4.3.7 Rules for each session of the programme
The facilitator in harmony with all learners has to set a few base rules. The facilitator should be directive or authoritative to make the participants following the set rules, which is required for proper execution of the programme and programme activities. The following ground rules should be set:

- Each one has to come to sessions on time and ensure that no one skips any sessions.
- Each one will get the equal opportunity to speak and participate. When one learner speaks, everyone else listens.
- Always speak for yourself: "I statements".
• Give personal responses, rather than the interpretations of others.
• When you address someone, look directly at him/her instead of looking here and there and speak confidently. On the contrary, when someone addresses you, let him/her know how you feel about his/her statement to you.
• Be attentive of your body language as well as of that of others.
• Respect other peoples’ views.
• Learners must agree to keep the group’s activities and discussions confidential.
• When there’s a group activity, each member has to play certain roles and responsibilities. The following roles should be played by the learners in such sessions: Time-keeper; Note-keeper; Leader; Co-ordinator; Mediator; and Encourager.
• Learners must perform the group’s activities and discussions in an ordered and well-organized manner.

4.3.8 Index of Life Skills Programme

Table 4.2 Index of Life Skills Programme

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<td><strong>35 Hours</strong></td>
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### 4.3.9 LIFE SKILLS PROGRAMME

**ORIENTATION SESSION**

**Time: 60 + 30 minutes**

**Session 1**

The investigator will introduce him/her briefly as well as introduce the subject. Subjects will speak about his/herself, friends, school, family, and interests etc. to build rapport with each other.

**Session 2**

**a. Introduction of life skills**

The investigator will explain to the subjects about what life skills is, Significance of life Skills in the Indian context, their importance in everyday life, classifications of life skills etc.

**b. Explanation of Life Skills Programme (LSP)**

The investigator will explain to the subjects about aims of Life Skills Programme (LSP) and what they are expected to do. They will be suggested that their thoughts are important in relation with themselves, their world and the others. Life Skills Training can help to change cognition and behaviour. Here the investigator will work aligning with the following objectives:

1. To introduce learners about large and small group experience
and make them get familiar with and feel comfortable in the setting.

2. To make them understand and experience that the large group and smaller group are a safe environment for sharing ideas, feelings and behaviour.

3. To make them familiar about the set ground rules that participants have to follow throughout the programme activities.

4. To discuss the need to develop life skills in Indian context.

Activity 1

Title: Knowing Each Other-1

Duration: 30 minutes

Method: Game

Material: Handkerchief/ Ball

Life Skills Promoted: Self Awareness Skill, Interpersonal Skill, Oral communication skill

Process/Steps:

1. Make a group of 5-7 participants. Ask them to sit in a circle.

2. Give a handkerchief (or anything) to each group. Ask them to introduce oneself to group by passing handkerchief to the next member of the group. Continue till each one gets the opportunity. (Ex. Hello Krishna, I am Sarika………..)

3. Ask them to introduce the next group member till each one gets opportunity. (Ex. Hello! Krishna, He is Jay………..)

This exercise is very helpful to know the participants about each other and build rapport with each other that help to practise the activities of a programme.

Activity 2

Title: Knowing oneself-1

Duration: 30 minutes
Method: Self Reporting, Game

Material: Pen, Paper, worksheet

Life Skills Promoted: Self Awareness Skill, Interpersonal Skill, Communication Skill

Process:

1. Make a group of 5-7 participants.
2. Distribute a worksheet to each participant in a group.
3. Instruct each participant to carry a pen and a paper.
4. Ask them to read the filler on the worksheet and respond to each filler by introspecting themselves.
5. Then ask each group member to introspect and respond to the fillers on the worksheet within 5 minutes. The fillers would be:
   - My Name__________________________________________
   - My Parents’ name___________________________________
   - My Birth date ______________________________________
   - My nickname _______________________________________
   - My best friend/s____________________________________
   - My hobbies _________________________________________
   - My aim/goal of life __________________________________
   - My dreams _________________________________________
   - My ideal/ideals _____________________________________
   - I want to be like ____________________________________
   - I want to become __________________________________
6. Ask them to share the details, as you mentioned in the worksheet, with each other in a group.
7. Now ask to them to give details about the next member of a group, not about themselves.
8. Ask them to perform the given task in 5 minutes.

Activity-3

Title: Knowing Each other-2

Duration: 30 minutes
**Method:** Game

**Material:** Pen, paper

**Life Skills Promoted:** Interpersonal skill, self awareness skill

**Process:**

1. Ask the participants to divide in a group of 5-7 students.
2. Instruct each participant to take a pen and paper.
3. Ask each group member to observe the rest of the members of a group especially through eyes and body language and guess the personality traits of a person. They may use words/adjectives like Suspicious, Shy, Strong, Dishonest, Cold, Sexy, Confident, depressed, Determined, Aggressive, kind, Modest, marry go lucky, charismatic, cranky, Calm, marry-go-lucky, adorable, artistic, even-tampered, cool, lovable, content, modest, spiritual, cheerful, playful, witty, peaceful, intelligent, cunning, keen, jovial, jolly, sobby, etc. and many more which you find appropriate to him/her.
4. Write your observations on the paper.
5. Then ask each of the participants to come ahead on a stage and ask rest of the members to share their observations. Do they match? Ask the participant on a stage whether it matches with his personality (it works well if the participant is mature and knows him/herself.)
6. Instruct them to keep that piece of paper safe on which they have written their observations.

**Note for the facilitator:**

This activity can be done at the beginning of the programme when the participants are new to each other and repeat at the end to compare their guesses and their real personality.

---

**Activity 4**

**Title:** Knowing oneself-2
**Activity 4**

**Title:** Self Awareness Skill

**Duration:** 30 minutes

**Method:** Self Reporting Technique

**Material:** Pen, White chart paper

**Life Skills Promoted:** Self Awareness Skill

**Process:**

1. Divide the participants into groups.
2. Instruct each participant to carry a pen and a paper.
3. Ask each group member to think about their goals based on their interests and abilities and note down the points on the paper.
4. Finally ask each one of them to share their notes before the class.

**Note for the facilitator:**

1. Was everyone able to list out their goals based on their interest and abilities?
2. Did you find it easy? Why?
3. Did you find it difficult? Why?
4. Discuss what one need to do to identify his/her interests, abilities and finally the goals.

---

**Activity 5**

**Title:** The real me

**Duration:** 50 minutes

**Method:** Self Reporting

**Material:** Worksheet, Pen

**Life Skills Promoted:** Self Awareness Skill, Interpersonal skill, Critical thinking skill

**Process:**

1. Distribute a worksheet to each participant.
2. Instruct each participant to carry a pen and a paper.
3. Ask them to read the filler on the worksheet and respond to each filler by introspecting themselves.
Task: Complete the fillers on the given worksheet.

I am **happy** when I am with ________________________________

I am **satisfied** when I ________________________________

I consider myself **lucky** as ________________________________

I am **sad** when I ________________________________

I **hate** most ________________________________

I **love** most ________________________________

I **enjoy** doing ________________________________

I **enjoy** reading ________________________________

I **enjoy** playing ________________________________

I **like** most ________________________________

I **dislike** most ________________________________

I **trust** on ________________________________

I **respect** ________________________________ **relations** in my life.

I am **comfortable** with ________________________________

I am very **possessive** about ________________________________

I freely **share** my secrets and needs with only ________________________________

I feel **secure** when ________________________________

I **fear** of ________________________________

I feel **hurt** when ________________________________

I feel **home** with ________________________________

I feel **alone** when ________________________________
I feel _________________________________ when I miss deadlines.

I get very emotional when ______________________________.

I get very angry when ________________________________.

I am ________________________________ with what I am.

I am very much like my ________________________________.

In one word I describe myself as ________________________________.

Note for the facilitator:

1. Was everyone able to succeed all the fillers?
2. Did you find it easy? Why?
3. Did you find it difficult? Why?
4. Discuss how you change your unwanted/unfavourable qualities/things to favourable one.

Activity 6
Title: Solving dilemma-1
Duration: 60 minutes
Method: Situational Discussion
Material: Situational Cards, Pen, Paper
Life Skills Promoted: Self Awareness Skill, Problem Solving, Decision Making, Critical Thinking, Effective Communication, Coping with emotions

Process:

• Form the groups of 5-7 participants and ask them to select a group leader.
• Give each group one “situation” on which they have to reflect their feelings, emotions and their expected behaviour in that specific situation. Allow 15 minutes to work for this task.
• Instruct each group to note down their responses as many as they come up with. Instruct them to come out with at least one response, but if there is disagreement within the group they
should present the differing points of view during the presentations.

