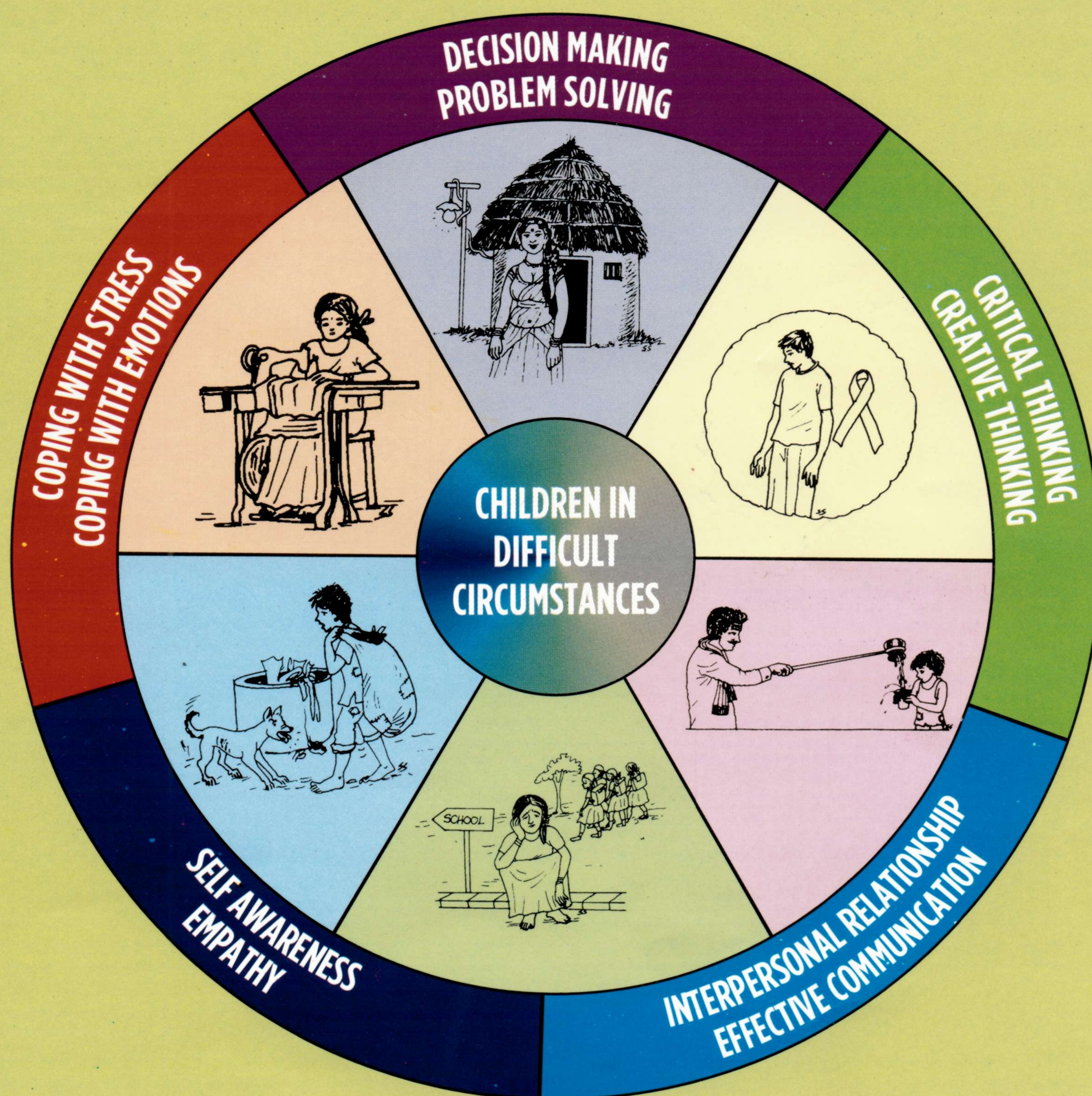


LIFE SKILLS EDUCATION

FOR CHILDREN IN DIFFICULT CIRCUMSTANCES

MY WORK BOOK



DEPARTMENT OF PSYCHIATRIC SOCIAL WORK
NATIONAL INSTITUTE OF MENTAL HEALTH AND NEURO SCIENCES
BANGALORE-560 029, INDIA

LIFE SKILLS EDUCATION

FOR CHILDREN IN DIFFICULT CIRCUMSTANCES

MY WORKBOOK

Prepared by

Dr. K. Sekar M.A., Ph.D.,

Mr. T. Arul Roncalli M.S.W.,

Ms. Kavitha Manoj M.S.W., M.Phil.,

Mr. E. Aravind Raj M.S.W., M.Phil.,

Mr. Sanjeev Kumar M.S.W., M.Phil.,



NATIONAL INSTITUTE OF MENTAL HEALTH AND NEURO SCIENCES
(DEEMED UNIVERSITY), BANGALORE - 560 029

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MY WORKBOOK

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www.nimhans.kar.nic.in

For Further Details Contact:

Dr. K. Sekar

Professor & Head

Department of Psychiatric Social Work

NIMHANS

Bangalore – 560 029

Phone: 080 2699 5234 (O)

080 2685 0191 (R)

0 98452 14397 (M)

e-mail: sekar@nimhans.kar.nic.in

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FOREWORD

Childhood is the phase of growth and development in human beings between infancy and adulthood. It is the most precious period in every one's life. More than one third of India's population is below the age of 18 years and approximately 40% of the Indian population is children, making India the country with the highest number of child population in the world, around 440 million. In India, children's vulnerabilities and exposure to violations of their protection rights remain spread and multiple in nature. The manifestations of these violations are various, ranging from child labour, child trafficking, to commercial sexual exploitation and many other forms of violence and abuse putting them in the most difficult circumstances facing multiple challenges on a daily basis. They live in a world that neglects them, squashes their vulnerability and pushes them over the edge.

In such a situation children need the capacity to handle the issues positively and cope with the challenges rather than adopting negative coping, which would thrust them in to more problems. WHO defines Life Skills as abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of every day life. It is a person's ability to maintain a state of mental well being and to demonstrate this in adaptive and positive behaviour while interacting with others, his/her culture and environment. In particular, where health problems in terms of physical, psychological, social and spiritual spheres are related to behaviour, and where the behaviour is related to an inability to deal effectively with stresses and pressures in life. The enhancement of Life Skills could make an important contribution in this direction. The most direct interventions for the promotion of Life Skills are those, which enhance the person's coping resources, and personal and social competencies. This could be well done for children by the teaching of these skills in a supportive learning environment.

Development of Life Skills emphasizes the links between knowledge, attitude, values and positive behaviour. It is an active and dynamic process. Actual practice of skills is vital either by working in small groups or in pairs through brainstorming, role-play, games and debates.

It is a feasible program as it has an integrated approach of using the already available resources of the educational system and the teachers, NGO staff, community level workers and volunteers to help the children to recognize the demands of growing up in a rapidly changing world and to develop the competencies to address them by practicing these skills in a day to day basis. I appreciate the efforts of the authors for having brought out this workbook to enhance the psychosocial competency of the unprivileged children to develop into healthy citizens.

Dr. D. NAGARAJA
Director/Vice-Chancellor
NIMHANS, Bangalore 560029

PREFACE

The circumstance of life in the post-modern world has changed greatly. However, being human remains the same. Parents warn their children about many things, but they cannot prepare them, except in general, for their inevitable encounters with the limitations of the human condition. These include aging and mortality, illness, tangled emotional involvements, big things like broken relationships and little ones like everyday hurts. It is therefore essential for today's children to be prepared to meet what life throws at them.

NIMHANS, being the nodal center for psychosocial care in disaster management has been actively involved in provision of psychosocial care and mental health services across the country for the last 27 years. In provision of psychosocial care for the survivors of disasters NIMHANS identified a large number of social epicenters in the states of Tamil Nadu, Andhra Pradesh and Karnataka, wherein a vast number of children living in difficult circumstances, are striving against lifetime difficulties. The child labourers, children of devadasis, street children, trafficked children, drop outs, children of alcoholic parents, orphan, semi orphan children, sexually abused children, physically and mentally challenged children, children infected and affected by HIV/ AIDS, children of addicted parents, bonded children, children of commercial sex workers, children in sex work, children of prisoners, children in custodial institutions, children affected by child marriage, children affected by social conflicts, migrant / displaced children, refugee children, children from child-headed families, discriminated children (dalits, tribals, girl) are some of the categories of children in difficult circumstances.

In India, statistics show that of the net enrolment rate to schools increased to 88% in 2002 (UNESCO 2006). Only 61% continue the schooling by the time they reach age 10. Drop out rate is 39%. There are vast differences within states and between social groups, with very low rates of enrolment reported for socially disadvantaged groups such as scheduled castes and scheduled tribes. 50% of scheduled caste and 56% of scheduled tribe children drop out of school.

Supportive social environment, which is crucial to the development of social skills is lacking in case of these children. Eventually these issues impact negatively on the development of the children there by they gain feelings of alienation, and many of the selfdestructive and risk-taking tendencies, such as violence and drug-use and so on.

Life Skills Education would empower children to deal effectively with the demands and challenges of every day life in a better way. The various skills

highlighted elucidate the ways that these factors can be used on a daily basis for improved quality of life, as an individual, in relationships, and in the wider world.

This workbook contains activities like role-plays, games, and discussions, which need creativity to solve and come out with alternatives. This also enabled the participants to gain more information on the essential skills that one needed to lead a harmonious life. This work book development was based on nearly ten life skills education training programme conducted by the Department of Psychiatric Social Work, NIMHANS, Bangalore. The suggestions given by the participants from the states of Andra Pradesh, Karnataka, Kerala, Tamil Nadu, Puducherry, Andaman and Nicobar islands has been incorporated as a part of the standardization procedure. Translated version in Hindi, Kannada, Telugu and Tamil were also pre tested with different trainee group. Their valuable review of the work book and suggestions helped us a lot in finalizing not only the work book but also in developing the training kit.

We thank Mr. Sudhir Babu programme manager for the translations into Telugu, and Kannada. We thank the back office staffs, Ms. Gayathri, Ms. Latha and Mr. Venkatesh for their tireless efforts in lending a helping hand wherever required.

We hope that this work continues to gather momentum in various other aspects of life, leading to a positive adaptive behaviour among children. We also hope that this training would help teachers, NGO workers, community level workers, CBOs and volunteers and others who participate in it to look at children in a different light, and help them to grow up effectively as successful human beings.

THE AUTHORS

BACKGROUND INFORMATION OF THE PARTICIPANTS

- 1.Name:.....2.Age:.....
- 3.Sex:.....4.Educational qualification:.....
- 5.Marital status:.....6.Religion:.....7.No.of family members:.....
8. Office address:.....
9. Address for correspondence:.....
10. Phone (Off).....(Res/Mob).....
11. Monthly family income:12. Monthly personal income:.....
13. Organization:
14. Occupation/ Designation:.....
15. Years of experience in service:.....
16. Currently how long are you working in the project?.....
17. Have you worked with children in difficult circumstances prior to this?.....
.....
18. What is your expectation from the workshop?
.....
.....
19. Have you attended any training on life skills education for children in difficult circumstances? If yes, Please give details:.....
.....

Date:..... Signature:.....

LIFE SKILLS EDUCATION FOR CHILDREN IN DIFFICULT CIRCUMSTANCES

KNOWLEDGE ASSESMENT

Assessment: Pre / Post

Date:

Name ----- **Organization** -----

I do not know any thing about Life Skills Education for children in difficult circumstances	1	
	2	I have heard about Life Skills Education but I do not know about it
I have seen others doing Life Skills Education program but I do not know about it	3	
	4	I know very little about life Skills Education program
I have read about Life Skills Education Program	5	
	6	I know the importance of Life Skills Education but do know how to impart it
I can do general lecture based on knowledge about Life Skills Education	7	
	8	I can provide Life Skills Education to Children in general community
I can do Life Skills Education for Special group children	9	
	10	I am confident that I understand the concepts dealing with Life Skills Education for children in difficult circumstances and will be able to train others on the same

KNOWLEDGE ON LIFE SKILLS AMONG THE PARTICIPANTS PRE/POST ASSESMENT

Assessment: Pre / Post

Date:

Name ----- Organization -----

1. Children need ----- to adapt positively to the challenging circumstances
 1. Counselling
 2. Psychosocial care
 3. Life skills education
 4. External support
2. Individual capabilities of a person are
 1. Conceptual
 2. Technical
 3. Managerial
 4. All the above
3. Life skills education makes a child
 1. Capable of solving problems themselves
 2. Seek external support for solving problems
 3. To prevent arising problems
 4. Understand problems and adopt better coping strategies
4. Life skills education is needed for
 1. Children in difficult circumstances
 2. For all children
 3. Every one including elders
 4. Children with behavioral /conduct problems
5. In order to make a decision a person should
 1. Talk to experienced people
 2. Should do what comes to the mind immediately
 3. Assess possible options and their effects
 4. Do what others are doing
6. Decision making is the first step towards
 1. Solving a problem
 2. Analyzing a problem
 3. Understanding the problem
 4. Finding out options for a problem

7. Analyzing a problem in an objective manner is
 1. Critical thinking
 2. Foreseeing the out come
 3. Individual ability
 4. All the above
8. A skill, which enables persons to think and address the issues different from the norm
 1. Creative thinking
 2. Self awareness
 3. Adapting
 4. Skill for performing
9. Inter personal relationship is
 1. Having friends
 2. Understanding the relations with others
 3. Relating in positive manner with others
 4. All the above
10. Difficulties in expressing one self will lead to
 1. Defective communication
 2. Poor inter personal relationship
 3. Poor self awareness
 4. Only one and two
11. Empathy is
 1. Living the life of other person
 2. Understanding the life of other person in a situation familiar to us
 3. Understanding the situation of others by placing ourself in similar situation
 4. None of the above
12. Understanding your inner qualities and strengths will help you
 1. Recognizing yourselves
 2. Help in knowing others better
 3. Will keep you away from taking risk
 4. All the above
13. The skills that are essential to reduce anxiety in persons are
 1. Coping with stress and coping with emotions
 2. Empathy and self awareness
 3. Interpersonal relation ship and effective communication
 4. All the above

14. To have better understanding of people and their association with self a person should be good at
 1. Communication and maintain relation ship
 2. Evaluation and analysis of people
 3. Honest and helping
 4. Two and three
15. Mark the skills that pair each other
 1. Critical thinking and problem solving
 2. Empathy and self awareness
 3. Self awareness and coping with stress
 4. All the above
16. Skills associated with solving a problem are
 1. Decision making, problem solving, critical thinking
 2. Inter personal relation ship, effective communication
 3. Self awareness, coping with emotions, empathy
 4. All the above
17. A child at the risk of being drop out from school should use the skills of
 1. Critical thinking and decision making
 2. Coping with emotions and effective communication
 3. Both 1 and 2
 4. None of the above
18. The child labor who has life skills will
 1. Look in to alternatives to continue education
 2. Work hard to earn more money
 3. Consider this situation as fate
 4. Run away from employer
19. Pick up the correct statement
 1. A school going child will not get enough time daily for play
 2. A school going child should concentrated in studies only
 3. A child need a balanced personal, social, family and school schedule
 4. If child does any activity other than studies the child will be over burdened
20. A disciplined child
 1. Will schedule daily activities
 2. Will allot time more time for studies and things of interest
 3. Identify own skills and spend more time to improve those skills
 4. All the above

21. The latrines in schools are dirty and unusable the child with life skills would
 1. Complain to the school authorities
 2. Take the issues to the authority, follow up and use all the alternatives to solve the problem
 3. Will organize the students and take collective action to solve the issue
 4. All the above
22. Including sexuality in life skills education is
 1. To give correct information to the children about sexuality
 2. Develop positive out look to children about sexuality
 3. Protect themselves from abuse and harassment
 4. All the above
23. A child running away from home lacks the skill of
 1. Critical thinking
 2. Problem solving
 3. Coping with emotions
 4. All the above
24. How can a potential victim of child marriage use life skills
 1. Negotiate with parents take support from external sources
 2. Complain to police and arrest the convicts
 3. Understand parents and agree to the wedding
 4. Will run away from home and approach NGO for support
25. A person who knows to use life skills
 1. Will have good relationship with everybody
 2. Will have only gains from each relationship
 3. Effectively use relationship in a way beneficial for both persons
 4. All the above
26. Children resort to high-risk behaviors due to
 1. Lack of assertiveness
 2. Not being aware of the consequences
 3. They value their friend ship more
 4. Bad role models
27. An individual living in a society is influenced by issues in
 1. Family
 2. Community
 3. Social organizations
 4. All the above

