



5<sup>th</sup> SEM OPEN COURSE

UNIVERSITY OF CALICUT

PSY5D02-LIFE SKILL APPLICATIONS

2019 ADMISSION

Prepared by

Dhanya Nair

Assistant Professor

Department of Psychology

<b>COURSE CODE</b>	<b>PSY5D02</b>
<b>TITLE OF THE COURSE</b>	<b>LIFE SKILL APPLICATIONS</b>
<b>SEMESTER IN WHICH THE COURSE TO BE TAUGHT</b>	<b>5<sup>TH</sup></b>
<b>NO. OF CREDITS</b>	<b>3</b>
<b>NO. OF CONTACT HOURS</b>	<b>48 (3hrs/week)</b>

**Objectives of the course:**

**To promote life skill education**

**To develop abilities for adaptive and positive behaviour**

**To enhance self-confidence and self-esteem**

**Course Details**

<b>MODULE NO.</b>	<b>NAME OF MODULE</b>	<b>MODULE HOURS</b>
<b>1</b>	<b>Introduction</b>	<b>8hrs</b>
<b>2</b>	<b>Self-awareness, Empathy, and problem solving</b>	<b>12hrs</b>
<b>3</b>	<b>Survival-skills, effective communication and negotiating skills</b>	<b>14hrs</b>
<b>4</b>	<b>Life skill in different area</b>	<b>14hrs</b>

## MODULE 1: INTRODUCTION

- Life Skill: Concept, meaning, definition, need, Importance, Ten core life skills.
- Concept: Life skills are capabilities that empower young people to take positive action, to protect themselves and have positive social relationships, thereby promoting both their mental well-being and personal development as they are facing the realities of life

### MEANING

- Life skills are the strategies, abilities, expertise or competences that enable adolescents to develop positive attitudes and responsible sexual behaviors, leading towards a healthy lifestyle. As such a life skill refers to a person's ability or competence

### DEFINITION

- "Life skills are defined as psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life".

### NEED AND IMPORTANCE

- Throughout our life, from childhood into adulthood, these skills are developed and improved.
- Practicing life skills leads to self-esteem, sociability and tolerance; to the ability to take action and make a change; and eventually to the freedom to decide what to do and who to be.
- essential tools for understanding our strengths and weaknesses, which will consequently enable us to recognize opportunities and face possible threats, as well as to identify problems that arise within both the family and society.

- Life skills will also bring about productive interpersonal relationships with others,
- the ability to negotiate, to say “no”, to be assertive but not aggressive and to make compromises that will bring about positive solutions

## 12 MOST IMPORTANT LIFE SKILLS

### 1. Self-awareness

- Self-awareness is an individual’s ability to appreciate the strengths and weaknesses of one’s own character.
- Realizing this will enable one to take actions, make choices and take decisions that are consistent with one’s own abilities

### 2. Self-esteem

- Self-esteem is the way an individual feels about her/himself and believes others to feel.
- It has been described as the ‘awareness of one’s own value as a unique and special person endowed with various attributes and great potential’.
- A person’s self-esteem can be damaged or enhanced through relationships with others.
- High self-esteem tends to encourage and reinforce healthy behaviour.
- Low self-esteem tends to encourage unhealthy behaviour

### 3. Coping with emotions

- The ability to manage or deal effectively with an emotional situation or problem.
- Emotions such as fear, passion, anger, jealousy etc. are subjective responses to a situation. They can result in behaviour which one might later regret.
- Coping with emotions means to be able to recognize them as such and deal with them to make a positive decision

#### 4. Coping with stress

- Stress is a condition of increased activity in the body, which can overwhelm the individual beyond his/her capacity.
- Stress can be caused by physical, emotional, or psychological factors. • Family problems, broken relationships, examination pressure, the death of a friend or a relative are examples for situations that can cause stress.
- As stress is an inevitable part of life, it is important that to recognize stress, its causes and effects and know how to deal with it

#### 5. Interpersonal relationships

- Interpersonal skills are capabilities to effectively communicate, socialize, connect, and cooperate with people in life, whether it be an individual or a group. • Some people naturally have great interpersonal skills. Others have to learn and practice interpersonal skills in order to master them.
- One thing's for sure: taking the time and effort to become proficient in this skill set can tremendously benefit your relationships in life and may improve your professional success!

#### 6. Negotiation Skills

- Negotiation is an important skill in interpersonal relationships and is usually considered as a compromise to settle an argument or issue that will best benefit everyone's needs.
- Negotiation is something that we do all the time, not only for business purposes. For example, we use negotiation skills in our social lives, perhaps for deciding on a time to meet, or where to go on a rainy day.
- Sometimes though it does involve being able to cope with potentially threatening or risky situations

## 7. Empathy Skills

- Empathy is the ability to understand, consider and appreciate other people's circumstances, problems, and feelings.

## 8. Assertiveness

- Assertiveness refers to the ability or competence to express one's feelings, needs or desires openly and directly but in a respectful manner or without hurting one's feelings

## 9. Effective communication

- Effective Communication is the ability of expressing oneself clearly and effectively during interactions with other people in any given circumstances.
- Effective communication is a skill that can be learned and developed through constant practice.
- Although good communication does not guarantee an end to problems, it can go a long way in improving relationships and minimizing possibilities of conflict.

