

LIFE SKILLS BASED SCHOOL HEALTH PROGRAMME



Developed by

Institute of Psychiatry, Government Rajaji Hospital
&
M.S. Chellamuthu Trust and Research Foundation,
Madurai, Tamilnadu, India.

Supported by

World Health Organization (WHO) - India

Year of Publication

2007

Developed by

Institute of Psychiatry,
Government Rajaji Hospital, Madurai, Tamilnadu
and
M.S.Chellamuthu Trust and Research Foundation
(An Institute of Mental Health and Rehabilitation)
643, K.K.Nagar, Madurai, Tamilnadu
Telephone: 0452 -2586448
Email : info@msctrust.org, Website: www.msctrust.org

Supported by

World Health Organization (WHO)
Country Office (India)
534.A-Wing,Nirman Bhavan,
Maulana Azad Road,
New Delhi-110011
Tel: (91) 11-23061955
Website: www.whoindia.org

Principal Author : Dr.C.Ramasubramanian
Professor & Head
Institute of Psychiatry
Government Rajaji Hospital
Madurai, Tamil Nadu

Co Author : Prof.G.Gurubharathy
Programme Advisor
M.S.Chellamuthu Trust & Research Foundation
Madurai, Tamil Nadu

This manual is developed under the GOI/WHO Collaborative Project SE IND MHN 001 RB 06:
Development of Model Life Skills Based School Health Programme (SE/07/118617).

Contents

Page No.

Preface

Acknowledgment

Introduction

1

Training Module

5

Worksheets

38

'Healthy Person, Healthy Living'

Health is an outcome of the interaction between the person and his / her environment. One's response to the environment is influenced by their personality.

Health is a critical variable that has an impact on one's performance. In the modern day life, filled with so much of complexities, young children face too many challenges that puts so much pressure on the abilities of the children to cope up with the realities of life.

How well one cope's up has a bearing on the performance. The health of children has an impact on his/her performance in the school. Life Skills as a strategical intervention is used to promote health enhancing behaviors.

The Institute of Psychiatry, Government Rajaji Hospital, Madurai & M.S.Chellamuthu Trust and Research Foundation, Madurai conceived the project of developing a model on Life Skills Based School Health Programme and WHO-India supported this initiative.

The programme was conducted 11 schools in the city of Madurai, Tamil Nadu and the experience gained has enabled us to bring out this practice manual for teachers, which is based on the assumption that only healthy teachers can create healthy students.

This manual is a guide for anyone who wish to empower teachers and through them students with life skills.

Hope this manual will help in spreading the Life Skills movement in India



Dr. C.Ramasubramanian
Principal Author



Heartful thanks to

- WHO- India for having supported this initiative
- Dr.Cherian Varghese, Cluster Focal Point, Non Communicable Disease and Mental Health, World Health Organization-India for his guidance and encouragement throughout the project cycle.
- Shri.Pradeep Diwan, Programme & Administrative Officer, World Health Organization, Office of the WHO Representative to India, New Delhi for his consistent support in the implementation of the project
- Dr.M.Sivakumar, Dean i/c, Government Rajaji Hospital for his support and constant encouragement.
- Dr.M.Karthikeyan, Assistant Professor, Institute of Psychiatry, Government Rajaji Hospital, Madurai for his valuable assistance in implementing the project.
- Dr.R.Parthasarathy, Professor, Department of Psychiatric Social work, National Institute of Social Sciences, Bangalore for sharing his expertise with us in conducting the Resource Teachers Training on Life Skills.
- Dr.Rajaram Subbaian, International Psycho social Consultant, Bangalore for having reviewed the draft report and the suggestions to strengthen the manual.
- The Management and Principals of the 11 selected schools for being part of this initiative and for having extended support to established Student Support Centre in their Schools.
- Mr. S.Selvamani, Programme Coordinator for his interest and commitment which helped in the effective implementation of the project.
- All the doctors of my team for their comments and support which helped in the effective implementation of the project.
- M.S.Chellamuthu Trust and Research Foundation, Madurai for sparing their professionals to facilitate the training programmes and for sharing the project responsibilities.
- Shakthi Printing Press (Vocational Training Centre for the persons with mental disabilities), Madurai for their help in designing & printing this manual.