- Instruct them to create dialogues and perform role-play on it.
- After 15 minutes, ask groups to make their own presentation.

**Situations**

1. It is a submission day. Due to some reasons you are unable to submit your assignments in time. How would you convince your teacher?

2. The college has organized a two day three night tour for the students. How would you persuade your father to allow you to join the tour with your friends?

3. Your examination gets delayed due to certain reasons, and your cousins are going to come tomorrow at your home to spend their vacation as their exams are over. How do you feel? What do you do? How would you manage your examinations?

4. One of your students is very good at studies but extremely irregular in attending classes. How would you handle the student to make him regular in classes?

5. Holidays are about to start. Family members have already planned Kerala trip this vacation. You come to know that during these days only your interview at GPSC is held. How do you feel? What do you do?

**Note for the facilitator:**

The following questions could be used to generate a discussion:

1. What feelings have you passed through?

2. What would you do in such situation?

3. How do you react to that situation?

4. Was your behaviour appropriate?
Activity 7  
**Title: Creative writer-1**  
**Duration:** Approx. 40 minutes  
**Method:** Story making and story-telling, Role Play  
**Material:** Picture Cards, Pen, Paper  
**Life Skills Promoted:** Creative Thinking, Self Awareness Skill, Interpersonal Skills, Problem Solving, Effective Communication  
**Process:**

1. Make a group of 5-7 participants. Ask them to select a group leader.  
2. Give a picture card to each group.  
3. Ask the individual to create ones’ own story.  
4. Ask them to discuss a story in a group and instruct them to select a best story from them.  
5. Ask each group leader to present the story before the group.  
6. After each presentation/story, generate a discussion.  
   The following questions could be used to generate a discussion:  
   - What could be the other story for that picture card?  
     You may consider questions such as What is the picture all about, Who/what is where, What they are doing, What the picture conveys etc.  
   - What could be the other end for that story?  
   - Were the stories different written based on one picture? Why?  
   - What may be the reasons for different stories based on one picture?  
   - Which story did you like most? Why?  
   - How did you like the story? Why?  
   - How did you like the end? Why?  
   - How did you feel when you succeed to complete a story?  
   - How did you feel when your story was appreciated by others?
Activity 8

Title: “Look it’s me!”

Duration: Approx. 40 minutes

Method: Introspection

Material: Chart paper, pencil-paper, colour pens and markers, paints, glue, old magazines/news papers, scrap paper, scissors/cutters,
staplers

**Life Skills Promoted:** Self awareness skill, Coping with emotions, Creativity

**Process:** Explain that each learner portrait him/her and make collage entitled “Me” by using his/her creativity.

1. Instruct them to create their collage reflecting the real self by using the materials available in learning environment.
2. Explain them the real self here mean–their thinking, their dressing style, their likes-dislikes, their work, their favourite places, their friends, their strengths and weaknesses, their goals, their dreams etc.
3. Instruct them not to write their names on the collage.
4. Ask them to complete the task in 40 minutes.
5. Instruct them to display their collage at everyone’s view as soon as they complete their collage,
6. Ask the participants to guess who made which collage.
7. At last, ask the participants explain their own collages.

**The following questions could be used to generate a discussion:**

1. Were you able to identify which collage is of whom?
2. Was it easy for you to identify who made which collage? Why or Why not?
3. Was it difficult for you to identify who made which collage? Why or Why not?
4. Did you find difficult to choose the materials, pictures and ideas that represent you? Why or why not?
5. How do you tag yourself? Happy or sad?
6. Which elements in the collage represent personal happiness? Why?
7. Which elements in the collage represent sadness, anger or discontent? Why?

**Note for the Facilitator:**
This exercise proves effective in opening up the creative sparks of the learners. It helps to reveal their real self to others while reflecting upon their lives. It is desirable that this activity may be carried out over an extended period of the programme when they become familiar with each other. Also this activity will work best and be useful if there is more than one facilitator as this activity need a extra time and support to identify the individuals who need more attention. The facilitators need to observe the learners minutely focussing on the signs of their low self-esteem, depression, over confidence and other signs that might require the need for attention.

Activity 9
Title: Solving dilemma-2
Duration: 60 minutes
Method: Situational Discussion
Material: Situational Cards, Pen, Paper
Life Skills Promoted: Self Awareness Skill, Problem Solving, Decision Making, Critical Thinking, Effective Communication, Coping with emotions

Process:
- Form the groups of 5-7 participants and ask them to select a group leader.
- Give each group one “situation” on which they have to reflect their feelings, emotions and their expected behaviour in that specific situation. Allow 15 minutes to work for this task.
- Instruct each group to note down their responses as many as they come up with. Instruct them to come out with at least one response, but if there is disagreement within the group they should present the differing points of view during the presentations.
- Instruct them that there are no right or wrong answers; they just have to share their views.
- After 15 minutes, ask groups to make their own presentation.
Scenario 1
Your parents are successful doctors and run a famous multispecialty hospital in a city. They want you to become a doctor and run a hospital after they leave the profession. But your interests are different. You have inclined towards art and theatre. You have won many prizes in drama competition at interschool level. They have hired a team of tutors to score excellent marks so that you would get an admission in their selected specialization (branch). Many times you have shared your feelings with them indirectly, but all are in vein. After scoring good marks at 12th examination, you apply for medicine. At the same time opportunity offers you to enrol in Art and Drama School. You get admission letters from both the institutes. What would you do? What would you choose among these two? How will you communicate about your decision to your parents?

Scenario 2
You migrate village to city to earn money from your family, who live in the village. You share a room with your friend so that you can save money for the family. You are only son of your parents and have two young sisters. You work hard and do overtime too but unable to afford a place of your own. Your girlfriend insists you to find a new job and house so that you can earn more money and spend more time together otherwise she would break the relationship. You love her very much and at the same time you care for your family too. What would you do?

Scenario 3
You come from a very poor family from a village and join an engineering college newly. Your parents really work hard to make you study. You are amazed with this new and fascinating world where other girls wear nice and fashionable clothes; go for movies and attend late night parties. You also want to enjoy your newly found freedom.
An acquaintance offers you the chance to earn a lot of money by unfair means (workings as a bar dancer or as a drug supplier). What would you do?

**Scenario 4**

One of your best friends throws a birthday party in her farm house on a lonely spot. She invites a group of 10-12 college friends including you. Suddenly you find that one of them, who is a drug addict, takes out his drug injecting equipment and invites others to try the drug tablets he has. Each person has a different response/reaction to this situation and offer. What would you do?

**Scenario 5**

You and your friend stay as a paying guest and share a same room. Her boy-friend and other friends come many times and spend time with her in absence of you. They also have smoking and alcohol during such time. You don’t like such behaviour. What would be your feelings and reactions towards the situation? What would you do in such situation?

**Note for the facilitator:**

The following questions could be used to generate a discussion:

1. What was your first reaction to the situation?
2. What feelings have you passed through?
3. What would you do in such situation?
4. How do you react to that situation?
5. Was your behaviour appropriate?

---

**Activity 10**

**Title: My Decision**

**Method:** Self Reporting

**Materials:** Flip charts, markers

**Time:** 60 Min
**Life Skills Promoted:** Self awareness skill, Critical Thinking, Problem solving, Effective Communication Skill

**Process:**

1. Divide the participants into groups.
2. Explain them to introspect about the decision they made in their early life of which they might regret (It is possible to analyze the possible impact of our decision before we implement it. Ways in which we can undertake this kind of analysis will be learnt through this exercise).
3. Ask them to share it in a group.
4. Now ask each group to choose and brainstorm one decision that was made by any one member of the group.
5. Instruct each group to analyse whether the decision was ultimately correct or not? Also discuss the reasons why it was right or wrong.
6. Ask them to make a presentation about the decision they were discussing in the group.
7. Invite each group to make 20 minutes presentation.

The following questions could be used to generate a discussion:

1. What is the learning value of this exercise?
2. Did you find helpful the format for the analysis of a decision for this exercise?
3. Do you agree this format can be useful in your decision making process? Why/ why not?
4. What are the factors that make a decision “good”? Why?
5. What are the factors that make a decision “bad”? Why?
6. Can a “bad” decision be turned into a “good” decision by changing some factors? How?