## 10. Critical Thinking

- Critical thinking is the ability to think through a situation properly, assessing the advantages and disadvantages so as to be able to make appropriate decisions concerning one's course of action.

## 11. Decision-Making

- Decision-making is the ability to utilize all available information to assess a situation, analyses the advantages and disadvantages, and make an informed and personal choice.
- He/she must learn to understand the consequences before planning

## 12. Problem Solving

- Problem solving is the ability to identify, cope with and find solutions to difficult or challenging situations.
- Problem solving is related to decision-making and the two may often overlap.
- It is only through practice in making decisions and solving problems that young people can develop the skills necessary to make healthy choices for themselves



## MODULE 2: SELF-AWARENESS, EMPATHY AND PROBLEM SOLVING

Concept, importance of self-awareness, skills to become self-aware and benefits of self-awareness in real life.

### SELF AWARENESS

- Self-awareness skills, as the term indicates, refer to one's ability to be aware of or to recognize his emotions, behaviours, beliefs, motivations and other characteristics such as strengths and weaknesses, such that it enables him to identify and understand himself as a separate entity.
- Having self-awareness skills not only enables one to understand their own personality but also helps to apprehend other people, their perceptions about you, and your response to their actions
- Self-Awareness is the thinking skill that focuses on a child's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations.
- Self-Awareness helps an individual to tune into their feelings, as well as to the behaviours and feelings of others. For example, a child successfully uses self-awareness skills when they notice they are talking too loudly in a library where other children are trying to work, and then adjusts the volume or their voice to a more considerate level.
- "Self-awareness is the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals"



## IMPORTANCE OF SELF AWARENESS

- Developing self-awareness skills is important for learning about yourself and discovering your true capabilities, which may be vital for a successful career. Following is some of the most significant implications of self-awareness skills.
- **Improves emotional intelligence.** Developing self-awareness skills is the key to developing emotional intelligence as a skill. The self-analysis that one conducts will help to be aware of their own values which, if touched by any event or action, will generate certain emotional responses. When one has a better understanding of the problem, they can take more effective actions to address it.
- **Gives a direction to your efforts.** Knowing your strengths enables you to utilize them more effectively and in appropriate situations. Whereas, knowing your weakness helps you figure out when you need to draw on the strengths of others. Also, acknowledging our weaknesses prevents us from reacting inappropriately at any point in time and from making disastrous decisions.
- Self-awareness allows us to make positive behavioural changes that can lead to greater personal and interpersonal success.
- **Clearer thinking and better decision-making.** Poor decision-making often comes from muddled thinking and unchecked emotional reactions. When you become more aware of your habits of thought and feeling, we can more easily distinguish between short-term impulses or desires and long-term values and goals.

## SKILLS TO BECOME SELF AWARE

- Keep a daily journal.
- Seek feedback from others.
- Identify your values.
- Practice gratitude.
- Practice mindfulness meditation.
- Read high-quality fiction.
- Identify cognitive distortions.

## BENEFITS OF SELF AWARENESS IN REAL LIFE

- **Confidence and self-esteem** are boosted when one become self-aware. With that self-confidence and self-esteem one can open better opportunities for their life. People like to surround themselves with people who are caring and have good self-esteem. They view people like that as strong and having good character.
- **Better self-control:** Having better self-control can keep one out of trouble in many ways; whether it is eating less, drinking less, holding your temper, and more. Self-control means you can keep your head in a stressful situation and do what needs to be done. Being able to take control of your fear, anxiety, or stress can help you get through many stressful situations, not just emergencies
- **Increased levels of creativity:** Your creativity can show in many ways, from problem solving to making crafts.
- **Better decision-making:** Again, knowing yourself, having better control, more self-esteem you can weigh the pros and cons and make better decisions by looking at the long term of how that decision will affect you later not just today.
- **Willing to experience new things:** This benefit can open many doors from work to personal life. You may find that you end up with a job you love or a new group of friends and a new hobby that you had no idea you would even like. It is also a learning experience
- **Challenging beliefs and ideas:** Being able to challenge ideas and beliefs can help you grow but also allow you to help others grow. A healthy debate about things can bring about new ways of doing a job or how to build a better team

## EMPATHY:

- Need for empathy, importance of empathy in building relationships, benefits of empathy in real life.
- Empathy is the ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place.
- Essentially, it is putting yourself in someone else's position and feeling what they are feeling.
- The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another- Merriam-Webster

## NEED FOR EMPATHY

- **Empathy allows you to build social connections with others:** By understanding what people are thinking and feeling, you can respond appropriately in social situations. Research has shown that having social connections is important for both physical and psychological well-being.
- **Empathizing with others helps you learn to regulate your own emotions:** Emotional regulation is important in that it allows you to manage what you are feeling, even in times of great stress, without becoming overwhelmed.
- **Empathy promotes helping behaviours:** Not only are you more likely to engage in helpful behaviours when you feel empathy for other people,

## IMPORTANCE OF EMPATHY IN BUILDING RELATIONSHIPS

The ability to distinguish and label the feelings of others.

- The ability to take on others' perspectives.
- Emotional capacity and responsiveness

- Empathy creates an atmosphere of safety and acceptance, and a sense of social connection with another, all of which facilitates forward movement.
- Relationships with a high degree of empathy result in closeness and forward movement. Relationships with limited or no empathy result in feelings of disconnection, isolation and stagnancy.