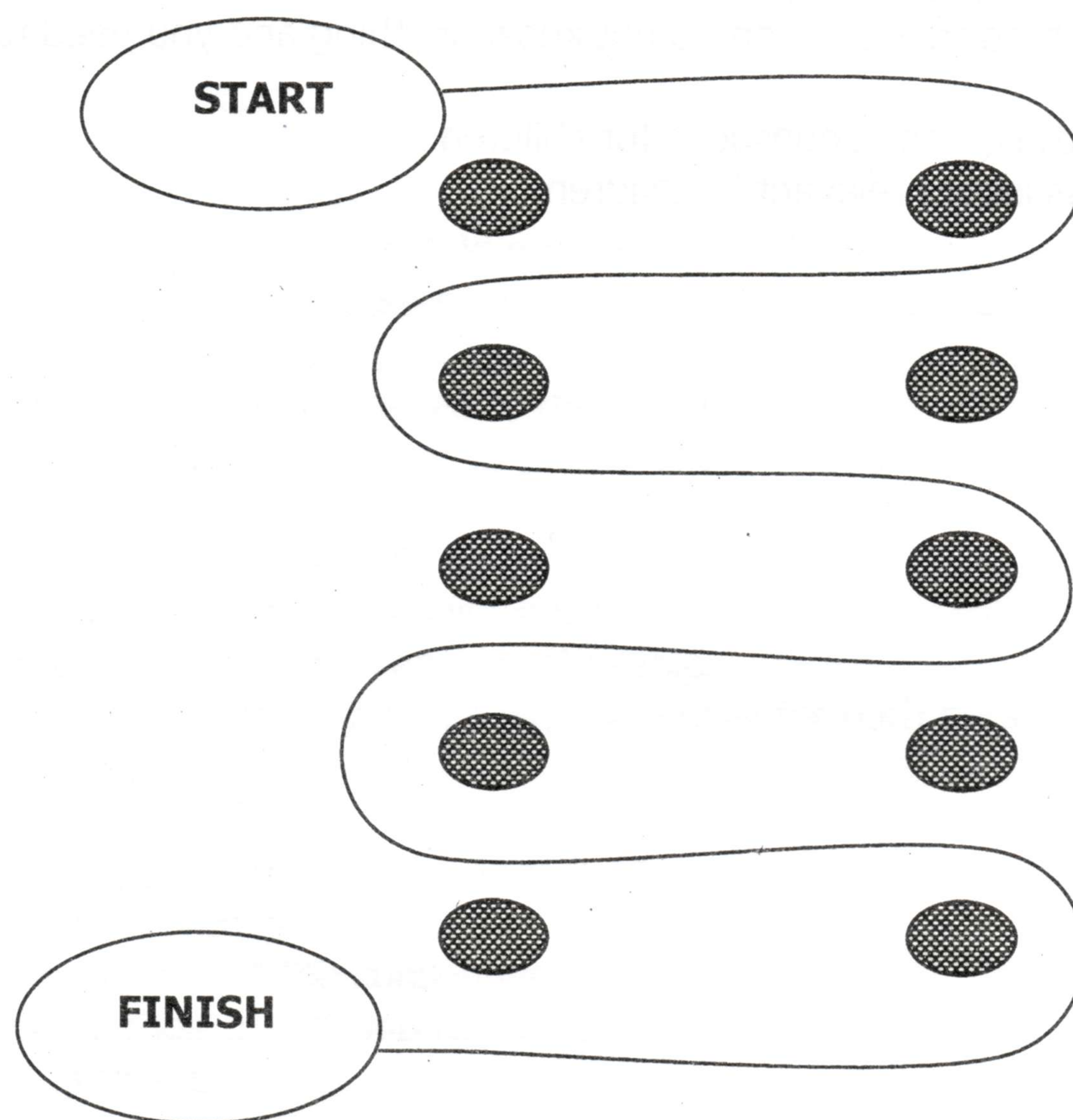
28. The issues in the society need to be addressed by
 1. Political leaders
 2. Government officials
 3. Citizens
 4. Citizens along with politicians and government officials
29. Different methods are used in conducting sessions with children to
 1. Show the talent of the trainer
 2. To teach children each method
 3. To make the sessions interesting
 4. To make the sessions more participatory in nature
30. A trainer in life skills education should
 1. Bring personal feelings in the session
 2. Understand that children do not know anything and you need to teach them
 3. Give advice and suggestions for children
 4. Address issues relevant to children

HAIR PIN BENDS

Activity –Group Activity

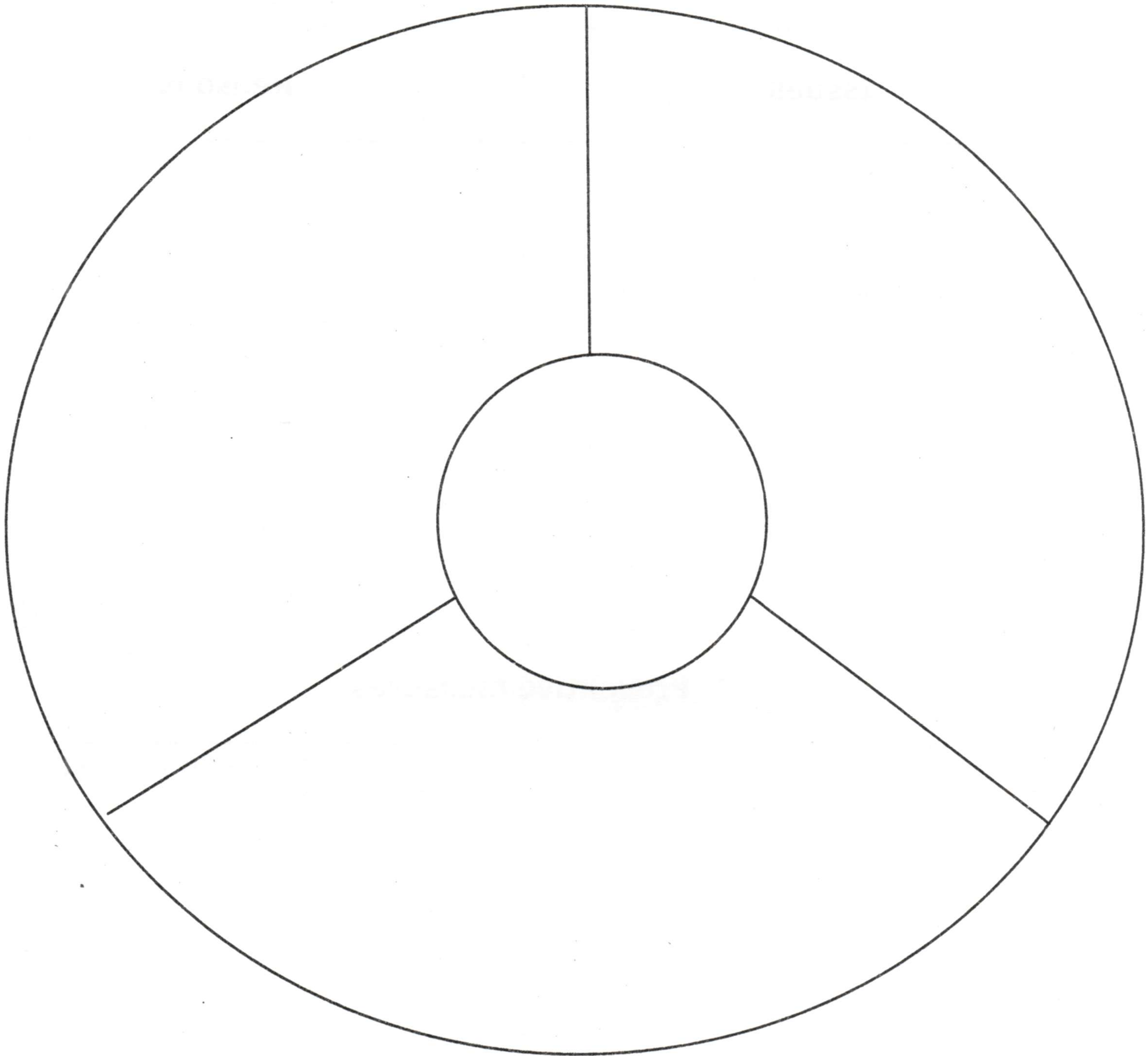
Steps

1. Divide the group into two. The first group should divide themselves and stand in two lines in one arm distance forward and side ways.
2. The second group should form a line and go through the two lines formed by the first group
3. The second group should then go through the first group without touching each other
4. The second group members for the third time should go through the first group members, eyes closed and without touching each other.



- Demands and challenges of every day life
- Abilities for adaptive and positive behaviour
- Enabling individuals to deal effectively

INDIVIDUAL CAPABILITIES



Conceptual: Theoretical, Abstract, Intangible, Concrete

Managerial: Decision Making, Executing, Supervision, Management

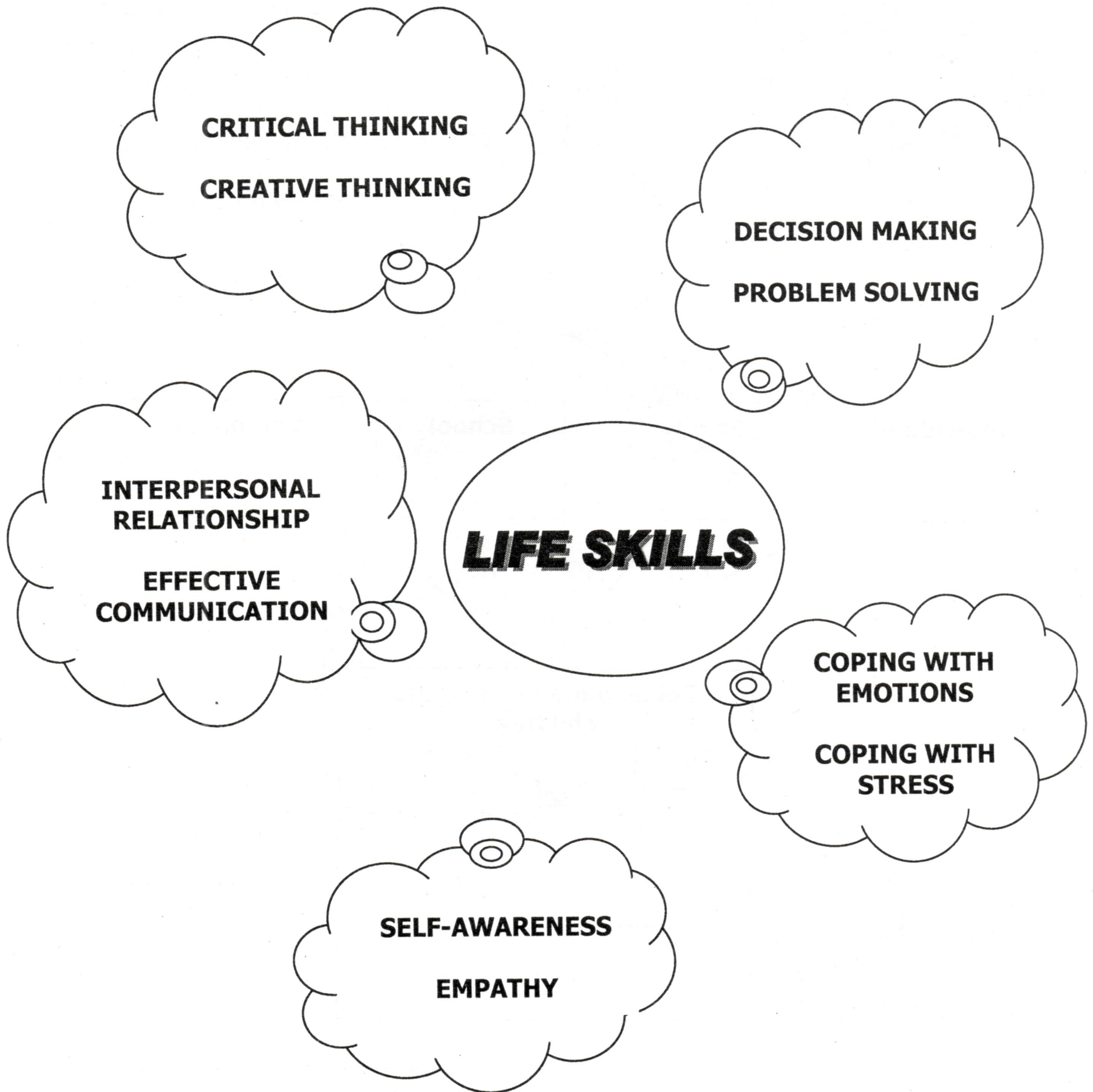
Technical: Scientific, Mechanical, Proceeding, Methodological,
Nominal

THE ISSUES OF CHILDREN AND ADOLESCENTS IN THE COMMUNITY

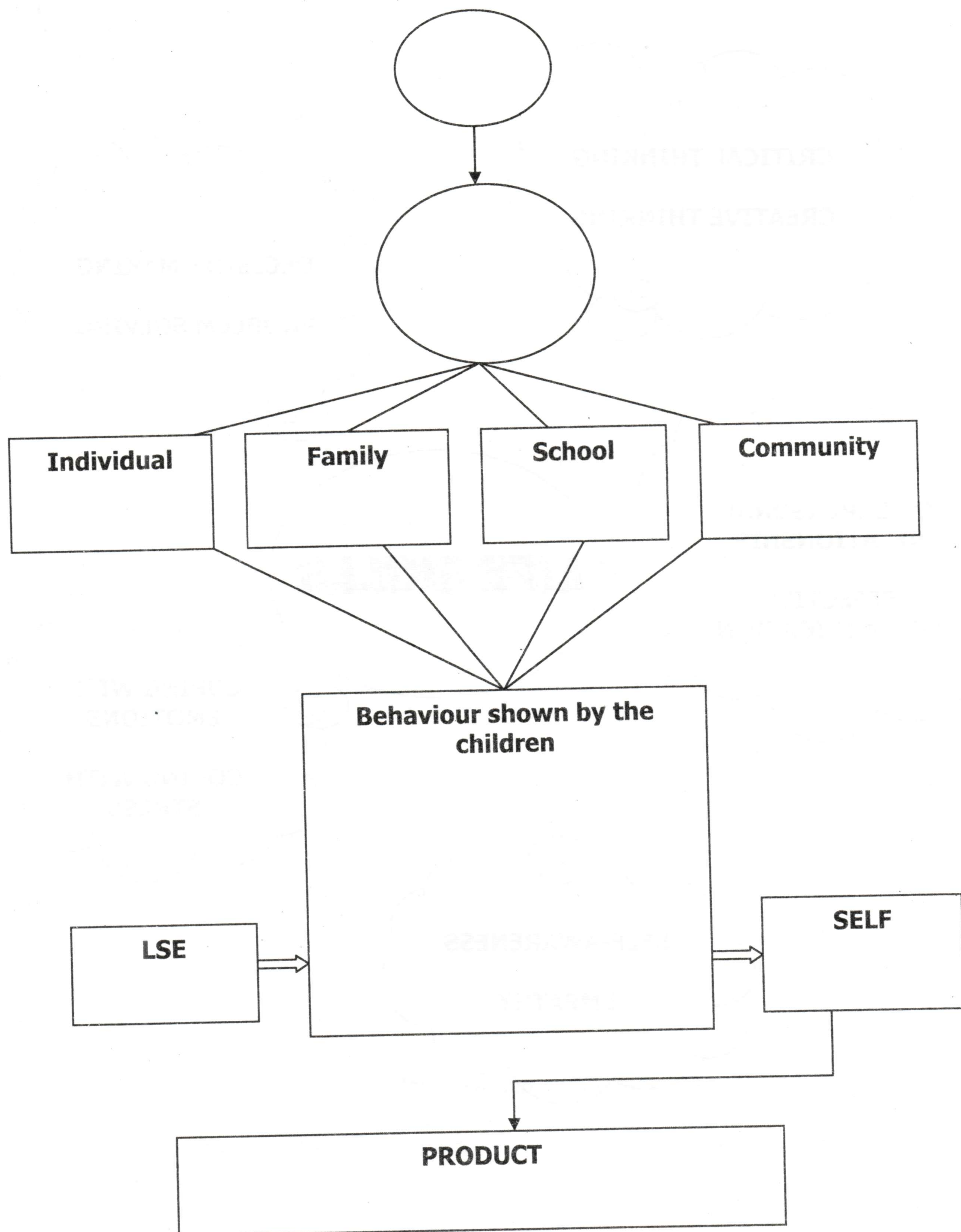
Issues	Reasons
Preventive measures	

- Issues of children and adolescents in community are real
- The reasons for these issues need to be identified and understood
- Incorporating life skills in children and adolescents prevents further problems

