

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

VIII



CENTRAL BOARD OF SECONDARY EDUCATION

2, Community Centre, Preet Vihar, Delhi-110092



Teacher's Manual-Life Skills for Class-VIII

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Preface

Young people hold the promise of our future. They are our demographic force. Working with and helping young people have 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 to them 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 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 members who have helped to shape this book. I would also like to acknowledge the contribution of Dr. Sadhana Parashar, Professor and Director (Academics, Research, Training and Innovation), CBSE for providing the conceptual framework for the document and in bringing out the Life Skills Manuals for Classes VI, VII, and VIII and editing them along with Ms. Ramandeep Kaur, Education Officer, CBSE, Ms. P. Rajeswary, Education Officer, CBSE and the co-ordination by Ms. Archana Thakur, AEO, CBSE.

I hope that the teachers teaching Class VIII 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



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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 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 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 the 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 **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 peer bonding, which in turn, may enhance academic achievement and reduce problematic 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

Professor and Director (Academics, Training, Innovation and Research)



PSYCHODYNAMICS OF ADOLESCENTS

The more we understand adolescents, the greater is the likelihood of dealing with them in a sane, positive manner. If we keep the characteristics of adolescents in mind, we can provide an atmosphere conducive to learning for all students.

The characteristics of young adolescents between the age of 10 to 14 are characterized by their diversity as they move through the puberty growth cycle at varying times and rates. Yet, as a group, they reflect important developmental characteristics that have major implications for the agencies that seek to serve them.

In the area of **Intellectual Development**, young adolescents:

- Display a wide range of individual intellectual development.
- Are in a transition period from concrete thinking to abstract thinking.
- Are intensely curious and have a wide range of intellectual pursuits, few of which are sustained.
- Prefer active over passive learning experiences.
- Prefer interaction with peers during learning activities.
- Respond positively to opportunities to participate in real life situations.
- Are often preoccupied with self.
- Have a strong need for approval and may be easily discouraged.
- Develop an increasingly better understanding of personal abilities.
- Are inquisitive about adults, often challenging their authority, and always observing them.
- May show disinterest in conventional academic subjects, but are intellectually curious about the world and themselves.
- Develop a capacity to understand higher levels of humour.

In the area of **Emotional/Psychological Development**, young adolescents:

- Experience mood swings often with peaks of intensity and unpredictability.
- Need to release energy, often resulting in sudden, apparently meaningless outbursts of activity.
- Seek to become increasingly independent, searching for adult identity and acceptance.
- Are increasingly concerned about peer acceptance.



- Tend to be self-conscious, lacking in self-esteem, and highly sensitive to personal criticism.
- Exhibit intense concern about physical growth and maturity as profound physical changes occur.
- Are concerned with many major societal issues as personal value systems develop.
- Believe that personal problems, feelings, and experiences are unique to themselves.
- Are psychologically vulnerable, because at no other stage in development are they more likely to encounter so many differences between themselves and others.


In the area of **Moral Development**, young adolescents:

- Are generally idealistic, desiring to make the world a better place and to become socially useful.
- Are in transition from moral reasoning which focuses on "what's in it for me" to that which considers the feelings and rights of others.
- Often show compassion for those who are downtrodden and have special concern for animals and environmental problems.
- Are moving from acceptance of adult moral judgments to development of their own personal values; nevertheless, they tend to embrace values consonant with those of their parents.
- Rely on parents and significant adults for advice when facing major decisions.
- Increasingly assess moral matters in shades of grey as opposed to viewing them in black and white terms, characteristic of younger children.
- At times, are quick to see flaws in others, but slow to acknowledge their own faults.
- Owing to their lack of experience, are often impatient with the pace of change, underestimating the difficulties in making desired social changes.
- Are capable of and value direct experience in participatory democracy.
- Greatly need and are influenced by adult role models who will listen to them and affirm their moral consciousness and actions as being trustworthy role models.
- Are increasingly aware of and concerned about inconsistencies between values exhibited by adults and the conditions they see in society.

In the area of **Social Development**, young adolescents:

- Have a strong need to belong to a group, with peer approval, becoming more important as adult approval decreases in importance.



- 
- In their search for self, model the behaviour of their older, esteemed students or non-parent adults.
 - May exhibit immature behaviour because their social skills frequently lag behind their mental and physical maturity.
 - Experiment with new slang and behaviours as they search for a social position within their group, often discarding these "new identities" at a later date.
 - Are dependent on parental beliefs and values, but seek to make their own decisions.
 - Desire recognition for their efforts and achievements.
 - Like fads, especially those shunned by adults.
 - Often overreact to ridicule, embarrassment, and rejection.
 - Are socially vulnerable because, as they develop their beliefs, attitudes, and values, the influence of media and negative experiences with adults and peers may compromise their ideals and values.

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