#### BENEFITS OF EMPATHY IN REAL LIFE

- Increased satisfaction • Increased happiness • Helps you adjust to new circumstances • Builds bridges and connections • Reduces stress • Boosts self-esteem • Improves your relationships with others

#### PROBLEM SOLVING

- Steps of problem solving, using problem solving skill in solving real life problem.
- Problem solving is part and parcel of our daily life. Every day we solve a number of problems ranging from simple to complex.
- Some problems take little time where as some take much time to solve. We look for alternative solutions if do not get the right kind of resources to solve the problem in hand.
- In the case of solving any type of problem our thinking becomes directed and focused and we try to use all the resources, both internal (mind) and external (support and help of others) to arrive at the right and appropriate decision.
- There are two methods which are used prominently in problem solving. These are- “Means-end-analysis” and “Algorithms”.
- In the case of Means-end analysis a specific step-by-step procedure is followed for solving certain types of problems. In the case of ‘heuristics’ the individual is free to go

for any kind of possible rules or ideas to reach the solution. It is also called rule of thumb.

## STEPS OF PROBLEM SOLVING

### 1. Identify and Select the Problem:

- This entire process is a very systematic approach to separating out things that are irrelevant and focusing in on those relevant issues that can solve the problem. This process is also something that you learn and become better at doing. Like learning a math formula, there is practice, review, and more practice. Once the individual, group, or team has identified the problem, they should write it down in a clear and concise statement.
- They should also be able to write a goal statement that focuses on what is the successful end of the process. Making a goal statement also helps to see the gap between the problem and the goal. This whole process is about closing or fixing the gap between the problem and the goal. Sometimes problems are so big you have to break them down into smaller, workable problems and attack each small problem first. By doing this, a problem is not so overwhelming that you don't know where to start. So if the problem is too "big," refine it.

### Step 2. Analyse the Problem:

- The key here is to focus everyone's efforts on analysing the problem for the real cause. Once the cause is found, plans can be made to fix it. Analysing means to gather information. If there is not enough information, figure out how to research and collect it. Once the information is gathered, take a very close look at what is going on. Try to come to consensus on why the problem or issue occurs.

### Step 3. Generate Potential Solutions:

- Now that the problem has been analysed, the group can begin to develop possible solutions. This is a creative as well as practical step where every possible solution or variation is identified. In this step use the brainstorming process that has been used in class before to generate as many solutions as possible. There are no wrong answers here, and judgments should not be passed on another person's suggestions. Toward the end of this brainstorming session, allow time for each person to clarify his or her suggestion so there is a common understanding for a later selection.

### Step 4. Select and Plan the Solution:

- Now that there are a wide variety of possible solutions, it is time to select the best solution to fix the problem given the circumstances, resources, and other considerations. Here the group is trying to figure out exactly what would work best given who they are, what they have to work with, and any other considerations that will effect the solution. There are always a number of things that can effect a solution: money, time, people, procedures, policies, rules, and so on. All of these factors must be thought about and talked through.
- The group should prioritize the solutions into what would work the best. This is a slow process of elimination. There may be some possible suggestions that are immediately eliminated. Eventually, the group boils down the choices to one or two best solutions. The group should then discuss those solutions and come to consensus on the best solution.