A handwritten signature in black ink, appearing to read 'C. Ramasubramanian', written over a horizontal line.

Dr. C.Ramasubramanian
Principal Author

Health as stated by WHO is not, merely the absence of any disease, but it refers to the total well being of students. Health is the outcome of the interaction between the person and environment.

To be healthy, one needs to make conscious choice. This choice is influenced by their values and beliefs. Peer influence has a profound impact on the choice. Students need more than information to make choices, they need to know how to make decisions. Life skills help students to make informed choices.

Life skills are those that students need in order to cope up with issues and problems related to the entire spectrum of their survival and well being (UNICEF:1999).

Life Skills as suggested by WHO are:

- Decision Making
- Problem Solving
- Interpersonal relationship
- Communication
- Creative thinking
- Critical thinking
- Coping with emotions
- Coping with stress
- Self awareness
- Empathy

Life Skills help students to convert intangible assets like knowledge and attitude into healthy behaviours.

Researches have shown that life skills have produced the following effects

- Increase in pro-social behaviour & Decrease in self destructive behaviour.
- Strengthened effective choice making.
- Improved self awareness & relationship.
- Strengthening of constructive thinking.

In this context, the Institute of Psychiatry, Government Rajaji Hospital, Madurai, Tamilnadu and M.S.Chellamuthu Trust and Research Foundation proposed a project to WHO – India and received the support to develop a model on Life Skills based school health programme.

Objectives of the project

- To assess the health status of students.
- To understand the health enhancing behaviours among students
- To facilitate the acquisition / strengthening of life skills among teachers, parents and students
- To strengthen the functioning of parent-teachers association.
- To assess the impact of life skills on the health of students.
- To document the process and contribute to knowledge building.

Activities conducted

➤ Selection of School

11 schools - Corporation run schools and private matriculation schools were identified for conducting the programme

➤ Orientation on Life Skills Education (LSE)

One day orientations on LSE was given to the principals and vice-principals of the selected schools and were also briefed about the project.

Orientation on LSE was also given to all the teachers of the selected schools as the project success depends on their co-operation.

➤ Resource Teachers Training

Two teachers from each school were identified as Resource Teachers and were given 5 days intensive training on LSE and counseling skills.

These Resource teachers are expected anchor the life skills programme in their respective schools.

➤ Peer Leaders Training

15 students from each school were given LSE for two days.

They are expected to take the leadership in promoting activities that will improve the health of the students.

➤ Life Skills Training for Teachers

Happy teachers create happy students.

617 teachers of the selected schools attended the LSE for two days. These teachers are expected to transfer what they have gained in the training to the student population.

Class room activities that will strengthen life skills were analysed and listed out.

➤ Formation of Student Support Centre

Student support centre is started in each school with the Resource teachers acting as conveners. This centre is expected to initiate activities that will promote health promoting behaviours.

The present manual is the outcome of the experience that is gained through the project.

Life Skills - An Introduction

Life Skills are the abilities that enable individuals to deal effectively with demands and challenges of everyday life.

Decision Making

- Helps in assessing different options and the consequences of these options

Problem Solving

- Enables to find solutions to problems.
- Problems unresolved can cause stress.

Interpersonal Relationship

- Helps to relate with people.
- Enables to make, keep and end relationships.

Effective Communication

- Helps to express desires, options, verbally and nonverbally that are appropriate to culture.

Creative Thinking

- Enables to explore the available alternatives.
- Involves generation of ideas.

Critical Thinking

- Helps to analyze information / experiences in an objective way.

Coping with Emotions

- Enables to recognize emotions and how they influence behaviour.
- Enables to respond to emotions appropriately.

Coping with Stress

- Helps to recognize the sources of stress, how this affect and the ways to manage stress.

Self Awareness

- Helps to know the strengths, weakness, likes and dislikes.

Empathy

- Helps to understand and accept others.
- It can improve relationships.

