CONTINUOUS PROFESSIONAL DEVELOPMENT

TRAINING MODULE FOR

SCHOOL HEADS ON

LIFE SKILLS



DEVELOPED BY

STATE LEADERSHIP ACADEMY (SLA), SCERT ASSAM

IN COLLABORATION WITH NCSL-NEIPA, NEW DELHI

List of Contributors

1. **Dr Himalinee Bezbaruah,** Sr. Lecturer DIET Udalguri
2. **Dr Syeda Nasifa** Islam**,** Sr. Lecturer, DIET Chirang
3. **Dr Raj Kiran Doley,** Sr. Lecturer DIET Biswanath
4. **Dr Tulika Bora,** Associate professor, Department of Human Development and Family Studies, College of Community science, Assam Agricultural University, Jorhat
5. **Dr Bhanu Deka,** Sr. Lecturer DIET Dhubri
6. **Manju Phukan,** Jt. Director and Nodal Officer, SLA SCERT Assam
7. **Hemshikha Talukdar,** Asst. Director and Asst. Nodal Officer SLA- SCERT Assam
8. **Shravanti Borah,** Consultant SLA-SCERT Assam
9. **Jayanta Mazumdar,** Sr. Lecturer DIET Nalbari
10. **Akan Deka,** Puppeteer
11. **Moinuddin Ahmed,** Technical Person, SCERT Assam
12. **Devabrata Sarmah,** Visual Communication designer

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Preface

Life skills are a set of psycho-social abilities necessary for full and meaningful participation in everyday life. In today's rapidly changing world, education must go beyond academic achievement to nurture and equip learners to be confident, compassionate, resilient, and responsible. This module has been developed with a vision to support the holistic development of learners by integrating essential life skills into everyday teaching-learning processes and textbook-based classroom transactions.

This module focuses on all ten Core Life Skills defined by WHO, namely self-awareness, empathy, critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relationships, coping with stress and coping with emotions, through activity-based, interactive, experiential, and reflective learning. It also emphasises integrating life skills within curricular content, enabling teachers to make learning meaningful, relevant and connected to real-life situations rather than treating life skills as a separate subject.

Recognising the growing influence of technology in students' lives, the module also includes a dedicated session on Cyber Safety and Security, Cyber space, its utility and uses, online ethics and behaviour. It equips learners with the competencies required to navigate the digital world safely and responsibly.

This five-day module serves as a ready-reference guide for trainers. It provides life skills trainers with a single-point reference to conduct life skills training successfully. It is firmly aligned with the vision of NEP 2020, which advocates holistic education, learner-centred pedagogy, experiential learning, emotional well-being, and the development of 21st-century skills. It is expected that this module will serve as a practical guide for school leaders and teachers in fostering a positive school culture and preparing learners to face life's challenges with confidence and values.

Overall, the module equips learners with essential life competencies required for personal growth, social responsibility and lifelong learning in a rapidly changing world.

Introduction

School Heads play a pivotal role in shaping school culture and the quality of learning within schools. Their leadership significantly influence the professional development of the teachers. The overall effectiveness of the school depends upon the school head. A school head guides teachers in improving teaching-learning processes by promoting innovative pedagogies, experiential learning, competency-based education, and continuous assessment. The rapidly changing scenario of the 21st century has influenced not only academically but also socially in the educational field. Life skill education, therefore, has emerged as a vital component of holistic education, as envisioned in the NEP 2020.

What is NCSL?

NCSL (National Centre for School Leadership) is a national institution under NIEPA, the Ministry of Education, Government of India. It was established to develop and strengthen school leadership across the country. Its primary purpose is to build the professional capacity of school heads, principals, and educational leaders, so that they can create effective, inclusive, and learner-centred schools. NCSL designs leadership frameworks, conducts training and research, and supports states and institutions in improving school quality and student learning outcomes in line with NEP 2020.

Functions of NCSL in School Education:

The National Centre for School Leadership (NCSL) functions under NIEPA, Ministry of Education, Government of India. The main focus of NCSL is to strengthen school leadership to improve school quality and student learning outcomes. It builds the capacity of school heads to design and implement professional development programmes for School Heads, Principals, and other school leaders. It also emphasises academic leadership, administrative leadership and ethical leadership. NCSL develops the National Leadership Framework for School Heads and conducts training through face-to-face, blended, and online modes. Besides, NCSL guides SCERTs, DIETs, and State Education

Departments to undertake researches on school leadership practices, challenges and innovations. NCSL always emphasises the improvement of school quality to strengthen leadership and enhance teaching-learning processes, school culture, and students' achievements.

Establishment of SLA

The Directorate of SCERT, Assam, has been designated as the State Leadership Academy vide Govt Notification No. AEE/2016/24 dated 10th June 2016.

NCSL and Life skill education:

The National Centre for School Leadership (NCSL) plays a vital role in strengthening life skills education by empowering school leaders to create supportive, inclusive, and learner-centred school environments. To promote life skill education and integrate life skills such as self-awareness, decision-making, problem-solving, effective communication, interpersonal relationships, critical thinking, creative thinking, empathy, coping with stress and emotions, NCSL trains school heads to integrate all these life skills into school education. It aligns leadership practices with NEP 2020 to effectively promote the holistic development of children, integrating life skills, values, and 21st-century skills for the well-being of learners.

The World Health Organisation (WHO) defines life skills as:

"Abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life."

Life skills go beyond academic knowledge; they emphasise self-awareness, emotional intelligence, ethical values, resilience, and social competence. In contemporary education, life skills are recognised as foundational competencies for navigating a rapidly changing, complex, and globalised world.

Ten Core Life Skills Identified by WHO:

WHO has identified ten core life skills, which are universally relevant across cultures and educational contexts:

1. **Self-Awareness-** The ability to recognise one's own character, strengths, weaknesses, desires, emotions, and values. It forms the basis for personal growth, self-regulation, and emotional maturity.
2. **Empathy -**The ability to understand and share the feelings of others. Empathy promotes compassion, social harmony, inclusiveness, and respect for diversity.
3. **Critical Thinking -**The ability to analyse information objectively, question assumptions, and evaluate evidence. It enables learners to make reasoned judgments and resist misinformation.
4. **Creative Thinking** -The ability to generate new ideas, explore alternatives, and think innovatively. Creative thinking enhances problem-solving and adaptability.
5. **Decision-Making -**The ability to choose appropriate options after evaluating alternatives and consequences. It supports responsible behaviour and ethical judgment.
6. **Problem-Solving -**The ability to identify problems, analyse causes, and implement effective solutions in everyday life situations.
7. **Effective Communication-** The ability to express thoughts, feelings, and opinions clearly and respectfully, both verbally and non-verbally.
8. **Interpersonal Relationship Skills -**The ability to build and maintain positive relationships, co-operate with others, manage conflicts, and work in teams.
9. **Coping with Stress -** The ability to recognise sources of stress and manage them constructively to maintain mental and emotional well-being.
10. **Coping with Emotions -** The ability to recognise, understand, and regulate emotions such as anger, fear, anxiety, and sadness in healthy ways.

Key Benefits for Young Learners:

- It enhances self-confidence and self-esteem
- Promotes emotional regulation and resilience
- Develops social competence and peer relationships

- Encourages responsible decision-making
- Reduces risk taking behaviours and stress-related problems
- Prepares learners for academic, vocational, and life challenges
- Life skills training helps young learners become emotionally balanced, socially responsible, and independent individuals, capable of adapting to changing life situations.

Importance of Life Skills Training for Teachers

- Enhances emotional intelligence and empathy
- Improves classroom management and inclusive practices
- Strengthens communication and mentoring abilities
- Reduces occupational stress and burnout
- Enables teachers to model positive behaviours

Importance of Life Skills Training for Heads of Institutions

- Strengthens leadership and decision-making
- Enhances conflict resolution and team management
- Promotes democratic and inclusive institutional environments
- Supports stress management and crisis handling
- Encourages vision-driven and ethical governance
- Life-skilled institutional heads foster positive organisational climate, teacher motivation, and learner well-being.

Continuous Professional Development (CPD) module on Life Skills

In alignment with NEP-2020, teachers are given continuous opportunities for self-improvement and to learn the latest innovations and advances in their profession. It is offered in multiple modes, including local, regional, state and national workshops, as well as online teacher development modules. Teachers are given opportunities for their own professional development. In this regard, this module is developed for the school heads, incorporating different pedagogies and approaches to incorporate life skills in our day-to-day lives. This module has been developed by State Leadership Academy, SCERT Assam, in collaboration with NCSL-NEIPA.

The main objectives of the module are:

1. To strengthen the capacity of School Heads to integrate life skills education into school education.
2. To enable School Heads to develop a clear conceptual understanding of ten core life skills and to apply them in real-life situations.
3. To promote integration of life skills in curriculum and pedagogy in alignment with NEP- 2020.
4. To explore the concept of life skills through interactive activities.
5. To equip trainers with a one-stop reference material to conduct life skills training successfully.



Transactional Approach of the Module:

This module is-

1. Activity-based and learner-centred
2. Integrated with the real-life application in classroom situations
3. Focused on reflection, discussion, and planned interventions
4. Experiential and Joyful
5. Collaborative

Integrating Life skills in textbooks: Transactional way

Textbooks provide rich opportunities for the transactional integration of life skills, where learning goes beyond content delivery and actively engages learners in reflection, interaction and real-life application. Our textbooks offer abundant scope for integrating life skills, and through appropriate transactional strategies, teachers can transform textbook content into meaningful life skills learning experiences.