LIFE SKILLS



LIFE SKILLS EDUCATION ACTIVITIES



ACTIVITY – I: DECISION MAKING: HAND KNOTS

Activity: Group- Number of participants: 8

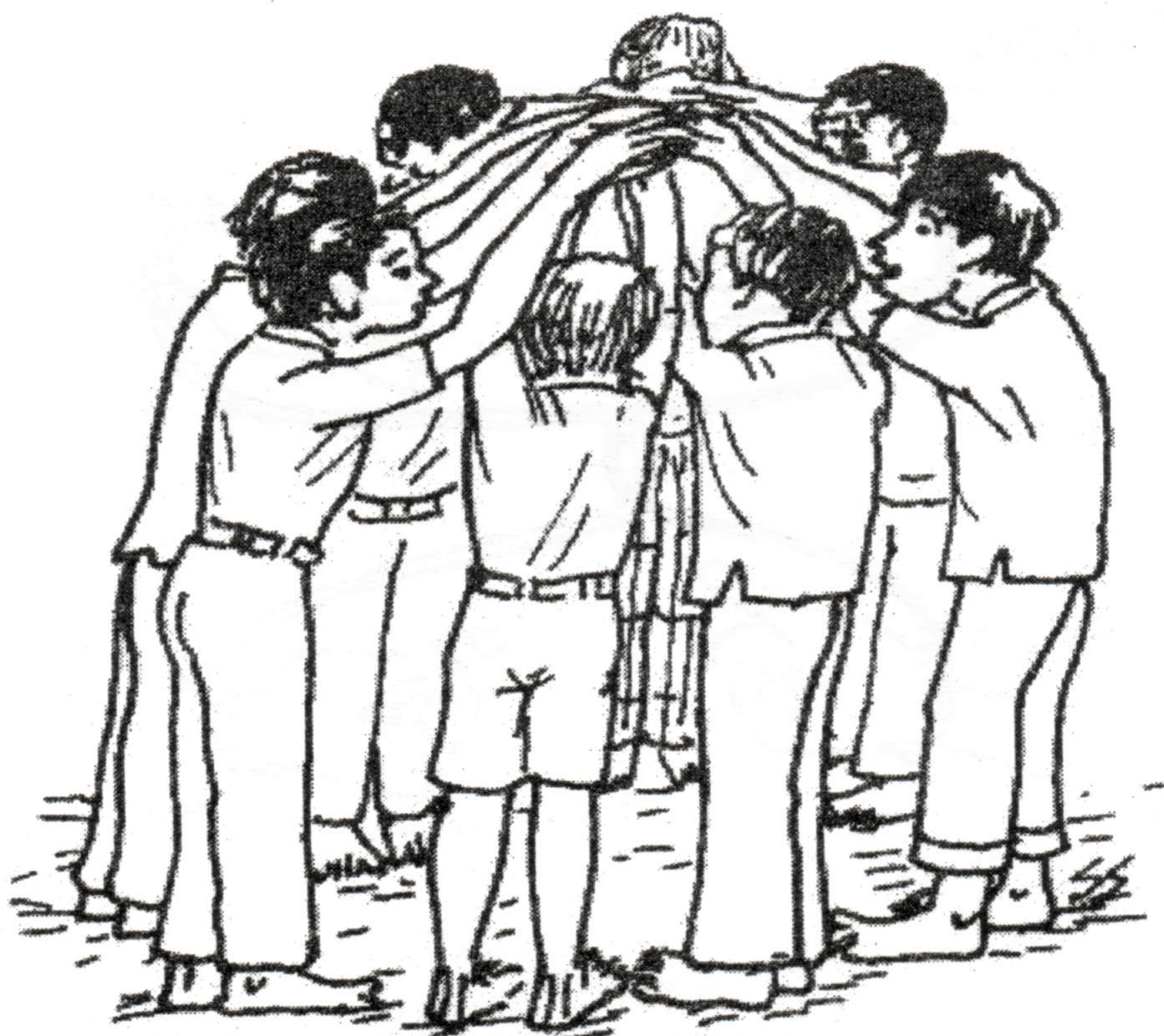
Step 1: Stand in circle facing each other

Step 2: Come close, raise your right hand, and hold the hand of the person standing opposite to you. Raise your left hand hold the hand of the person who is standing opposite, but not the same person whom you are holding your right hand

Step 3: Now try to come out from the situation and make a circle, without leaving hands

Decision Making

Problem Solving



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Decision Making: The process of assessing an issue by considering all possible/available options and the effects that different decisions might have on them.

ACTIVITY – II: PROBLEM SOLVING: KNOT GAME

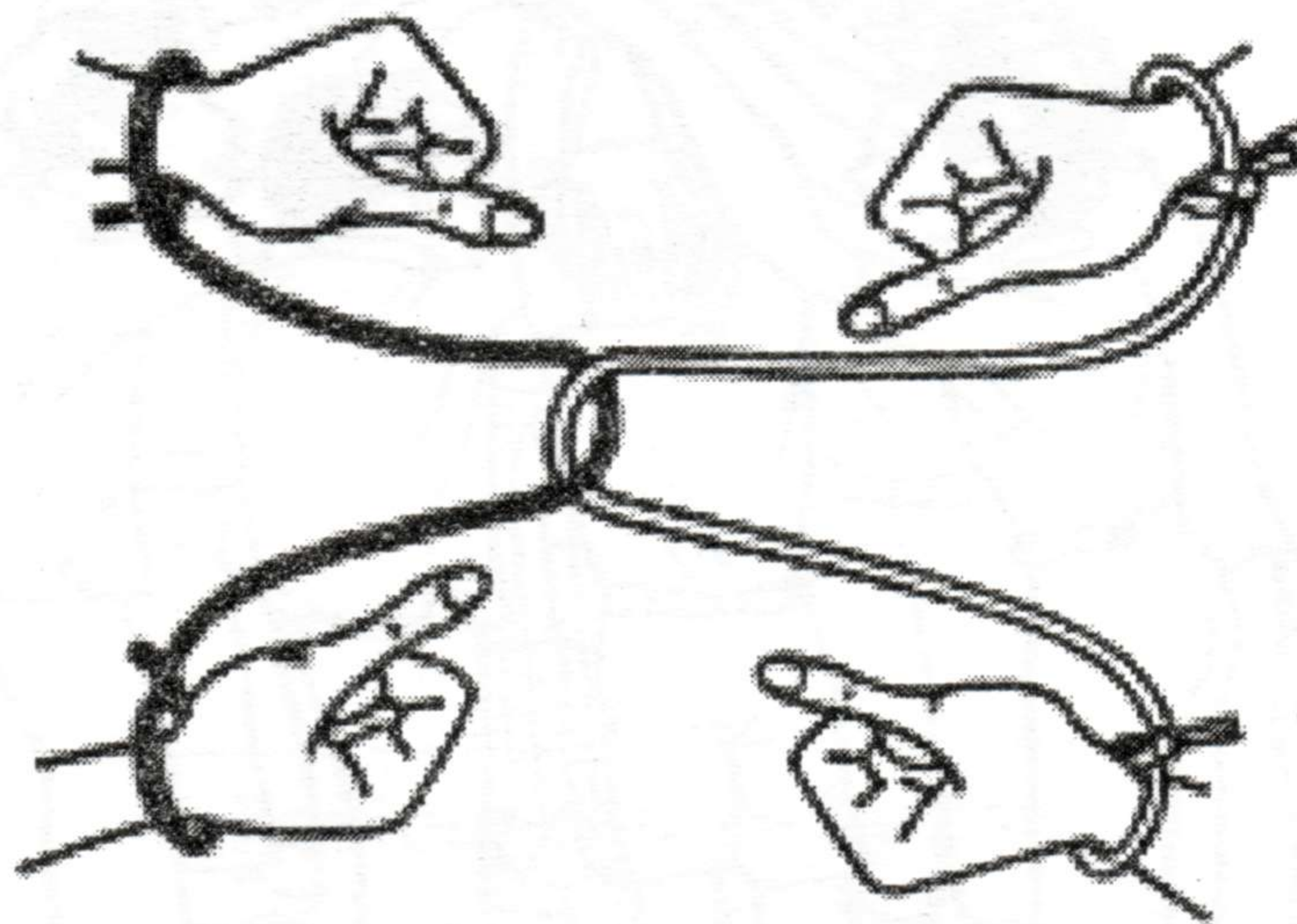
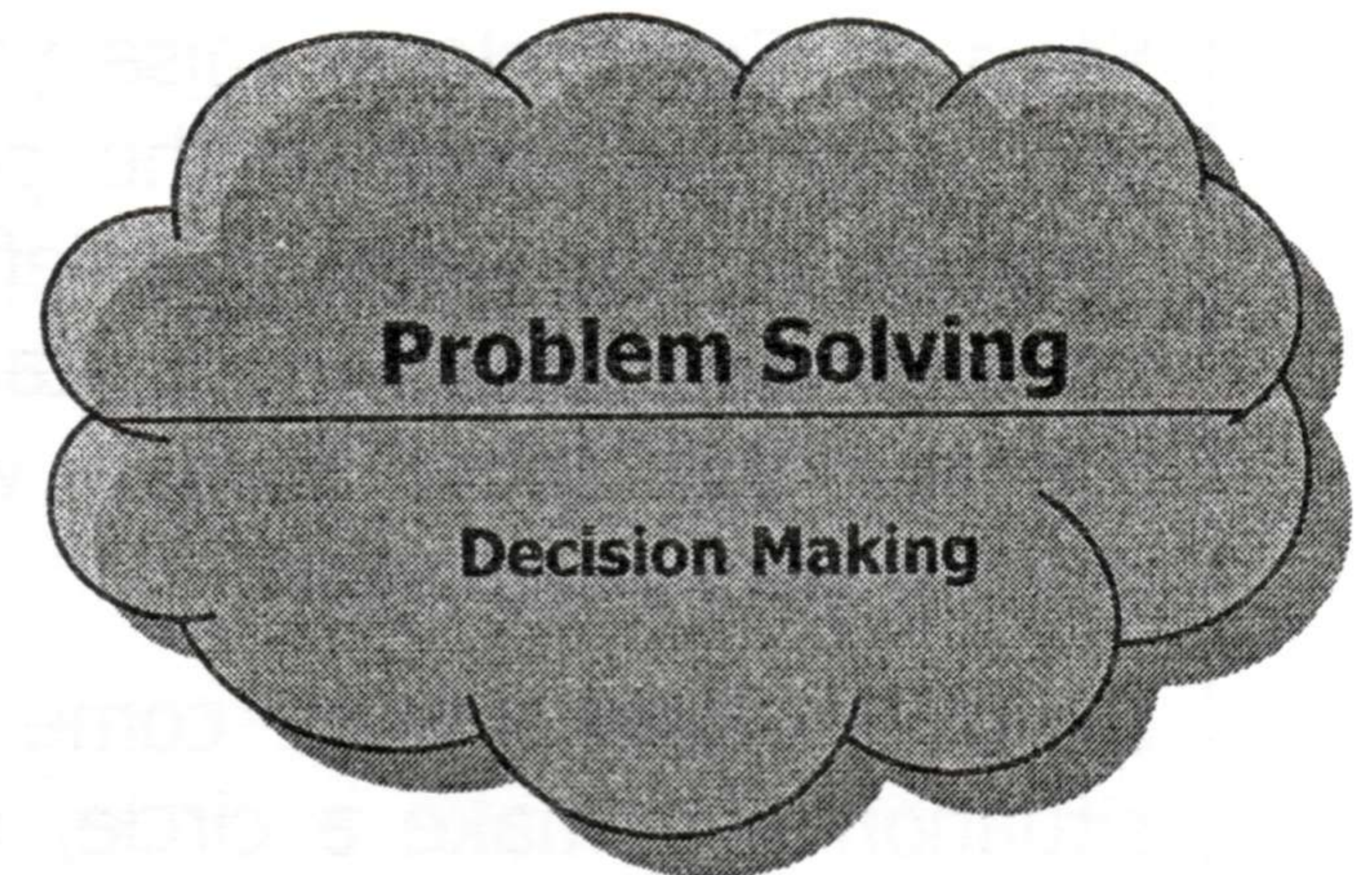
Activity: Pair

No. of pairs-2(Boys-1, girls-1)

Step1. Pair the participants as boys and girls

Step2. Make two nooses and tie in each hand of one participant. The second participant's one end of the nooses to be put through the other participant's rope as shown in the picture

Step. 3 Ask the pair to come out of the tie without removing the rope from the wrist, without cutting the rope.



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Problem Solving: Having made decisions about each of the options, choosing the one, which suits best, following it through even in the face of impediments and going through the process again until a positive outcome of the problem is achieved.

ACTIVITY – III: CRITICAL THINKING: DO IT IF YOU CAN.....

Activity: Individual work for all the participants.