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**Activity 11**

**Title:** One minute

**Method:** Debate
**Materials:** Flip charts (Debate topics)

**Time:** 45 Min

**Life Skills Promoted:** Critical Thinking, Problem solving, Communication Skill

**Process:**

1. There is no need to divide the class in groups.
2. Put each topic one by one and call each group participant to speak on the given topic.
3. Allow them to think on the topic for 5 minutes.
4. Each participant has to complete his speech in five minutes.
5. Instruct the learners to share their observations and ask their questions based on the speech.

**The following topics can be asked to speak:**

1. A technology I would like to speak about
2. Strategies to develop critical thinking
3. Computers have destroyed human’s ability to think
4. Advertisements should be banned
5. Educated Indians lack national commitment
6. Examinations system has killed education in India
7. Should social network sites be banned in educational campus
8. There is no reality in reality shows

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**Activity 12**

**Title:** I Feel For You

**Method:** Dramatization (mime-acting non-verbally)

**Materials:** Some instruction cards for the volunteers, flip charts, markers.

**Time:** 50 minutes.

**Life Skills Promoted:** Empathy, Interpersonal skill, Effective Communication Skill

**Process**

1. Divide the participants into groups of 4-6 learners.
2. Explain them that most of us expect unconditional understanding, empathy, and sensitivity to our needs from our family and friends. Many of us don’t have these qualities; it requires learning and practice to develop these qualities. This exercise will help us exploring our capacities for being sensitive and empathetic to others.

3. Invite 5 volunteers and instruct them to stay far from the training area and ask each volunteer to undertake any one pantomime that they have to communicate through action and expression without using words/speaking to the other members. Make sure that the explaining of pantomime to volunteers can be done without being over heard.

   Such pantomimes could be used:
   - Parting with your sister after she gets married.
   - Feeling hurt and insulted when the teacher insults you before your classmates.
   - Being very upset and emotional because your partner forgot your birthday.
   - Feeling happy and excited on dating first time with your fiancé.
   - Feeling happy seeing your parents after long time as you stay in hostel.
   - Unable to show anger to your child but still wanting your child to know that you are angry.
   - Suffering from illness and feeling weakness but don’t want your mother to know as she gets late for her meeting with some business delegates on an important project.

4. Invite each volunteer into the room back, one by one, and ask him/her to communicate the pantomime through actions and expressions.

5. Ask the observers to guess what the volunteers are trying to communicate.
6. Give 5 minutes to each volunteer express and the others to guess.
7. Then ask the same volunteer to role play it again.
8. These could be continued till every volunteer get chance to act.
9. And finally carry over a discussion by asking their feedback and reflections.

Note for facilitator:
The following questions can be used to facilitate a discussion:

- How many of you understand all the messages expressed by the volunteers through the pantomime? How?
- Which messages did you understand clearly? Why?
- Which messages did you fail to understand clearly? Why?
- Do you understand the messages your friends and family try to tell you indirectly? Why/Why not?
- What are the qualities does one need to have to respond the people who communicate unusually?
- Is there anyone who can understand your needs and feelings without having to be told? If yes, why do you think they are able to do so?
- How do you feel when someone is sensitive and empathetic to you? Why?
- How do you feel when you are able to understand someone you really care about?
- How can you increase the sensitivity and empathy with people around you?

Activity 13
Title: Live Problems and Live solutions
Method: Discussion
**Materials:** Flipchart/board  
**Time:** 60 minutes.  
**Life Skills Promoted:** Critical Thinking, Problem solving, Effective Communication Skill  

**Process:**  
1. Arrange the group of members.  
2. Begin by giving several problems/issues on the board or chart. Problems could be related to workplace or study related. Or you may allow to brainstorm the participants to list the different issues/problems they encounter in various era of their life.  
3. Now ask each group of participants to allow selecting the problem and an era. They will then work out a feasible solution by making the problem alive.  
4. Have the groups share their solutions.

**Facilitator’s Note:**  
The participants will be given opportunity to pick their own problems that is known as “Autonomy of object”. In this technique, a participant has to personify the problem by putting the problem in different context (in terms of place/time). Interesting and novel solutions depend on the mental associations with that particular areas we build, while problem solving.

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**Activity 14**  
**Title:** I can act  
**Method:** Role play (performance followed by discussion)  
**Materials:** Chart  
**Time:** Approx. 90-120 minutes.  
**Life Skills Promoted:** Critical Thinking, Problem solving, Effective Communication Skill, Empathy  

**Process:**  
1. Divide the participants in groups. Make a group of
participants depending on the roles required in a given role play.

2. Allow participants to go through the role briefs, anticipate the roles to be played and decide the group strategy for role play performance.

3. Each of the participants will be asked to reflect on the roles that they played, and how far could they relate it to the real life situation.

4. Invite other groups to express their view points on the core issue highlighted in role plays.

Role Play 1

A JOB INTERVIEW (Source: Chauhan K., 2015: 22-24)

Two secondary school teachers are applying for a teaching position in a reputed school. One teacher is young, just out of college. The other is an older teacher with many years of experience.

The principal is a person who will decide which one is suited for the position. Each teacher tries very hard to convince the principal that s/he is the best one for the job.

After the principal has made a decision the class discusses his decision. How many agree with his choice? Disagree and why?

Role Briefs

1) Mr. Or Ms. Joshi

Young, just out of college: has completed all the required education courses along with practice teaching. Is acquainted with all the new ideas in education and is eager to put ideas into practice, emphasizes her degrees and courses.

2) Mr. Or Ms. Patel

Older teacher: has taught secondary school for fifteen years. Loves children; is dedicated, emphasizes her experience.

3) The Principal- Dr. D. K.M. Mehta

Decides which teacher is best suited for the job.
Information that the principal should get from the Two Applicants.

1. Qualifications
   - Education: (college, refresher courses, in-service courses, specialization, achievements etc.)
   - Experience: (number of years, city, kind of school, kind of work, challenges etc.)

2. Personal Information (this information gives the principal a picture of the Person)
   - College graduation date
   - Health
   - Community or co-curricular activities
   - Interests
   - Marital status

3. References
   (The principal asks for the names of people he might contact who would be willing to assure for the teacher’s ability and character, for example. A former principal, a college professor)

4. Salary
   Questions to help the principal determine if the applicant is suited for the job
   - Do you like teaching?
   - What would you do if your class had a number of slow learners?
   - How should children be punished for misbehavior?
   - Do you believe in screaming at the children to get their attention?
   - What are your feelings about homework?
   - Why do you think you would be good for this job?

Role Play 2

Television Interview (pair work)( Source: Chauhan K., 2015: 25)
You are to conduct an informal (‘chats shows’ type) interview in front of an audience. One person is the ‘television interviewer’; the
other person is the ‘guest’. Your interview can cover any topics you wish e.g. sports, politics, education etc.

**Note:** The interview should be finished within ten minutes.
The roles will be changed after finishing the one interview.

**Role Play 3**

**A WEDDING CEREMONY**

Mr. Sudhir is a scheduled caste and has risen to the top of his cadre in a large nationalized bank. He is posted in a small town. He has educated his daughter Shakuntala well and she is getting married to Arun who is from an upper-caste family and whom she had met while she was doing her post-graduation. Mr. Sudhir has invited his colleagues at the bank and Shakuntala’s teachers and friends to the wedding. Some of the guests are critical of the inter-caste marriage and will not eat food with people of a low caste.

**Role Briefs**

**Setting:** The venue of the wedding reception

**Number of players – seven to eight**

**Mr. Sudhir:** You are from a poor background but, by consistent hard work, you have risen from a low social position to that of a bank executive. You are proud of your daughter and apprehensive of her future happiness and well being in an upper-caste family. Though you have never socialized with your subordinates before, you have invited them to the wedding.

**Two Bank Officials:** You are critical of Sudhir and resent his superior position in office, despite his low caste. You disapprove of his daughter’s marriage to an upper-caste boy. You, generally, do not eat with people of lower castes and are traditional and orthodox in your home life: but, you feel obliged to attend the wedding reception since Sudhir is your boss.

**College Teacher:** You have taught Shakuntala at the university. You know Arun well. You have always supported the girl in achieving her academic goals and are proud of her achievements. You are well
aware of the social problems she will face and come to the reception prepared to defend her from criticism and openly support her choice.

**Shakuntala:** Throughout school, you have studied on a SC reserved seat; you got into college in a merit position, because of your excellence in studies. You are aware of the social problems but confident of your marriage. You are not sure whether your father should have invited his colleagues to the wedding reception because you know that they will not eat food at your house.

**Two Friends:** You are young, unmarried, well educated and modern.

**Arun:** You belong to a rich, upper-caste family and have a secure, decent job. You have two unmarried younger sisters who are in high school.