Using different learning activities, such as situational questions, open-ended tasks, group discussions, project-based, and activity-based exercises, learners can develop life skills such as problem-solving, decision-making, creative thinking and critical thinking in the teaching-learning process. In the textbooks, the integration of stories, case studies and narratives helps learners understand emotions, empathy, self-awareness, values and consequences. Teachers can nurture emotional intelligence and interpersonal skills through guided questions. Textbooks often contain 'think and answer', 'what do you do if…', 'do you agree? Why?' Such questions promote critical thinking, reasoning, and ethical decision-making when transacted effectively in the classroom. Through effective classroom transactions using discussion, questioning, role play, collaborative work, and reflection, teachers can naturally integrate these life skills while teaching the subject content. Thus, Life skills are not taught separately

but are taught systematically through textbook-based learning, helping students connect knowledge with real-life situations and holistic development.

Role of School Heads in supporting and implementing Life Skills in textbooks

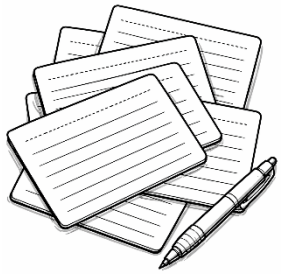
School Heads play a crucial role in ensuring the effective integration of life skills through textbook-based teaching-learning processes. Their leadership helps translate curriculum content into meaningful classroom practices. They guide teachers to identify life skills embedded in textbook content, such as stories, activities, case studies, and reflective questions. They encourage teachers to use transactional strategies, i.e. discussion, role-play, group work, projects, and problem-solving activities, so that life skills such as critical thinking, decision-making, communication, empathy, and self-awareness are developed naturally during classroom transactions.

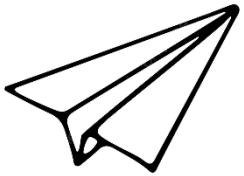
As the head of the school, they are to serve as primary support to teachers through academic supervision, mentoring, and capacity building, ensuring that life skills are not treated as an add-on but integrated within daily teaching. They promote a positive and inclusive school climate where students feel safe to express their thoughts and ideas, to collaborate and reflect conditions essential for nurturing interpersonal skills and emotional well-being.

School Heads also facilitate co-curricular and experiential learning opportunities linked to textbooks, such as debates, clubs (eco club, reading club etc), community projects and student leadership activities, which strengthen social skills and responsible behaviour. By aligning school practices with NEP-2020, School Heads ensure holistic development by balancing academic learning with life skills education.

Lastly, it may be said that through academic leadership, supportive supervision, and a learner-centred approach, School Heads play a key role in the successful implementation of life skills embedded in textbooks.

Design of the CPD Module for five days

Day	9:30 AM – 10:00 AM	10.00 AM- 11.00 AM	11:00 AM – 11:15 AM	11:15 AM – 1:00 PM	1:00 PM – 2:00 PM	2:00 PM – 3:30 PM	3:30 PM – 3:45 PM	3:45 PM – 4:30 PM
Day1	**Registration**	**Introductory session** Participants will be asked to sit in a group. – In each group, there will be 5/6 members. – Participants will be given coloured sheets. – Each member will write their name, place, and one adjective starting with the first letter of their names.	**Tea break**	Ice-breaking activity: – The style of greetings. What are your expectations from the training? – The participants will be asked to write on colourful cards in a group. **Pre-test** RP will be able to assess the participants' level of knowledge and understanding of the topics covered during the sessions. RP will discuss the ten core life skills with the following activities.	**Lunch break**	**2. Empathy** Participants will be asked to do the following activities. **Activity 3** This activity will be demonstrated by the participants through Pictorial art/role play. – Pictorial art of self-expression RP will instruct the participants to… o Sit in a circle o Share everyone's feelings using pictorial art. **A short play will be screened.**		**Self-reflection** Each participant will submit written individual feedback on a flash card made by themselves 

				Activity 1 **The magical jungle** • What are life skills? • 10 life skills • Why is it important in day-to-day life? • Is it possible to survive without these skills? The RP will discuss the first life skill **1. Self-awareness:** **Activity 2** • Johari window sheet Discussion and presentation of PPT. 		Participants will be asked to watch the play and analyse it performed by students. **Activity 4** Participants will follow the instructions given by the RP. -Craft (making an aeroplane) -Discussion and presentation of PPT. 		

Day 2		**1.Effective communication**  Participants will be asked to follow the instructions. **Activity 5** **Describe and Draw** **i. Work in whole group** Participants will be instructed to draw any picture/scenery. No questions will be allowed to be asked. After drawing the picture, compare it to others. **ii. Let's act** One person will act out an action (body language, facial expression, gestures). The other member of the group will follow accordingly. At the end of the session, the				**4.Interpersonal relationship** Participants will do the following activities. **Activity 6** **i. Know your partner** One person will say three sentences of himself or herself. Two sentences will not true. Rest of the participant will have to choose the correct one. **ii. The Sparking story** One person will start to narrate a story. It will continue until the end. At the end of the session, RP will discuss the following points, showing the PPT. ❖ Concept of interpersonal skills. ❖ Elements to build interpersonal relationships. ❖ Stages and development of interpersonal relationships. ❖ With whom do I want to build connections?		**Reflections of the day:** Participants will submit their written reflections individually in flash cards.

		following points will be discussed through the PPT. **Concept of Effective Communication** • What is effective communication? • Types of Effective Communication • Styles of communication				It will be discussed in the whole group.		
Day 3		**5. Critical thinking** Participants will be asked to do the following activities**:** **Activity 7** i. Critical thinking grid ii. The wave of arguments **At the end of this session, the PPT will be presented to discuss the following points…** ➢ Concept of critical thinking skill. ➢ Core skills of critical thinking ➢ Process of critical thinking skill ➢ A model to generate critical				**6. Creative thinking** RP will instruct to do the following activity. **Activity 8** **Ignite and illuminate** The RP will discuss the following points after doing the activity. ❖ Concept of creative thinking ❖ Stages of creative thinking		Participants will be asked to go outside the hall to collect any objects to fix the written reflection of the day

		thinking skills.						
Day 4		7. **Problem solving** Participants will do the following activities**.** **Activity 9** i. Sports integrated activity ii. Story of a school field trip to an art exhibition. RP will discuss the following points, presenting a PPT. What is a problem? • Purpose • Cause • Situation **Conditions of a problem** Seven steps of problem-solving **Strategies** Steps of the five **W** technique	**Tea Break**	**8. Decision making** Participants will do the following activity**.** **Activity 10** Ulupi's Story RP will discuss the following points, presenting a PPT ➢ Process of decision making ➢ Seven steps of decision making **DECIDE MODEL** of decision making ➢ **3C's of decision** making ▪ Challenge ▪ Choices ▪ consequences		Activity will be done in a group using textbooks. Textbook analysis		 **Reflection of the day.** Presentation and discussion
Day			**Tea**		**Lunch**			

5		**9.Coping with emotions** Participants will do the following activities**.**  **Activity 11** **i. Shadow of feelings** • Draw an emoji of your feelings (happy, sad, angry, joy)  **ii. Whispering emotion:** • One participant will show a facial expression without saying anything. Others will guess the emotion. The following points are to be discussed, showing the PPT. ❖ What is emotion? ❖ Types of emotion	**break**	**10. Coping with stress** Participants will be asked to follow the following instructions **Activity 12** **Objective:** To shake off stress **Let's face your stress** 1. Put on your favourite upbeat (Music) 2. Ask everyone to stand up and dance like nobody's watching. **Activity 13** Stress journal **Pause for a while- Why do you feel stress?** The R.P. will instruct the participants to write a stress journal- Tips to overcome- stress.	**break**	Importance of Cyber safety and security • Cyber space, its utility and uses • Cyber safety and security **Introductory session-**Ice Breaker - Participants will be asked to share one digital tool they use daily in school administration or teaching. - Each participant will be asked to write how she /he uses a digital tool daily in different activities of the school. **Pre-test** Participants will be given a short pre-test (Google Form / oral quiz) on cyber space and cyber safety. **Discussion session:** Understanding Cyber Space – Concept and Scope **Content Focus:** • Meaning of cyber space • Components of cyber	**Tea break**	Reflections of the day. ▪ Feed-back. ▪ Valedictory ▪ Certificate distribution

		❖ Emotional chart (Parrott's Emotions by Group (2001) ❖ The key to a happy and healthy life  **The following song will be sung in a chorus to reflect the skill.** **'Akho ki gustakhia' song with action** **(RP may choose a regional song)** 		**Activity 14** Smiling craft		space (internet, devices, networks, platforms) • Cyber space in education • **Discussion Points:** • What is cyberspace? • How is school functioning linked with cyberspace today? • Advantages and challenges **Methodology:** • Interactive PPT presentation • Think–Pair–Share **Discussion session :** Utility and Uses of Cyber Space in Schools **Activity 1: Group Work – Digital Mapping** Participants will be divided into small groups (5–6 members). Each group will list: • Uses of cyber space in teaching–learning • Uses in school administration • Uses in professional development **Areas to be Covered:** • Online teaching		

		🤧😷🥴🤕🤑				platforms • Digital assessment and evaluation • School MIS and online reporting • Teacher training portals • Parent–teacher communication • Access to e-resources **Presentation & Discussion:** • Each groups to present their ideas • Facilitator links responses with national initiatives (DIKSHA, online portals, digital classrooms)  **Discussion session:** Cyber Safety and Security – Risks and Responsibilities **Activity 2: Case Study Discussion** Short case scenarios will be shared, such as: • Cyber bullying among students • Fake links and phishing		

						messages • Data leakage of school records • Excessive screen time and online addiction **Discussion Questions:** • What went wrong? • Who is responsible? • How could it have been prevented?  **Key Concepts Covered:** • Cyber safety vs cyber security • Common cyber threats • Digital footprint • Online ethics and behaviour **Discussion session:** Cyber Safety Practices for Schools **Content Focus:** • Strong passwords and data protection • safe browsing habits • Responsible use of social media		