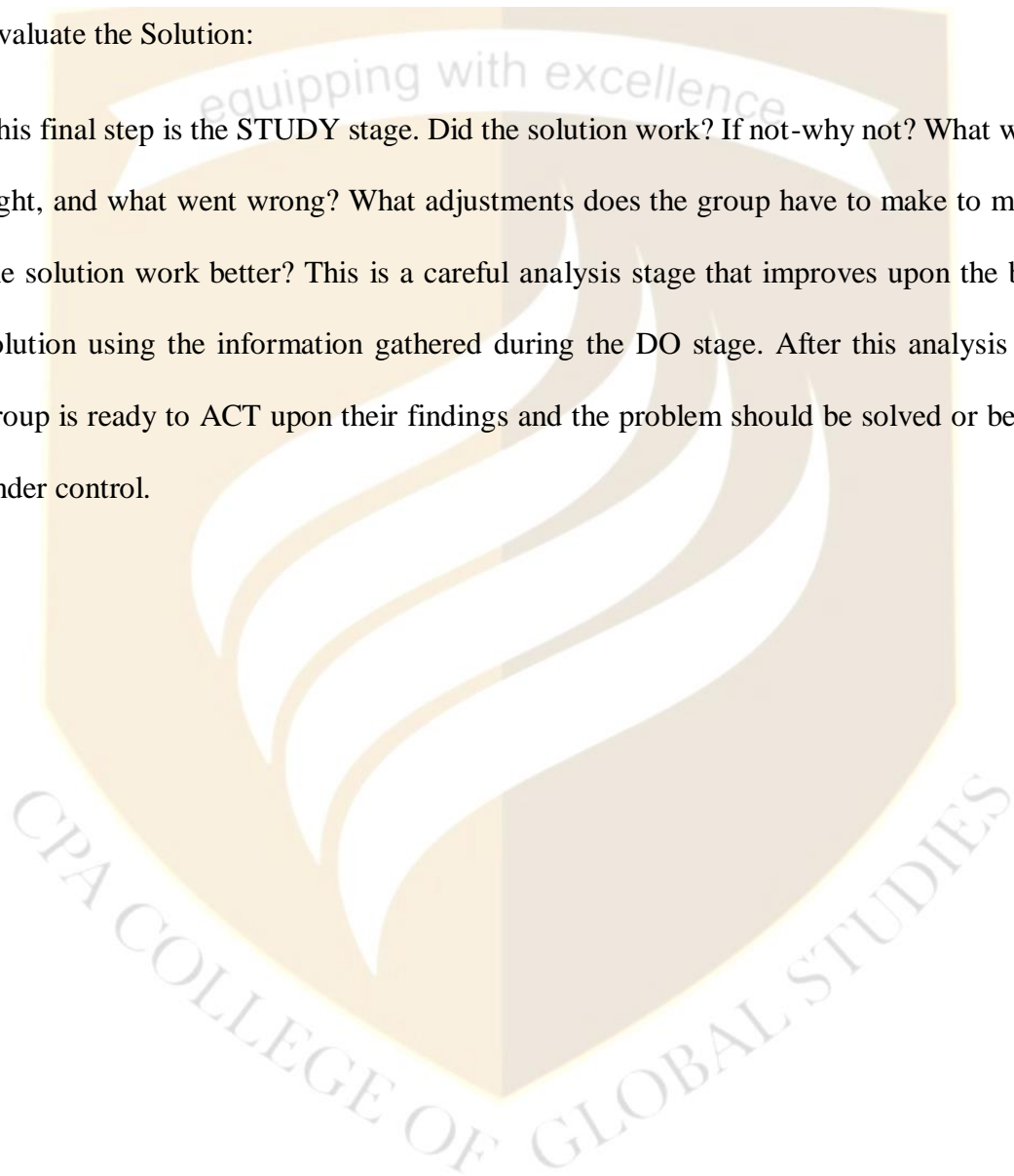


#### Step 5. Implement the Solution:

- This is the DO stage. Make sure the solution can be tracked to have information to use in the STUDY stage. This may seem to be an easy stage, but it really requires a scientific approach to observing specifically what is going on with the solution.

#### Step 6. Evaluate the Solution:

- This final step is the STUDY stage. Did the solution work? If not-why not? What went right, and what went wrong? What adjustments does the group have to make to make the solution work better? This is a careful analysis stage that improves upon the best solution using the information gathered during the DO stage. After this analysis the group is ready to ACT upon their findings and the problem should be solved or better under control.



## MODULE 3: SURVIVAL SKILLS, EFFECTIVE COMMUNICATION AND NEGOTIATING SKILLS

### **SURVIVAL SKILLS**

- Interpersonal relations •building of interpersonal relations •skill to improve interpersonal relations

### **RELATIONSHIPS**

- A relationship is a bond or connection you have with other people. All your relationships can have effects on your physical, mental, emotional and social health. A healthy relationship is one in which both people benefit and feel comfortable. Healthy relationships are based on shared values and interests and mutual respect.

### **SKILLS AND CHARACTERISTICS TO DEVELOP RELATIONS**

- Effective Communication • Cooperation • Compromise • Listening skills • Mutual Respect and Consideration • Empathy skills • Honesty • Commitment • Dependability

### **SKILLS TO RESOLVE /MANAGE CONFLICT EFFECTIVELY**

- Understanding what causes conflict • Be willing to Forgive • Negotiating during conflict Resolution • Respect for oneself and others • Mediation process • Use the law of Reciprocity • Create and maintain a bond even with your Adversary • Put the Fish on the Table • Build a positive relationship

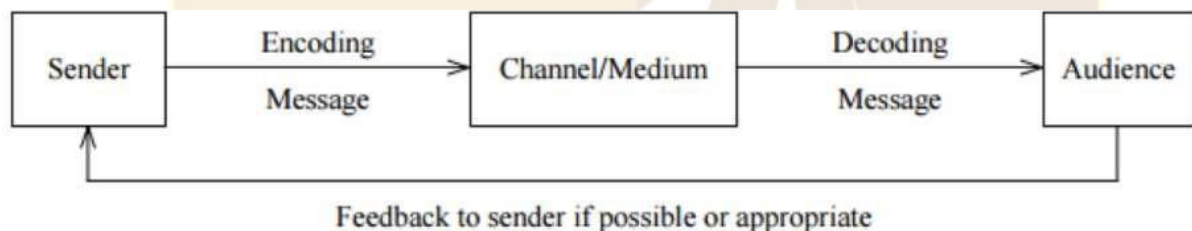
### **EFFECTIVE COMMUNICATION: COMPONENTS OF COMMUNICATION**

- Effective communication skill is the set of skills that enables a person to convey information and also receive and understand in the same manner.



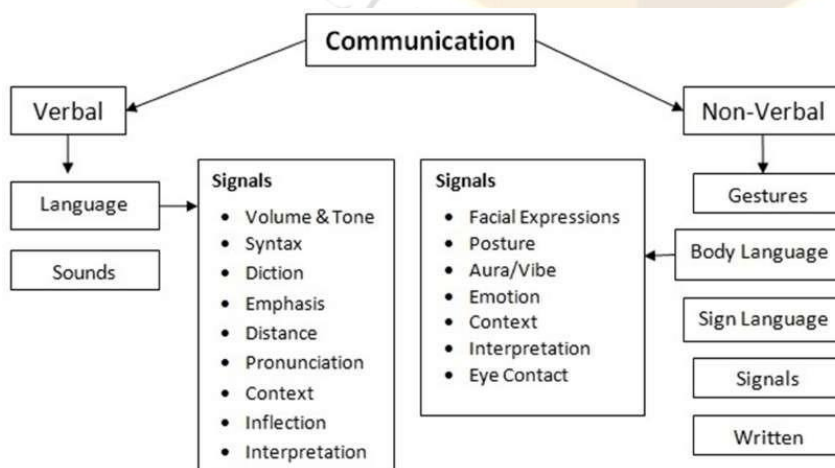
- Effective communication skill is defined as the ability to make exchange of information between two or more persons in such a way that it creates understanding.
- Effective communication is an efficient tool for the establishment and maintenance of good social and working relationships with people. It is a way of reaching others by transmitting ideas, facts, thoughts, feelings, and values.
- To adjust well in society, effective communication is a must