Training Module

Skill : Decision Making

Objectives : At the end of the session, the participants will be able to:

- Know how they take decisions in their life and the consequences of such decisions.
- Understand and practice a decision making framework that will help them to take effective decisions.

Duration : One hour

Methodology : Brainstorming
Small Group Discussion

Decision making inventory

Duration : 25 Minutes

Process

Ask the participants to list down decisions that they take in their everyday life, how did they take these decisions and rate each decision in a difficulty continuum.

Distribute the worksheet to all the participants and ask them to use the sheet.

Give them 5 to 10 minutes to complete the task,

Split the participants into a group of 4 and ask them to share what they have written in the worksheet with each other.

Facilitate sharing on the following aspects

- Impact of decisions on life.
- Decision making process
- When the decisions do not bring desirable results, how one thinks, feels and acts.

Key Messages

- Life is full of choices and it is one's choice that determines life.
- Decisions have an impact on physical, mental and social health.
- At times of uncertainty, people experience difficulty in taking decisions.

Plus - Minus Analysis

Duration : 35 Minutes

Process

Introduce the concept of rational decision making.

Ask the participants to think of a situation in which they experienced difficulty in taking a decision.

Invite them to list down various options that they considered.

Explain Plus - Minus analysis as a theoretical frame work that will help taking effective decisions.

Issue the Plus - Minus analysis worksheet and ask the participants to complete the worksheet.

Ask anyone of the participants to reflect on the presentation

Facilitate sharing on

- The difficulties in doing the analysis
- The usefulness of the analysis

Key Messages

- Everyone follow certain process in taking critical decisions
- Paper and pencil technique will be useful in taking decisions
- Analysis can be done by self or guided by an expert.

Skill : Problem Solving

Objective : At the end of the session, the participants will be able to:

- Be aware of their own problems, their perception of the problem and their response to problems
- Understand and practice rational problem solving frame work that would strengthen their problem solving efforts.

Duration : One hour

Methodology : Brainstorming
Small Group Discussion

My concept of a problem

Duration : 20 Minutes

Process

Ask the participants to close their eyes for couple of minutes and think about what they think about a problem.

Distribute a sheet of paper to all the participants and tell them to write about all those things that have come to their mind.

Call each participant to write down the salient points in the white board.

Assist the participants to cluster the points into various heads.

Prompt the participants to reflect on the point written in the white board.

Facilitate sharing on

- Difficulty and Problem
- Perception of problem and the outcome of such perception
- Problem solving process followed.

Key Messages

- Problems as an opportunity to learn and grow. Every problem has a cause and consequence.
- Avoid the tendency to blame others for one's own problem.
- Understanding the root cause is essential to find permanent solution.
- Consequences management will only give temporary relief from problem.

Rational Problem Solving

Duration : 40 Minutes

Process

Explain the concepts of Rational Problems that they experience.

Ask participants to identify any four problems that they experience.

Split the participants into four groups, circulate the SOCS worksheet ask them to complete it.

Invite each group to make their presentation and facilitate the members of other group to reflect on the presentation.

Facilitate sharing on

- The root cause analysis
- The benefit of Rational problem solving
- The difficulty in doing the exercise

Key Messages

- People often emotionally to problems and often settle down with temporary solution
- SOCS paradigm offers a framework to find out solution to a problem

Skill : Creative Thinking

Objectives : At the end of the session, the participants will be able to:

- Understand the concept of creative thinking and its usefulness.
- Learn and practice few techniques that will strengthen creative thinking.

Duration : One hour

Methodology : Brainstorming
Case Study

My concept of creative thinking

Duration : 20 Minutes

Process

Ask participants to think about their understanding of creative thinking,

Distribute a sheet of paper and ask the participants to write down their understanding. Invite the participants to share and list down the points in a white board.

Facilitate sharing on

- Factors influencing thinking.
- The conditions that will facilitate creative thinking.

Key Messages

- Everyone has the ability to be creative.
- Creative thinking involves imagination.

Case study on creative thinking

Duration : 40 Minutes

Process

Split the participants into two groups.

Distribute the case study material and ask the participants to generate as many alternatives as possible.

Invite the group leader to present their report and call the other group to reflect.

