

Life Skill Development Through Primary School Teacher's Curriculum

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Abstract: Life skill education is a basic learning need for all people. It will help the people to empower in challenging situation. Various skills like leadership responsibility, communication, intellectual capacity, self esteem, interpersonal skill etc, extended its maximum level. If it is practising effectively among the people. We need to create life skill education as the cornerstone of various people programmes. An effective implementation strategy will help the people to practice it in their life. Specific activities like leadership training, communication, interaction, understanding self, making decision, working with group's socialization etc. added the quality of people. Developing life skill helps the adolescents to translate knowledge attitude and their health behavior such as acquiring the ability to reduce specific risk behavior such as acquiring the ability to reduce specific and adapt healthy behavior that improves their lives in general.

Keywords-Life skill development Teacher's curriculum.

INTRODUCTION

Life skills have been defined by the World Health Organization as abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life. Every education system thus has a duty to support the development of life skills among its clients in order to enable them function effectively in society. Life skills are not a standalone teaching subject, instead as a teacher. We must integrate life skills in the teaching process irrespective of which subject we teach.

CONCEPT OF LIFE SKILL

Life skills have been defined as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Adaptive means that a person is flexible in approach and is able of adjust in different circumstances positive behavior implies that a person forward looking and even a difficult situation.

Analysis of the life skill filed suggest that their core set of skills that are the Heart, Hands, Heads, Health of skill based. Initiative for the promotion of the Health and wellbeing of children and adolescents. These are listed below:

1. Decision making
2. Problem solving
3. Creative thinking
4. Critical thinking
5. Effective communication
6. Interpersonal relationship skills
6. Self-awareness
7. Empathy
8. Coping with emotion
9. Coping with stress

DESIGNING A LIFE SKILLS EDUCATION PROGRAMME

Designing actual life skills lessons activities is usually only one part of the life skills programme design. For a broad based life skills programme, design to promote psychological competence, and achieve health promotion and prevention objectives, the life skills lessons would need to be design as part of a sequential and a unified programme. To some extent, the life skills lessons would be design to be carried out in a particular order, with later life skills activities to build on the skills lessons provided earlier in the programme for e.g. the following models describes three basic levels of the life skills lessons, which can be taught in sequence in order to create a life skills education programme.

Level 1: The teaching of basic components of core life skills practice in relation to common everyday situations.

Level 2: The applications of life skills to relevant themes that are connected to various health and social problems.

Level 3: The application of skills in relation to specific risk situation that can give rise to health and social problems.

Outline of life skills education programme, based on titles on life skills lessons covering these three levels is illustrated below.

The model is fictional and is only intended to illustrate how a life skills programme can be put together to cover a broad based foundation in life skills. These can be built on so that students have the opportunity to

practice the skills relevant to important health issues. Thirty life skills lessons taught over a period of three years.

	Year 1 (Level 1)	Year 2(Level 2)	Year 3 (Level 3)
Self-awareness	Learning about me as a special person	Self-control	My rights and responsibilities
Empathy	Understanding how people are a like and how we differ and learning to appreciate the differences between people.	Avoiding prejudice and discrimination of people who differ	Caring of people with AIDS.
Interpersonal relationship skills	Learning to value relationships with friends and family	Forming new relationship and surviving loss of friendship	Seeking support and advice from others in a time of need.
Communication	Basic verbal and non-verbal communication skills	Assertive communication in the face of peer pressure	Using assertiveness to resist pressure to de potentially health damaging activities
Critical thinking	Learning the basic process in critical thinking	Making objective judgment about choices and risks	Resisting media influence on attitudes towards smoking and alcohol
Creative thinking	Developing capacities to think in creative ways	Generating new ideas about things that are taken for granted	Adapting to changing social circumstances
Decision making	Learning basic steps for decision making	Making difficult decisions	Decision making about important life plans
Problem solving	Basic steps for problem solving	Generating solutions to difficult problems	Conflict resolution
Coping with stress	Identifying sources of stress	Methods for coping in stressful situations	Coping in situations of adversity.
Coping with emotions	Recognition of the expression of different emotions	Understanding how emotions affect the way we behave	Coping with emotional distress.

The content of the curriculum for primary teacher is based on five themes, each of which is divided into topics. The five themes are-introduction to the concept of life skills and life skills education, life skills for knowing and living with oneself, life skills for knowing and living with others, life skills for decision making and application of life skills in the World of work. The curriculum also suggest a number of strategies that may be use to enable learners in primary schools develop life skills.

The life skills curriculum presented the matrix form the matrix indicate themes, competences and the

content to be handled as well as suggested teaching /instructional strategies.

Self Awareness

This category of skills enables one to understand who they are, their strengths and weaknesses. The skill includes self-awareness, self esteem, and assertiveness coping with emotions and coping with stress. And individual have clear self awareness to enhance self-effectiveness and ability to correctly deal with life situations. Self-awareness is the individual’s ability to know and understand him/her in term of their personality, character, feelings, motives and desire.