						• Guidelines for students and teachers • Role of Head Teacher in cyber safety **Activity 3:** Preparing a 'Cyber Safety Checklist for Schools' (brainstorming) **Discussion session:** Reflection, Post-test and Way Forward **Activity 4:** • Post-test (same as pre-test) • Reflection question: "One cyber safety rule I will implement in my school immediately" • Feedback		





Day 1: Session 1

Introducing Life Skills



Session 1	Time 11.15 a.m. - 1.00 p.m.	
Activities	**Duration: One hour and 45 minutes**	**Expected outcomes**
Introductory session – Participants will be asked to sit in a group. – In each group, there will be 5/6 members. – Participants will be given coloured sheets. – Each member will write their name, place, and one adjective starting with the first letter of their names. **Pre- test** Participants will be given a Google Form to complete as a pre-test of their knowledge on life skills.	**5 minutes** **10 minutes**	**Can understand a new process of identifying themselves.**
Activity 1 : **Integration of life skills** Creating a Magical jungle by the participants (using masks of lion, tiger, etc., sound of different creatures) **Discussion points:** • Concept/What are life skills? • 10 core life skills • Why is it important in day-to-day life? • Is it possible to survive without these skills? **Activity 2** **i. JOHARI WINDOW SHEET** Participants will be asked to analyse themselves **PPT presentation**	**30 minutes** **30minutes**	**At the end of the session, participants will be able to…** ▪ Understand the meaning of Life skills. ▪ Importance of Life Skills in our day-to-day lives. ▪ Explain the meaning of the self-awareness skill ▪ Identify their own emotions, thoughts, strengths, weaknesses, and challenges.







Activity 1(life skills)

How to conduct the activity?

Method: Creating a magical jungle by the participants

Suggested steps and guidelines for creating a magical jungle:

- An artificial magical jungle will be created by using sound and masks available in the training hall.
- In the jungle, there will be trees, flowers, a pond, bushes, etc.
- Participants will be asked to wear masks of different animals and reptiles, such as a lion, tiger, elephant, monkey, snake, etc
- In one corner of the jungle, the word 'DANGER' will be written in a banner near the pond.
- The word 'DANGER' is split into letters, each representing a symbol and scattered around the forest in the trees, flowers, behind the bushes, on the bank of the pond, etc., in the following way-

    D symbol of the face of a lion

    A symbol of a cat

    N symbol of a snake

    G symbol of a tiger

    E symbol of an elephant

    R symbol of a monkey

- Then, participants will be instructed to drink water from the pond, which will make them unconscious.
- Remaining participants will be asked to find out the causes of unconsciousness and decipher the symbolic word 'DANGER', using the scattered symbols.

- Suddenly, ferocious animals will appear, and participants will escape from this dangerous situation and find a hidden place.
- At the end, a discussion on different life skills integrated in the activity will be done.

Pause for a while:

1. Is it possible to survive without these skills?

What are skills?

- Skills are the acquired capacity that helps us to do a task effectively.
- Skills are the ability to use knowledge to complete tasks.
- Skills are acquired through practice and patience.

What are life skills?

UNICEF defines life skills as "a behaviour development approach designed to address a balance of three areas: knowledge, attitude, and skills." It defined life skills as psychological and interpersonal skills that are generally considered important.

Life skills are abilities for adaptive and positive behaviour that enable individuals to cope effectively with the demands and challenges of everyday life. (WHO. 1997)

The meaning of the term life skills was asked to a group of individuals, who gave several descriptive words and phrases that emerged as follows: (WHO, 1997)

- Dealing with conflict that cannot be resolved.

- Dealing with authority.
- Making and keeping friends and relationships.
- Co-operation
- Solving problems
- Being aware of oneself
- Thinking differently or divergent thinking
- Analysing things and making a decision
- Dealing with stress
- Negotiation
- Clarification of values
- Resisting pressure
- Coping with disappointment
- Planning ahead
- Empathy
- Dealing with emotions
- Assertiveness
- Active listening
- Respect
- Tolerance
- Trust
- Sharing
- Sympathy
- Compassion
- Sociability

- Self-esteem, etc.

Features of life skills:

- Life skills are psycho-social in nature.
- Life skills are interpersonal skills, empowering individuals to interact with themselves as well as others.
- Life skills complement livelihood skills.
- Life skills are dynamic. They change and improve with experience.
- Life skills are practical.
- Life skills are not standalone skills.

Ten Life Skills (according to WHO)

Social Skills and Negotiation Skills

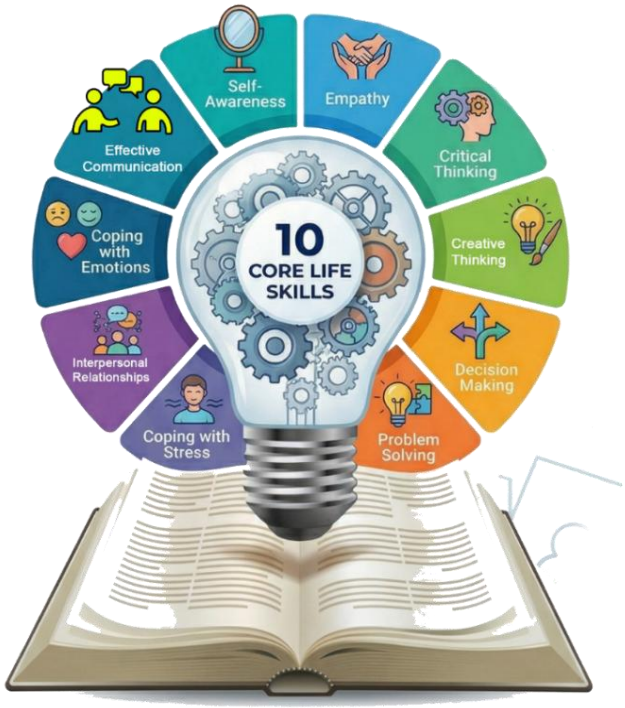
- Self-Awareness
- Empathy
- Effective-communication
- Interpersonal relationship

Thinking Skills

- Critical thinking
- Creative thinking
- Problem Solving
- Decision-making skills

Coping skills

- Coping with stress and



- Coping with emotion

Domains of life skills:

Self : self-esteem, self-reliance, self-awareness

Thinking : problem-solving, decision making, critical/creative thinking

Social : communication, empathy, interpersonal relationships

Management **:** time management, coping with stress/emotion

Why do we need life skills in our day-to-day life?

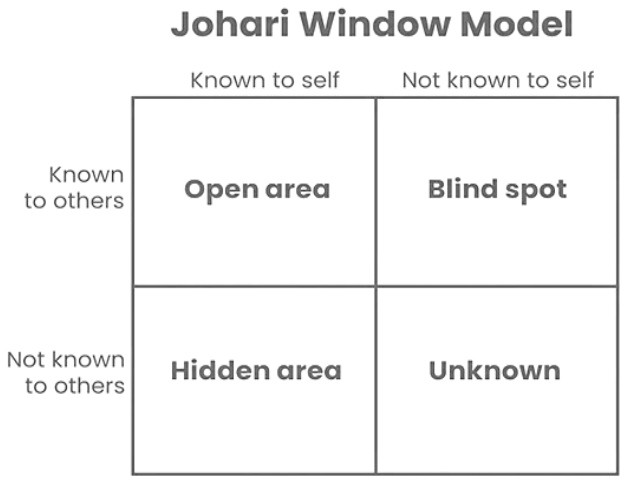
- To develop a dynamic self-image and high self-esteem
- To improve the communication skills
- To make relationships better and handle interpersonal problems
- To boost decision-making ability and make informed decisions
- To help deal with the challenges of everyday life
- To adjust well in society
- To help in leading a healthy and positive life
- To build competency and maximise the potentialities of individuals.

Life Skills	Knowledge	Skills	Attitudes	Behaviours
Self-awareness	Strengths, weaknesses	Reflect on success/failure	Openness to feedback	Expresses self-reflection
Empathy	Others feel differently; teasing/exclusion hurts	Perspective taking with reasons	Fairness, kindness	Offers help, includes left-out peers
Effective communication	Speaking and listening rules	Turn-taking paraphrasing	Respect for the speaker, patience	Paraphrases instructions, waits turn
Interpersonal relationship	Basics of friendship and group roles	Joining, sharing, and resolving minor conflicts	Cooperation, inclusivity	Invites peers, follows group rules
Problem solving	Define problems clearly	Try-check cycles	persistence	Revises approach after feedback
Decision making	Simple decision steps	Considering fairness	Accountability	Explains reasons for choices
Critical thinking	Fact vs opinion; evidence basics	Ask good questions, compare sources	Respect for truth	Asks “What is the evidence?”
Creative thinking	Divergent vs convergent ideas	Brainstorming, combining ideas	curiosity	Generates multiple ideas before deciding
Coping with emotions	Link between events and feelings	Calm down strategies, breathing journaling	Acceptance of emotions	Use a cool-down before reacting
Coping with stress	Stress=when demands>resources	Identify stress signals	Stress as signal, not flaw, balanced perspective	asks for help, breaks tasks into smaller steps

Activity 2: JOHARI WINDOW SHEET

How to conduct the activity?

Each participant will be asked to think about their qualities to fill in the sheets accordingly.



1. Self-awareness

Self means:

The ability to take an honest look at your life without attachment to it being right or wrong. (Debbie Ford)

- Everything the person believes to be true about him/herself.
- The self isn't something that one finds, it is something that one creates"-- Thomas Szasz
- Self is a reflection of one's own being or identity.