## PROCESS OF COMMUNICATION



## TYPES AND CHARACTERISTICS OF COMMUNICATION

- Based on whom the message is addressed 1. Intrapersonal Communication: 2. Interpersonal Communication: 3. Group Communication: 4. Mass Communication:
- Based on the medium employed 1. verbal communication 2. Non-verbal communication



## EVALUATION OF COMMUNICATION EFFECTIVENESS

- Communication effectiveness can be examined in relation to the following criteria:
- Fidelity of Communication: the distortion free quality of a message is called fidelity. An effective person gets the message across to others with minimal possibilities of misunderstanding.
- Economy: In an effective communication a minimum of energy time, symbols and cues are used to encode message without losing its fidelity and impact
- Congruence: An effective communication integrates both verbal and non-verbal cues.
- Influence: The most important criterion of effectiveness is the influence that the communicator is able to exercise over the receiver of the communication. Influence means the communicator achieve the results he intended.
- Relationship Building: effective communication contributes to the building of trust and a better relationship between the source and the target

## SEVEN C'S OF EFFECTIVE COMMUNICATION

- 1. Completeness -The communication must be complete
- 2. Conciseness – Conciseness means wordiness
- 3. Consideration – Consideration implies “stepping into the shoes of others”.
- 4. Clarity – Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once.
- 5. Concreteness – Concrete communication implies being particular and clear rather than fuzzy and general.
- 6. Courtesy – Courtesy in message implies the message should show the sender's expression as well as should respect the receiver.

- 7. Correctness – Correctness in communication implies that there are no grammatical errors in communication

#### FOUR S'S OF COMMUNICATION

- Shortness • “Brevity is the soul of wit,” it is said. The same can be said about communication.
- Simplicity • Simplicity both in the usage of words and ideas reveals clarity in the thinking process.
- Strength • The strength of a message emanates from the credibility of the sender. • Sincerity
- A sincere approach to an issue is clear to the receiver. If the sender is genuine, it will be reflected in the way he communicates

#### COMMUNICATION STYLES

- 1. Passive. Passive communication involves the inability or unwillingness to express thoughts and feelings.
- 2. Aggressive. Aggressive communicators often try to get their way through bullying and intimidation.
- 3. Assertive. Assertive communication involves expressing thoughts and feelings clearly and directly but without hurting others.

#### EFFECTIVE COMMUNICATION

- listening skills, verbal and nonverbal communications

**LISTENING SKILLS:** Listening is a language modality. It is one of the four skills of a language i.e., listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver.

- It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages

#### LISTENING COMPRISES OF SOME KEY COMPONENTS

- discriminating between sounds
- recognizing words and understanding their meaning
- identifying grammatical groupings of words,
- identifying expressions and sets of utterances that act to create meaning,
- connecting linguistic cues to non-linguistic and paralinguistic cues,
- using background knowledge to predict and to confirm meaning and
- recalling important words and ideas

PROCESS OF LISTENING: The process of listening occur in five stages.

- They are • 1. hearing, 2. understanding, 3. remembering, 4. evaluating, and 5. Responding

#### STRATEGIES OF LISTENING

- Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input
- Top-down strategies are listener based.
- Bottom-up strategies are text based

#### THREE BASIC MODES OF LISTENING

- Active or Reflective Listening: In active listening, the listener is genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message

means and reflect it back to the sender for verification. This verification or feedback process makes active listening effectively.

- **Passive or Attentive Listening:** The listener is interested in hearing and understanding the other person's point of view. He will be attentive and will passively listen. The Listener assume that what he heard and understand is correct but stay passive and do not verify it.
- **Competitive or Combative Listening:** It happens when the Listener is more interested in promoting his own point of view than in understanding or exploring someone else's view. He either listen for openings to take the floor, or for flaws or weak points.

## NEGOTIATING SKILLS

- decision making
- importance of effective decision making in real life,
- career decision making

## DECISION MAKING

- Decision making is a process that chooses a preferred option or a course of actions from among a set of alternatives on the basis of given criteria or strategies (Wang, Wang, Patel, & Patel, 2004; Wilson & Keil, 2001).
- Decision making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker.
- Deciding implies that there are alternative choices to be considered, and in such a case we want not only to identify as many of these alternatives as possible but to choose the one that best fits with our goals, objectives, desires, values, and so on (Harris (1980)

## PROCESS OF DECISION MAKING

Step 1. Define the problem “This process must, as a minimum, identify root causes, limiting assumptions, system and organizational boundaries and interfaces, and any stakeholder issues.

Step 2. Determine requirements “Requirements are conditions that any acceptable solution to the problem must meet.

