

Vision of Life Skills Education

Nurturing.....

Aware, Responsible and Empowered Learners.

Mission of Life Skills Education

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

Goal of Life Skills Education

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



Teacher's Manual on
Life Skills

Class

VII



CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi-110092

Teacher's Manual - Life Skills for Class - VII

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Preface

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

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

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

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

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

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

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

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

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

Vineet Joshi
Chairman



Acknowledgements

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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

दृढ़संकल्प 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-

- to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
 - to cherish and follow the noble ideals which inspired our national struggle for freedom;
 - to uphold and protect the sovereignty, unity and integrity of India;
 - to defend the country and render national service when called upon to do so;
 - 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;
 - to value and preserve the rich heritage of our composite culture;
 - to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
 - to develop the scientific temper, humanism and the spirit of inquiry and reform;
 - to safeguard public property and to abjure violence;
 - 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)

Content

	Page No.
INTRODUCTION	(i)
Charm and Challenges of Transition from Childhood to Adolescence	
Section 1: Exploring Life Skills	1-62
UNIT 1: An Introduction to Life Skills	3-62
1.1 What are Life Skills?	4
1.2 Who needs Life Skills?	8
1.3 Life Skills Development	8
1.4 Life Skills Journal	10
1.5 My Strengths	13
1.6 I Appreciate your Worth	18
1.7 Thinking out of the Box	23
1.8 My H.O.T.S	29
1.9 I have the Solution	35
1.10 I can! I will	39
1.11 Can I Say No?	45
1.12 A Special Relationship - Friendship	48
1.13 Managing True Happiness	53
1.14 Managing Time, Reducing Stress	57
Section 2: Internalizing Life Skills	63
UNIT 2: SELF AWARENESS	63-90
Activity 1: Appreciating the Good Qualities in Oneself	65
Activity 2: I am Special	68
Activity 3: The Role of Self-Esteem	72
Activity 4: Overcoming Low Self-Esteem	77
Activity 5: The Grace of Being Polite	82
Activity 6: Building Positive Self-Esteem - Setting Goals	87

UNIT 3:	CRITICAL THINKING	91-106
	Activity 1: Fact or Fiction?	91
	Activity 2: To be or not to be?	93
	Activity 3: Read it, Write it, Count it!	97
	Activity 4: Freshly Brewed Thinking	100
	Activity 5: The Inventor in Me!	102
	Activity 6: Decision Time	105
UNIT 4:	CREATIVE THINKING	107-118
	Activity 1: In the Creative List	107
	Activity 2: Space Travel	109
	Activity 3: Thinking Creatively	111
	Activity 4: Relations	113
	Activity 5: Rack Your Brain	115
	Activity 6: Going Crazy	117
UNIT 5:	EFFECTIVE COMMUNICATION	119-138
	Activity 1: Asking Questions	119
	Activity 2: You and I Statements (Assertiveness)	123
	Activity 3: Contribution in Group Conversations	127
	Activity 4: See, Express and Act	130
	Activity 5: Good Listening	132
	Activity 6: Verbal and Non-Verbal Communication	136
UNIT 6:	INTERPERSONAL RELATIONSHIPS	139-152
	Activity 1: Appreciating others	139
	Activity 2: Interpersonal Relationships	141
	Activity 3: Friendship Recipe	143
	Activity 4: My Relationship Temperature Chart- Hot, Warm and Cold!	145
	Activity 5: My Special Greeting Card	148
	Activity 6: The Puzzled BAT	150

UNIT 7: MANAGING EMOTIONS 153-168

Activity 1: Managing Anger	153
Activity 2: Expressing Emotions	156
Activity 3: Managing Emotions	158
Activity 4: Handling Anger	161
Activity 5: Emotion Flashcards	164
Activity 6: Understanding Anger	166

UNIT 8: COPING WITH STRESS 169-186

Activity 1: What Happens when Stressed?	169
Activity 2: Stress Snap	173
Activity 3: Coping with Stress	175
Activity 4: My Stress Journal	178
Activity 5: Progressive Muscular Relaxation (PMR)	181
Activity 6: How to Manage Stress	185

UNIT 9: EMPATHY 187-208

Activity 1: Helping Hands	187
Activity 2: Patience is a Virtue which is often Rewarding	190
Activity 3: Compassion towards Animals in Cages	195
Activity 4: The Comforters	198
Activity 5: Plastic in Cow's Tummy	202
Activity 6: Treat Others the Way You Want to be Treated - Show Respect	205

UNIT 10: DECISION MAKING 209-222

Activity 1: I can Decide!	209
Activity 2: Help the Character	212
Activity 3: Applying 3 C's in Decision Making	214
Activity 4: Decision Making Wheel	216
Activity 5: Balloon Debate	219
Activity 6: Rank them up	221

UNIT 11: PROBLEM SOLVING**223-238**

Activity 1: Puzzles and Teasers	223
Activity 2: Problem Solving Tools	229
Activity 3: Problem Letters	232
Activity 4: Birthday Line-up	233
Activity 5: Addressing Conflicts	235
Activity 6: Family Fun Puzzle	237

SELF ASSESSMENT**239-254**

Self Awareness	239
Critical Thinking	241
Creative Thinking	243
Effective Communication	244
Interpersonal Skills	245
Managing Emotions	246
Coping with Stress	248
Empathy	249
Decision Making	251
Problem Solving	252

CIRCULARS**255-258**

Circular 1	255
Circular 2	256
Circular 3	257

GLOSSARY**259-267**

Introduction

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

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

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

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

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

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

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

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

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

Dr. Sadhana Parashar

Director (Academics, Research, Training & Innovation)

Charm and Challenges of Transition from Childhood to Adolescence

The Developmental Dynamics of 7th Graders

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

Cognitive Development

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

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

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

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

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

Implications for Teachers of Middle School Students

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

8 Rothenberg, Dianne. "Supporting Girls in Early Adolescence." ERIC Digest ED 386331 September 1995