- The self is nothing but the body as characterized by consciousness.
- It consists of pattern of conscious perceptions “I" or "me".

Cooley(1902) coined the term 'looking glass self' by which he meant that the individual's behaviour is the reflection of

i) we imagine how we appear to others
ii) we imagine how others evaluate us based on that appearance and
iii) we develop feelings about ourselves such as pride, shame or insecurity.

- Self includes traits, preferences, social roles, values, beliefs, interests, and self-categorisation.
- Self-concept is tied to skills and competence. Children compare themselves constantly. Teachers must highlight genuine effort and ability to build a positive self-concept.

Self-awareness focuses on-

- Knowing one's strengths and weaknesses.
- Developing confidence and values, and improving personality along with behaviour.
- Building life skills to grow emotionally, socially, and intellectually.

Self-concept self-identity:

Erik Erikson’s Stages of Development

Industry vs. Inferiority (6–12 yrs): Children are asking, *‘Am I capable? Can I do things as well as others?’* Their self-concept and self-esteem are built from feedback, achievements, and comparisons.

- Major Question – How can I be good? Virtue – Competence

Identity vs. Role Confusion (12–18 yrs): Adolescents are asking, *'Who am I? What do I believe in? Where do I fit in?'* Identity here is not only about skills, but also about values, roles, and future directions. (Career decisions, peer group choices, values and beliefs regarding religion, gender roles, etc)

- Major Question – Who am I?
- Self-concept expands into identity exploration— beliefs, values, and possible selves. Adolescents need safe spaces to try on identities without being judged and tools to explore self-identity.

What influences self-concept?

Age, education, culture, social conditions, media, gender, relationships, etc.

Self-awareness as a life skill

- Self-concept
- Self Esteem & Self Confidence
- Self-image (Body Image)
- Self-Talk
- Self-motivation
- Uniqueness
- Character Building

Types of Self-Awareness

- Internal: awareness of how I see myself
- External: awareness of how others see me

Ways to cultivate self-awareness:

According to Kahneman (2017) the following are the ways to cultivate self-awareness-

- ❖ By creating some space for yourself
- ❖ Practice mindfulness
- ❖ Keep a journal
- ❖ Practice being a good listener
- ❖ Gain a different perspective

Tools to enhance self-awareness:

Activity i : Johari window sheet

Activity ii : SWOC Analysis

Participants will be asked to analyse their SWOC individually.

SWOC Analysis



Thus, we may say that Self-awareness is a psychological state in which people are aware of their traits, feelings, and behaviour. The ability to be self-aware develops during early childhood. So, this skill should be inculcated from childhood.

Day 1 Session 2	**Time (2.00 p.m. to 3:30 p.m.)**	
Activities	**Duration (1 hour and 30 minutes)**	**Expected outcomes**
Activity 3 Empathy (Participants will be asked to listen to a short drama by scanning the QR code, and will discuss it in the whole group) **Activity 4** Craft making PPT presentation	Screening video and discussion 45 minutes 20 minutes 25 minutes	▪ Participants will be able to… ▪ Understand the concept of empathy. ▪ Differentiate empathy skill. ▪ Identify emotions and feelings in themselves and others. ▪ Respond and listen attentively. ▪ Understand peer feelings

Activity 3(Empathy):

Participants will be asked to scan the QR code and listen to a short drama " হাতে-হাতধৰি"

Method: How to conduct the activity?

Process: Through art

Participants will follow the following steps.

Step 1: Sit in a circle

Step 2: Draw an emoji of self-expression (sad, happy, angry) individually.

Step3: Share everyone's feelings in the whole group.

After the activity R.P will discuss the sub-skills of empathy-

- Active listening (every participant should be a good listener) with comprehension.
- Perspective talking (interaction and encouraging talks should be there)
- Facial expressions (try to trace out the meaning of expressions)
- Recognising emotions, sad, happy, anger,
- Identifying personal likes, dislikes, strengths, and potentialities of self.
- Peer feelings
- Self-awareness
- Open-mindedness
- Curiosity
- Communication and understanding
- Tackle the tricky situation of peers

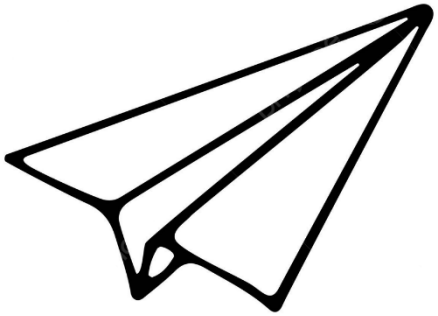
Activity 4 Empathy (let's feel and share the positivity)

Let's make a craft

How to conduct the activity?

Process:

- write your stress on the A4-sized paper
- with the paper, make an aeroplane and fly it.
- Now pick up any one aeroplane and read the written message.
- Write the solution/ reply to the message written on the aeroplane.
- Fly the aeroplane again.
- Now pick any one of the aeroplanes and read the written message.
- Feel and share it in the whole group.



Pause for a while:

1. **How do you usually react to someone's expressions?**
2. **How does showing empathy improve relationships in your classroom or workplace?**

Concept of Empathy:

Empathy is the ability to emotionally understand what other people feel, and see things from their point of view and context, and imagine ourselves in their place, and respond appropriately. Empathy is relating to others with acceptance, understanding, and sensitivity to their diverse backgrounds, experiences, and perspectives, and taking action accordingly.

Difference between sympathy and empathy

Sympathy is a feeling of sincere concern for someone who is experiencing something difficult or painful, empathy involves actively sharing in the emotional experience of the other person.

2. Effective communication

Day 2

Session 1	**Time (10.00 a.m. to 11.15 a.m.)**	
Activities	**Duration (1 hour 15 minutes)**	**Expected outcomes**
Activity 5 i. Describe and Draw ii. Let's act PPT presentation	50 minutes 25 minutes	Participants will be able to… ▪ Understand how to communicate effectively. ▪ Explain how to build communication.

Activity 5 :



i. **Describe and Draw**

How to conduct the activity?

Work in a group

- One member will instruct others to draw any picture/scenery.
- No questions will be allowed to be asked.
- Now, compare it to the original picture.

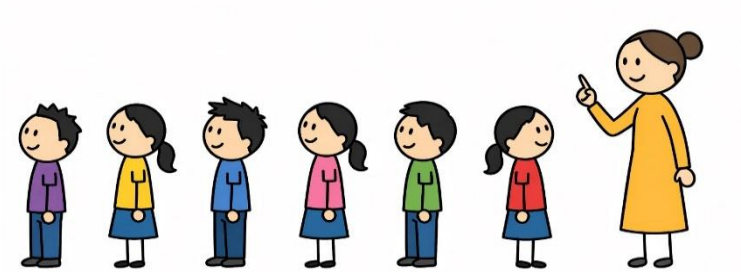
ii. **Let's act and do the same:**

How to conduct the activity?

- Everyone stands in a line facing the opposite direction.
- One person will turn the last person towards him and enact an action (body language, facial expression, gestures) without speaking.
- The second person will turn the next in line(looking in opposite direction) and enact the same gesture.
- Similarly, the next person calls out the next in line and enacts the same, following the previous one.
- All other participants will carry on the activity following the previous one.

Pause for a while:

1. How clearly do you express your thoughts and feelings to others?
2. How does your body language support or contradict your words?



What is an effective communication skill?

Effective communication is-

- ❖ Ability to exchange ideas, knowledge, information, opinion, etc. effectively.

Four basic Styles of communication:

- ❖ **Passive**: avoid expressing, soft voice, overtly agreeable, no viewpoints, avoidance, withdrawn body language, sound unsure, beat around the bush, sound helpless (fear, lack of confidence, avoid conflict)
- ❖ **Aggressive**: demanding, loud voice, intimidating body language, harsh, personal language (seek to dominate others, lots of 'You' language)
- ❖ **Passive-aggressive:** appears to agree but really does not agree, makes subtle digs and sarcastic remarks, keeps scores, sets conditions, holds back concerns or provides assistance, criticises after the fact

- **Assertive:** takes initiative, listens attentively, speaks up, talks directly and constructively, shows sincerity, solution-focused, confident voice and body language, addresses directly to the source, requests needs, takes responsibility

Types of communication: **Verbal and non-verbal**

Verbal: language, content, amount of speech and ownership of speech are important in verbal communication. Five dimensions of vocal messages from the acronym VAPER-volume, articulation, pitch, emphasis and rate.

Non-verbal: Facial expressions, Gaze, Eye contact, Gestures, Posture, Physical closeness

Day 2 Session 2	**Time (2.00 p.m. to 3.30 p.m.)**	
Activities	**Duration (1 hour 30 minutes)**	**Expected outcomes**
Activity 6 i. Know your partner ii. The Sparking story PPT presentation	60 minutes 30 minutes	Participants will be able to… ▪ Understand the meaning and importance of interpersonal relationships. ▪ Communicate thoughts and feelings clearly and respectfully. ▪ Listen actively without interrupting others. ▪ Work collaboratively in group.

3. Interpersonal relationship

Activity 6.

i. Know your partner-

How to conduct the activity?

- One person will say three sentences about themselves.
- Two sentences will not be true.
- The rest of the participants will have to choose the correct one.
- Examples: I am a good dancer, I am a talkative boy/girl, I am helpful, and friendly.

ii. The Sparkling story:

How to conduct the activity?

- One person will start to narrate a story.
- It will continue until the end by collaborating the story with a suitable title.

Pause for a while:

1. How does listening skill help in creating relationships among you?
2. How do you create interpersonal relationships amongst all in this training hall?