Key Messages

- Creative thinking is out of box thinking.
- Purpose is to generate ideas / alternatives
- Presence of fear blocks creative thinking.

Skill : Critical thinking

Objectives : At the end of the session, the participants will be able to:

- Understand the concept of critical thinking and its usefulness
- Learn and practice few techniques of critical thinking.

Duration : 60 minutes

Methodology : Role play
Small Group Discussion

Critical thinking

Duration : 40 Minutes

Process

Divide the participants into groups of five. Each group is given a Pre-arranged card with a role play scenario written on it.

The role plays are short situations that have those characters depicting gender discrimination either in school or in families / communities.

While one character discriminates another, the third character challenges the stereotyped perception and behaviour. The remaining two help the characters to discuss and present to role play.

Invite the group to enact the role play on stage and others give feedback.

Alternatively, the participants could be asked to think of different themes / situations and enact role plays that challenge stereotyped behaviour seen in the community.

Facilitate sharing on

- How perception influence one's behaviour
- Difficulty is being critical
- The conditions that will facilitate critical thinking.

Key Messages

- Critical thinking is an objective thinking.
- It helps in taking effective decisions.

Cost benefits analysis of a behaviour.

Duration : 20 Minutes

Process

Introduce the topic of smoking.

Split the participants into two groups.

Ask one group to list down the benefits of smoking and the other group the losses due to smoking.

Ask the participants to present and reflect on the sharing.

Facilitate sharing on

- The benefit of analysing the behaviour.
- Whether such behaviour analysis is done in everyday life.

Key Message

- Critical thinking helps in objectively analyzing a behaviour which will help us to take rational choice in life.

Skill : Coping with Emotions

Objectives : At the end of the session, the participants will be able to:

- Know better about the various types of emotions
- Analyse and understand their emotional triggers and the way they express and its consequences.
- Learn and practice coping techniques

Duration : 60 Minutes

Methodology : Brainstorming
Small Group Discussion

Understanding Emotions

Duration : 20 Minutes

Process

Introduce the Concept of Emotion.

Ask participants to list down various human emotions.

Facilitate participants to categorize the emotions.

Facilitate sharing on

- How people make use of emotions.

Key Messages

- Emotions are reactions to situations.
- If reflect the internal state of mind
- Every emotion has a cause and a consequence.
- Do not suppress, but learn to express constructively.

Emotions Management

Duration : 40 Minutes

Process

Ask the participants to identify any two emotions which they want to manage effectively.

Split the participants into two groups and distribute the worksheet to them.

Ask the participants to share openly and write down the reasons and how they express their emotions.

Facilitate group presentation and reflection

Facilitate sharing on

- The triggers
- The different ways of expression
- How the expressions strengthen or destroy relationship?

Key Messages

- Anger, Sad, Fear, Guilt and Happy are the basic human emotions.
- Cause is internal and not external.
- Realistic expectations Vs Unrealistic expectations.
- Learn to assertively express emotions
- The intention is to help others to understand and not to hurt.
- Avoid controlling emotions, try to manage it.

Skill : Coping with Stress

Objectives : At the end of the session, the participants will be able to:

- Understand the concept of stress, stressors, stress reactions and its effect on health.
- Understand various coping styles and techniques.
- Identify techniques for practice.

Methodology : Brainstorming

Small group discussion.

My understanding of Stress

Duration : 20 Minutes

Process

Ask the participants to think widely about their understanding of stress.

Help the participants to map the shared information

Facilitate reflection on the shared information.

Facilitate sharing on

- The causes of stress
- The symptoms of stress

Key Message

- Management of stress involves knowing the stressors, symptoms of stress, stress reactions and its consequences.

Stress Management

Duration : 40 Minutes

Process

Ask participants to think about the activity that they involve in order to get relief from stress.

Invite participants to share and list down the activities in the white board.

Facilitate the participants to reflect on the listed activities

Facilitate sharing on

- Whether the activities give them permanent relief.
- To get permanent relief, what one has to do.