Step 3. Establish goals “Goals are broad statements of intent and desirable programmatic values.... Goals go beyond the minimum essential must have (i.e. requirements) to want and desires.”

Step 4. Identify alternatives “Alternatives offer different approaches for changing the initial condition into the desired Condition”. Be it an existing one or only constructed in mind, any alternative must meet the requirements. If the number of the possible alternatives is finite, we can check one by one if it meets the requirements

Step 5. Define criteria “Decision criteria, which will discriminate among alternatives, must be based on the goals. It is necessary to define discriminating criteria as objective measures of the goals to measure how well each alternative achieves the goals”. Since the goals will be represented in the form of criteria, every goal must generate at least one criterion but complex goals may be represented only by several criteria.

Step 6. Select a decision-making tool There are several tools for solving a decision problem. The selection of an appropriate tool is not an easy task and depends on the concrete decision problem, as well as on the objectives of the decision makers.

Step 7. Evaluate alternatives against criteria Every correct method for decision making needs, as input data, the evaluation of the alternatives against the criteria



Step 8. Validate solutions against problem statement The alternatives selected by the applied decision-making tools have always to be validated against the requirements and goals of the decision problem. It may happen that the decision-making tool was misapplied. In complex problems the selected alternatives may also call the attention of the decision makers and stakeholders that further goals or requirements should be added to the decision model

#### HOW TO MAKE BETTER DECISIONS

- Increase in one's knowledge
- Using the intuition
- Consider multiple options
- Balancing risks and rewards

#### IMPORTANCE OF DECISION MAKING IN REAL LIFE

- Leadership Skills
- To Deal with Problems
- To Achieve the Goals and Objectives
- For Growth and Diversification
- A Motivation for Workers

#### CAREER DECISION-MAKING

Career decision-making can be defined as a process that describes or explains the choices that a person makes when selecting a particular career. It also helps to identify different factors involved in a person's career decision-making and provides an understanding of the way these factors have an impact on their career decisions and choices (Sharf 2002)

## MODULE 4: LIFE SKILL IN DIFFERENT AREA

Life skill for preventing addiction • life skill for career planning and development • life skill for women empowerment • life skill training for various groups (Adolescents, youth)

### LIFE SKILL FOR PREVENTING ADDICTION

Research has shown that life skills programs are the most effective single activity in school-based substance abuse prevention. 2004 national survey report recommends a broad prevention programme to prevent onset of drug use.

Life Skills Training (LST) program is an effective primary prevention program for adolescent drug abuse that addresses the risk and protective factors associated with drug use initiation and teaches skills related to social resistance and enhancing social and personal competence

### USES OF LST

the LST program has been shown to be highly effective in a series of randomized, controlled efficacy studies and two large-scale effectiveness trials.

- Evaluation studies have consistently shown reductions in smoking, alcohol use, and marijuana use of 50% or more in students receiving the LST program relative to controls.
- LST also help in reductions in illicit drug use and improvements in a host of important risk and protective factors for adolescent drug abuse
- the LST program have been found with a few different program providers, with students from different geographic regions (e.g., urban, suburban, rural), socioeconomic, and racial-ethnic backgrounds.
- LST has earned national recognition from the American Psychological Association



## CORE COMPONENTS OF LST

- The LST prevention program consists of three major components. 1. first component - designed to teach students a set of general self-management skills 2. Second component - focuses on general social skills 3. third component - focuses on information and skills that are specific to drug use in order to promote drug resistance skills, antidrug attitudes, and antidrug norms.
- First and second components are designed to enhance personal and social competence and to decrease motivations to use drugs and vulnerability to social influences that support drug use

## SUBSTANCE ABUSE

The phenomenon of substance abuse is not limited to the use of hard drugs alone.

- The excessive use of addictive substances such as opioids, OTC drugs, tobacco, alcohol, and marijuana also falls within the ambit of substance abuse.
- These types of addiction can have a negative effect not only on the individual but also on their family, community, and social circle as a whole
- Tobacco, alcohol, marijuana, as well as opioids and stimulants of various kinds, can affect the mental and physical health of an individual.
- These substances, being highly addictive, can also ruin a person physically, emotionally, and financially.
- Due to these reasons, schools, colleges, health centres, and communities must work together to ensure that teenagers and young adults are made aware of the dangers of substance abuse, and its potential consequences, as soon as possible

## SUBSTANCE ABUSE AMONG TEENAGERS AND ADOLESCENTS

Teenagers and adolescents are particularly vulnerable to the allure of addictive substances for many reasons.

- Moreover, as the teenage brain is still developing, drug use can have long term behavioural and cognitive effects on adolescents.
- As of 2017, 16.6 percent of 12th graders have engaged in binge drinking and more than 10 percent have used traditional tobacco products such as hookah and cigarettes.

## REASONS WHY ADOLESCENTS ARE MORE LIKELY TO CONSUME

Curiosity - Being younger, adolescents typically have less life experience and therefore have a greater amount of curiosity and naivety

- Peer Pressure - Adolescents crave acceptance and camaraderie within their peer group and are therefore more susceptible to the effects of peer pressure than adults. As a result, they may try drugs or alcohol just to impress their friends or avoid rejection, even when they do not personally enjoy the experience.
- Stress: The world is full of potential sources of stress and many adolescents have not yet developed the coping mechanisms to deal with stress in a healthy and productive manner. Stress caused by studies, exams, school, and relationships can all drive adolescents to try and seek relief in the form of drugs, alcohol, opioids, etc. Therefore, youngsters must be taught early on to effectively manage their emotions, in order to avoid such an outcome.