What is interpersonal relationship skill?

- Interpersonal relationship is an association between two or more people that may range from momentary to permanent.
- Interpersonal relationships are formed in the context of social, cultural and other influences.
- It can be strengthened by valuing the way others think

Abilities which help us relate in a positive way to interact with-

- Ability to relate positively with our family members

- Ability to maintain friendly relationships with others.
- Ability to end relationships constructively.

Elements of Interpersonal skills for building relationships:

Love and affection

Honesty and accountability

Flexibility

Respect

Rapport

Trust

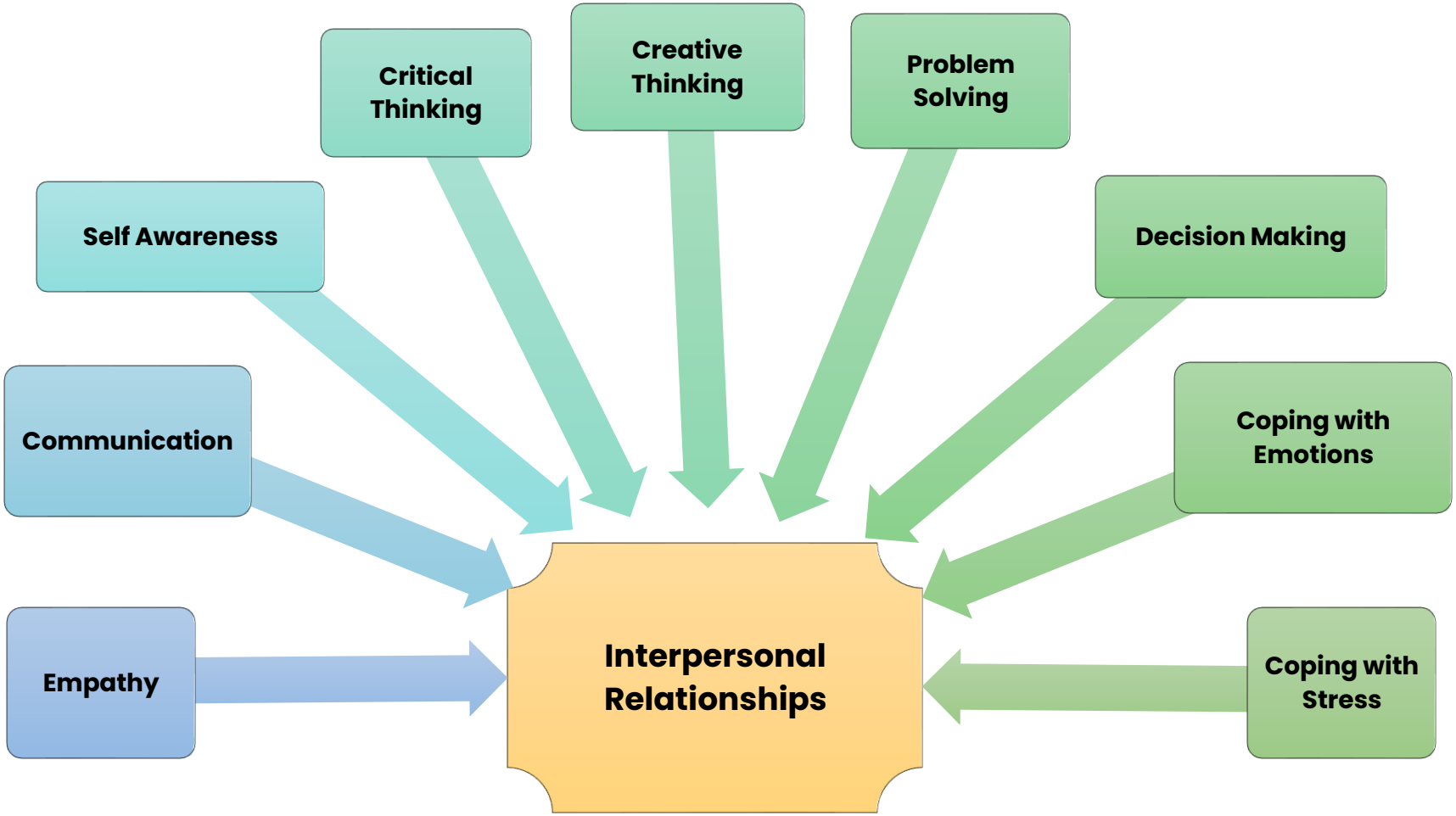
Stages and development of interpersonal relationships:

Five stages of interpersonal relationships:

- **Acquaintance:** Becoming acquainted depends on previous relationships, physical proximity, first impressions, and a variety of other factors.
- **Build up:** People begin to trust and care for each other in this stage.
- **Continuation:** Mutual commitment for long-term friendship, romantic relationship, or marriage occurred in this stage.
- **Deterioration:** boredom, resentment, and dissatisfaction may occur, and individuals may communicate less and avoid self-disclosure in this stage.
- **Termination:** The final stage marks the end of the relationship, either by death in the case of a healthy relationship or by separation.

Negotiation: It is the ability to solve interpersonal problems and conflicts by being assertive, cooperative, and using logic and persuasion. It requires persistence while interacting with others.

Building interpersonal relationships



Critical thinking

Day 3

Session 1	**Time (10.00 a.m.-11.15 a.m.)**	
Activities	**Duration 1 hour fifteen minutes**	**Expected outcomes**
Activity 7 i. Critical Thinking Grid ii. The wave of arguments Group presentation	 40 minutes 20 minutes	**Participants will be able to…** ▪ **Identify causes and effects in given situations.** ▪ **Understand a situation or problem to analyse it.**
PPT presentation	30 minutes	

Activity 7

i. Critical thinking grid

How to conduct the activity

Process:

1. Decide on a theme for a teacher training programme-the two options are sports integrated pedagogy and teacher education.
2. Now, you think critically and prepare a grid accordingly.

Criteria	Group A (Sports integrated pedagogy)	Group B (Teacher Education)	Remarks
Impact on students' learning			
Feasibility for teachers			
Alignment with NEP-2020			
Sustainability			

ii. Activity - The wave of arguments

How to conduct the activity?

Process-

Step 1:

- RP will provide a written statement to the participants
- Two mentors will be selected for mentoring the session.

Step 2: Four corners will be set as -

CORNER A (Agree)

CORNER B (Disagree)

CORNER C (Strongly agree)

CORNER D (Strongly Disagree)

Example of the statements:

1.Mobile phones should be used in the classroom

2. Homework should be banned

3. Project work should be avoided for students

4. Use of AI is beneficial for students

Step 3

Participants will stand in any one of the corners in the hall according to their choice, opinion and justification.

Step 4

Then, their choices will be discussed in the whole group.

Step 5

Final judgment will be announced by the mentors.

iii. Activity : How to conduct the activity?

Step 1 : Take one A4-sized paper

Step 2 : Create anything you wish with the paper.

Step 3 : Now say a few lines on its uses and importance.

Pause for a while:

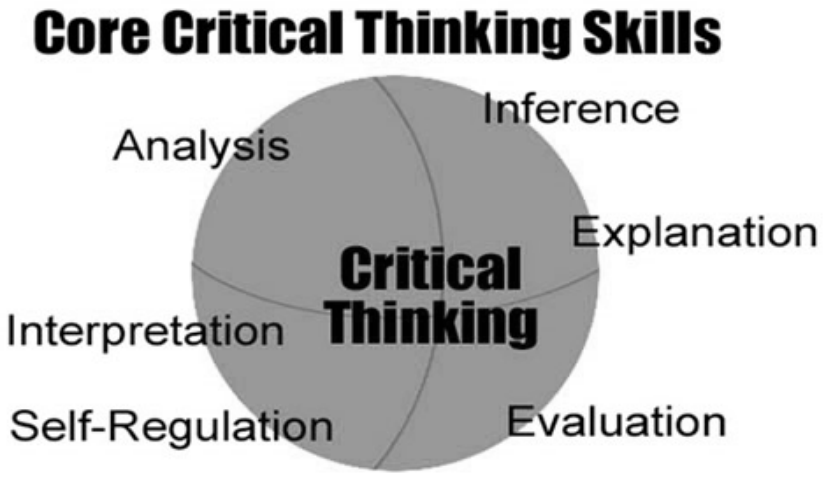
1. **How do you think of a situation in which thinking carefully helped you to solve a problem?**
2. **What will you do when you face any problem?**

Critical thinking: its concept

- Thinking skills are the mental activities you use to process information, make connections, make decisions, and create new ideas.
- The simplest thinking skills are learning facts and recall, while higher-order skills include analysis, synthesis, problem solving and evaluation.
- Thinking skills are cognitive skills. They are cognitive operations or processes that serve as the building blocks of thinking. It includes focusing, organising, analysing, compiling, evaluating, and generating.
- Directed Thinking is of two types- Critical Thinking and Creative Thinking.
- Critical and creative thinking are interrelated processes essential to problem solving.
- Creative thinking involves constructing something original.
- Critical thinking involves logic and reasoning skills.
- As we solve problems, we navigate between both thinking patterns
- The ability to analyse facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems
- Critical Thinking is the ability to analyse information and experiences in an objective manner

- Critical thinking helps us analyse what is at stake, analyse priorities, wishes and motives of ourselves and others