Divide the box (figure-1) into four equal size and shape.
Add the dots with four straight lines with out taking hands

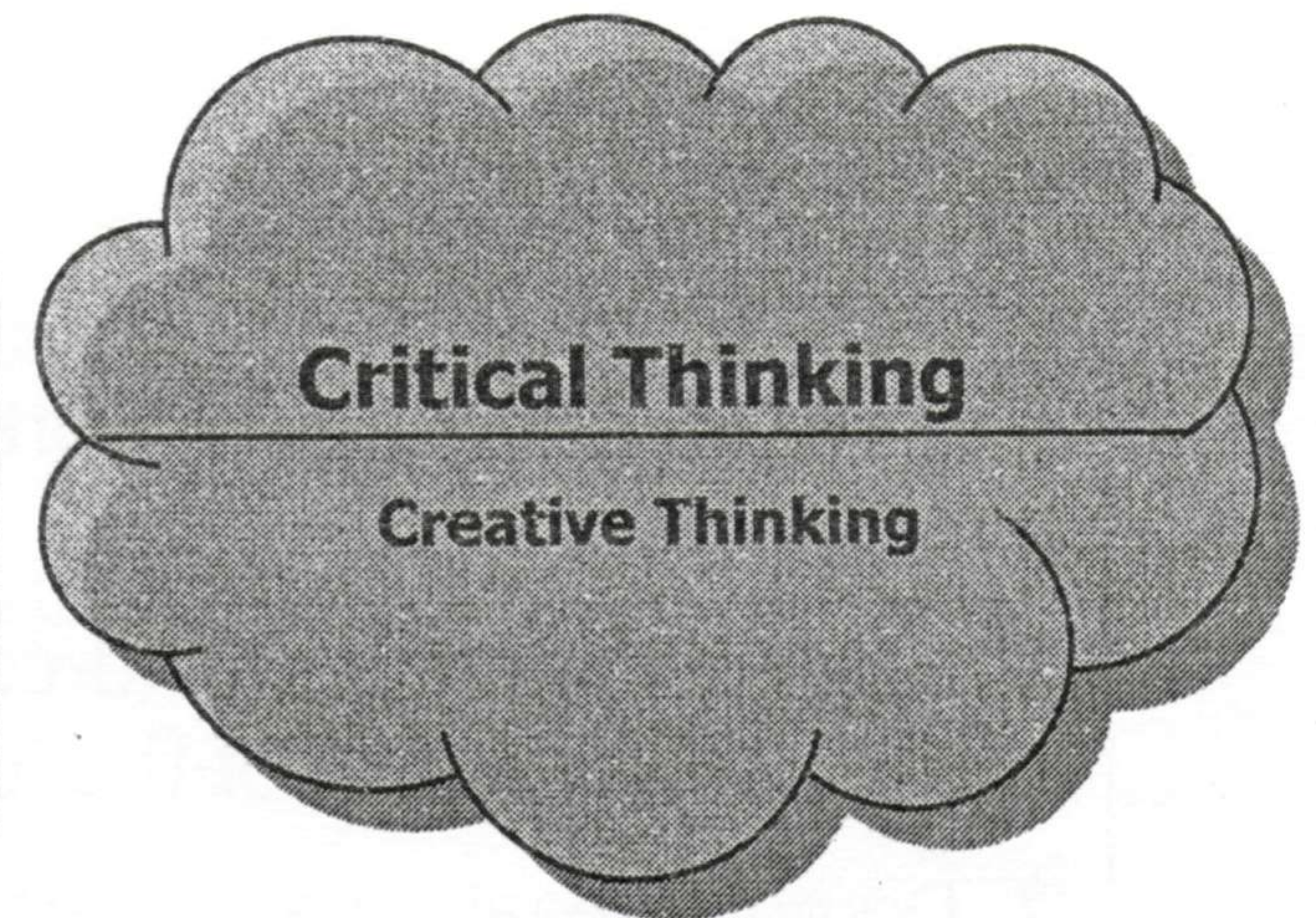


Figure-1

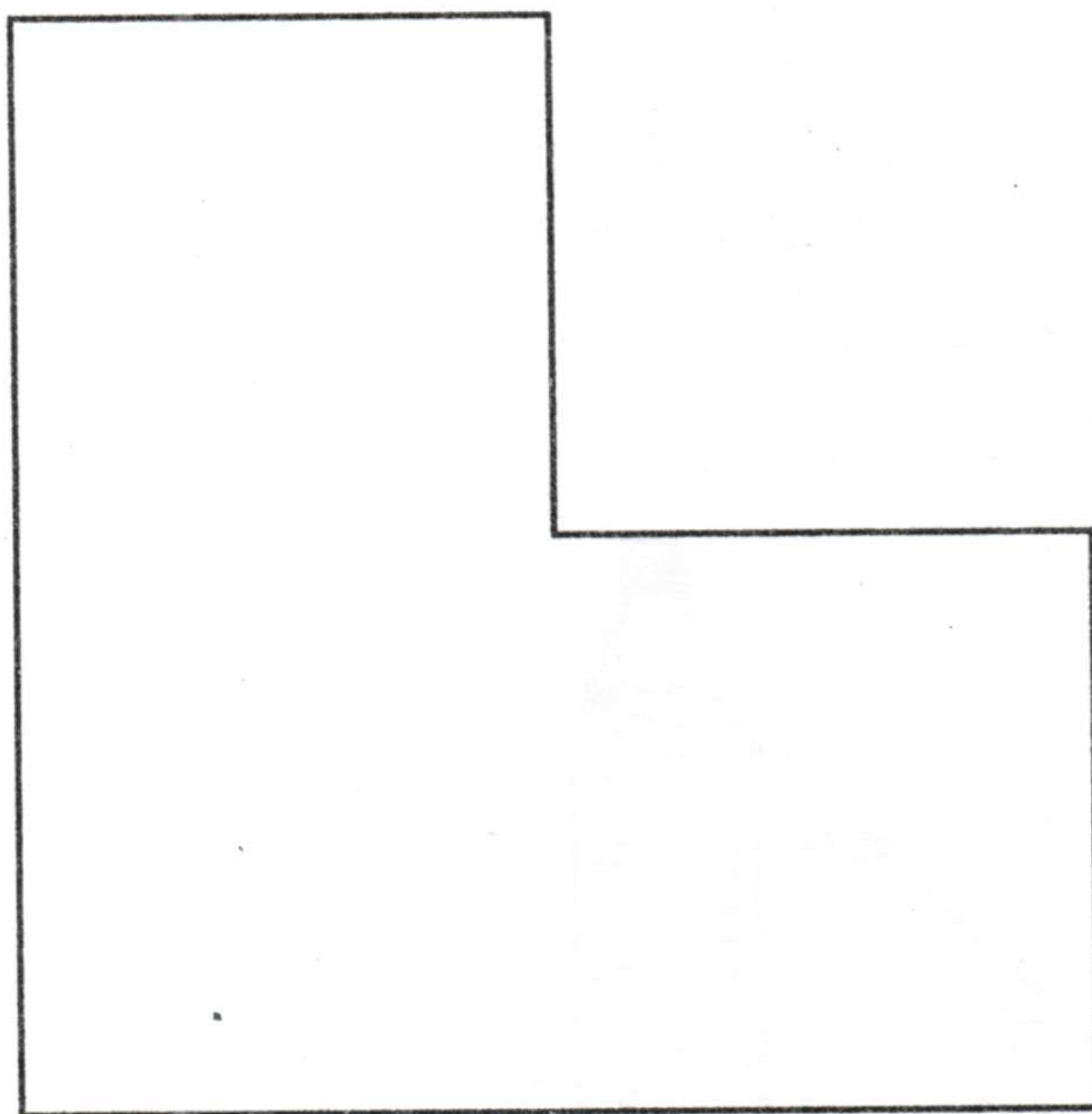
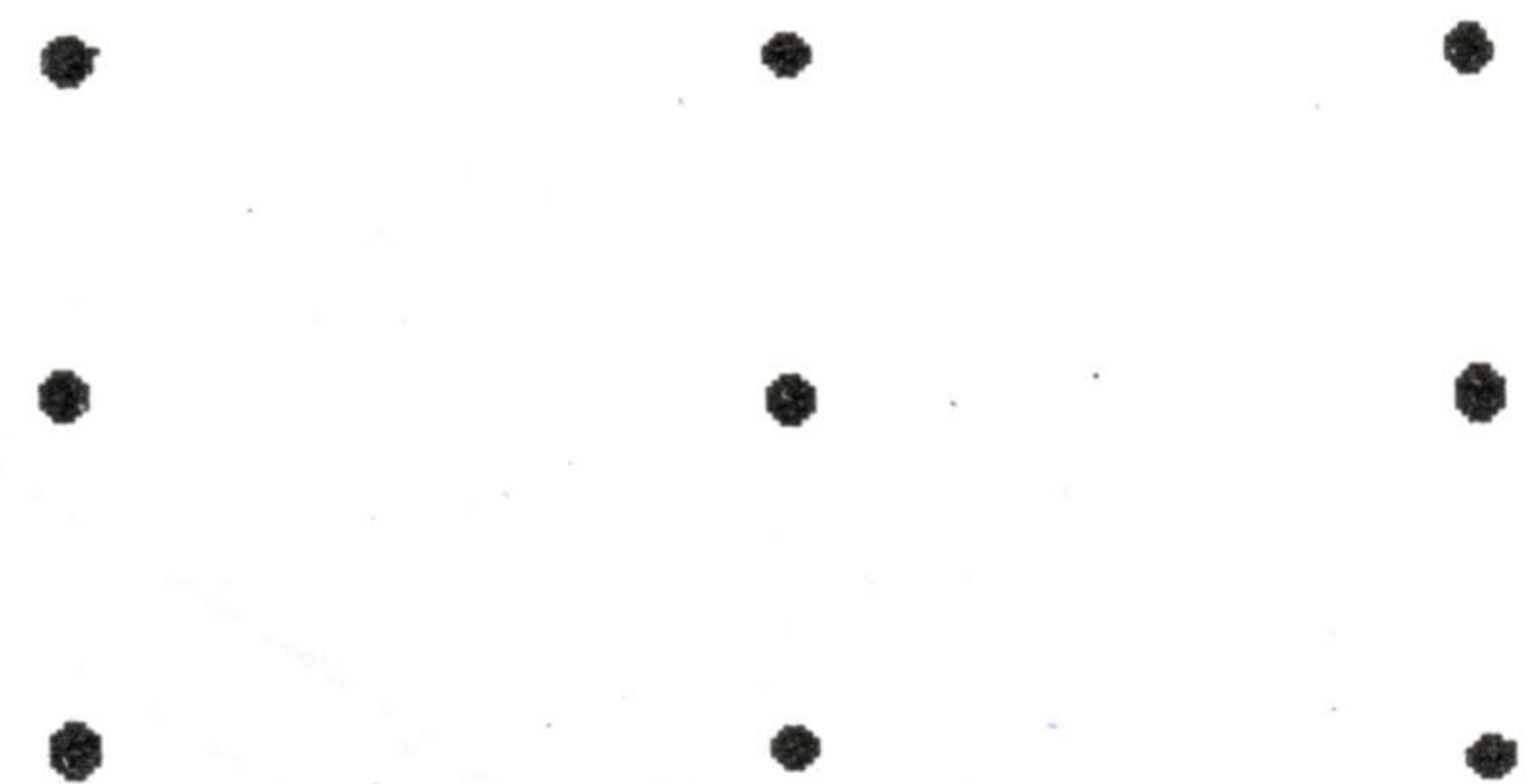


Figure-2



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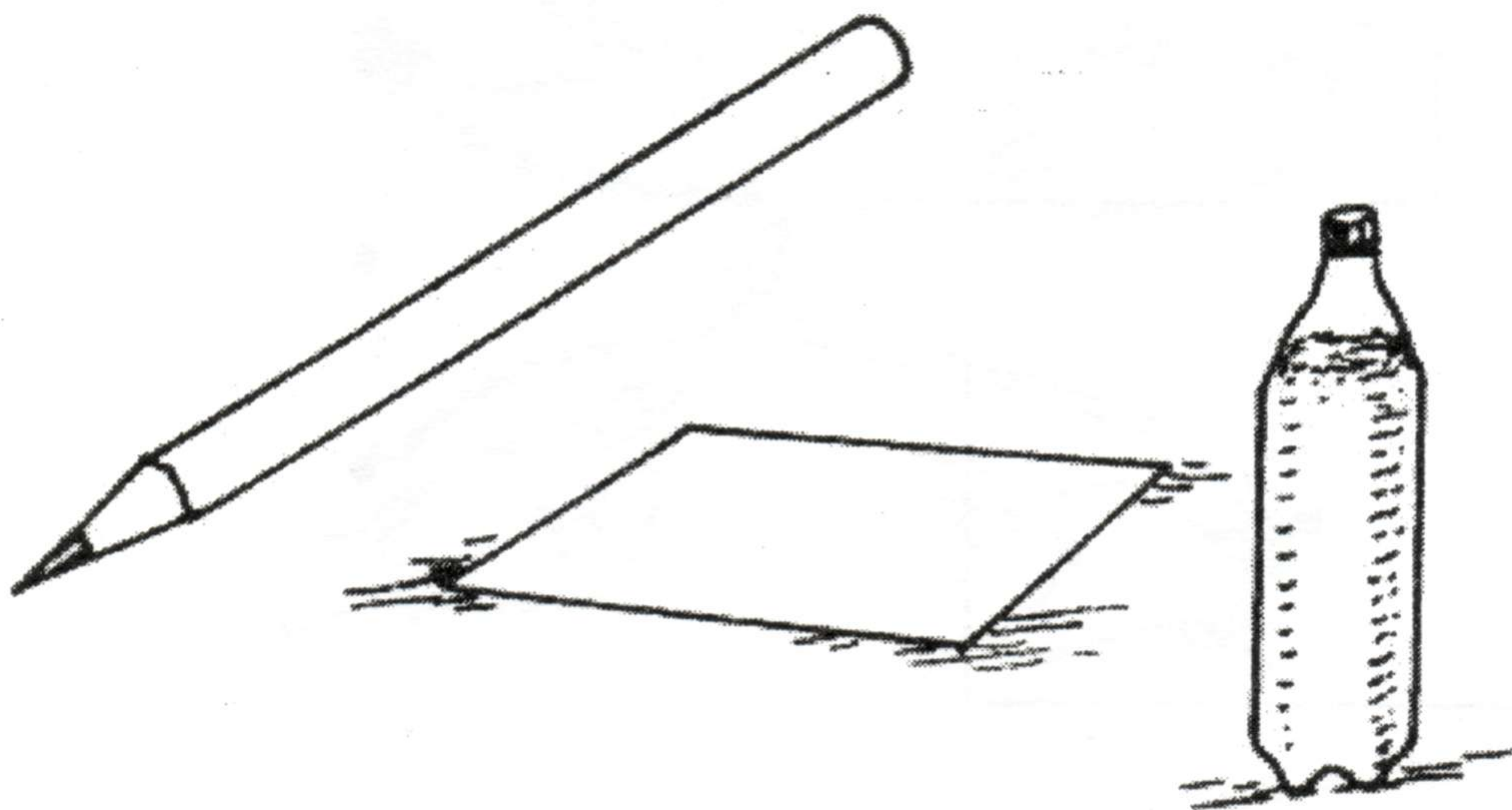
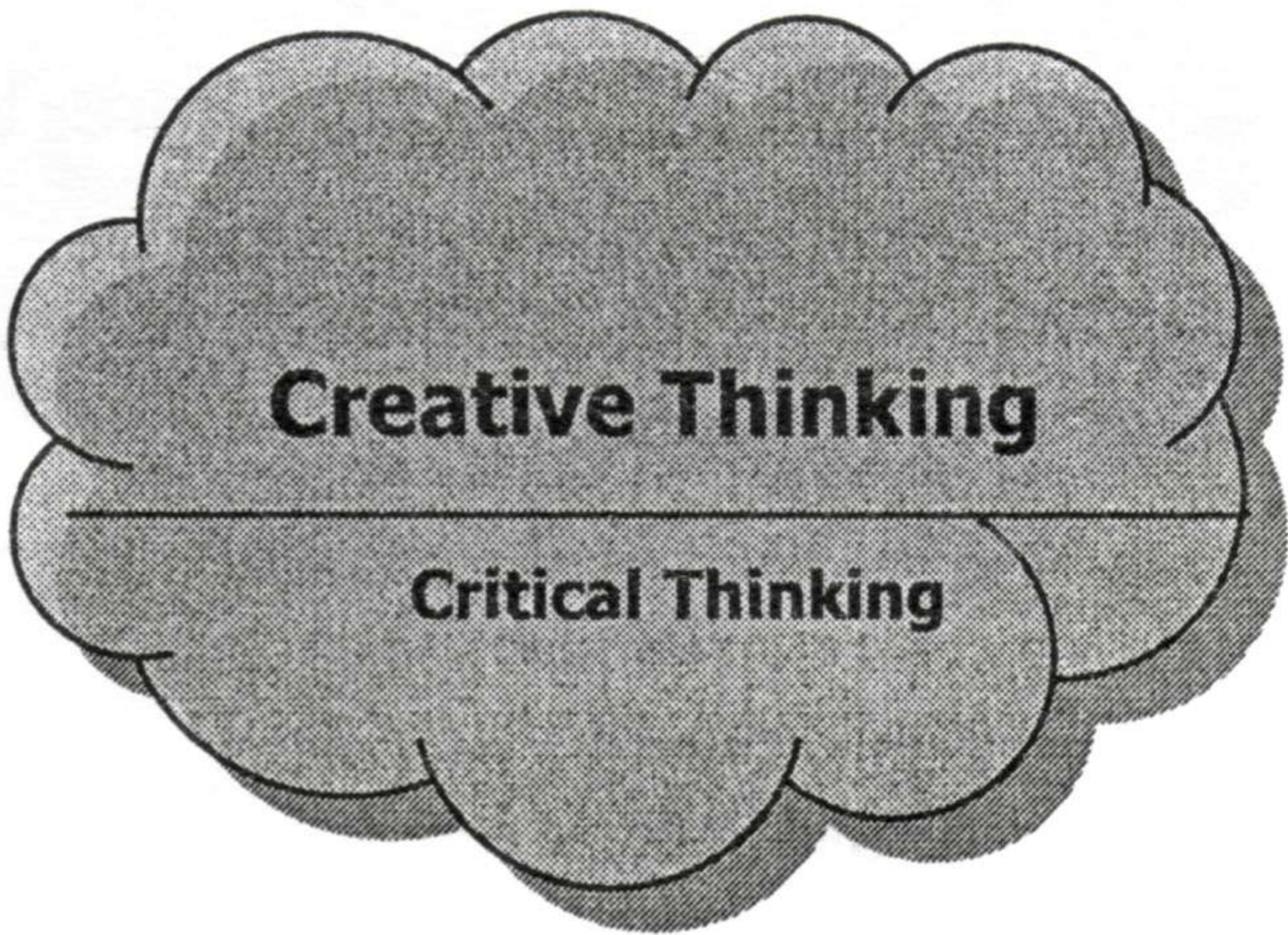
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Critical Thinking: It is the ability to analyze information and experiences in an objective manner.

