

## LIFE SKILL EDUCATION PROGRAMME IN SCHOOL

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### ABSTRACT

*Life Skills have been defined by the WORLD HEALTH ORGANISATION as abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demand and changes of everyday life. They represent the psycho-social skills that determine valued behaviour and include reflective skills such as problem solving and critical thinking to personal skills such as self awareness and to interpersonal skills practicing life skills leads to qualities such as self esteem ,sociability and tolerance to action competencies to take action and generate change and to capabilities to have the freedom to decide what to do and who to be . life skills are thus distinctly different from physical or perceptual motor skills, such as practical or health skills as well as livelihood skills education, life skills-based education is now recognized as a methodology to address variety of issues of child and young development and thematic response including as expressed .Expected learning outcomes include a combination of knowledge ,values attitude and skills with a particular emphasis on those skills that related to critical thinking. and problem solving ,self management and communication and inter personal skills*

### INTRODUCTION:

Our education system as is prevalent today , is rather lopsided .it lays optimum focus on the acquisition life style in a sophis society . what we require is nothing short of a sophis mode of educational knowledge in itself has little value unless it is put to use . we need today among other things life skill in a big way rather than were memorization of information life skills are skills strength and capabilities that help individuals face problems of their everyday life with their everyday tasks effectively. Life skills education would place the highway to growth and development. The word life skills has come to be popularly used in the context of emerging health issues for young people in different part of the world.

- **HISTORY OF LIFE SKILLS BASED EDUCATION**

Life Skills Education has a long history of supporting child development and health promotion in many parts in the Ottawa Charter for health promotion recognised life skills in terms of making better health choice .The 1989 convention on the Right of the Child linked life skills to education by stating that education should be directed towards the development of the child's fullest potential.The 1990 **Jomtien Declaration** on “Education for All” took this vision further and included Life Skills among essential learning tools for survival ,capacity development and quality of life .The **DAKAR WORLD CONFERENCE** took a position that all young people and adults have the human right to benefits from “An education that includes learning to know ,to do, to live together and to be” and included Life Skills.

- **IMPORTANT OF LIFESKILL EDUCATION**

- 1 life skills help adolescent to transition successfully and from childhood to adulthood by healthy development of social and emotional skills .
- 2 It helps in the development of school competence and problem solving skill which in turn help adolescents to form their own identity.
- 3 It helps to weigh pros and cons of the situation hence act as a mediator to problem behaviour
- 4 It promotes positive social norms that can impact the adolescent health service school and family.
- 5 It helps adolescents to differentiate between hearing and listening and this ensuring less development misconceptions or miscommunication regarding issues such as drugs alcohol etc
- 6 It delays the onset of the abuse of tobacco alcohol etc.
- 7 It promotes the development of positive self esteem and teaches anger control.