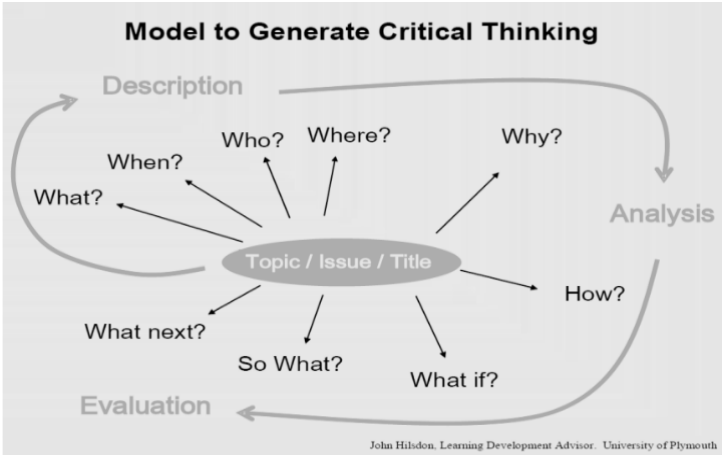
Core critical thinking skills are:



Process of critical thinking skill

- Reflect on the Issue, Problem, or Task
- Analyse the Issue, Problem, or Task
- Acquiring Information
- Structuring Arguments
- Decision Making
- Commitment

Model to generate critical thinking



4. Creative thinking

Day 3 Session 1	**Time 2.00p.m. to 3.30 p.m.**	
Activities	**Duration (one hour 30 minutes)**	**Expected outcomes**
Activity 8 Ignite and illuminate Discussion	**40 minutes** **20 minutes**	Participants will be able to… ▪ Generate multiple ideas for a given situation or problem. ▪ Understand the stages of creative thinking. ▪ Express ideas through words, art, and could combine existing ideas to create new ones.
PPT presentation	**30 minutes**	

Activity 8: Ignite and illuminate

How to conduct the activity?

Participants will be given a situation or a problem, for example:

- What will happen if gravity stops working in this classroom?
- What will happen if this building starts floating?
- What do you do if you are not allowed to interact with your fellow participants?

Process: Participants will have to exhibit using gestures, posters and movements Method:

Step1: Read the statements/problems, think critically, use your innovative ideas and start the plan accordingly.

Step 2: Present your planning and discuss

Step 3: Demonstrate the Planning in action (Role plays, facial expressions, body movement, etc.)

Pause for a while:

1. How do you connect ideas from different experiences?
2. How do you feel when your ideas are different from others?

Creative thinking: its concept

- Creativity is the ability to engage in the generation, evaluation and improvement of diverse ideas.
- Creative thinking is the ability/ skill to imagine something new/original, and appropriate/meaningful.
- Creative thinking, when used to face challenges in life, is a LIFE SKILL.

- It empowers people by adding strength to their natural abilities, which improves teamwork and productivity.
- Creative thinking is the process that we use when we come up with a new idea.
- Creativity is a series of actions that create new ideas, thoughts and physical objects.
- A creative approach implies that you are attempting to advance toward an outcome that is new, unstructured and open-ended and at the same time useful.

STAGES OF CREATIVE THINKING:



PREPARATION: This stage involves collecting all fact related to the problem and eliminating all unnecessary ones.
INCUBATION: This is the point at which you are likely to make some unusual connections in your thinking.
ILLUMINATION: During this stage, the thinker often experiences sudden appearances of the solutions to his/her problem.
VERIFICATION: During this stage the idea is evaluated, tested, refined and improved to check if it actually works.

Day 4

5. Problem-solving skill

Session 1	**Time 10.00 a.m. to 11.00 a.m.**	
Activities	**Duration 1 hour**	**Expected outcomes**
Activity 9.i 7. Problem-solving skill ❖ Holding hands activity **Activity 9.ii** Bithika's visit to an Art Gallery (inclusive) PPT presentation Steps of problem solving Strategies of problem-solving skill **Five W's** Who? Why? What? Where? When?	**30 minutes** **30 minutes**	**Participants will be able to …** ▪ Identify and define a problem. ▪ Understand how to solve a problem. ▪ Analyse different aspects of a situation given to solve a problem**.**

Activity 9

i. **Problem Solving.**

How to conduct the activity?

Process:

- Make a house by holding hands.
- One person will be in the centre.
- Participants will cross the staircase without touching the centre person in a stipulated time.
- Finally, the RP will give some guidelines to accomplish the task. Participants will follow a rhythm of pace with sound, such as hey….ho…hey…ho, one….two…one…two
- The winner will be asked to explain their cause of success.
- At the end of the activity, the problem-solving skill will be discussed.

ii. **A School field trip**. Now, let's listen to Bithika's story:

Bithika's visit to an art gallery

The students of Class VIII at Gotanagar Panigaon High School were thrilled as their winter vacation began that day. Their class teacher, Mr. Akhil Ranjan Das, had arranged a visit to the ongoing art exhibition at the New Artist Guild Heritage Building. Excitedly, they set off with two guide teachers, including Mr. Das, eager to explore the paintings, sculptures, and creative installations displayed across multiple floors.

Among them was Bithika, who used a wheelchair. She had a deep passion for art and sculptures and was especially eager to see the paintings on the upper floors. However, when the group reached the staircase, they discovered there was no lift or ramp available. Bithika looked at the stairs quietly, feeling a bit disheartened. Noticing this, one of

the guide teachers, Ms. Barnali, spoke calmly to the group, "Since there is no lift, it will be difficult for Bithika to go upstairs. Let's think together to find a solution so that everyone can enjoy the exhibition."

Different choices

1. Go upstairs without Bithika
2. Cancel to go to the upper floors
3. Find a way so that everyone can see different art and paintings.

Ms. Barnali said to the students, "*Make a wise decision, what is safe, fair, and respectful for Bithika*".

Decisions:

- They could request the concerned authority to display the paintings that are exhibited upstairs digitally.
- Ask a guide to describe the paintings.
- Click photos of different paintings and sculptures with permission.
- Some of the students could accompany Bithika.

Pause for a while:

Participants will be asked to discuss the following situations in a group?

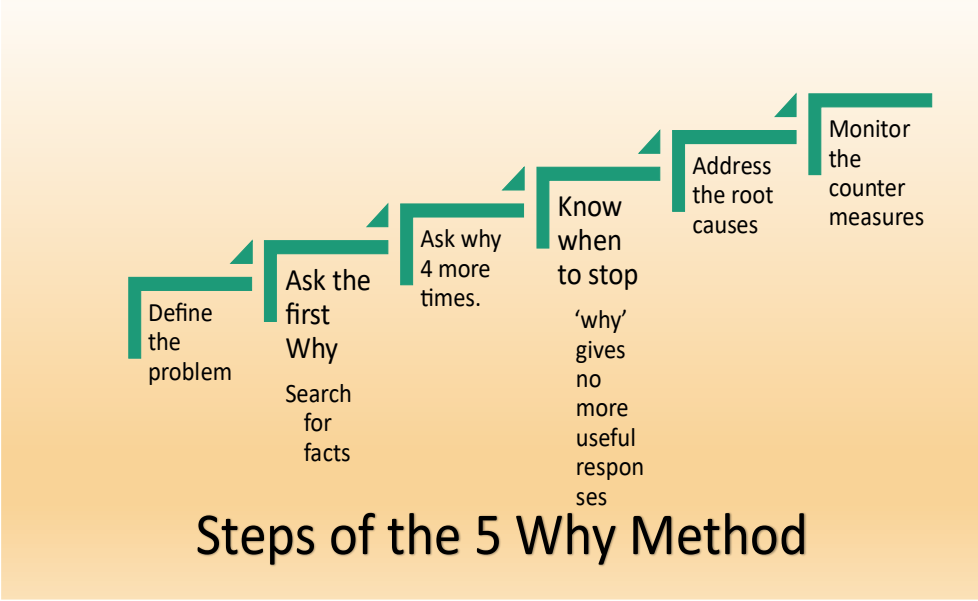
- What will you decide to make Bithika able to see the art displays on the upstairs?
- How did discussing together help in finding a better solution?
- What might have happened if the students had chosen to go upstairs without Bithika?
- What would you have done if you were part of this group?
- Do you have any friends or classmates like Bithika? What do you do to support her/him?

- What steps do you usually follow to solve the problem?

Steps of problem-solving skill

- Identify the problem
- Explore the causes of the problem
- Set goals: What outcomes are you hoping for?
- Look at alternatives: How can you solve the problem?
- Select which solution is most appropriate.
- Implement: Act on your solution
- Evaluate and reflect: Is the problem solved? Was the strategy useful? How effective was the solution?

Steps of 5 Why method:



Day 4

6. Decision making

Session 2	**Time 11.15 a.m. to 1.00 p.m.**	
Activities	**Duration: 1 hour 45 minutes**	**Expected outcomes**
Activity 10 Creating different situations Ulupi's story Group discussion PPT presentation	 **30 minutes** **35 minutes** **20 minutes** **20 minutes**	**Participants will be able to …** ▪ **Understand how to select the appropriate solution of the problem.** ▪ **Make decisions based on reason.** ▪ **Make ethical and responsible choices**

Decision making

Activity 10

How to conduct the activity?

Some situations will be provided to the participants. The following are situations that will be discussed among the participants.

1. You are planning to go to Kerala. Your tickets and hotel are already booked. You have heard news of a plane crash on the same route a day before your travel date.
    - What will be your first response?

- What will you do?
- What risks and benefits do you see in your decision?

2. Preference of top tourist spots of India (if you are planning to visit in December), places are… Kashmir, Ladakh, Kerala, Mumbai, Pune, Darjeeling, Gangtok, Shillong, Delhi, Kaziranga, Rajasthan, Tawang, Hyderabad
    - Why have you chosen the specific place? Give reasons.
3. Different modes of travel to different tourist spots in India.
    - Why did you choose the specific mode?
    - Prioritise the mode of travel to different places.
4. Sharing confidential matters with others.
    - Do you think that you should share your confidential matters with others?
    - Is it necessary? Suggest your opinion.
5. A student couldn't submit his/her project on time. He/she needs an extension for the submission of the project. What is your opinion?