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**Role Play 4**

**Food For Thought**

The students in the hostel of a college are agitated because the mess charges have been raised. The quality of food has been consistently bad and they have often complained about it to the Hostel Warden. He has assured them that he will look into it and discuss it with the mess contractor. Quite some time has passed without any change, so the increase in the charges is resented. There is an official meeting called by the Principal to sort out this matter.

**Role Briefs - Number of Players-Seven to Eight**

**Setting:**

- The College Hostel
- The Hostel Warden’s room
- The College Principal’s room

**Students:** You are irate because the food is bad and the charges are raised. You believe that the Warden and the Mess-in-charge are in collusion and that the money is not being properly utilized.

**Hostel warden:** You have been in charge for a couple of years and have not done anything to improve the situation because you are not competent to handle this aspect of your job.
**Mess Contractor:** You are a sharp businessman and a native of the small town where the college is situated. You know all the important people in the town and have contacts with influential people. You value the contract for catering in the hostel but you want to profit as much as you can. You try to blame the warden for all the shortcomings in the running of the hostel because you yourself do not live on campus and supply food from suppliers in town. This is not your only contract; you have more lucrative contracts in other establishments.

**Principal:** You are 45 years old and well liked because you are young and willing to talk to the students. You are aware of the problem and wish to resolve it without delay and without too much agitation. You believe in discussion and consensus to resolve troublesome issues.

**Role Play 5**

**Adopting a Child**

Gopal and Lakshmi have been married for ten years and do not have any children. They consider adopting a child and consult a social worker. They encounter opposition from Gopal’s parents who live with them. There is also criticism from neighbours and older friends. Lakshmi’s parents support the idea and counsel them to seek legal and medical advice.

**Role Briefs**

**Setting:** 1 the small flat where the family lives

**Number of players – six to eight**

**Gopal:** You are a middle level government official, about forty years old. You are supportive of your wife and you have a very happy married relationship. You encourage your wife in her career and share many interests with her.

**Lakshmi:** You have been married to Gopal for ten years. You are a graduate, trained teacher and have been teaching in an elementary school for seven years. You are talented and share
many interests with your husband with whom you have a close relationship. You have not been able to have any children despite medical consultations and tests. You have discussed with Gopal and feel you should adopt a child.

Mr. Rao: Gopal’s father. You are a retired businessman from a small town. You have been brought up in a conservative semi-rural family and believe in large families. You are skeptical about bringing up a child of unknown parentage.

Mrs. Rao: Gopal’s mother. You were married very young and come from a traditional family. You have not been educated beyond 10th class. You are a good housewife and have brought up four children, two sons and two daughters. Gopal is the only child who has not provided you with grandchildren. Your younger son and daughters have two children each. You perform poojas and take vows praying for a child for Gopal and Lakshmi.

Sushma Swaraj: Social worker, you come to the house to meet Gopal and Lakshmi and find out if the family is suitable before placing a child with them for adoption. You discuss with them the pros and cons and ask them questions to assess their suitability as parents.

Mrs. Vasundhara: A middle-aged neighbour and friend of Mrs. Rao. You are a gossip and critical of the younger generation. You have your own views on adoption, which you express to Mrs. Rao.

Optional: Lakshmi’s parents who take up a stance contradictory to the Rao’s.

Activity 15
Title: Thinking out of the box
Duration: 30 minutes
Method: Story making/telling, Role Play
Material: Picture Cards, Pen, Paper
Life Skills Promoted: Creative Thinking, Self Awareness Skill,
Interpersonal Skills, Problem Solving, Effective Communication

**Process:**

1. Make a group of 5-7 participants. Ask them to select a group leader.
2. Give a situational card to each group. The cards will be consisting of certain questions.
3. First ask the individual to create ones’ own response.
4. Then ask them to discuss it in a group.
5. Instruct them to select a best answer from them.
6. And lastly invite the group leader to give a presentation before the groups.
7. **The following sample questions can be given on a card**
   - Imagine you have just one year of your life left. What would be your priority within the time you have left?
   - Imagine you were born in the 18th century. What would life be like?
   - Give 10 uses of a paper clip other than combining papers.
   - Other than storage, in what different ways can a bottle be used?
   - If you were able to go back in time and change one thing in the past, what would it be and why?
   - If you were a non-living thing, what would you want to be? Why?
   - If you are to die tomorrow, ten things you would do today.
   - You are left stranded on an island. God grants you three things that can be kept with you when alone. What would they be?
   - If you were given the chance to exchange the roles with your best friend/partner, would you like it? Why? What changes would you bring in yourself?
Imagine the classrooms of 23rd century.

Activity 16
Title: Spark your creativity
Duration: 20 minutes
Method: Quiz
Material: Picture Cards, Pen, Paper
Life Skills Promoted: Creative Thinking, Problem Solving, Effective Communication

Process:
1. Make a group of 5-7 participants. Ask them to select a group leader.
2. Ask each group to give their own response in a creative way.
3. Ask them to discuss it in a group.
4. Instruct them to select a best answer from them.
5. Ask each group to come with an answer and share it before the groups.

- The following short quiz was developed by Anderson Consulting Worldwide to test critical thinking (Source: http://www.thelandmarkresort.com/meetings/critical-thinking-exercise)

1. How do you put a giraffe into your refrigerator?
2. How do you put an elephant into your refrigerator?
3. The Lion King is hosting an animal conference. All the animals attend - except one. Which animal does not attend?
4. You have to cross the river which is used by crocodiles and you do not have a boat. How would you do that?

- Prepare a script for advertise on your selected product, make an advertisement jingle. Role play how would you promote your
product in market through role-play.
i.e. For Pepsi advertisement-Yahi hai right choice baby….aha

Process:
1. Make a group of 5-7 participants. Ask them to select a group leader.
2. Ask each group to select a product of their choice, Prepare a script for advertisement on your selected product; title an advertisement jingle in a creative way.
3. Ask them to role play in a group.

Note for the facilitator:
Select such more tasks/puzzles and engage them to make them think creatively and critically.

Activity 17
Title: Analysis of Anecdotes
Time: 60 min
Method: Case study
Life Skills Promoted: Critical thinking skill, Self awareness Skill, communication Skill

Process:
1. Each participant will get a worksheet to perform individually.
2. Each one has to tell share his/her view with the group.

Task:
Given below is a list of anecdotes describing interactions between a teacher and student(s) in a classroom. Read through the anecdotes, imaging you as a student in each of the classroom environments presented. Try to imagine the teacher’s behaviour and your own feelings as a student as vividly as possible. Then refer activity following the anecdotes.

1. Mr. Prasad becomes aware that Murthy is hesitant about going to the blackboard to demonstrate a math problem, as the other
eighth graders are doing. Speaking to Murthy individually, he says- “You seem to be a little unsure of this material, perhaps you would like to see me for a moment after class so that I can help you.”

2. Mr. Desai is introducing a new song to his seventh-grade general music class by singing the song himself as he plays it on harmonium. Noticing three boys talking, he stops and orders the boys to go to the back of the room. Then he continues singing.

3. Sudhir complains, “I don’t know why we need to study this material on photosynthesis.” Ms. Makhija, his biology teacher responds, “That’s a very good question. Can anyone suggest a reason for studying photosynthesis?”

4. Mrs. Dave says to her ninth-grade English class, “I can’t tell you how disappointed I am in you today. None of you is really thinking.”

5. Mr. Patel’s tenth grade social studies class is beginning a unit on the Satyagraha movement of the 1930s, when Jaya remarks under his breath, “I don’t want to talk about any of things. Now we are a free nation.” Recognizing that Jaya and probably many other students have very strong feelings about the issue, Mr. Patel says, Let’s see a show of hands regarding whether you are for, against, or neutral about studying this unit.” He then initiates a discussion of why the students feel as they do.

6. “Why does a state have capital?” Miss Jacob asks her fourth graders. “So there’s place where the government of the state can be located,’ responds Raju, “Good thinking”, replies Miss Jacob. “Does anyone have another reason?”

7. Madhuri, a ninth grader, mutters badly audibly, “why do we have to read Julius Caesar and this other stuff that no one cares about?”Hearing Madhuri’s comment, Mrs. Roy explains with great concern, “Julius Caesar is one of the most thrilling
plays ever written about the process of Governance.

8. After introducing himself to his fifth graders on the first day, Mr. Ahuja says, “I want you to know that I am a very strict teacher, we will work hard with no fooling around and you’ll learn a lot in this class.