ACTIVITY – IV : CREATIVE THINKING: DIFFERENT USE OF THINGS

Activity: Individual work for all the participants

- 1. Each participant should come forward and show a different use of the items displayed
- 2. Do not repeat what others had said



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Creative Thinking: It is an ability that helps us look beyond our direct experience and address issues in a perspective which is different from the obvious or the norm.

ACTIVITY – V: INTERPERSONAL RELATIONSHIP: DIVIDE THE STUMPS EQUALLY

Activity: Group activity-Three groups

1. Divide participants in to three groups
2. Ask each group to collect 5 stumps
3. Instruct the participants to show the collected stumps to the facilitator as he/she visits the group

Interpersonal Relationship

Effective Communication



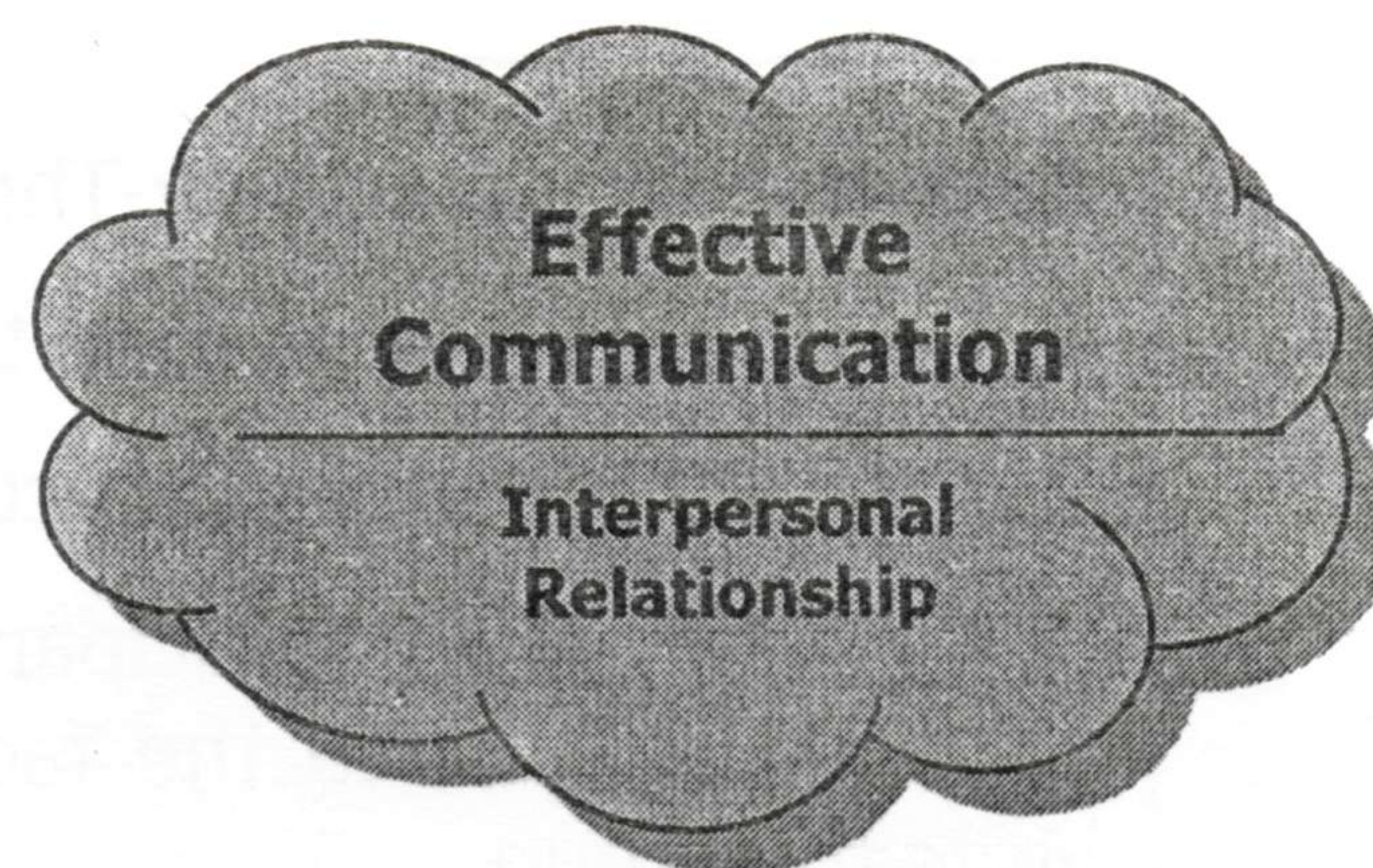
Interpersonal Relationship: It is a skill that helps us to understand our relations with relevant others and relate in a positive/reciprocal manner with them.

ACTIVITY – VI: EFFECTIVE COMMUNICATION: PASS THE MESSAGE

Activity: Activity for the total group

Steps:

1. Ask the participants to sit in a semi circle.
2. Give a message to the person on the extreme right.
3. Ask the participant to read the message to himself once and whisper the message to his immediate neighbor at right , continue the process
4. The last person to receive the message should write down the message in a sheet of paper
5. Compare the two messages



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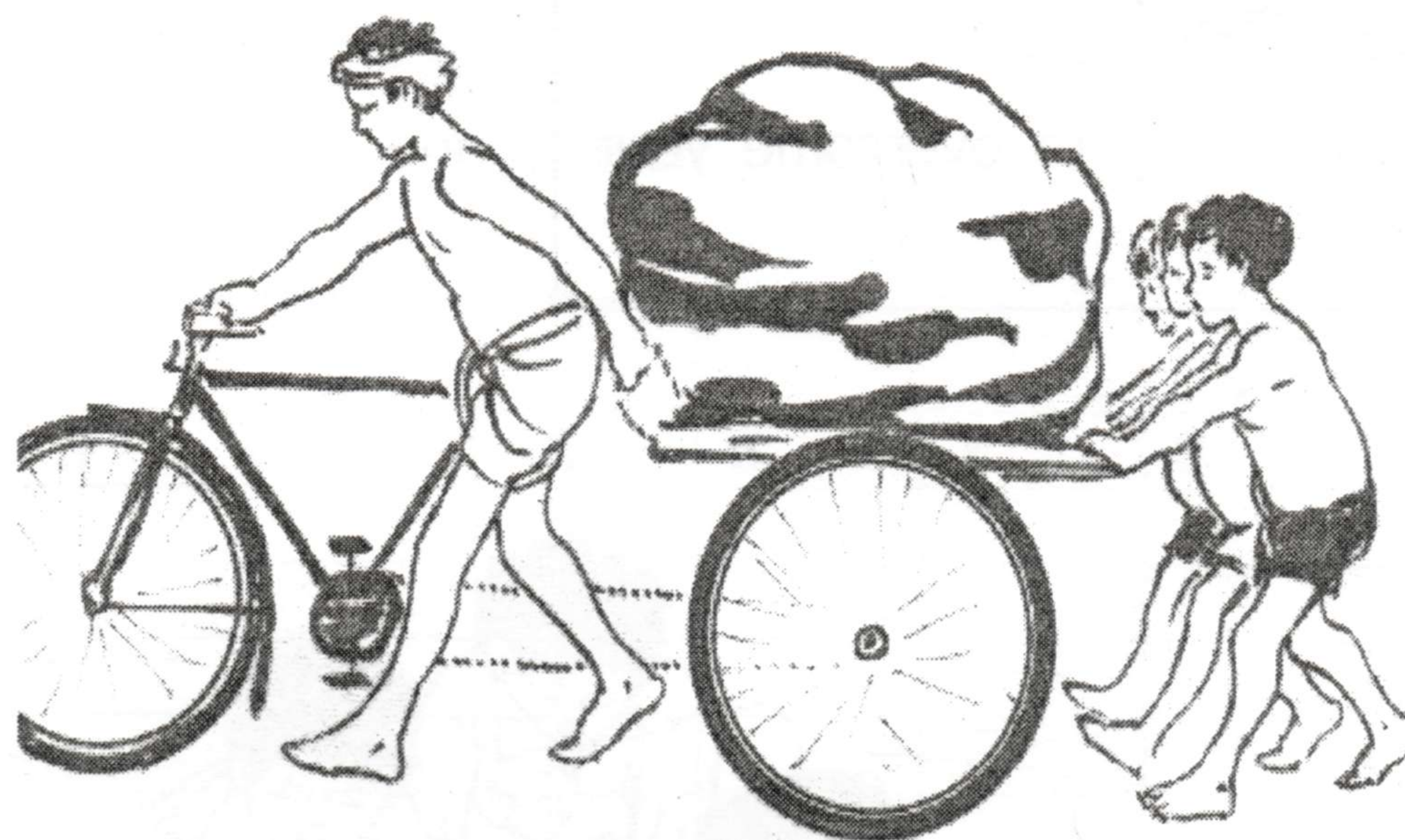
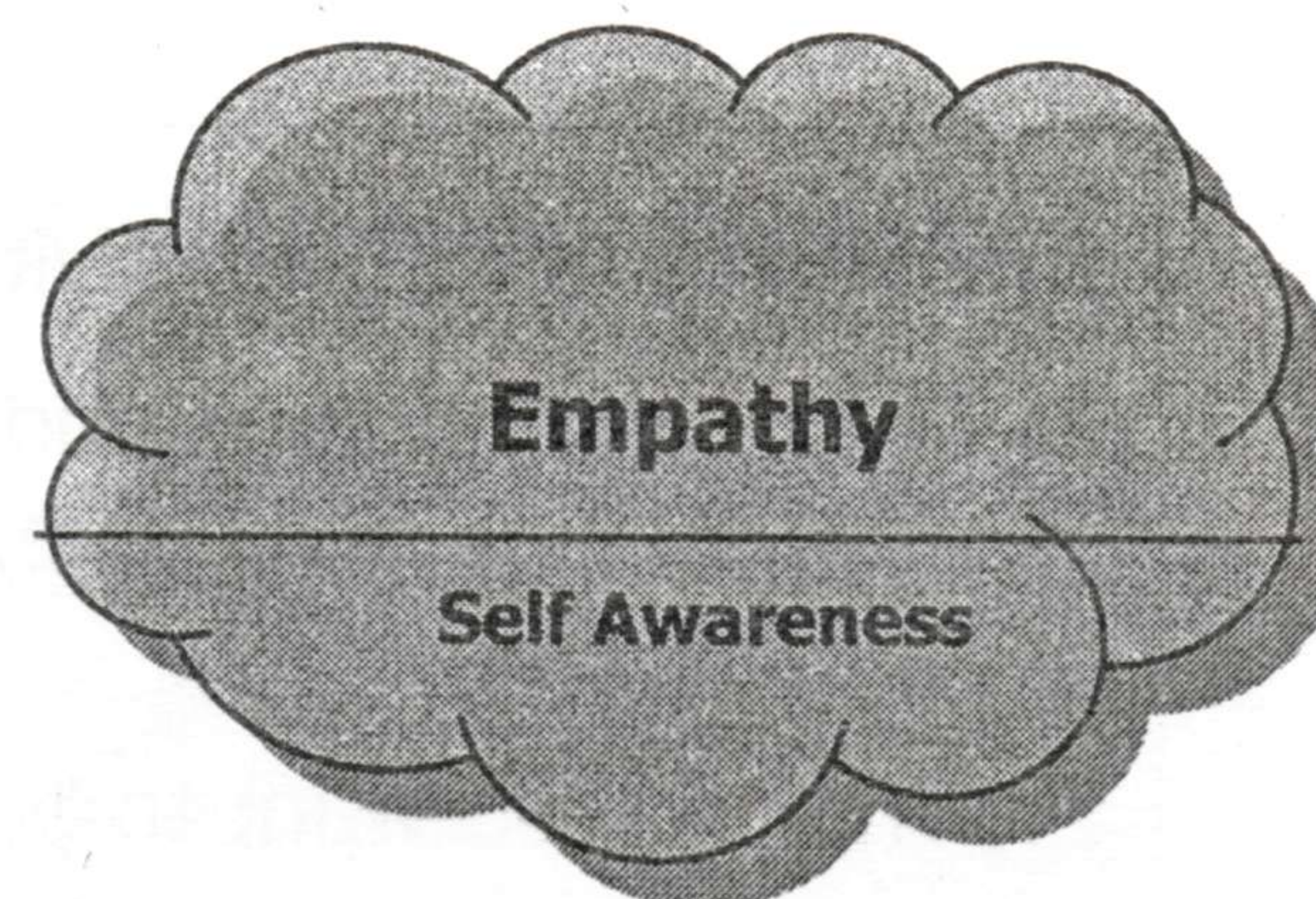
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Effective Communication: It is an ability to express ourselves both verbally and non-verbally in an appropriate manner.

ACTIVITY – VII: EMPATHY: MY PARTNER SHOULD.....

Activity: Paired activity

1. Pair the participants
2. Ask the participants to write activities
3. Read out and perform the activity



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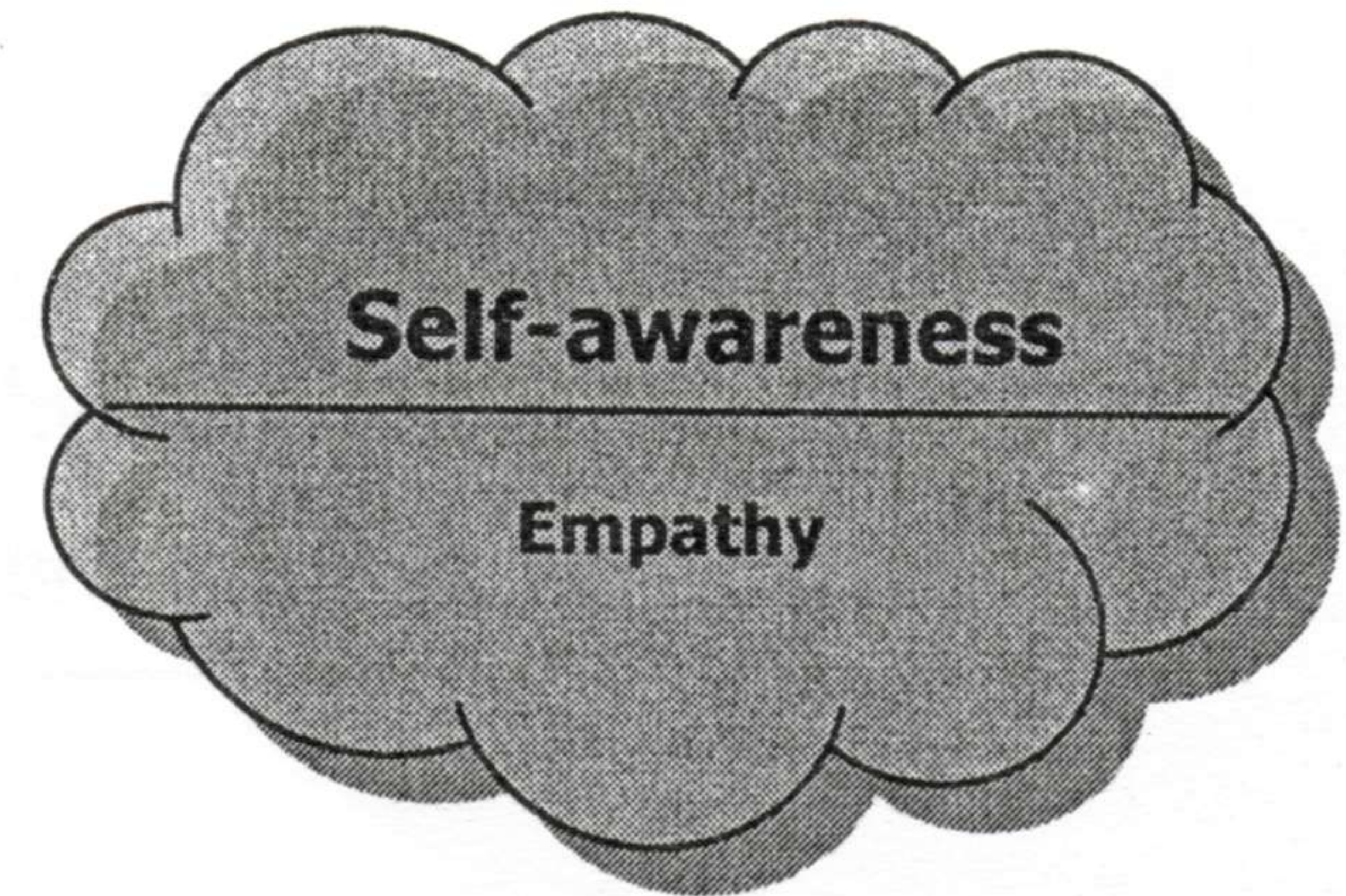
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Empathy: *Is an ability to imagine what life is like for another person even in a situation that we may not be familiar with. It helps us to understand and accept others and their behavior that may be very different from ourselves.*

ACTIVITY – VIII: SELF AWARENESS: I AM.....