- **DEFINITION OF LIFE SKILLS EDUCATION**

**WHO-1993**

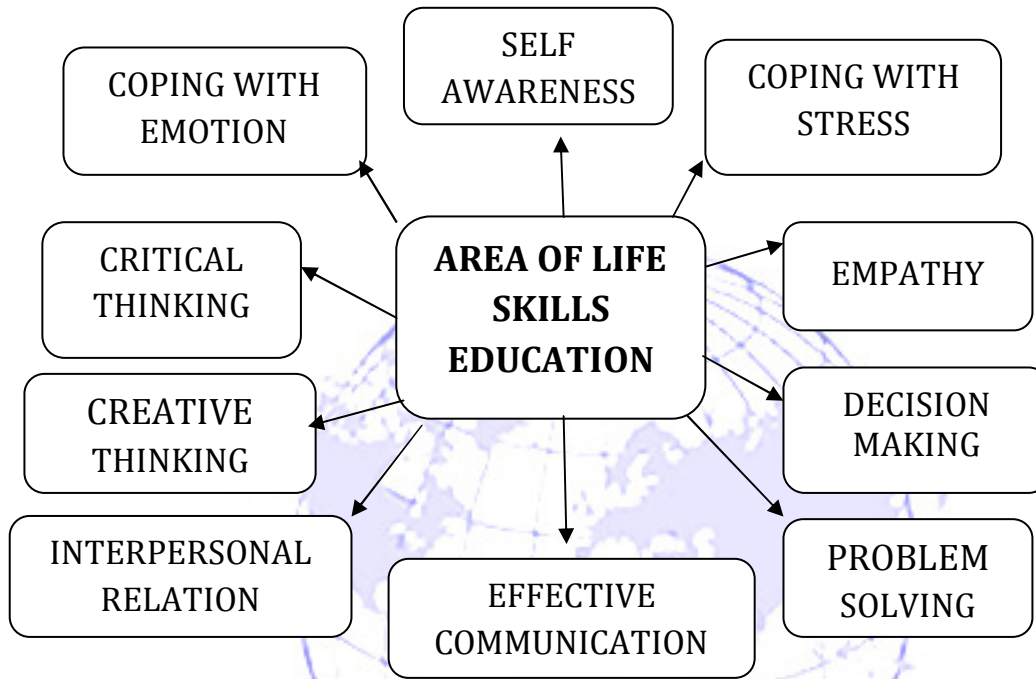
The abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life.

**UNICEF**

A behaviour change or behaviour development approach designed to address a balance of three areas: knowledge ,attitude and emotional skills.

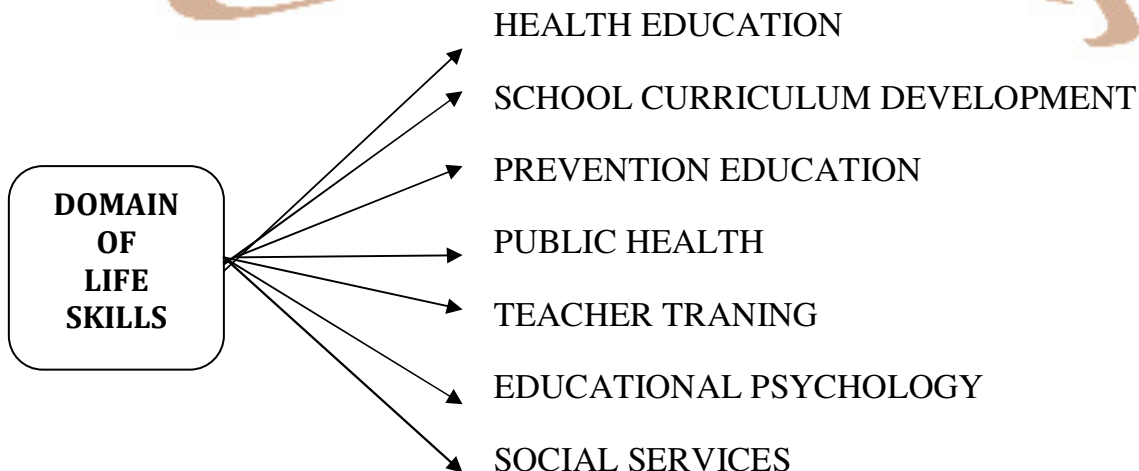
• **AREA OF LIFE SKILLS EDUCATION**

It has short listed ten of the most fundamental life skills for this purpose .They are



• **THE LIFE SKILLS DEVELOPMENT GROUP**

The life skills development group should be selected in order to form a multidisciplinary group and may include professional from the following domain.