9. Mr. Joshi notices Shirish beginning to snooze in the last row in English class and calls in a sharp voice, “Shirish, repeat the last thing I said.”

10. Janki asks her sixth grade teacher, is it all right if I choose a book for my book review that’s not in the list you gave us?” Ms. Makhija replies, “Apparently the book in mind that you would like to read or must I spend my time helping you to find a book?”

Facilitative Questions:

1. Which behaviours describe your best teacher? Write the item numbers here.

2. Which behaviours describe your worse teacher? Write the item numbers here.

3. Where will you place yourself as a teacher on a bipolar scale (the scale represents 0 as worst and 10 as best) of worst and best teacher?

Activity 18

Title: Examining your motives for teaching

Time: 40 minutes

Method: Introspection, Brainstorming

Life Skills Promoted: Critical thinking, self awareness, ability to assess decisions

Task: Prioritize the 10 statements below that represent primary
reasons for your decisions to become teachers.

**Process:**

1. Give all the Participants the problem sheet on which the lists of statements were recorded.
2. Ask them to rate the statements as per their view and motives of life.
3. Facilitate the discussion by asking them to justify their answer before the group of participants.
4. At the end, discuss the roles, responsibilities and duties of a teacher.

**Rank the below statements reflects why you want to become a teacher.**

**Statements**

__________ 1. I want to extend my love for my subject by helping my students learn from me and serve for the society.

__________ 2. I perceive that the teaching is a noble and decent profession from since my childhood

__________ 3. I enjoy helping children with homework, tutoring, and coaching.

__________ 4. I made a decision to be a teacher as I love to work to work with children.

__________ 5. Since my childhood one of my teachers provided a role model and encouraged to become a teacher.

__________ 6. As a child I always enjoyed serving as a teacher on the celebration days such as teachers’ day and Guru-poornima; and being in charge of the class or class activities.

__________ 7. The schooling has been such a gratifying and enjoyable experience for me that encouraged me to become a teacher.

__________ 8. I have leadership abilities and I feel important when other people listen to me what I say and what I think.

__________ 9. I choose this profession as a second choice as I could not realize the career of my choice (e.g. a doctor, an advocate, or a pilot, etc.).
10. I chose to become a teacher as one of my parents or both is/are in teaching profession which gave exposure to teaching and playing a school.

11. I think teaching community can be a positive force in a child’s development particularly; and contribute most to the development of a society as a whole.

12. I think teachers are one of the change agents for making world better and I can contribute most for social change by becoming a teacher.

Activity 19

Title: Expressive me

Duration: 30 minutes

Method: Dramatization (Non-verbal act)

Material: Pen, Paper

Life Skills Promoted: Non-verbal communication skill, Interpersonal skill, Coping with emotions

Process:

1. Make a group of 5-7 participants. Ask them to select a group leader.
2. Give a card to each group.
3. Ask the leader to send a volunteer before the class.
4. Ask him to make non-verbal/ gestures to create the mood accordingly the word given on a card.
5. Ask the other members of the same group to identify mood.
6. Now ask each member to identify which adjective is suitable to whom.

Words/adjectives could be:

Happy, charming, charismatic, moody, Sad, Nervous, Serious, Surprised, Worried, shocked, Depressed, Tired, Angry, Bored, sleepy, disheartened, Frightened, Shamed, confused etc.
Activity 20

Title: If the problem could speak......

Duration: 60 minutes

Method: Projecting technique

Material: Pen, Paper

Life Skills Promoted: Critical thinking Skill, Empathy, Coping with emotions, communication skill

Process:

1. Participants will be shown different pictures depicting serious issues.
2. They would be asked to interpret the situations and to reflect their views on and identify the feelings which are they going through. You may ask to write their responses in the response sheet.
3. Ask them to decide their responses and reactions in such situations.
4. The following questions could be used to generate the discussion.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Questions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What is the picture all about?</td>
<td></td>
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<tr>
<td>2.</td>
<td>Who/what is where?</td>
<td></td>
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<tr>
<td>3.</td>
<td>What are they doing? When you are sure of their actions.....</td>
<td></td>
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<tr>
<td>4.</td>
<td>What are they doing? When you are not sure of their actions.....</td>
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<tr>
<td>5.</td>
<td>What does the picture convey at first glance?</td>
<td></td>
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<tr>
<td>6.</td>
<td>Does the picture convey more than what it looks apparently?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>If it is a serious issue/problem, what could be the probable</td>
<td></td>
</tr>
</tbody>
</table>
solutions?
Activity 21

Title: Creative writer-2

Duration: 45 minutes

Method: Story writing

Material: Pen, Paper

Life Skills Promoted: Creative thinking, communication skills (writing skills), problem solving skill

Task: Read the story below. Then finish it with your own writing.
(Source: www.ac.my)

Process:

1. Each participant will be asked to Read the story below and then finish it with their own writing.
2. Instruct them to give an appropriate title too.

3. The best 5 stories will be then read out by the composer of the story.

**Story:**

A poor boy was selling goods from one door to another to pay for his studies. One day he found that he had only Rs. 10 left, and he was very hungry. While approaching a next house, he decided to ask for a meal. But when a young woman opened the door he only dared to ask for a glass of water.

The lady looked at him and understood that probably the boy was hungry. So she brought him a large glass of milk. He drank and asked how much he owed her. The woman replied: “You don’t owe me anything. We should never accept anything for our kindness”. The boy thanked the lady and left.

Years passed by. The boy…………………………………………
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**Note for facilitator:**
The story selected should be unusual, interesting and have some learning value to the learners.
Activity 22
Title: Solve Puzzle
Duration: 20 minutes
Method: Problem solving
Material: Pen, Paper
Life Skills Promoted: Creative thinking, problem solving
Process:
The following task will be given to participants.
1. Read aloud the following colours as fast as you can:

2. Now quickly read aloud the colours of the following words ..., not the words themselves, but the colours in which the words are shown:

   Red  Green
   Blue  Orange
   Black  Blue
   Yellow  Gray
   Red  Pink

Activity 23
Title: Finding Solutions
Duration: 60 minutes
Method: Situational Discussion, Introspection

Material: Situational Cards, Pen, Paper

Life Skills Promoted: Problem Solving, Decision Making, Critical Thinking, Coping with emotions, Coping with stress

Process:

1. Form groups of 5-7 participants and ask them to select a group leader.
2. Assign one “situation” to each group and ask them to find solutions for them.
3. Allow 20 minutes to complete this activity.
4. Instruct each team to come up with at least one solution. If they differ in their views or if they show disagreement to others, they can present all of them as there is no right or wrong solution. It may differ from person to person based on their experiences and conditions.
5. Invite the groups to make their respective presentation.

Situation 1
You are appearing for GPSC examination. You are supposed to reach the centre at 9:30. And you reached there at 9:45. When you enter in the classroom, the supervisor asks you for an identity card. Suddenly you realize that you forgot your identity card at home. He doesn’t allow you to appear for the examination. What would you do in this situation? How would you feel? How would you react? What would be the solutions you would opt?

1. What are your immediate feelings?
2. How would you react to the situation at first?
3. What may be your feelings after sometime?
4. What would you do then?
5. What would be your feelings if nothing works and you are not allowed to sit in the examination?
6. What would you do if nothing works and you are not allowed to sit in the examination?
7. Was your behaviour appropriate?

**Situation 2**
You are going station by rickshaw and while leaving rickshaw you forget your bag in the rickshaw. And you realise that your gold ornament bag is also in the bag. What are your feelings/emotions? What would you do in this situation?
1. What would be your feelings/emotions at first?
2. What would be your instant reaction to the situation?
3. What feelings do you have go through?
4. After some time, when you realize the situation, what would you do in such situation?
5. Was your behaviour appropriate?
6. Think what would be the reaction of your family members to the situation?
How do you feel while facing them?

**Situation 3**
You are preparing for UPSC since last 3 years and the day on which your IPSC exam schedules, the same day your Masters final examination is also scheduled. What would you do in this situation? Why?

**Situation 4**
Some of your colleagues always make gossiping about you, involve making conspiracy against you and create hurdles in your work. It deviates you from your work. Many times you got scolding and memos from the principal too. What would you do in such situation?
1. What would be your feelings/emotions at first?
2. What would be your instant reaction to the situation?
3. What feelings do you have go through?
4. After some time, when you realize the situation, what would you do in such situation?
5. Was your behaviour appropriate?
Activity 24

Title: Decide-right or wrong?