Activity: Individual activity

1. Draw your picture and write what you like, what you don't like, what are your good qualities?
2. What do you want to become?
3. How are you going to achieve your goal?
4. What are your limitations?
5. How are you going to overcome your difficulties?



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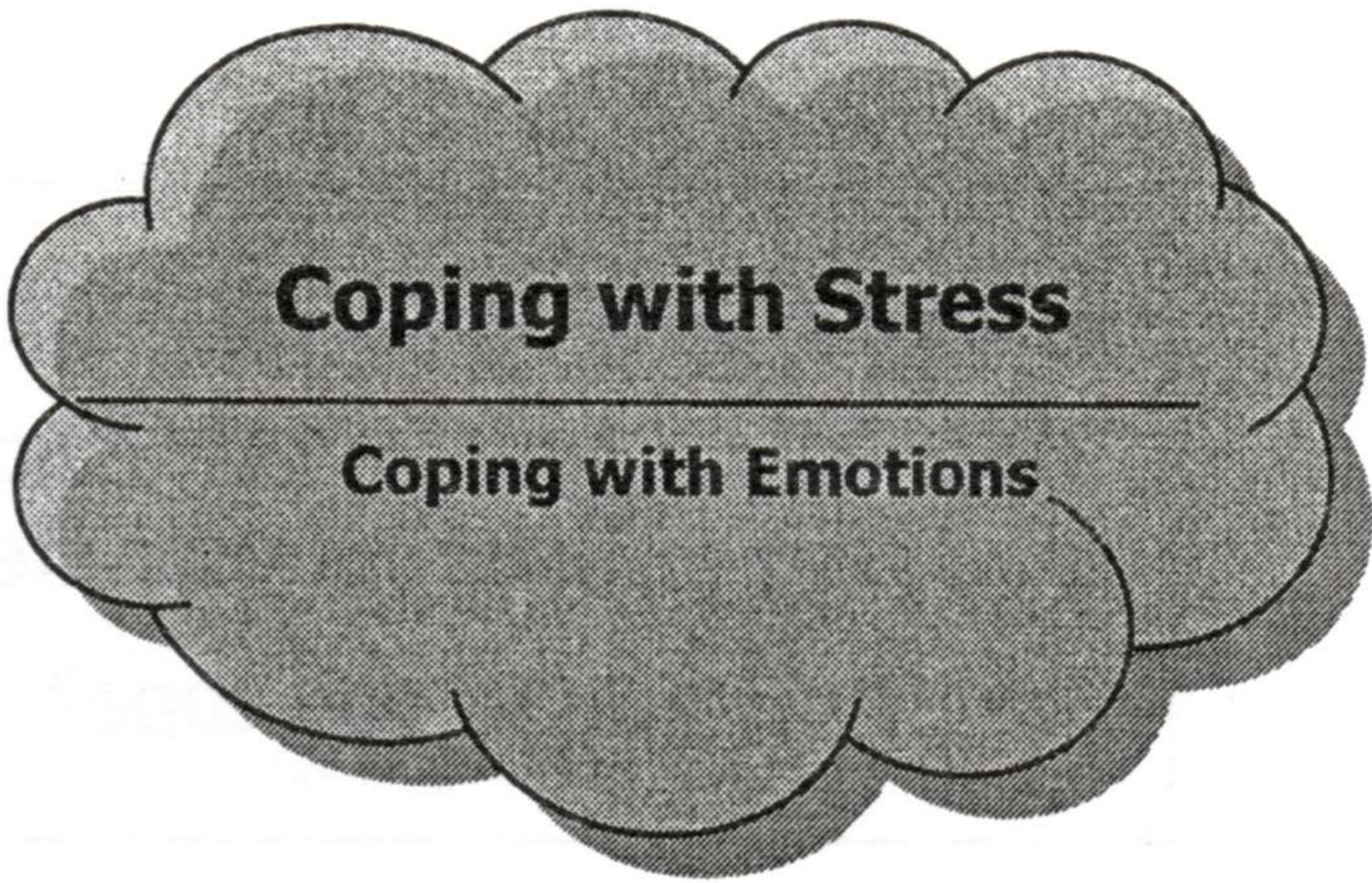
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Self-awareness: This includes our recognition of ourselves, our character, strengths and weakness, desires and dislikes.

ACTIVITY – IX: COPING WITH STRESS: NUMBER GAME

Activity: Group activity

1. Make the participants stand in a circle
2. Ask the participants to count starting from one
3. The participants need to clap instead of saying the multiple of five
4. Continue the activity till one person wins



1	2	3	4	X	6	7	8	9	X
				X					X
				X					X
				X					X
				X					X
				X					X
				X					X
				X					X
				X					X
				X					X

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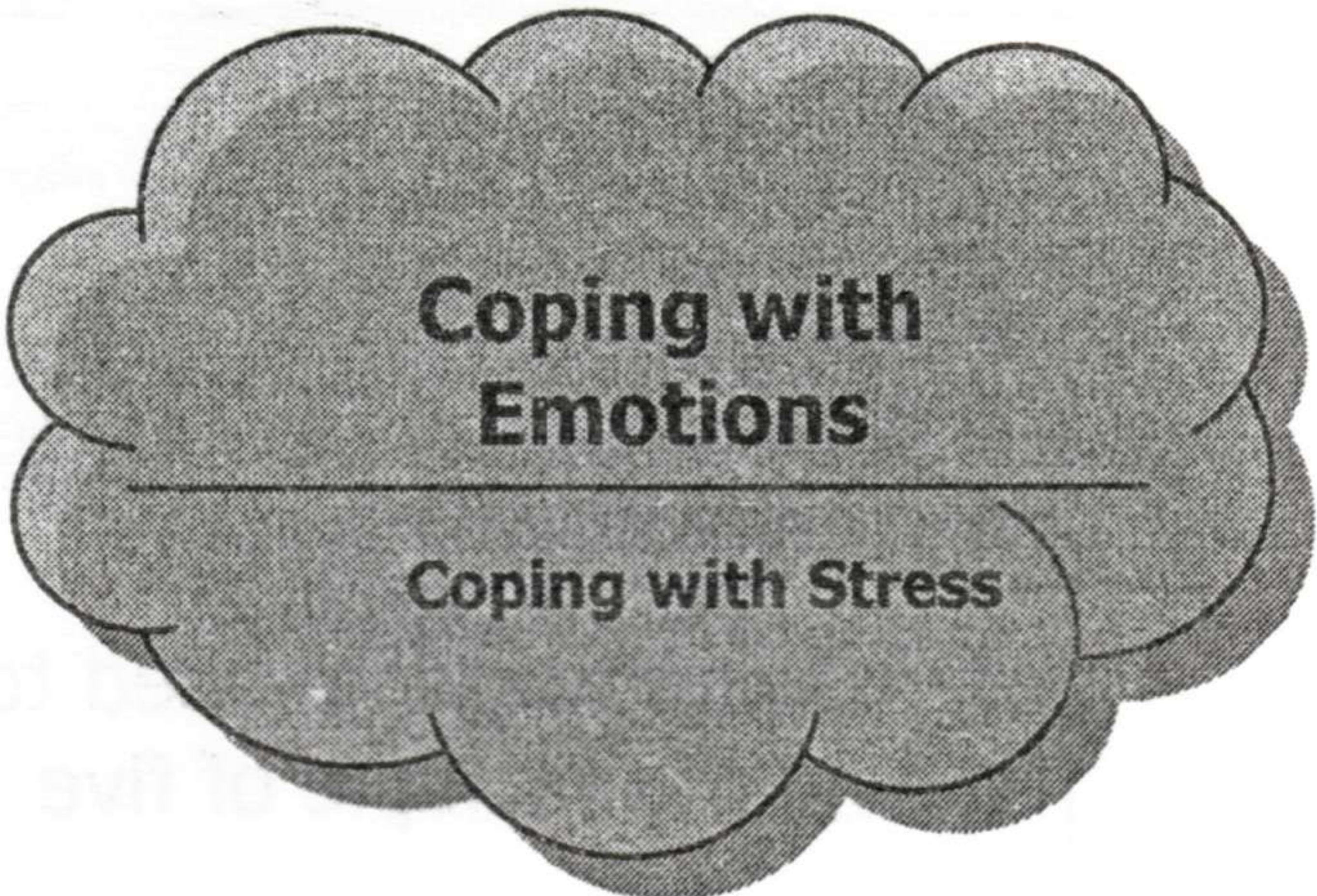
Coping with Stress: It is an ability to recognize the source of stress in our lives, its effect on us and acting in ways that help to control our levels of stress.

ACTIVITY – X: COPING WITH EMOTIONS: SHARING

Activity: Individual activity

Step 1 : Describe an emotionally overwhelming situation in your life.

Step 2 : How did you cope?

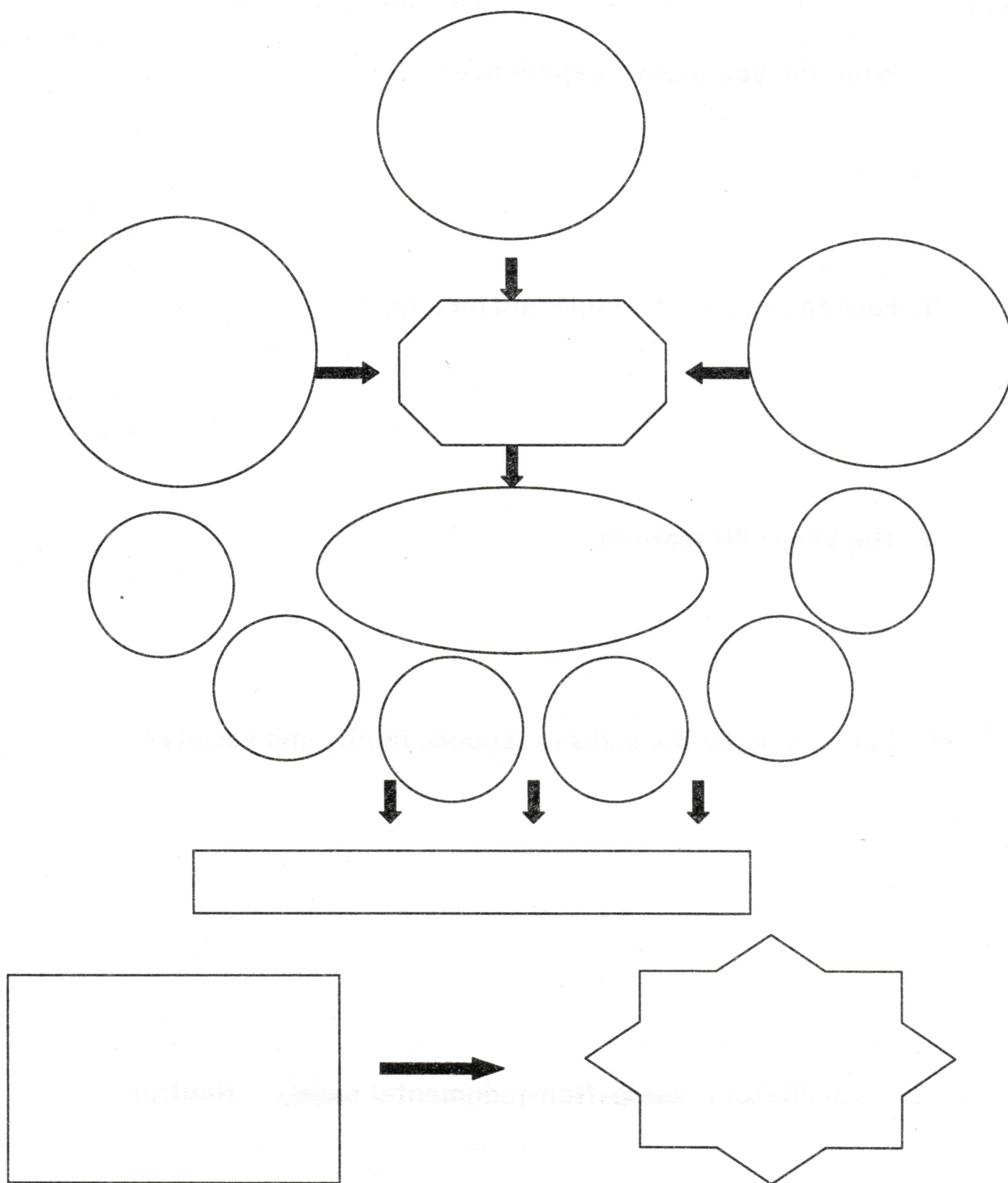


3. Discussion on coping

Coping with Emotions: It is an ability, which involves recognizing emotions in others and ourselves, being aware of how emotions influence behavior and being able to respond to emotions appropriately.

LIFE SKILLS EDUCATION

Session sequence on LSE
Facilitation by Community Level Workers
No. of participants desirable : 25 to 30



THE RELEVANT QUESTIONS FOR FACILITATION

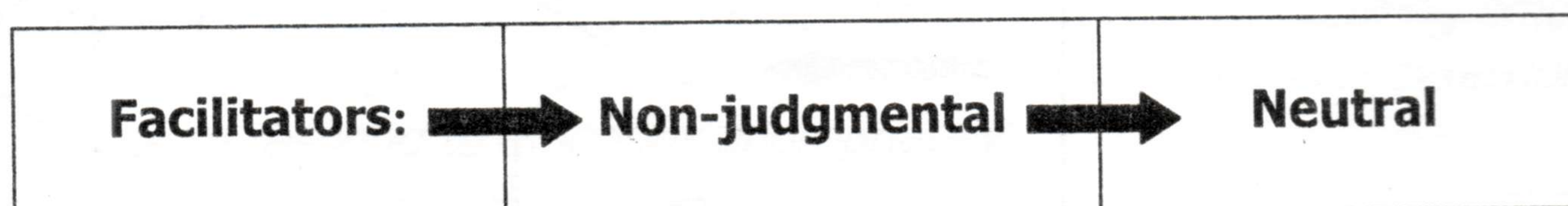
1. How did you feel participating in the activity?