LIFE SKILLS TRAINING FOR SUBSTANCE ABUSE PREVENTION: Children, adolescents, and young adults need to be taught the essential skills needed for dealing with the

problems and adversities of life in a healthy and productive manner, without resorting to drugs and alcohol as a crutch in times of hardship

Some of the core life skills taught to students at a good substance abuse prevention program include: Resistance Decision making Self-management Social Communication

## OVERVIEW OF LIFE SKILLS-BASED APPROACH FOR DRUG EDUCATION IN SCHOOLS

Two key components of programs include: 1. Content -drug specific Knowledge, Attitudes and Skills (K.A.S.) 2. Teaching Methodology

Content			Teaching Methodology
Drug specific K.A.S.			
Knowledge	Attitudes	Life Skills	Methodology
Including: -types of drugs -qualities of drugs -social, emotional, physical, financial impact of drugs -current national drug trends -prevention -services -HIV/AIDS and STI transmission prevention -disease and health services -myths and misinformation	Including: -assumptions about people with HIV -stereotypes -gender issues -social values towards disadvantage -discrimination and assumptions about drug users -stereotypes -gender issues	Including: -communication and self esteem -decision making -values clarification -assertion -coping and stress management	Including: -group processes -child centred -interactive and participatory -brainstorming -role play -educational games -debates -practising skills with others -audio and visual activities

## LIFE SKILL FOR CAREER PLANNING AND DEVELOPMENT

Career refers to the progress and actions taken by a person throughout a lifetime, especially related to that person's occupations.

- A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position.
- Choosing a Career is a crucial step in a person's life.
- The decision of a career requires much care and thought. Selecting a Career is a process which involves different steps.
- Some of the important steps to be followed in choosing a Career includes Career Planning, Career management etc

**CAREER PLANNING:** defined as “A goal that you desire to achieve in a selected field or occupation with a well thought out plan to get you there.”

- Edwin B. Flippo defined a career as a sequence of separate but related work activities that provides continuity, order and meaning in a person's life.
- Douglass T Hall defined a career as “an individual perceived sequence of attitudes and behaviour associated with work related experience and activities over the span of person's life”.

#### **VARIOUS TERMS OF CAREER PLANNING**

A career path is the sequential pattern of jobs that form a career.

- Career goals are the future positions one strives for as a part of a career.
- Career planning is the process by which one selects career goals and path to these goals.
- Career development is those personal improvements one undertakes to achieve a personal career plan.
- Career management is the process of designing and implementing goals, plans and strategies to enable the organization to satisfy employees needs while allowing the individual to achieve their career goals.

CAREER GOAL: helps you focus and make decisions on what you want to do for a living

- It directs you, motivates you and helps you to accomplish what you want
- Helps you focus and make decisions on what you want to do for a living
- A career goal can be a specific job—such as a clerk or teacher—or a career goal can be a particular field you want to work in, such as transportation or education.

#### CAREER PLANNING

- It is estimating, predicting and calculating all the steps necessary to achieving your goals
- career planning process can be divided into six steps 1. Self-Assessment 2. Career Exploration 3. Targeting 4. Career Preparation 5. Marketing Yourself 6. Career Management

#### CAREER GUIDANCE CENTERS

- Help to assess people's interests, personality, values and skills, and also help them explore career options and research graduate and professional schools.
- Provides one-on-one or group professional assistance in exploration and decision-making tasks related to choosing a major/occupation, or further professional training
- Provide information and guidance on Career opportunities.
- Some of the major sources of Career information are Job Fair, Career Magazines, Computerized job Search etc

#### STAGES OF CAREER DEVELOPMENT

There are five main stages of career development.

- Each stage correlates with attitudes, behaviours, and relationships we all tend to have at that point and age.

- As we progress through each stage and reach the milestones identified, we prepare to move on to the next one

STAGE	DESCRIPTION	
1	GROWING	<p>This is a time in early years (4–13 years old) when you begin to have a sense about the future.</p> <p>You begin to realize that your participation in the world is related to being able to do certain tasks and accomplish certain goals.</p>
2	EXPLORING	<p>This period begins when you are a teenager, and it extends into your mid-twenties.</p> <p>In this stage you find that you have specific interests and aptitudes.</p> <p>You are aware of your inclinations to perform and learn about some subjects more than others.</p> <p>You may try out jobs in your community or at your school.</p> <p>You may begin to explore a specific career.</p> <p>At this stage, you have some detailed “data points” about careers, which will guide you in certain directions.</p>
3	ESTABLISHING	<p>This period covers your mid-twenties through mid-forties.</p> <p>By now you are selecting or entering a field you consider</p>



		<p>suitable, and you are exploring job opportunities that will be stable.</p> <p>You are also looking for upward growth, so you may be thinking about an advanced degree.</p>
4	MAINTAINING	<p>This stage is typical for people in their mid-forties to mid-sixties.</p> <p>You may be in an upward pattern of learning new skills and staying engaged. But you might also be merely “coasting and cruising” or even feeling stagnant.</p> <p>You may be taking stock of what you have accomplished and where you still want to go.</p>
5	REINVENTING	<p>In your mid-sixties, you are likely transitioning into retirement. But retirement in our technologically advanced world can be just the beginning of a new career or pursuit—a time when you can reinvent yourself.</p> <p>There are many new interests to pursue, including teaching others what you’ve learned, volunteering, starting online businesses, consulting, etc.</p>

## LIFE SKILL FOR WOMEN EMPOWERMENT

Empowerment literally means making or becoming powerful.