Duration: 50 min

Method: Brain storming, Discussion

Materials: Flip charts, markers.

Duration: 1 hour

Life Skills Promoted: Self awareness skill, Critical Thinking(analysing skills, ability to assess their decisions)

Process:

1. Ask the participants to divide into 4 groups.
2. Instruct them to reflect on their past and introspect the decision which was proved a worst decision of their life and which impacted their life badly. You really feel regret for that decision.
3. When they identify such decision, ask them to take up one decision of one of the members of a team.
4. Then instruct them to analyse and brainstorm why it is wrong, what may be the correct decisions etc.
5. Ask them to prepare a presentation (on the decision they were discussing) on the given format displayed on the handout.
6. After 15 minutes, give the groups a handout and ask them to make a presentation about the decision.
7. Invite each group to present.
8. At the end discuss on the importance of this activity. Let them explain that the kind of analysis will be learnt through this exercise.

The following questions could be used to generate a discussion:

- What is the learning value of this activity?
- Did you use the format given for the analysis of a decision? How did you find it?
- Identify the factors that help making a decision “good”? Why?
- Identify the factors that help making a decision “bad”? Why?
Can you turn your “bad” decision into a “good” decision by changing some factors? How?

Note:
The Hand-out is based on the FAST Approach:
- **F**- Freeze and think, what is the problem here?
- **A**- Alternatives, what can be the possible solutions?
- **S**- Solution Evaluation, Which is the best solution that is safe or fair?
- **T**- Try it! Try it and find out carefully that does it work?

Activity 25
Title: Yahi hai right choice.....aha
Duration: 60 min
Method: Discussion, brainstorming, Role play
Materials: Flip charts, markers, flash cards, case scenarios
Time: 1 hour
Life Skills Promoted: Self awareness skill, Critical Thinking, Problem solving, Effective Communication Skill

Process:
1. Form the groups of 6 persons.
2. Explain the FAST approach to solve the problem and ask them to follow this approach to solve the scenario given to each group.
3. Assign one scenario to each group and instruct them to work on it within their respective groups.
4. Allow 25 minutes to work.
5. Ask each group to prepare a presentation how the problem in scenario is solved using FAST approach. They can also use pens, markers, charts to make their presentation.
6. Ask them to share their presentation or to role-play or both one by one.
7. Ask the participants to raise their questions and share their
comments at the end when all the groups complete their presentations.

8. End this activity by summarizing or by giving feedback.

Note for the Facilitator
If possible, distribute handouts and material relevant to FAST approach.

FAST Approach:
- F- Freeze and think, what is the problem here?
- A- Alternatives, what can be the possible solutions?
- S- Solution Evaluation, Which is the best solution that is safe or fair?
- T- Try it! Try it and find out carefully that does it work?

Situation 1
You come to know that one of your colleagues make conspiracy against you before your boss. Number of times he takes credit about the assignments/tasks assigned both of you together, even though that was accomplished solely by your hard-work and intellect. This behaviour of him harms you and spoils your career at workplace. What will you do in this situation?

Situation 2
You are designated as examination superintendent in your college. One of members of examination committee makes blunders and leaks the paper. Evidences prove you as accused of that offence. The other members of the committee also consider responsible you of the crime. What will you do?

Situation 3
You serve as a teacher in a well-reputed school of your city. One of your male colleagues, who is a supervisor and a relative of a trustee of the school, abuse a girl (physically and verbally molestation) on a number of occasions. A girl keeps quite as she fears of bully. On one
such an instance, you see him abusing her. After you talk with that
girl and other girls, you come to know that he has done this with
many girls. But no one come forward to complain to the principal as
they feel oppressed and fear that they would be thrown out from the
school. As a lady teacher what would be your reaction and feelings?
What would you do in this situation?

**Situation 4**

You have recently joined a new school and appointed as a student counsellor. You are friendly and yet strict and assertive at times.
There is a group of students who are rude, disorganized, and mischievous and have wicked mentality; and who not only pollutes the school atmosphere but often harass students and other teachers.
What will you do? How would you treat them?

**Situation 5**

You love someone and want to settle down by getting married. But your partner doesn’t want responsibilities and asks you to engage in live in relationships. What would you do in such situation?

**Identify a problem and make a decision**

- What is the problem in each scenario?
- For whom is the situation a problem?
- What decision should be made?
- Find out important information that may influence the decision.
- What are the possible ways to solve a problem?
- What are the possible results of each of the solutions?
- How is each person feeling?

**Activity 26**

**Title:** I can survive

**Method:** Introspection, Brainstorming

**Life Skills promoted:** Critical thinking, Creative Thinking skill, Self awareness
Material: Not required
Time: 30 Minutes

Task: You are invited on an excursion (tracking camp). You are given options to carry only five of the following objects. Which one would you choose? Why? Justify how those objects help you survive your life?

Water bottle, camera, matchstick, rope, knife, girl friend/boy friend’s photograph, mobile phone, toothpaste and tooth brush, binocular, torch, jacket, compass (magnetic needle), map, etc.

Process:
1. Ask each student to work on the answer along with their justifications.
2. Pick any student and ask their responses with justifications.

Activity 27
Title: I can make a story
Time: 40 minutes
Method: Story-telling, Story-writing, Role-play (if you wish)
Material: Scripts (only points), pen, paper

Task: Below some words are given. Make use of the words and write a meaningful story.

Neighbour’s request to Mulla Nasarrudin draft a letter for a relative-the relative liven in a town 50kms away-Mulla’s refusal for help-the neighbour was confused- pleaded to Mulla but in vein- the neighbour tried to know the reason- Mulla said, “I do not want to travel 50kms in this season’- the neighbour was perplexed- Mulla explained- “I can only read What I have written.”

Process:
• Ask the participants to divide into small groups of 6 persons each.
• Participants will get the scripts.
• Each participant will be asked to Read the story below and then finish it with their own writing.
• Each group will then be asked to choose the best story among those individual stories and choose the appropriate title for the story.
• Instruct each group to write a story with effective dialogues.
• Finally, the group leader will narrate the story before the class by using appropriate verbal (words) and non-verbal cues (expressions, actions, face expressions, etc.).
• At the end of a session, ask the participants to select a best story and best narration among them along with the reasons why they consider it best.

**Note for the facilitator:**
You can select stories according to the level of the learners. You may also ask each group to dramatize that story before the class.

---

**Activity 28**

**Title:** Picture Reading

**Method:** Projection Technique

**Life Skills promoted:** Critical Thinking, empathy.

**Material:** Placards on which different theme photos are pasted.

**Time:** 45 Minutes

**Task:**
1. Look at the pictures given below which convey something.
2. Analyse them based on your perception and understanding.
3. Talk about them.

**Process:**
1. Make a group of 5-7 participants.
2. Invite each group to come forward and select a placard for them.
3. Instruct them to analyse critically the picture pasted on the placard.
4. At the end, invite each group leader to present their views and carry out a discussion.
Facilitate a discussion using the following questions:

- What does the situation represent?
- Who are these people, where could they be?
- Why do you think so?
- Why do you say so?
- What is it in the picture that makes you say so?
- What is the issue in each picture?
- What did you feel when you see those pictures?
- Do you think we are enough sensitive towards the issues happened around us?
- What could we do about those sensitive issues?

Activity 29
Title: My responsibility as a teacher
Method: Introspection
Material: script of a letter (Abraham Lincon’s letter to his son’s teacher or you can use any such letter)

Time: 45 Minutes

Life Skills promoted: Self awareness skill, Analytical thinking skill, Critical thinking skill, Effective communication skill

Process:
1. Divide the participants in a group of learners.
2. Instruct them to find out/bring a letter of their choice or you provide them a written letter and ask them to analyse it critically.
3. Instruct them to find out whether it satisfies all the criteria of 7 C’s. If not suggest ways to improve the same.
4. Further pose the following questions:
   - What qualities/expectations any parents or society expect from the teachers?
   - What do you think Abraham Lincon’s expectations from teacher were? List them out.
   - What do you think do you possess all those characteristics?
5. Instruct them to do the task individually and then within a group.
6. Carry out the discussion or ask each group leader to represent their reflections/views.

Abraham Lincoln’s letter to his son’s teacher
(Source: Retrieved from https://www.linkedin.com)

My son starts school today. It is all going to be strange and new to him for a while and I wish you would treat him gently. It is an adventure that might take him across continents. All adventures that probably include wars, tragedy and sorrow. To live this life will require faith, love and courage.