The steps of the actual work as below:

	Competences	Content	Instructional Strategies
1	Define self awareness	Meaning of self awareness	Brainstorming on the concept of self awareness
2	States the importance of self awareness	Importance of self awareness	Discussing the importance of self awareness in pairs.
3	Identifies the values and indicators of self awareness	Values indicators of self awareness	Discussing in small groups or analyzing case studies to identity the values and indicators of self awareness.
4	Analyses self	Characteristics of self	Analyzing awareness of self in groups.
5	Support learners in developing self awareness	Activities for developing self awareness e. g. Counseling	Purposeful engagement of learners in activities which develop self awareness e.g. games, sports, music, dance, drama, debate, talk shows.

		giving feedback and trying out different experiences.	
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Empathy:

The dictionary defines empathy as the ability to share someone else feelings and experiences by imagining what it would be like to be in that situation. It is the ability to put oneself in the shoes of another, seeing the world as someone else sees it without imposing your values. Empathy needs to a deeper understanding of what other people are experiencing.

The steps of the actual work as below:

	Competences	Content	Instructional Strategies
1	Describes empathy	Meaning of empathy	Explaining the meaning of empathy through think pair- share
2	Distinguishes between empathy and sympathy	Difference between empathy and sympathy	Acting role plays to illustrate the difference between empathy and sympathy.
3	States the importance of empathy	Importance of empathy	Brainstorming on the importance of empathy
4	Identifies the values and indicators of empathy	Values and indicators of empathy	Discussing in groups or analyzing stories, poems, songs and case studies to identify the values of indicators of empathy
5	Supports learner to develop empathy	Activities to develop empathy	Discussing the group generate activities which will be use to support learners in developing the skill of empathy and purposefully engaging learners in those activities.

Creative Thinking:

Creativity is mainly about finding alternative possibilities of how to come up with new and useful ideas. A new idea might be a new theory, product solution to a problem, story, essay or conception for a piece of art. To come up with some thinking new is to produce something that is different and special.

The steps of the actual work as below:

	Competences	Content	Instructional Strategies
1	Expenses the meaning of creative thinking	Meaning of creative thinking	Think pair share to discuss meaning of creative thinking.
2	Demonstrate the methods of creative	Methods of creative thinking e.g. evolution, synthesis revolution	Working in groups to reflect on cases depicting the methods of creative thinking.
3	Identifies positive attitudes for creativity	Obstacles to creative thinking	Acting role plays to illustrate the obstacles to creative thinking
4	Identifies positive attitudes for creativity	Positive attitudes for creativity	Writing short plays and stories to illustrate positive attitude for creativity
5	Identifies the values and indicators of people who think creatively	Values and indicators of creative thinking	Using a plenary contest to identify the values and indicators of creative thinking.
6.	Support learners to develop creativity	Activities to develop skills for creativity such as composing and acting short plays imaginative composition in art and technology	Purposefully engaging learners in activities such composing and acting simple plays and poems and delivering important speeches to promote the development of the skill of creative thinking

Critical Thinking:

Critical thinking is mainly about thinking in an investigative logical and diagnostic manner.

The steps of the actual work as below:

	Competences	Content	Instructional Strategies
1	Define critical thinking	Meaning of critical thinking	Using buzz groups to explain meaning of critical thinking.
2	Explain the elements of critical thinking	Elements of critical thinking that is conceptualizing, analyzing, synthesizing, evaluation and applying information.	Brainstorming to elicit elements of critical thinking.

3	States the importance of critical thinking	Importance of critical thinking	Working in small groups to discuss importance of critical thinking.
4	Identifies the values and indicators of critical thinking	Values and indicator of critical thinking	In small group’s discussion or analyzing simple plays, case study, stories, to identify those, values and indicators of critical thinking.
5	Support learners in developing the skill of critical thinking	Activities to develop critical thinking	In small groups discussing which can promote development of critical thinking and purposefully enaging learners?

CONCLUSION & RECOMMENDATION

1.Life skills are most important to shape the whole character any human life, thus the life skills are essential to design in curriculum because; The Good Character is proof of Best Curriculum.

2.However, skills taught to adolescents through academic enrichment, incentive and vocational training programmers are often significantly different from those taught in interventions offered to young children.

3.While preschool enrichment and school-based social development programmers typically seek to promote social and emotional skills, programmers target in adolescents largely focus on academic and vocational skills development. This, combined with differences in the mode of evaluation (e.g. methodologies, quantity and quality of studies conducted and outcomes measured), complicates the comparison of different types of interventions.

4.Most studies on the impact of life skills programmers– of all types – on violence prevention have been conducted in developed countries, particularly in the Improving knowledge of how well life skills programmers proven to be effective in high-income settings translate to low- and middle-in come settings must be a key research priority.

5.Given their proven benefits and cost-effectiveness in high-income countries, there is, however, every reason to believe that these programmers can be effective in low- and middle-income countries. Although the evidence-base for the violence prevention effects of other types of programmers is limited, 6.vocational training programmers have been shown to improve employment prospects most significantly in low- and middle-income countries. Interventions that support children in the development of life skills can have positive impacts on young people’s opportunities through improving pro-social abilities, educational attainment and employment prospects and can help prevent violence.

7.Furthermore, high-quality programmers have shown that these effects can be sustained well into adulthood. Such programmers can also show positive impacts on a range of other health-risk behavior, such as substance use and unsafe sexual behavior.

8.In the era of globalization & information technology, the strength of nation depends on the ability & skills of the citizens to be highly intellectual & skillful.

9.Intellectual knowledge is provided through wide variety of hard skills courses. However soft skills are ignored.

10.In such situation education can provide training in mastering the soft skills which will help the students in not only being ‘Able’ but also ‘Employable’.

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