Story of Ulupi

Ulupi was a sincere girl. She liked to dance and sing. Suddenly, Niki noticed Ulupi sitting quietly in a corner, looking disappointed and sad. Wanting to cheer her up, Niki approached her with a warm smile and said, "Ulupi, don't you participate in any event to shine. Your happiness matters most." Then, Niki took Ulupi's hand and invited her to join the group dance that was about to start. She refused. Niki was very surprised by her behaviour and decided to inform Ulupi's mother. Her mother was worried about her and asked Niki to be with her.

Give your opinion:

- As a friend what is your prime duty for Ulupi?
- Is it possible to revive Ulupi's situation?

Pause for a while:

1. **How do your values influence your decision?**
2. **How do you usually make decisions- quickly or after thinking critically?**

Process of decision making :(Seven steps)

1. Identify/recognise/define the problem
2. Gather information on facts.
3. Develop courses of action (solution).
4. Analyse and compare course of action/solution.
5. Make a decision. Select the best one.
6. Make a plan.
7. Implement the plan. (assess)

DECIDE MODEL

D Describe the situation you need to make

E Explore your options

C Cross out the negative options

I investigate the positive options

D Determine best course of action

E Evaluate what happens as a result

3C's:

- Challenges
- Choices
- Consequences

What guides decision-making?

- Personal values and beliefs
- Goals and priorities
- Information and knowledge
- Available options
- Consequences (short-term and long-term)
- Resources and constraints
- Social influences
- Emotions and stress
- Ethical and social responsibility

Day 4 Session 3	**Time 2.00 p.m. to 3.30 p.m.**	
Activities	**Duration: 1 and a half hours**	**Expected outcomes**
PPT presentation on Textbook analysis	**30 minutes** **30 minutes**	**Participants will be able to** • Analyse the textbooks and the integration of life skills.

Group work Participants will be asked to analyse the textbooks to observe the integration of life skills in the lessons	**30 minutes**	• Explore how to integrate life skills in the lessons.

Textbook analysis:

Process:

- RP will present and discuss on the life skills integration in the lessons with the help of a PPT.
- Participants will analyse the textbooks in a group.
- Lastly, each group will present their presentation.

Coping with emotions:

Day 5 Session 1	**Time (10a.m. to 11 a.m.)**	
Activities	**Duration (one hour)**	**Expected outcomes**
Activity 11 i. Draw an emoji of your present inner feelings. ii. Guess the feelings by seeing the facial expressions of others. Concept of emotion.	**30 minutes**	Participants will be able to • Express emotions appropriately through art or by guessing the feelings of others.

• What is emotion? • Types of emotion. Emotional chart by Parrott (2001)	**30 minutes**	• Develop emotional **resilience** by responding calmly and constructively to setbacks

Activity 11

How to conduct the activity?

The participants will be asked to-

i. Draw an emoji of your present inner feelings.
ii. Guess the feelings by seeing the facial expressions of others.

Pause for a while:

1. How do you usually express your emotions and manage them?

Concept of emotion:

- What is emotion?
- Types of emotion.

What is emotion?

- Emotions and feelings are complex psychological and physiological reactions involving a person's state of mind and their surrounding environment.
- Feelings are a result of abstract thinking and arise from our representation of events and sensations.
- Emotions come from our nervous system and are innate. E.g. happiness is a feeling; joy is an emotion, worry is a feeling, fear is an emotion.
- Coping with emotions involves recognising emotions within us and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on us if we do not respond appropriately. (Life skills education in schools, WHO)

Parrott's Emotions by Groups (2001)

Primary Emotion	Secondary Emotion/feelings	Tertiary feelings/ emotions
Love	Affection	Adoration, Fondness, Liking, Attractiveness, Caring, Tenderness, compassion, Sentimentality
	Lust/sexual desire	Arousal, Desire, Passion, Infatuation
	longing	Longing
Joy	Cheerfulness	Amusement, Bliss, Gaiety, Glee, jolliness, joviality, Joy, Delight, Enjoyment, Gladness, Happiness, Jubilation, Elation, Satisfaction, Ecstasy, Euphoria
	Zest	Enthusiasm, Zeal, Excitement, Thrill, exhilaration
	Contentment	Pleasure
	Pride	Triumph
	Optimism	Eagerness, Hope
	Enthrallment	Enthrallment, rapture
	Relief	Relief
Surprise	Surprise	Amazement, astonishment
Anger	Irritability	Aggravation, agitation, annoyance, grouchy, Grumpy, Crosspatch
	Exasperation	Frustration
	Rage	Anger, outrage, Fury, Wrath, Hostility, Ferocity, bitter, Hatred, Scorn, Spite, vengefulness, Dislike, Resentment
	Disgust	Revulsion, Contempt, Loathing
	Envy	Jealousy
	Torment	Torment
Sadness	Suffering	Agony, Anguish, Hurt

	Sadness	Depression, Despair, Gloom, glumness, Unhappy, Grief, Sorrow, Woe, Misery, Melancholy
	Disappointment	Dismay, Displeasure
	Shame	Guilt, Regret, Remorse
	Neglect	Alienation, Defeatism, Dejection, embracement, Homesickness, Humiliation, Insecurity, Insult, Isolation, Loneliness, Rejection
	Sympathy	Pity
Fear	Horror	Alarm, Shock, Fear, Fright, Horror, Terror, Panic, Histeria, Mortification
	Nervousness	Anxiety, Suspense, Uneasiness, Apprehension(fear), Worry, Distress, Dread

8. Coping with stress:

Day 2 Session 1	**Time 11.15 a.m. to 1.00 p.m.**	
Activities	**Duration (one hour 45 minutes)**	**Expected outcomes**
Activity: 12 Let's face your stress Objective: To shake off stress 1. Put on your favourite upbeat (Music) 2. Ask everyone to stand up and dance like nobody's watching. **Activity: 13** Writing a Stress Journal Pause for a while- Why do you feel stress?	**30 minutes**	**Participants will be able to** • practice simple stress management techniques such as mindfulness, music etc. • build confidence to cope with stress. • write stress journal • understand 5Rs.

Write a stress journal- Tips to overcome stress (from participants) **Activity: 14** Smiling craft	**30 minutes**	

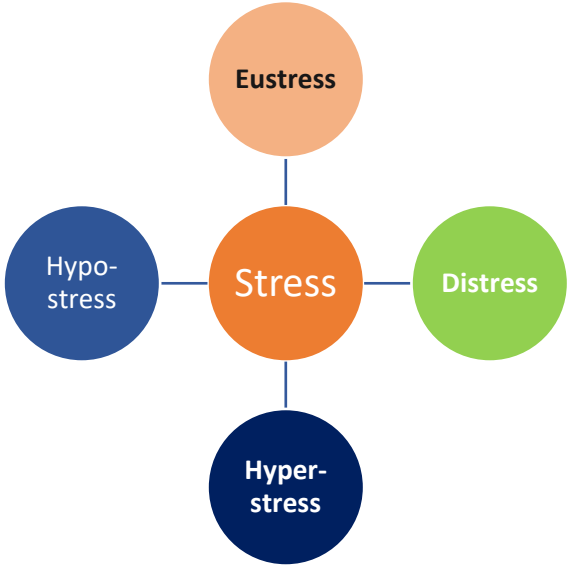
Pause for a while-

1. Why do you feel stress?
2. What do you do when you feel stressed?

What is stress?

For Coleman (2001), Stress is “the psychological and physical strain of tension generated by physical, emotional, social, economic, or occupational circumstances, events or experiences that are difficult to manage or endure”.

Types of stress:



Eustress:

Example: I'm so excited

- This is a positive form of stress, which prepares our body and mind for the imminent challenges that it has perceived.
- Eustress is a natural physical reaction by our body, which increases blood flow to our muscles, resulting in a higher heart rate.
- Athletes before a competition or perhaps a manager before a major presentation would do well with eustress, allowing them to derive the inspiration and strength that is needed.

Characteristics:

- It motivates, focuses energy
- It's short-term
- Feels exciting
- Improves performance

Distress:

Example: 'I'm so stressed'

- This is a negative form of stress. This occurs when the mind and body are unable to cope with changes, usually when there are deviations from the norm.
- They can be categorised into acute stress and chronic stress.
- Acute stress is intense, but doesn't last for long. On the other hand, chronic stress persists over a long period of time.

Characteristics:

- Causes anxiety or concern
- Can be short-or long-term
- Feels unpleasant
- Decreases performance
- Can lead to mental and physical problems.

Hyper-stress:

Example: 'Don't stress me out'

- This is another form of negative stress that occurs when the individual is unable to cope with the workload.
- If you suspect that you are suffering from hyper-stress, you are likely to have sudden emotional breakdowns over insignificant issues.

Hypo-stress:

Example: I'm so bored

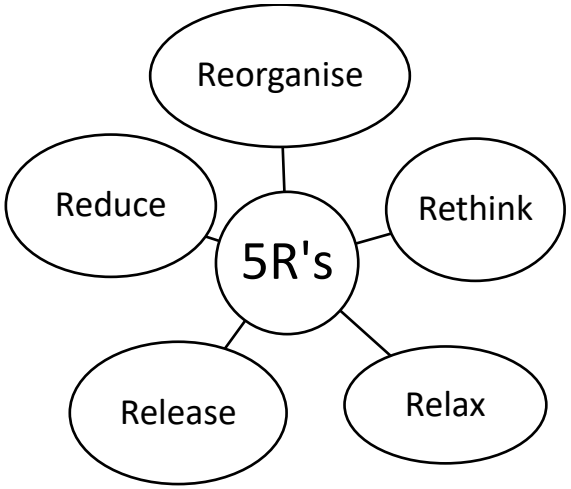
- Hypo-stress occurs when a person has nothing to do with their time and feels constantly bored and unmotivated. This is due to insufficient stress; hence, some stress is inevitable and helpful to us.