So dear Teacher, will you please take him by his hand and teach him things he will have to know, teaching him – but gently, if you can. Teach him that for every enemy, there is a friend. He will have to
know that all men are not just, that all men are not true. But teach him also that for every scoundrel there is a hero that for every crooked politician, there is a dedicated leader.

Teach him if you can that 10 cents earned is of far more value than a dollar found. In school, teacher, it is far more honorable to fail than to cheat.

Teach him to learn how to gracefully lose, and enjoy winning when he does win.

Teach him to be gentle with people, tough with tough people. Steer him away from envy if you can and teach him the secret of quiet laughter.

Teach him if you can – how to laugh when he is sad, teach him there is no shame in tears.

Teach him there can be glory in failure and despair in success.

Teach him to scoff at cynics.

Teach him if you can the wonders of books, but also give time to ponder the extreme mystery of birds in the sky, bees in the sun and flowers on a green hill.

Teach him to have faith in his own ideas, even if everyone tells him they are wrong.

Try to give my son the strength not to follow the crowd when everyone else is doing it.

Teach him to listen to everyone, but teach him also to filters all that he hears on a screen of truth and take only the good that comes through.

Teach him to sell his talents and brains to the highest bidder but never to put a price tag on his heart and soul.

Let him have the courage to be impatient, let him have the patient to be brave.

Teach him to have sublime faith in himself, because then he will always have sublime faith in mankind, in God.

This is the order, teacher but see what best you can do. He is such a nice little boy and he is my son. -- Abraham Lincoln
Activity 30

Title: Puzzle fun

Method: brainstorming

Material: cards (on which puzzles written), markers

Time: 25 Minutes

Life Skills promoted: Problem solving skill, creative thinking skill

Process:

1. Ask them to make as many words as you can, of four or more letters from the letters shown.

2. Instruct them that every letter must contain the central letter.

3. Instruct them the words they make should be related to teaching and education. It’s really a challenge for them.

Activity 31

Title: My dream Collage

Method: Brainstorming, Introspection

Material: Chart paper, pencil-pen, markers, pictures from magazines/newspapers, scrap paper, scissors, glue

Time: 40 Minutes

Life Skills promoted: Self awareness, Critical thinking, creative thinking skill

Process:

1. Explain that each learner portrait and make collage entitled “My dream collage- means the dreams you fulfil in 10 years from now” by using his/her creativity by using the materials available in learning environment.
2. The collage should reflect your house, your job, your life-style, the future endeavours etc.
3. Ask them to complete the task in 30 minutes.
4. Give your collage a title of your choice.
5. Instruct them to display their collage at everyone’s view as soon as they complete their collage.
6. At last, ask the participants explain their own collages.

The following questions could be used to generate a discussion:

1. Were you able to identify your goals where do you see yourself in 10 years?
2. Do you find it difficult to get ideas that represent you? Why or why not?

Activity 32

Title: Brain teasers

Time: 20 minutes

Method: Brainstorming

Material: Charts (on which puzzles written)

Life Skills promoted: Problem solving skill, Critical thinking skill

Process:
1. Give them a puzzle sheet and ask them to solve the problems individually.
2. Ask them to solve the puzzles before class one by one.

Task:

1. Study the following puzzle carefully and create such magic squares trying other numbers.
   
   The diagram bellow was taken from a famous Chinese book over 3000 years old. Can you figure out what the organization represents? In other words, what do the figures represent and what is special about it?
It was called a magic square. The numbers of the square are represented by the objects and the number of balls they contain:

8 3 4
1 5 9
6 7 2

2. Below is an arithmetic problem using matchsticks to form Roman numerals and operators (+, -, and =). The equation is incorrect. See if you can solve it by envisioning a solution in which only one matchstick is moved to create a correct equation. You can only move one matchstick once (but not remove it).

\[ \text{I V} \rightarrow \text{I I I} \rightarrow 1 \]

3. Nine dots are arranged in a three by three square. Connect each of the nine dots using only four straight lines and without lifting your pen from the paper.

\[
\begin{array}{ccc}
  & \bullet & \\
\bullet & \bullet & \bullet \\
\bullet & \bullet & \bullet
\end{array}
\]

Note for the facilitator:
You can use such riddles and puzzles which involve participants to thinking process.

Activity 33
Title: Truth, dare and promise
Skills Promoted: Interpersonal skill, Effective Communication skill,
Time: 60 minutes

Materials: a card for each participant

Task: Act out as per your choice truth, dare and promise.

Process:

1. Form a group of participants who know each other well and have an informal relationship.
2. Each participant should write one/two sentences on a card for each of the categories below.
3. Before using sentences in oral work it would be wise to check that each ‘truth’, ‘Dare’ or ‘promise’ is acceptable to you.
4. Place all cards before the group.
5. Each participant takes it in turns to pick up a card.
6. Then that participant has to decide the category (truth, dare, promise) to which he/she would like to go for.
7. Then he/she must do what the card demands.
8. The facilitator should direct and monitor the activity.

Note for the facilitator:

Make sure that the demands should be related to challenges of teachers and related to the life skills such as:

- Asking for role-playing of your favourite teacher, leader, role-model etc.;
- Asking to share/narrate his self creation-story, poem, song etc.;
- Asking to challenge the puzzles, riddles etc.;
- Asking to act on the situations given by the facilitator;
- Asking to reflect on his/her weaknesses, limitations, bad qualities and take promise to overcome it;
- Asking to answer situations which require critical thinking skills;
- Asking about five novel uses of things you find around except its regular use.
- Ask the player to one qualities which you want to change it.
Ask the player if you would get chance to change your gender, who you would like to be.

Activity 34
Title: My reaction
Time: 40 Minutes
Method: Situational discussion
Material: Situation Briefs (on roll-chart)
Life Skills promoted: Critical thinking, self awareness skills, empathy, coping with emotions

Process:
1. Divide the participants into small groups.
2. Ask the participants to write their feelings and behaviours alone.
3. Discuss their feelings and emotions together with a group.
4. Ask them to share their feelings before the class.

Situations
- Meet your friend accidentally after a number of years
- All of a sudden you reveal your mother having a blood cancer
- Your sister meets an accident and you have to deal hospital formalities as your parents are out of station
- Your best friend and your cousin going to get marry on the same date and you confuse whom to give preference
- You hope to get first class in board examinations and you get failed when the result declared
- You reveal your spouse is having HIV/AIDS
- Your partner cheat on you as he/she have extramarital relationship

The following questions could be asked to generate discussion:
1. What would be your immediate feelings/emotions?
2. How would you react to the situation at first?
3. What may be your feelings after sometime when you calm down?

4. What would be your later reaction? How do you behave?

5. Was your behaviour appropriate? Why?

Activity 35
Title: Feel for You-2
Method: Situational discussion
Material: Situation Briefs (on roll-chart)
Time: 50-60 Minutes
Life Skills promoted: Critical thinking, self awareness skills, empathy, coping with emotions

Process:
1. Divide the participants into small groups.
2. Ask the participants to discuss the following questions and note their responses on the paper:
   - What is empathy?
   - Why one need to acquire ability to empathize?
   - Is it possible to enhance empathy in children? How? Through which techniques?
   - Can you give some examples wherein a teacher can exhibit empathy during teaching or in day-to-day life situations?
3. Invite the groups for discussion in the light of above mentioned questions.
4. Ask them to read aloud their responses. Let the participants share their experiences, and how they felt putting themselves in another person’s shoes.
5. Further the following situations can be given to participants.
6. At the end carry out a discussion in the light questions
suggested.

7. Sum up the discussion.

**Situation 1**

Today is your last paper of annual examination. You are running to the exam centre by your vehicle. You are already late. You are running shortage of time. On the way you see an accident. You see an aged uncle and auntie injured badly. Nobody comes to help them. What will you do in this situation?

1. What would be your feelings at first?
2. What would be your first reaction to the situation?
3. How do you think in such situation?
4. What would you do? Why?
5. Think what if it would be your father and mother instead the uncle and auntie?
6. Think what if somebody ignores this incidence and leave your parents without treating?

**Situation 2**

You, with your friends, go for a walk on one night around 10 O’clock. On the way you find a drunken man and his wife quarrelling and the man badly hits his wife. The wife is carrying her 2 years young kid. The wife is terrified and asking for the help to the people around you. She was badly injured and genuinely need a help. Her husband left her alone with a child. What would you do? Each one of you has a different response/reaction to this situation and offer.

1. What would be your feelings?
2. What would be your instant reaction to the situation?
3. What would be different reactions each one of you has?
4. What if your friends refuse to help her?
5. What would be your behaviour in this situation? Why?