- Empowering actually means strengthening them to confirm family, community, caste and traditional forces such as patriarchal forces. This inevitable confrontation ensures their full participation in every aspect of social and economic development
- Empowerment is an active, multidimensional process which enables women to realize their full identity and powers in all spheres of life as a process to strengthen the elements of the society.
- Empowerment can take place at a hierarchy of different levels- individual, household, community and societal.

## GOALS OF WOMEN EMPOWERMENT

- To challenge patriarchal ideology
- To transform the structure and institutions
- reinforce and perpetuate the gender discriminate and social inequality and
- To enable the poor women to gain access to and control of material and informational resources. It can change power relations by addressing itself to the three dimensions of material, human and intellectual resources.

## 4 DIMENSIONS OF EMPOWERMENT

- Power within- individual changes in confidence and consciousness
- Power to – increase in skills. Abilities including earning an income, access to markets
- Power over- change in power relations within the households, communities
- Power with organization of the powerless - to enhance individual skills and abilities



- Women empowerment is a kind of social change beginning with individuals and progress through the collectives of women empowered.
- Thus, in order to empower women, they should possess certain skills in order to sustain in the day to –day living and raising their status in the society.

## LIFE SKILLS FOR WOMEN EMPOWERMENT

### 1. Learning to know- Cognitive Abilities

Information gathering skills - Evaluating future consequences of present action for self and other determination, alternative solution to problems, Skills of analysis of self and others on motivation, Critical thinking skills

### 2. Learning to be - Personal Abilities Skills for increasing internal focus of control

- Self-esteem – confidence building skills
- Self-awareness skills including awareness of rights, values, attitudes
- Goal setting skills
- Self-evaluation, self-assessment

### 3. Learning to Live Together- Interpersonal Abilities Interpersonal communication skills – Verbal and non-verbal

- active listening
- Expression of feeling
- Negotiation and refusal skills
- Assertive skills
- Refusal skills
- Empathy

- Abilities to listen to and understand another need and circumstances and express that underestimate, cooperation, and team work.
- Advocacy skills
- Networking and motivation skills
- Skills influence and persuasion

## PROCESS

Empowerment as an individual and collective process is based • on five principles • through 3 stages & • Can be activated through 5 strategies

## 5 PRINCIPLES

Self-reliance 2. Self-awareness 3. Collective mobilization and organizations 4. Capacity building 5. External exposure and interaction

## 3 STAGES

I Stage: women should be trained to look into the situation from different perspective and recognize their power relation that perpetuates their oppression. At this stage, the women share their feelings and experience with each other and build a common vision and mission.

II Stage: Women tried to change the situation by bringing about a change in their gender and social relations.

III Stage: The process of empowerment makes them more mature to realize the importance of collective action.

## 5 STRATEGIES

To promote the level of awareness and information skills of women is an important part of strategy 2) The economic approach emphasizes development of women's skills, promotion of

their savings and investment and enlarged economic opportunities. 3) The development approach attributes poverty to their powerlessness and adequate to access to health care, Education and services resources. 4) an organization approach has been advocated which believes that organized women can alter the gender and social relations in public and private lives. 5) Finally, political approach to empowerment believes that women can be developed on par with men.

#### LIFE SKILL TRAINING FOR VARIOUS GROUPS (ADOLESCENTS, YOUTH)

- Adolescence is the period of developmental transition between childhood and adulthood, involving multiple physical, intellectual, personality, and social developmental changes. • We can observe high risk behaviour among the adolescents. Due to rapid growth and changes they will fall in confusion and imbalance stage.
- World Health Organization (WHO) defines that individual in the age group of 10-19 are known as adolescents and this period/stage of human is Adolescence. Adolescence, a vital stage of growth and development in humans and it marks the period of transition from childhood to adulthood.

#### THE KEY ISSUES AND CONCERNS OF ADOLESCENT STUDENTS

Developing an Identity • Managing Emotions • Building Relationships • Resisting Peer Pressure • Acquiring Information, Education and Services on issues of Adolescence • Communicating and Negotiating safer life situations

#### IMPARTING LIFE SKILLS AMONG ADOLESCENTS

- Peer Educators Approach
- Class discussions, Brainstorming, Demonstration and guided practice, Role plays, Audio and visual activities e.g., arts, music, theatre, dance, small groups, Educational

games and simulations, Situational Analysis and Case studies, Storytelling, Debates, Decision mapping or problem trees.

## YOUTH

Life skills increase young people's well-being and help them to develop into active and productive members of their communities.

- The challenges are particularly important in light of the “youth bulge” – a peak number of young people aged 15-24 – projected in the next several decades in almost all developing countries
- There is growing awareness of the need for life skills training to help youth manage the transition from school to work and become active, healthy citizens

## LIFE SKILLS PROGRAMS TARGETING YOUTH

- Improve economic outcomes for youth
  - Improve education outcomes for youth
  - Increase employer satisfaction with new hires
  - Change personal behaviour and social attitudes of youth
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