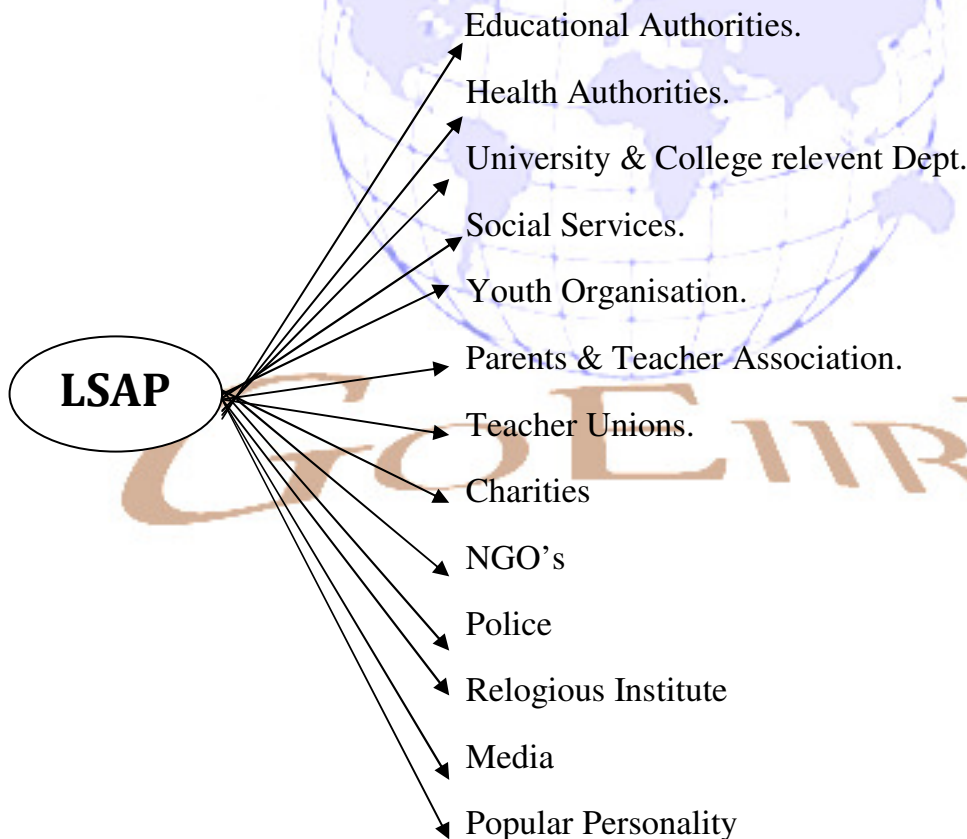


• **THE PRINCIPAL TASK OF A LIFE SKILLS DEVELOPMENT**

- Formulating of objectives .
- Formulating of strategies
- Management of resources
- Design of teaching materials.
- Development of training sessions.
- Making plans for the implementation.

• **THE LIFE SKILLS ADVISORY PANEL**

The advisory panel can play an important role in supporting life skills education including guiding policy and the decision making process .The composition of Life Advisory Panel might include representative of following.



- **FORMULATING OF OBJECTIVES FOR LIFE SKILLS PROGRAMME DEVELOPMENT**

The objectives for life skills education should be placed within a rational and conceptual framework for the place of life skills in health education promotions. The objective of life skills education to already established objectives such as the convention or the right of the child. The increase acceptability and feasibility of the skills programme objectives should take into account the realities of the religious, cultural, political and socio economic condition. Two questions that need to be addressed early on are.

1. What skills to teach?
2. What is the target group of the skills programme?
- 3.

- **FORMULATING OF STRATEGY FOR LIFE SKILLS PROGRAMME DEVELOPMENT**

Formulating of a strategy for life skills one of the main question about strategy will be whether to develop a life skill programme or to adapt one that is already being used in the country or elsewhere. Life skills programme is a primary factor in determining whether programme adaptation is feasible.

Three main steps in the adaptation process are

- 1 Language Translation
- 2 A Reverse Language Translation .
- 3 Cultural Adaptation

- **DESIGN LIFE SKILLS PROGRAMME MATERIALS**

The acquisition of skills is based on learning through active participation, life skills lesson need to be designed to allow opportunities for practices of life skill in a supportive learning environment.