**Situation 3**

One of your friends is 20 years old, but her parents treat her still as a child. They advise her on every single matter whether such as who
would be her friends, what type of cloths she should wear, what subjects she should opt for, whom to meet and what to do on every weekends etc. Due to these reasons, you have seen lost her self-confidence, lost her motivation towards life and tried to commit suicide. You really feel for her and want to help her and do something for her. What will you do?

1. What would be your feelings?
2. What would be your behaviour in this situation?
3. Would you go to her parents and make them realize about the effects of their behaviour to her daughter?
4. What would you do if they don’t understand?
5. How would you help her? Why?

**Situation 4**

You notice a north Indian boy, recently migrated, and admitted in your school. His efforts to mingle with the classmates are in vain. He wants to play with a group of children and share a lunchbox with them. But the boys refused to join him. Nobody responds to him well, on the contrary they tease him and make fun of him. As a result, the boy cannot even concentrate in studies. How do you feel in such conditions? How would you help him? Illustrate your behaviour and feelings.

1. What would be your feelings?
2. What would be your behaviour in this situation?
3. How would you treat the boy and the other students?
4. What would you do if they don’t understand?
5. How would you help her? Why?

**Situation 5**

Imagine that one of your classmates comes from very poor family (economical status); her mother is a single parent and left by her father. She is not in condition to pay her fees. What would you do? How would you help?
1. What would be your feelings?
2. What would be your instant reaction to the situation?
3. What would be your behaviour in this situation? Why?
4. How would you help her?

Activity 36
Title: how I decide
Method: Situational discussion
Material: Situation Briefs (on roll-chart)
Time: 50 Minutes
Life Skills promoted: Critical thinking, self awareness skills, empathy, coping with emotions
Process:
1. Divide the participants into small groups.
2. Assign each group one situation or they can choose for them from roll-chart.
3. Ask them to decide their responses. Let the participants share how they feel, their reactions and their decisions.
4. At the end carry out a discussion in the light questions suggested.
5. Sum up the discussion.
The following Situations could be used:
1. My parents want me to be the best in everything I do. If I don’t perform according to their expectations they ridicule me and scold me.
2. I am not so good as my brother at studies. I want to take up courses in fine arts. My parents think I am hopeless and good for nothing.
3. I come from very poor family and have to work part time in shop; and therefore have to study as external student. I feel exhausted and tired. One of my friends suggests me to try smoking and drinking to come out from stress and depression.
4. My friends often take drugs and alcohol. They also probe me to have it and enjoy a life. You fear that if you don’t do as they say, they break relations with you.
Activity 37
Title: How I react
Time: 40 Minutes
Method: Situational discussion
Material: Situation Briefs (on roll-chart)
Life Skills promoted: coping with stress, coping with emotions
Process:
1. Divide the participants into small groups.
2. Ask the participants to write their feelings and behaviours alone.
3. Discuss their feelings and emotions together with a group.
4. Ask them to share their feelings before the class.

How would you react in following situation?
When I have to face the audience………………………………………………
When I do top and get gold medal………………………………………………
When I see someone in pain……………………………………………………
When I see a child engage in labour……………………………………………
Whenever I have to appear in the exam………………………………………
When I have to face an interview………………………………………………
A best friend of mine forgets what s/he wants to say during Elocution
competition in Youth Festival………………………………………………
When I give my best performance on stage in drama and won an award
………………………………………………………………………………………
When my younger brother/sister gets failed in 10 standard exam
………………………………………………………………………………………
When I get scolded by my favourite teacher for a mistake which I
never did…………………………………………………………………………
The following questions could be asked to generate discussion:
1. What would be your immediate feelings/emotions?
2. How would you react to the situation at first?
3. What may be your feelings after sometime when you calm
down?
4. What would be your later reaction? How do you behave?
5. Was your behaviour appropriate? Why?

Activity 38
Title: Feel for You-2
Method: Audio-visual
Material: Video clippings, LCD projector
Time: 60 Minutes
Life Skills promoted: Critical thinking, self awareness skills, empathy, coping with emotions
Process:
1. Ask the participants to divide into small groups of 6 persons each.
2. Participants will then be shown the video clips and will be asked to note down their reflections, feelings, emotions etc. individually.
3. Facilitative questions could be posed before the class like
4. Each group will discuss to answer these questions.
5. Then the group will share their views and finally facilitator will lead the discussion.

Task: watch the video/ clipping carefully.

The following questions can be used to generate a discussion:
1. What does the video/clipping focus on?
2. What is the key issue in the video?
3. What are the problems/issues reflect in the video/clipping?
4. Who is responsible for the situations?
5. What do you feel about the situations?
6. What could be the probable solutions for that issue?
7. What is the central theme and message in the video?
8. “We are losing our empathy day-by-day towards the serious happenings around us.” Ask their opinions on the statement. Yes/No? Why?
9. Why is that happening?
10. How can we make aware them about empathy and develop empathy among our children as a teacher?

4.3.10 Life Skills Theoretical Orientation (Exposed to Control Group)

Table 4.3 Outline of Life Skills Theoretical Orientation

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Content</th>
<th>Sub content</th>
<th>Time</th>
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<tbody>
<tr>
<td>1.</td>
<td>Pre-test</td>
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<td>1 hour</td>
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<td>2.</td>
<td>Concept of Life Skills</td>
<td>1. Meaning</td>
<td>8 Hours</td>
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<td>2. Definitions of Life Skills given by different organizations</td>
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<td>3. Need and Importance of Life Skills</td>
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<td>4. Classification of life skills according to various models</td>
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<td>5. Core Life Skills suggested by WHO</td>
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<td>6. Methods and techniques to impart life skills</td>
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<td>3.</td>
<td>Self awareness Skill</td>
<td>1. Meaning</td>
<td>2 hour</td>
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<td>2. Definitions</td>
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<td>3. Importance</td>
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<td>4. Indicators</td>
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<td>5. Aspects of Self-awareness skill</td>
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<td>6. Methods and techniques to improve self awareness skill</td>
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<td>4.</td>
<td>Interpersonal Skill</td>
<td>1. Meaning</td>
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<td>2. Definitions</td>
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<td>3. Process-Stages of relationship according to the Model of George Levinger</td>
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<td>4. Characteristics of a person having good interpersonal skill</td>
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<td>5. Methods and techniques to enhance interpersonal skills</td>
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<td>5.</td>
<td>Effective Communication</td>
<td>1. Meaning</td>
<td>2.5 Hour</td>
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<td></td>
<td>2. Definitions</td>
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</table>
| Skill                                | 3. Communication Skill as a combination of other skills  
|                                      | 4. Components of Communication Process  
|                                      | 5. Explanation of Communication Process  
|                                      | 6. Characteristics of an Effective Communicator  
|                                      | 7. Methods and techniques to enhance effective communication skills |
| 6. Problem-solving Skill             | 1. Meaning  
|                                      | 2. Definitions  
|                                      | 4. Characteristics of a good problem solver  
|                                      | 5. Methods and techniques to enhance effective problem solving skills |
| 7. Decision making skill             | 1. Meaning  
|                                      | 2. Importance  
|                                      | 2. Process-Stages of Decision Making  
|                                      | 3. Characteristics of a good decision-maker  
|                                      | 4. Methods and techniques to improve Decision Making |
| 8. Creative Thinking Skill           | 1. Meaning  
|                                      | 2. Definitions  
|                                      | 3. Importance of Creativity  
|                                      | 4. brainstorming as a technique to develop creative thinking skill  
|                                      | 5. The rules of brainstorming and Ways to run brainstorming sessions  
|                                      | 6. Characteristics of a good creative thinker |
| 9. Critical Thinking Skill           | 1. Meaning  
|                                      | 2. Definitions  
|                                      | 3. Importance of Critical thinking skill  
|                                      | 4. Characteristics of a good critical thinker  
|                                      | 5. Ways and strategies to develop critical thinking skill |
| 10. Skill of Coping with emotions    | 1. Meaning  
|                                      | 2. Basic emotions  
|                                      | 3. Importance  
|                                      | 4. Mechanisms to cope with emotions |

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4.4 Conclusion:
The current chapter focused on the aims of the programme, learning outcomes of the programme, methodology adopted for designing of the programme, components of the programme and index of the programme along with the requisite time. Then it followed by details of introductory session, brainstorming sessions and actual sessions to practise life skills in controlled environment with detailing of skills focussed, things required and procedure to be followed. At the end Life Skills Theoretical Orientation for control group was outlined.