

Vision of Life Skills Education

Nurturing.....

Aware, Responsible and Empowered Learners.

Mission of Life Skills Education

The effort is to create learners who are equipped with accurate, objective and scientific knowledge, attitudes and value enhanced Life Skills. These will help young learners to make informed decisions, solve problems, think creatively and critically, communicate effectively, build healthy relationships, empathise with others, cope with challenges and manage their lives in a healthy and productive manner.

Goal of Life Skills Education

Aims to mobilise a behaviour development approach through adequate delivery of content addressing knowledge, attitudes and value enhanced Life Skills.



Teacher's Manual
Life Skills

Class

VI



CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi-110092



Teacher's Manual - Life Skills for Class - VI

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Preface

Young people hold the promise of our future. They are our demographic force. Working with and helping young people has always been a priority across time and cultures. But the changing times have challenged us in exceptional ways to find ways to protect and empower our young people to become happy, healthy adults. Life Skills approach is one such approach that promises to contribute to the well-being of our young and empowers them to meet the many challenges of life.

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

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

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

In this series, in addition to enhancing knowledge, the focus of the content and activities is on the development of Life Skills in students, which would help them in resisting peer pressure, making informed decisions and healthy choices to effectively cope with risky situations they encounter in their daily lives.

It is hoped that the formal modes of learning like Language, Science, Mathematics and Social Science are gradually integrated with Life Skills Education which would effectively promote a trans-disciplinary approach in both scholastic and co-scholastic areas.

I do hope that the teachers would follow the Continuous and Comprehensive Evaluation format to assess Life Skills of the learner where indicators of assessment and checklists have been provided.

I express my appreciation for the effort put in by Dr. Nagpal, Consultant Psychiatrist, Moolchand, New Delhi and the entire team members who have helped to shape this book. I would also like to acknowledge the conceptual framework for the document provided by Dr. Sadhana Parashar, Director (Academics & Training), CBSE in bringing out the Life Skills Manuals for Classes VI, VII and VIII and editing them as well as co-ordination by Ms. Archana Thakur, AEO, CBSE as well as Ms. Ramandeep Kaur, Education Officer, CBSE.

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

Vineet Joshi
Chairman





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भारत का संविधान

उद्देशिका

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

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

और [राष्ट्र की एकता और अखंडता]

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढसंकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद् द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

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

भाग 4 क

मूल कर्तव्य

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

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
 - (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
 - (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
 - (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
 - (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
 - (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
 - (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
 - (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
 - (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
 - (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा (12.12.2002) से अंतः स्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² [unity and integrity of the Nation];

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

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

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

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

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and fourteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)

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Introduction

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

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

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

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

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

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

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

Hence, Life Skills Education plays a key role in the growing years. Activities designed to strengthen Thinking Skills, Social Skills, Personal Self-Management Skills and Emotional Skills will help learners to be actively engaged in school. Enhancing the social environment with **Life Skills empowerment** of students can increase school bonding, which in turn may enhance academic achievement and reduce problem behaviour. Peer Educators trained by Counsellors of schools can present an effective resource for mentoring students as Peer interaction is the most successful form of transaction of Life Skills.

I sincerely hope the Manual will achieve the purpose of bringing Life Skills Education into the larger curriculum of schools.

Dr. Sadhana Parashar
Director (Academics & Training)



CHARM AND CHALLENGES OF TRANSITION FROM CHILDHOOD TO ADOLESCENCE

(The Developmental Dynamics of 6th Graders)

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

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

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

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

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



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

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

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

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

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

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