Life Skills Lesson are both active and experiential. In passive learning the teacher passes on knowledge and the learner is the recipient of information. Life Skills lesson use such active and experiential methods and should also include homework assignments that encourage pupil to extend their analysis and practices of Life Skills to their lives at home and in their communities. Designing actual Life Skills lesson activities is usually only part of life skills programme design for a broad based life skills programme designed to promote psychological competence and to achieve health promotion and prevention objective the life

skills lesson would need to be designed as part of a sequential and unified programme .The Life Skills Lesson would be designed to be carried out in a particular order with later lifes activities designed to build on the skills lesson provided earlier in the programme.

Three basic levels of Life Skills Lesson

### LEVELS-1

The teaching of basic comperents of core life skills practised in relation to common everyday situation.

### LEVELS-2

The application of life skills to relevent themes that are connected to various health and social problems.

### LEVELS-3

The application of skill in relation to specific risk situation that can give rise to health and social problems.

- **Management of Research for Life Skills Education**

The objective and strategy for lifeskills programme development training implemetation and maintenance should all be formulatiod in ways that can be supported with financial rosources available within the country.

A though a it is impossible to give estimation of the cost here a checklist of likely experiences in listed below.

- 1 Costs of procuding Life Skills materials
- 2 Costs of Distributing Life Skills materials
- 3 Costs of teacher training and fees and travelexpenses for attending of workshop.
- 4 Costs of Life Skills Advisory Panel.
- 5 Costs of consultants for initial Training Launched .
- 6 Costs of researcher to pilot test subsequents evaluation.
- 7 Costs of review and revision of the Life Skills materials and training.

- **IMPLEMENTING A LIFE SKILLS PROGRAMME**

The financial resources available for printing distribution and training will be an important factor in determining the rate and scale of implementation of the life skills programme. If plans are made for wide implementation in a country rate and scale will also be determined by the cultural ethnic and Linguistic and diversity criteria for implementing a life skills programme.

1. The teaching of Life Skills requires a learning environment in which teacher /group leader can organize active and experiential learning activities.
2. Teacher /group leader active and experiential teaching methods.
3. Teacher should be equipped with a teaching manual.
4. Teacher/group leader led by life skills activities ideally run.
5. Teacher /group leader should be sensitive for capabilities and understanding for life skills programme.
6. Teacher /group leader able to adapt life skills lesson accordingly.
7. Teacher /group leader life skills teaching should have continuity and sequences over time.

- **EVALUATION OF LIFE SKILLS PROGRAMME**

Once life skills programme materials and training have been developed a small scale pilot test is required during which the life skills programme. The pilot test evaluation is as important as developing the programme materials because once developed if there is no evaluation, there may be little to show that the programme has the potential to achieve what is expected of it, as an example of ways in which the life skills programme can be assessed in the longer term and hence serve as a model for future evaluation.

Evaluation tools used in the evaluation of life skills programme include questionnaires given to pupil, teacher and trainers individual and group interviews and assessment through observation.

Evaluation questions that might be asked include process evaluation question and outcome evaluation questions examples of which are listed.

- **PROCESS EVALUATION QUESTIONS**

1. Is the programme implemented as expected.
2. How well does the programme fit the socio-political, socio-economic and cultural

climate.

3. How do teachers trainers and the young people themselves perceive the life skills programme.
4. How do parents and community leader perceive the programme.
5. Do participant enjoy the life skills programme.

- **OUTCOME EVALUATION QUESTIONS**

Does the programme achieve what it sets out to achieve

1. DO the children learn life skills ?
2. Are there any indications of change in health related behaviour ?
3. Are their change in indicator of mental well being eg. Improved self –esteem and self-confidence.

All participants on training courses can be given an evaluation form feedback form each training course should be recorded and future should be revised as a result of such feedback.

### **Conclusion**

Above all taking into consideration the issues that you should have a Life Skills Programme run successfully with the help of the teachers.

### **REFERENCES**

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