Stress coping strategies:

i. Deep breathing
ii. Muscle relaxation
iii. Stress journal
iv. Yoga

Coping with stress

5 R's



Activity 13

Stress journal writing

Why do you feel stress?

The resource person will present a situation that compels all participants to feel stressed. Ask them to write the journal in the following steps:

- Identify your stress
- Record your stress and write
- Mention date and time
- Find out the situation of stress and the causes behind it
- Your reactions, how you felt both physically and emotionally

- Thoughts and interpretations
- Analyse your challenges.
- How do you overcome the challenges

Need to write a stress journal:

i. To manage emotions

ii. It helps to identify the regular stressors in our lives and the way we deal with them.

iii. To improve mental and physical health

iv. To gain a better understanding of self

v. To boost self-awareness and problem-solving

vi. To increase positivity

vii. To use it as self-therapy

viii. To promote decision-making and critical thinking

Activity 14

Smiling craft

How to conduct the activity? Each participant will be provided with A4-sized paper.

- ❖ Take one A4 sized paper
- ❖ Create anything you like, by using the paper

- ❖ Now present your creation and justify
- ❖ What urged you to create the specific craft?
- ❖ Lastly, Participants will be asked to sing a song in regional language, with the resource person demonstrating the actions.

Day 5: Session 3

Cyber safety and security

Session 3	**Time 2 p.m. to 3.30 p.m.**	
Activities	**Duration:1 hour and 30 minutes**	**Expected outcomes** **Participants will be able to …**
Introductory session-Ice Breaker **Pre test** (Google Form / oral quiz) on cyberspace and cyber safety.	10 minutes	• Activates prior knowledge. • Sets context for the session
Discussion points: **Understanding Cyber Space – Concept and Scope** • Meaning of cyber space • Components of cyberspace (internet, devices, networks, platforms) • Cyber space in education **Discussion Points:** • What is cyberspace?	20 minutes	• understand cyberspace as a virtual learning and management environment

• How is school functioning linked with cyberspace today? • Advantages and challenges **Methodology:** • Interactive PPT presentation • Think–Pair–Share		
Discussion points: Utility and Uses of Cyber Space in Schools **Activity 1**: Group Work – Digital Mapping	20 minutes	At the end of the discussion, participants will be able to… • appreciate the educational value of cyberspace • relate cyber tools with school leadership roles
Discussion points: Cyber Safety and Security – Risks and Responsibilities **Activity 2**: Case Study Discussion **Short case scenarios will be shared** **Key Concepts Covered:** • Cyber safety vs cyber security • Common cyber threats • Digital footprint • Online ethics and behaviour	20 minutes	Participants will be able to… • identify risks in cyberspace • develop preventive thinking

Discussion points: **Cyber Safety Practices for Schools** **Content Focus:** • Strong passwords and data protection • safe browsing habits • Responsible use of social media • Guidelines for students and teachers • Role of Head Teacher in cyber safety **Activity 3:** **Preparing a 'Cyber Safety Checklist for Schools' (brainstorming activity)**	**10 minutes**	At the end of the discussion, participants will be able to… • gain practical strategies • implement safety measures
Discussion points: Reflection, Post-test and Way Forward **Activities 4:** • Post-test (same as pre-test) • Reflection question: "One cyber safety rule I will implement in my school immediately" • Feedback	**10 minutes**	At the end of the discussion, participants will be able to… • gain learning reinforcement • implement commitment to action

Document 1

Cyber Space, Its Utility and Uses & Cyber Safety and Security
Duration: 1½ Hours (90 Minutes)

Utility and Uses of Cyber Space in Schools

Activity 1: Group Work – Digital Mapping

Participants will be divided into small groups (5–6 members). Each group will list:

- Uses of cyber space in teaching–learning
- Uses in school administration
- Uses in professional development

Areas to be covered:

- Online teaching platforms
- Digital assessment and evaluation
- School MIS and online reporting
- Teacher training portals
- Parent–teacher communication

Access to e-resources: Facilitator links responses with national initiatives (DIKSHA, online portals, and digital classrooms)

Discussion points:

- Utility and Uses of Cyber Space in Schools
- Cyber Safety and Security – Risks and Responsibilities

Activity 2: Case Study Discussion

Short case scenarios will be shared, such as:

- Cyber bullying among students
- Fake links and phishing messages
- Data leakage of school records
- Excessive screen time and online addiction

Discussion Questions:

- What went wrong?
- Who is responsible?
- How could it have been prevented?

Key Concepts Covered:

- Cyber safety vs cyber security
- Common cyber threats
- Digital footprint
- Online ethics and behaviour

Document 2: Lesson / Training Plan

Learning Outcomes

Participants will be able to:

- Explain the concept of cyberspace
- Identify various uses of cyberspace in education and daily life
- Recognise cyber threats and risks
- Apply safe and responsible practices in the digital world

Teaching–Learning Materials

- Computer / Smartphone
- Internet connection
- PPT / Charts
- Case studies

Teaching–Learning Process

1. Introduction: Sharing real-life examples of internet usage.
2. Presentation: Explanation of cyberspace and its components.
3. Interaction: Discussion on online platforms used in schools.
4. Activity: Case studies on cyber safety.
5. Recapitulation: Key takeaways and reflection

Document 3: Handout – Cyber Space: Meaning, Utility and Uses

Meaning of Cyber Space

Cyberspace refers to the virtual environment created by interconnected digital networks, where online communication, data sharing, and other digital activities take place.

Utility and Uses of Cyber Space

- Online teaching and learning platforms
- Digital communication (email, messaging, video conferencing)
- Online banking and digital payments
- e-governance services
- Social networking and collaboration
- Storage and sharing of information (cloud services)

Document 4: Handout – Cyber Safety and Security

Meaning of Cyber Safety

Cyber safety refers to safe and responsible use of the internet and digital devices to protect personal information and avoid online risks.

Common Cyber Threats

- Phishing

- Malware and viruses
- Identity theft
- Cyber bullying
- Fake websites and links

Cyber Security Practices

- Use strong passwords
- Do not share OTPs or personal information
- Install antivirus software
- Use secure websites (https)
- Log out after use of public devices

Document 5: Activity Sheet

Activity 1: Identify Safe or Unsafe Practices

Tick (✓) the correct option:

1. Sharing password with friends – Safe / Unsafe
2. Clicking unknown links – Safe / Unsafe
3. Using antivirus software – Safe / Unsafe

Activity 2:

Group Discussion

Discuss how cyber space helps schools in teaching and administration.

Document 6: Assessment Tool (Checklist)

Indicator	Yes	No
Understands the concept of cyber space		
Identifies cyber risks		
Follow safe online practices		
Participates actively in discussion		

Document 7: Case Study for Discussion

Case: A student receives a message asking for personal details to win a prize.

Guiding Questions:

- Is the message safe?
- What should the student do?
- How can such situations be avoided?

Document 8: Reflection Sheet

1. What new information did you learn about cyberspace today?
2. Mention two cyber safety rules you will follow.
3. How will you guide students on safe internet usage?

Document 9:

Project / Follow-up Activity

Participants may:

- Prepare a cyber safety poster for students

- Conduct a cyber awareness session in school
- Create a list of do’s and don’ts for internet use

Document 10:

Training Outcome Record

- Name of Programme: _____
- Date: _____
- Number of Participants: _____
- Activities Completed: Yes / No
- Overall Feedback: Excellent / Good / Satisfactory

References:

1. *Training Module of one Month Certificate Course on Leadership,* Developed by School Leadership Academy, SCERT Assam, Kahilipara, Guwahati, Assam, National Centre for school Leadership, National Institute of Educational Planning and Administration 17-B, Arobindo Marg, New Delhi -110016
2. 15 *Hours Online certificate Program on Decision -Making in everyday Life by Indian Association of Life Skills Education.*
3. Dr. Nair, Ranjan Sunita, Dr. Hardikar P. Gauri, Santhanam Dibya (2025). *Life Skills Ready Reckoner.* Developed by IALSE.
4. Training Module on Life Skills Education by All India Co- Ordinated research Project on Home Science Child Development, Directorate of Research on Women Agriculture (DRWA), Bhubaneswar, 2013.
5. Training program on 5 *days Capacity Building of KRPs on Life Skills through Newly Developed Textbooks at Preparatory and Middle stage* organised by NERIE, NCERT from 18th to 22nd August 2025 at Umium, Meghalaya.
6. Ministry of Education. (2020). National Education Policy 2020. Government of India.
7. National Council of Educational Research and Training (2022). ICT in Education: Curriculum for School and Teacher Education. New Delhi: NCERT.
8. National Council for Teacher Education. (2019). National Professional Standards for Teachers (NPST). New Delhi.
9. Central Board of Secondary Education. (2021). Cyber Safety and Security Guidelines for Schools. New Delhi.

10. Ministry of Electronics and Information Technology (2018).Information Technology Act, 2000 (with amendments), Government of India.
11. DIKSHA, Teacher Training and Digital Resources Portal, Government of India.

Scan the QR codes below to access the PowerPoint presentations on the 10 Core Life Skills:



Self Awareness



Empathy



Effective Communication



Interpersonal Relationships



Critical Thinking



Creative Thinking



Problem Solving



Decision Making



Coping with Emotions



Coping with Stress