Key Messages

- Stress reduction involves identification of root cause and the elimination / control of the cause
- Root cause analysis is a framework that can be used to identify the root cause for any problem.
- Primary focus need to be on finding permanent solution.

Skill : Interpersonal Relationship Management

Objectives : At the end of the session, the participants will be able to:

- Understand the importance of relationships.
- Analyse their expectation and its impact on relationship
- Acquire skills that will enrich their relationship.

Methodology : Brainstorming

Small Group Discussion

My perception of relationship

Duration : 20 Minutes

Process

Ask participants to close their eyes and think about their relationships.

Prompt them to write in a sheet of paper about their perception of relationship

Cluster the participants into two different groups and ask them to share their perception

Facilitate sharing on

- The importance of relationship
- The difference between personal relationships and school relationships.

Key Messages

- Relationship is a resource and a support system.
- Relationship has to be mutually beneficial.
- We value relationship that empowers.

My Expectations

Duration : 40 Minutes

Process

Ask participants to close their eyes and think about what they expect from their relationships.

Ask for volunteers who would like to make a presentation

Distribute the worksheet and ask participants to fillup the same.

Introduce the concept of realistic and unrealistic expectations and its impact of relationships

Facilitate sharing on

- The role of expectations
- Realistic and unrealistic expectations and its outcome.

Key Messages

- Everyone has expectations from relationships.
- Expectations can be realistic that is reality based, probability of achieving high.
- Expectations have to be realistic as this alone will enrich the relationships.
- What you cannot give don't expect from others. We get back what we give in relationships.

Skill : Effective Communication

Objectives : At the end of the session, the participants will be able to:

- Understand the role and importance communication in strengthening relationships
- Acquire skills that will improve communication.

Methodology : Brainstorming

Role Play

Effective Communication

Duration : 40 Minutes

Process

Ask for two volunteers

Invite the volunteers to occupy the chairs that are placed in the middle of the hall.

Place one set of building blocks for each volunteer on their respective tables that are separated by a screen or board in such a way that the volunteers cannot see each other.

Others could be seated in such a way that they can observe the volunteers.

Instruct one (A) volunteer to build a structure of any shape or design using the blocks.

While building the structure, ask him/her to describe what he/she does in detail to the other volunteer (B).

Volunteer 'B' is not expected to speak or clarify. She / he is expected first to follow the instructions and try to build the structure.

Ask both the volunteers to show their design.

Similar exercise could be repeated wherein both volunteers are allowed to speak and clarify their doubts.

Facilitate sharing on

- The differences that is observed.
- The experience of volunteers.
- The difficulties of one way communication.
- Effective Vs Ineffective communication.
- The ways to improve communication.

Key Messages

- Effective communication is a two way process.
- Feedback helps to improve communication.

Assertive communication

Duration : 20 Minutes

Process

Introduce the concept of aggressive, passive and assertive communication and its outcome.

Briefly explain that Assertive communication is a process and an ability to express what one thinks and feels without hurting others.

Ask participants to think of situations when they were not able to express what they felt.

Ask them to recognize their thoughts and feelings at that time.

Facilitate sharing on

- The factors that prevent us from being assertive.
- The advantages of being assertive.

Key Messages

- Assertive communication help in strengthening relationship.
- Passive communication hurts the sender whereas aggressive communication hurts the receiver and both styles do not help in achieving the purpose of communication.

Skill : Self Awareness

Objectives : At the end of the session, the participants will be able to:

- Be aware of one's own self
- Differentiate ideal self from real self
- Clarity one's values and its impact on behaviour.

Methodology : Brainstorming

Psychological assessment

Knowing myself

Duration : 20 Minutes

Process

Explain the importance of knowing oneself.

Ask the participants to explain how do they know about themselves.

Prompt them to reflect on the importance of feedback.

Distribute the worksheet and ask the participants to fill up the worksheet.

Split the participants into groups of four and ask them to share about themselves.

Facilitate sharing on

- How they felt after the sharing?
- What do they learn from the sharing?

Key Messages

- Being aware of one self is critical for life success.
- People are unique and accept the uniqueness.

Ideal Self Vs Real Self

Duration : 40 Minutes

Process

Ask participants to close their eyes and think of how they want to be in their life.