2. What did you learn / experience?

3. Facilitating and the impeding factors.

4. The key skills learned.

5. Can you apply the skills in schools, family and society?



INTERWEAVING OF LIFE SKILLS

	Decision Making/ Problem solving	Critical Thinking/ Creative Thinking	Interpersonal Relationship/ Effective communication	Coping with Emotions/ Coping with stress	Self awareness/ Empathy
Wellbeing					
Prevention					
Affirmative action					
Preparedness					

CIRCUMSTANCE: SCHOOL DROP OUT

Activity: Group Discussion

Process: Divide the group into smaller groups of 8 members each. Ask each group to select a leader and a moderator to write down the points of discussion based on the situation given below. Later the group members need to discuss on the questions. Give 20 minutes for discussion and ask the moderators of each group to present their discussion.

Situation:

Ramesh is a 15 years old child who works as a helper at a construction site. There are eight people at home his father, mother, elder brother, elder sister, an unmarried uncle and his old, sick maternal grand parents all live in the same house. His parents and the uncle are working as labourers in a construction unit. His brother is doing 12th standard and his sister tenth standard. Ramesh used to be an average student in 5th standard. He decided on his own to give up studies and joins his parents as a helper. His parents were against his decision. But Ramesh was very firm in his decision. He was proud that he was able to help his family live a better life. He now earns about Rs. 75 per day and is hardly able to meet the basic needs of his life. His parents and uncle earn Rs.75 each per day, but it is a hand to mouth income with that they find it very difficult to make ends meet. Off late Ramesh feels that he is not able to continue his work because it is too tiresome carrying stone and mud throughout the day. He regrets his decision of discontinuing school and feels restless.

Questions for Discussion:

1. What are the other situation children drop out from school?
2. What are the impacts of drop out on children?
3. What are the alternatives before dropouts?
4. What is the role of community level workers in this situation?

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CIRCUMSTANCE: TO CONTINUE EDUCATION

Activity: Role-play:

Process: Divide the group in to two and ask each Group to do the role-play for the situation given below.



Situation:

Radha is a 12 years old child from an agricultural family. She is the eldest daughter. She has four sisters and two brothers. Now she is at class seven. Her parents force her to discontinue school in order to take care of her younger siblings. Now Radha is in a fix.

Questions for Discussion:

1. What are the possible ways of continuing education?
2. What are the possible problems in continuing education?
3. What are the alternatives for continuing education?
4. What are different forms of continuing education?

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CIRCUMSTANCE: DAILY ROUTINE

Activity: Individual

Process: Please fill up the boxes below with appropriate colours to denote your different engagements. **Personal** **Peer** **family**

Time	Mon	Tue	Wed	Thur	Fri	Sat	Sun
6.00 a.m							
7.00 a.m							
8.00 a.m							
9.00 a.m							
10.00 a.m							
11.00 a.m							
12.00 Noon							
1.00 p.m							
2.00 p.m							
3.00 p.m							
4.00 p.m							
5.00 p.m							
6.00 p.m							
7.00 p.m							
8.00 p.m							
9.00 p.m							
10.00 p.m							
11.00 p.m							
12.00 Night							
1.00 a.m							
2.00 a.m							
3.00 a.m							
4.00 a.m							
5.00 a.m							

Questions for discussion:

1. Are you happy with the way you spend your time?
2. How can you manage to complete your daily routine without affecting the other activity?
3. Do you need to plan your time for holidays? How?
4. Is there a need for children to plan their activities? Why?

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CIRCUMSTANCE: WATCHING TELEVISION

Activity: Debate

Process: Divide the participants in to two groups. Let them seated in two rows facing each other. Both the groups need to select a moderator for their group. The moderators need to speak out their points. When one moderator speaks the other can counter the points after he/she finishes.

Advantages	Disadvantages

Questions for Discussion:

1. Do children need to spare time for watching T.V. in their daily routine?
2. What is the impact of T.V. on children?
3. When parents and children confront on watching T.V. what could children do to handle the situation?
4. What skills are needed for children to handle the issue of watching T.V.?

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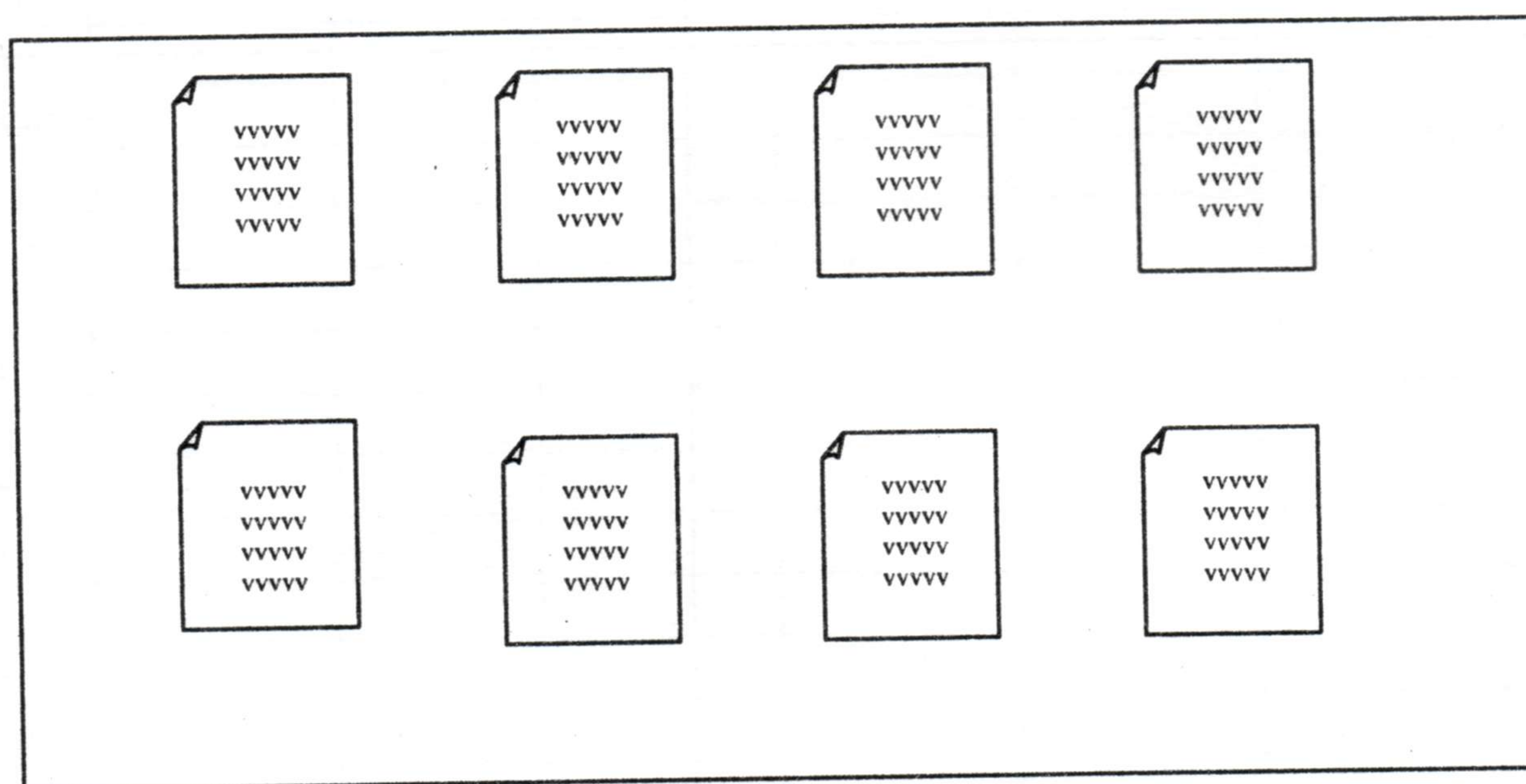
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CIRCUMSTANCE: HEALTHY LIVING

Activity: Group activity

Process: Request a person to volunteer and stand-in front of the group. Then put forward a question to the participants "What are the basic things children need to do to keep them healthy?" Ask each participant to write his or her point in a paste it paper and stick' on the volunteer in front of the group. As each person sticks the paper on the volunteer, he/she has to read it aloud. Collect the paste it papers and the volunteer can join the group for discussion.



Questions for Discussion:

1. How was the activity?
2. Do you follow healthy habits in your daily life?
3. Is it the responsibility of parents alone to help you lead a healthy life?
4. What skills do you need to keep yourself healthy?

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CIRCUMSTANCE: MIGRATION

Activity: Group discussion

Process: Divide the group into four. Ask one of the group members to volunteer as leader and one person as moderator. Give topics to each group for discussion. The first group will discuss on the topic who migrate? The second group on –Reasons for migration, the third group discusses on –Impact of migration and the fourth group will discuss on – how to help migrating children. Give twenty minutes for discussion and the moderators need to present the group discussion.

Who migrate?	Reasons for migration
Impact of migration	How to help children

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CIRCUMSTANCE: RUNNING AWAY

Activity: Group activity of three

Process: Ask three people to volunteer. Give instruction to stand in a straight line. The person standing in the front is the pushing factor for running away from home and person standing behind is the pulling factor to stay at home. The person in the front should speak on benefits of running away from home and the person behind should speak on the draw backs of running away from the family. Each person should take alternate chances to speak. The person in the middle can decide to run away or not after listening to the pushing and pulling factors.



Divide the group in to four and give them the cards containing questions for discussion. Select a group leader for each group and a moderator. After the discussion in the group on the given topic the moderators present the discussion to the entire group

Questions for discussion

1. Why do children run away from home?
2. What are the impacts of running away on the children?
3. How to identify run away children?
4. How to work with them?

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CIRCUMSTANCE: CHILD MARRIAGE

Activity: Brainstorming

Process: The facilitator needs to initiate brainstorming session on child marriage. Paste a chart on the board. Ask the participants to first write on the chart "What do they gain from Child Marriage". Then ask the participants to write on the chart "What do they miss from child marriage" As the participants finish the discussion the facilitator summarizes the session.

What would I gain?	What would I miss?

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CIRCUMSTANCE: MAINTAINING RELATIONSHIP

Activity: Individual activity

Process: Ask each trainee to first write down the name of the persons with whom they are related in the first column. Then ask them to rate their relationship with them as good average or poor according to their experience with them. Then let them write on the gains from each relationship and their losses from each relationship. Finally they can think on how to improve the relationship with each person and what they need to do for it. Towards the end the facilitator can have an open discussion on the questions for discussion with the group

People with whom I am associated	My relation ship with them (Good/average/poor)	My gain	Losses	What should I do

Questions for discussion:

1. Do you think interpersonal skills are essential? If yes why?
4. What is your difficulty in maintaining good relationship with others?
5. What should you do to improve your relationship with others?
6. What are the skills needed to improve relationships?

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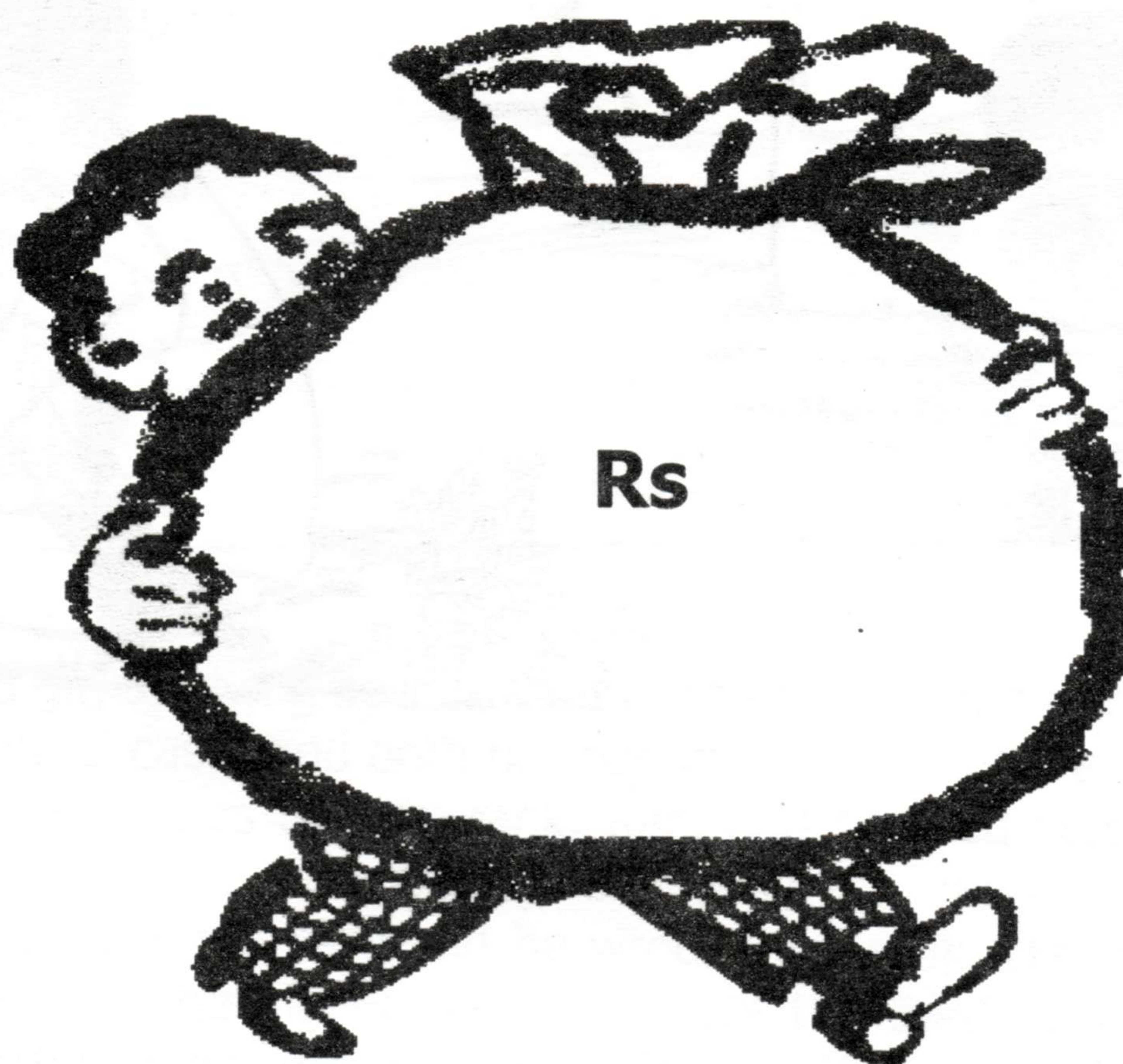
CIRCUMSTANCE: MONEY MANAGEMENT

Activity: Group activity

Process: Divide the group in to three. Give each group a situation:

1. A family of 5 members earns Rs. 3000 a month
2. A family of 8 members earns Rs. 5000 a month
3. A family of 6 members earns Rs. 10000 a month

Discuss on how to manage money in these situations.



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CIRCUMSTANCE: HIGH RISK BEHAVIOUR

Activity: Role-play

Process: Divide the group in to four. Each group should select a leader for the group. Give instruction to each group to identify a high-risk behavior that they usually see in the field area and enact it out. Later the leader of the group needs to facilitate the session as they do it with children.