Prompt them to open their eyes and write what they thought in a sheet of paper.

Invite them to share and write down what is shared in a white board.

Ask the participants to reflect on the sharing.

Facilitate sharing on

- Whether there is a gap between ideal self and real self.
- What do they do to reduce the gap?
- How do they feel about themselves when they cannot reduce the gap?

Key Messages

- Possibility focused thinking is unrealistic thinking.
- Probability focused thinking is realistic thinking
- Possibilities exist, but one need to be aware of the probabilities and take conscious efforts to improve the probability.

Skill : Empathy

Objectives : At the end of the session, participants will be able to

- Understand the importance of empathy
- Differentiate sympathy from empathy.
- Develop empathy skills

Duration : One hour

Methodology : Brainstorming

Exercise

My understanding of Empathy

Duration : 20 Minutes

Process

Introduce the concept of Sympathy, Apathy and Empathy.

Ask participants to share their understanding.

Note down all the points shared in a white board.

Invite participants to reflect on the sharing.

Facilitate sharing on

- The outcome of Sympathy, Apathy and Empathy.
- Factors that will facilitate empathy.

Key Messages

- Sympathy is feeling for the other person.
- Empathy is feeling with the other person
- Empathy will result in better understanding of other person and better relationships.

Blind walk

Duration : 40 Minutes

Process

Ask the participants to divide into pairs.

Tell them that one will have to be a leader and the other, a person who is blind.

Ask them to choose their role.

Ask the leader to help the person who is blind to feel the various things in the room without speaking.

After few minutes, give a clap and ask the pair to reverse the roles and continue exercise.

Facilitate sharing on

- How they felt when they played the role of a leader and a person with blindness.
- What do they understand about the person's with blindness through the exercise.

Key Messages

- Empathy helps to see the world from the perspective of others and understand them.
- Empathy fosters relationships.

Title : Action Plan

Objectives : At the end of the session, participants will be able to

- Identify classroom activities that will strengthen life skills among students
- Plan for the implementation

Duration : One hour

Methodology : Brainstorming

Action Plan

Duration : 60 Minutes

Process

Distribute the worksheet to all the participants.

Ask them to think about various classroom activities that will strengthen life skills.

Split the participants into four groups and ask them to share their ideas

Invite each group to make the presentation.

Facilitate other members to reflect on the sharing.

Consolidate the list of activities for each skill.

Facilitate sharing on

- The support required to improvement the planned activities
- The follow up activities.

Work Sheet

Plus - Minus Analysis

Worksheet

S.No.	Option	Plus factor	Value Score (out of 10)	Minus factor	Value Score (out of 10)	Total score

Problem Solving

Worksheet

Problem :

S.No	S=Source / Cause	O=Options	C=Consequences of the option	S=Solution

Root Cause Analysis

Worksheet

State the problem : _____

Ask why? : _____

Ask why? : _____

Ask why? : _____

Ask why? : _____

Ask why? : _____

Root Cause : _____



Case Study

Worksheet

Narendran and Kumar are very close friends. Narendran invited Kumar for a birthday party in a five star hotel. In the party, Narendran insisted kumar to join for drinks. Kumar do not like drinking and want to avoid doing so.

Question:

Do you think Kumar should drink or not?

What are the different ways through which Kumar can avoid drinking ?

Understanding My Anger

Worksheet

Causes of my anger:

I express anger in the following ways:

My Understanding of Stress

Worksheet

Meaning of Stress	
Causes of my Stress	
My reaction to Stress	

Whenever I feel stressful, I engage myself on the following activities:

- 1)
- 2)
- 3)
- 4)
- 5)

Knowing Myself

Worksheet

1. What are your strengths and weaknesses?
2. How do your friends describe you?
3. List two situations when you are most at ease
4. What types of activities did you enjoy doing when you were a child?
5. What are your dreams for the future?
6. What do you fear most in your life?
7. What qualities do you like to see in people?
8. When you disagree with someone's viewpoint, what would you do?

Action Plan

Worksheet

S.No	Skill	Suggested Activities
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		