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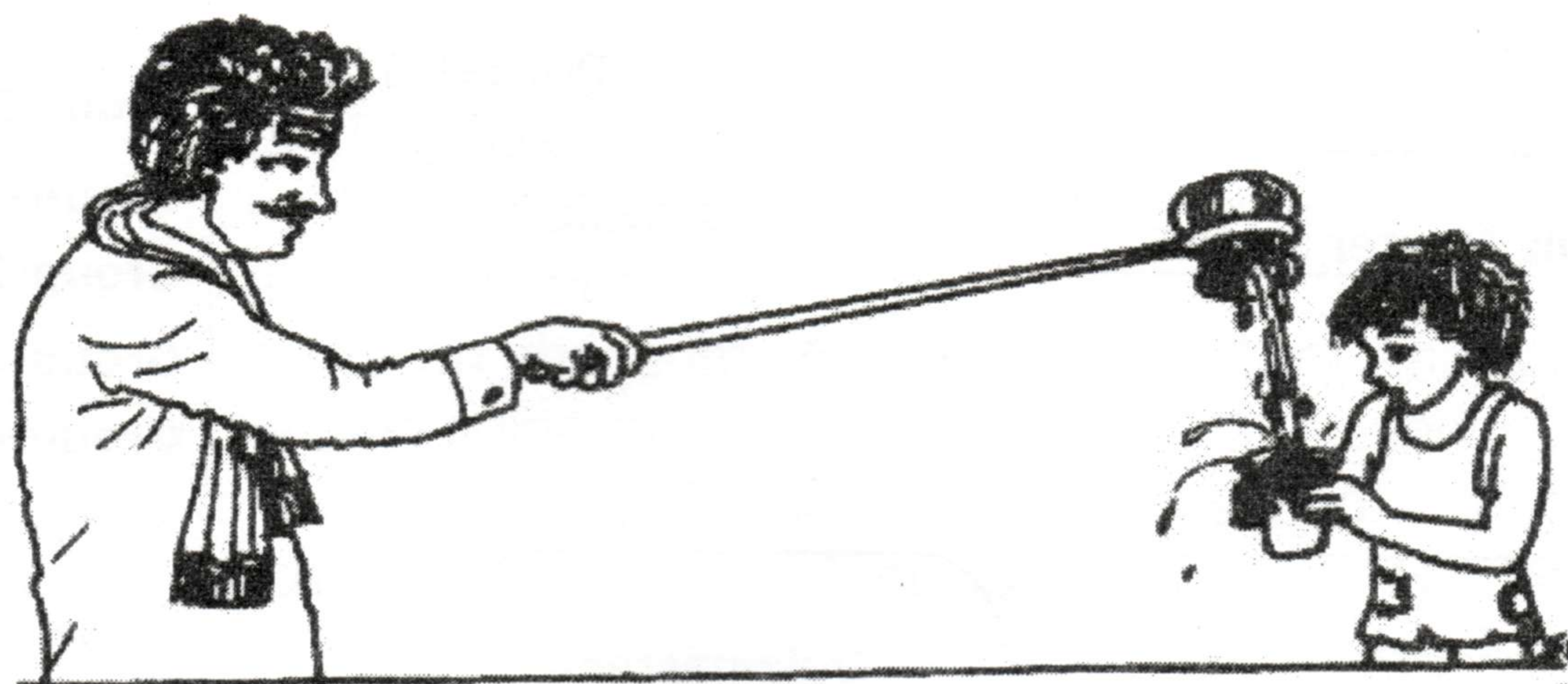
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CIRCUMSTANCE: CASTE DISCRIMINATION

Activity: Role-play

Process: Ask for five volunteers. Give the situation given below to them for role-play. As they finish the role play have an open discussion on the group based on the questions given below.



Situation

Sita is a 12 years old girl studying seventh standard in a government school. She belongs to the scheduled caste and both her parents are agricultural coolies. She is good at studies and secures the top rank. Rani had secured first rank in the quarterly examination. While distributing the progress report the teacher scratched first rank from Rani's card and he wrote third rank. He gave the first rank to another boy from the higher caste, who got the third rank. Rani could not tolerate the discrimination and she wept bitterly. She went home and told her parents that she wanted to discontinue studies. Fearing the teacher's punishment she did not disclose the reason to her parents. Though the parents forced her to go to school she was stubborn in her decision.

Questions for discussion:

1. Are these situations common?
2. What do you think that Sita should have done?
3. On the face of discriminations like this, what do children need to do?
4. What skills does Sita need to handle this situation?

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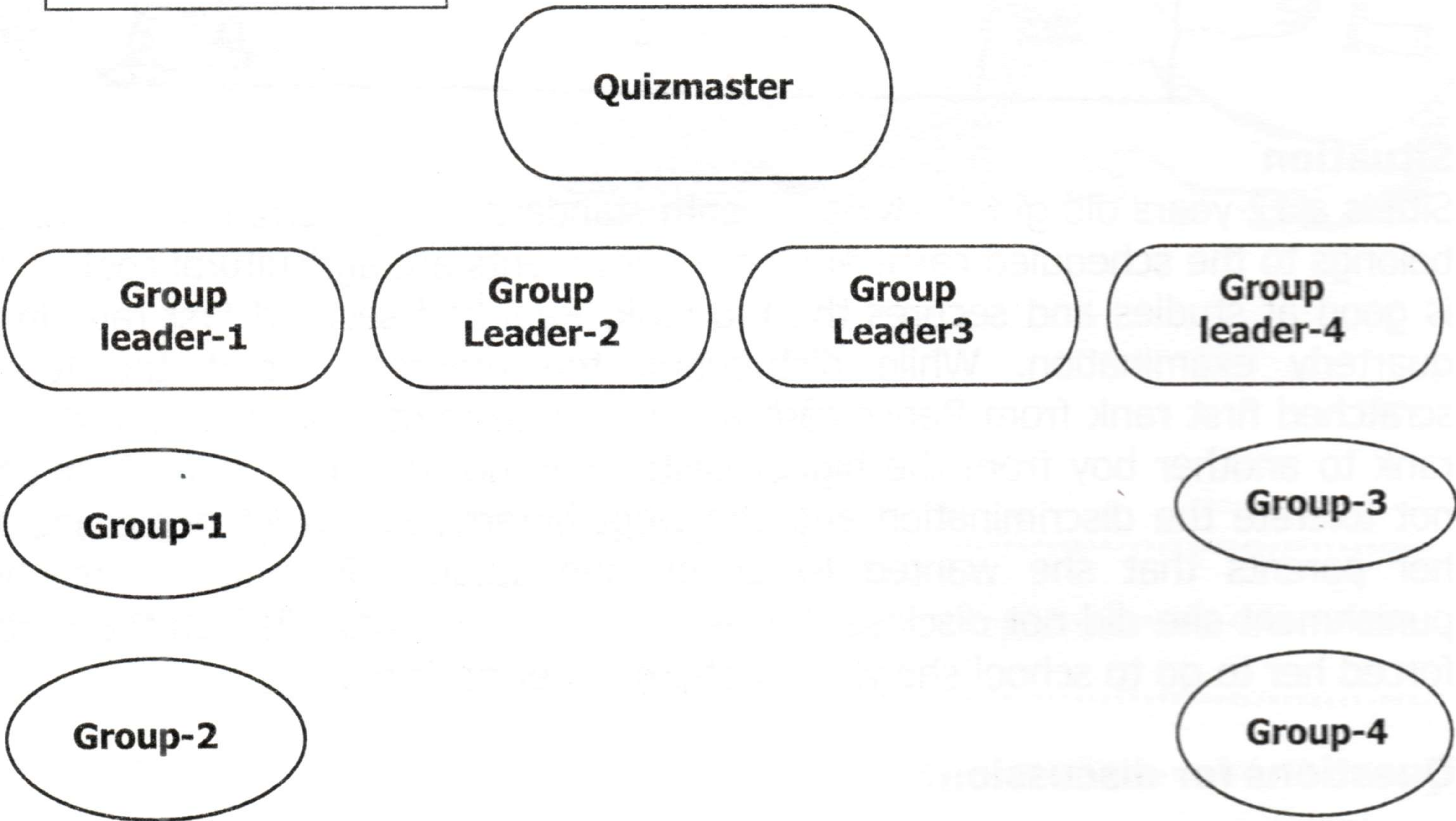
CIRCUMSTANCE: SEXUALITY

Activity: Quiz:

Process: Divide the group in to four teams. The quizmaster asks the questions to both the groups alternatively. The group answering correctly will get a point. If one group does not answer the question, the question passes to the other group. The group answering correctly gets one point each. The group with highest point wins.

Quiz Master Score

Group Score	
Group-1	
Group-2	
Group-3	
Group-4	



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CIRCUMSTANCE: SEXUAL HARASSMENT

Activity: Situation analysis

Process: Divide the group into four. Give one situation to each group and ask them to discuss various ways girls can respond to such situations. Ask the group to demonstrate five methods of reacting by each group. Instruct that the groups should not repeat what the earlier group has demonstrated. After the activity have an open discussion with the group on the questions for discussion.

Situations:

- A group of girls are traveling in a crowded bus to school. While traveling, a man who is standing next to one of the girls, intentionally leans on her, touching/brushing her shoulder and bottom. Whenever the driver applies the brakes he falls against her.
- A gang of boys sits on the entry to the cloth factory and says vulgar comments on the girls going for work daily morning and evening.
- Radha goes to a fancy shop to buy a few bangles and cosmetics. The shopkeeper touches her hands and holds her hands. He also makes comments on her looks and gives suggestions to improve her looks.
- Ramya is a 14-year-old girl. Her uncle, a 40-year-old, staying near her house keeps visiting her house. He holds her near to him, kisses her on her cheeks and asks her to sit on his lap. Ramya feels very uncomfortable.

Questions for discussion:

1. Are the above types of sexual harassment common?
2. What are the other types of sexual harassment you are aware of?
3. How do girls respond to such harassment?
4. Should girls who are being sexually harassed use any self-defensive strategies?
5. What do you think are the correct ways of responding – reporting to teachers, police, calling the Child Help Line (1098), etc?
6. Do you think the harassed girl is responsible for the harassment?
7. What skills are needed for a girl to face such harassment?
8. Why do some people involve in such harassing acts?

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CIRCUMSTANCE: SEXUAL ABUSE

Activity: Group discussion

Process: Divide the participants into three groups. Give the situation to each group. Ask the group members to discuss on two questions each. After the discussion, the group can present their points in the group. Other group members can also contribute to the discussion after the presentation is over.

Situation

Ram was 10 years old and stayed with his parents and his older brother who was 13 years old. He had a cousin, Ravi who was studying in college, who used to visit them during holidays. One such time Ravi stayed with them for over 10 days. He spent a lot of time with Ram and they went out to paddy fields, played together, visited friends house and so on. Ram full of admiration for Ravi would be with him most of the time. Gradually, Ravi showed some pornographic pictures to Ram and said that these only adults will have and that he showed it to him because he liked him. Ram was happy and at the same time uncomfortable by this. One day as they were walking through the paddy fields, Ravi touched his private parts. Ram turned to look into Ravi's face. Ravi winked at him, and started to touch Ram in his private parts and took Ram's hand and rubbed it against his private parts. He told Ram not to tell anyone and that it was their 'little secret'. Ram was uncomfortable through the whole episode, and wanted to ask his brother if this was all right. But he did not tell anyone, out of fear of losing Ravi's affection and letting out their, 'little secret'.

Questions for discussion:

1. Have you come across such similar situations?
2. Do you think it can happen for both boys and girls?
3. What do you think Ravi was trying to do by showing the pornographic pictures to Ram?
4. Do you think Ram should have told about this to his brother?
5. What skills do you think Ram requires to know that this behavior was wrong and not acceptable?
6. Whom do you think Ram should approach if he wanted to tell someone about what happened?

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CIRCUMSTANCE: ANTISOCIAL BEHAVIOUR

Activity: Group discussion

Process: Divide the participants in to three groups and ask each group to discuss on each question. The groups need to present their discussion to the larger group.



Questions for discussion:

1. What are the antisocial activities?
2. What are the consequences of antisocial activities?
3. How do you prevent your self from antisocial activities?

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CIRCUMSTANCE: HIV/AIDS

Activity: Card sorting:

Process: Give each participant a card and ask him or her to read it out. They have to then say if that behavior is safe or unsafe. Continue till all the participants take their turn.



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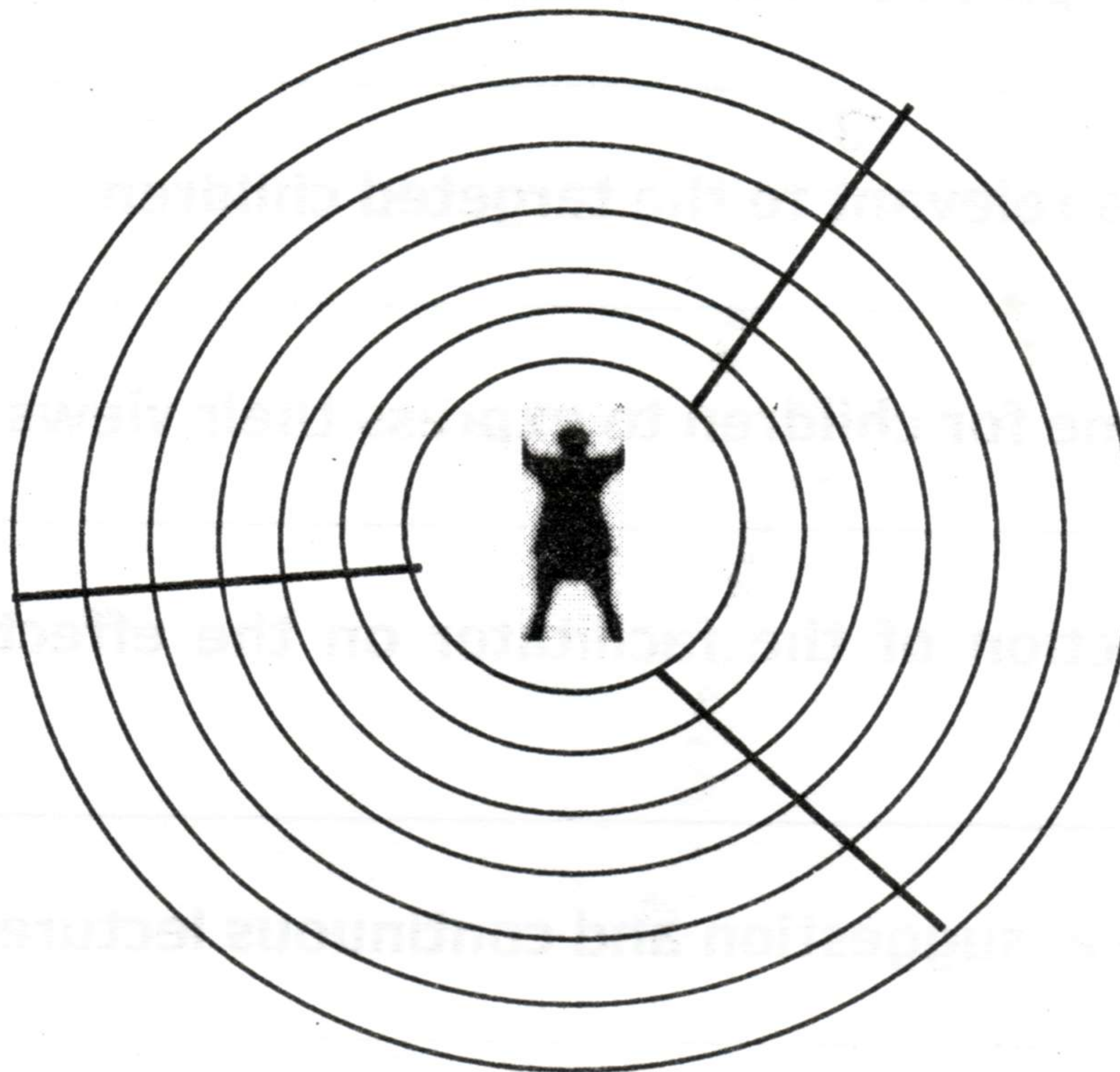
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CIRCUMSTANCE: SOCIAL RESPONSIBILITY

Activity: Group activity- Three groups

Process: Divide the group in to three. Give each group one topic each- community, family and school and ask them to discuss on "What are the issues they face" under the topic given to them. The participants after writing down the issues need to rank the issues in the order the biggest issue first the next issue second and so on. Instruct the participant to write the biggest issue in the 1st circle the second issue in the 2nd circle and so on. The participants then should discuss on the impact of this issue on them and the effort taken by them to solve the issue. As they finish the activity each group need to present it to the larger group.



Questions for discussion:

1. What are the issues that trouble you?
2. How do these issues affect you?
3. What can you do to solve these problems?

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TEN COMMANDMENTS FOR CONDUCTING LIFE SKILLS EDUCATION

Do ensure maximum participation of all the children
Do pre session preparation on Life Skills Education
Do address issues relevant to the targeted children
Do give ample time for children to express their views during discussion
Do ensure conviction of the facilitator on the effectiveness of the Life Skills Education
Do not give advice, suggestion and continuous lectures
Do not personalize sensitive issues
Do not be judgmental
Do not bring your personal feelings in the sessions
Do not underestimate the potential of the children