

**Implementation & impact of life skill development programme among adolescents.**

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Abstract

The current scenario of adolescent revealed by increased depression, increased suicidal rates, increased drug use is the clear indication of the challenges that adolescents faced. Information overload, mixed messages from media, press, teachers, and family and from society at large add to the confusing scenario of the assimilating young mind. No doubt that they are at risk because they lack social support to seek accurate information and services. Thus providing an experience that would strengthen adolescent's coping abilities to counter environmental stress and disadvantages with which they sometimes have to cope with while experiencing is an essential need. The purpose of this study is primarily to study the impact of life skill, LS development programme.

Introduction: The quality life of any person is depending upon the mental status but one hardly spends any valuable time for maintaining sound mental health. Analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of students and teachers. LS are essentially those abilities that help promote mental well being and competence in young people as they face the realities of life. UNICEF and WHO agree that LS are generally applied in various aspects of life. Such as in the context of health and social events like human relationships, learning about social influences on behavior and learning about rights and responsibilities, as well as being taught in the context of health problems. Mere printed words cannot usually convey the tone of the speaker's voice, so researchers conducted activity sessions, health programs, laughing exercises and relaxation sessions. It embraces physical, emotional, intellectual and social growth of the students.

Need and Importance: Quality relationships, trust, keeping commitments and sharing resources help to produce socially fit individuals to live as we are. Proper nutrition, adequate rest and regular exercise ,skill based activity helps to produce a Healthy body. A key aspect of human development - as important to basic survival as intellect - is the acquisition of socio-cognitive and emotional coping skills. This has been shown to have impact on behaviors. For more than a decade, research on interventions that address these specific skill areas has shown their effectiveness in promoting desirable behaviors, such as social ability, improved communication, effective decision making and conflict resolution, As teacher you need to avoid presenting your learners with stressors. In this research paper the teacher is guided on ways of coping with stress and developing learners' ability to cope with stress. Some causes of students stress are Socio-economic status, family problems ,Crowded classes, Peer pressure & pessimistic approach

Changes in society and environment surrounding young people have created various problems in their growth and development of health. For example, competitive examinations, reduction of free time, reduction of interpersonal relationship skills and low self-training skills are said to cause juvenile worries, anxiety and stress. Their low tolerance and inappropriate management toward stress are highlighted and have made health issues surrounding them varied and more serious.

Research Statement: To Study the effectiveness of life skill development programme among adolescents.

Functional definition of Keywords

Life skills –Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

Life skill development programme – It include various Interactive sessions with various fun games, activities like Poster Presentation , Demonstration, Group activity and performance.

Adolescent - A juvenile between the onset of puberty and maturity

Objectives:

- To orient students about Life Skills

- To instruct the students to indulge in a set of activities.
- To conduct life skill development programme
- To Study the effectiveness of the programme

Review of literature

***Empowering adolescents with life skills education in schools - School mental health**

Program : by Bharath and Kumar K. V. Kishore

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Mental Health Promotion among adolescents in schools using life skills education (LSE) and teachers as life skill educators is a novel idea. Implementation and impact of the NIMHANS model of life skills education program studied. The impact of the program is evaluated at the end of 1 year in 605 adolescents from two secondary schools in comparison to 423 age, sex, socioeconomic status-matched adolescents from nearby schools not in the program.

Results:The adolescents in the program had significantly better self-esteem , perceived adequate coping , better adjustment generally , specifically with teachers , in school , and prosocial behavior Randomly selected 100 life skill educator-teachers also perceived positive changes in the students in the program in class room behavior and interaction. LSE integrated into the school mental health program using available resources of schools and teachers is seen as an effective way of empowering adolescents.

****Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents:** by Pooja Yadav and Naved Iqbal, Jamia Millia Islamia, New Delhi.

The aim of the study was to see the impact of life skill training on self esteem, adjustment and empathy among adolescents. Total sample comprised of 60 students who has received life skill training from the team of Expressions India. Self esteem inventory (school form), Adjustment inventory for school students (AISS) and the Empathy quotient (EQ) were administered in a group session one by one in two or three days both before training was given and after training. In the post condition, test scores were obtained after 5 months of training. The result showed

that subjects improved significantly in post condition on self-esteem, emotional adjustment, educational adjustment, total adjustment and empathy. However, no significant difference was found on social adjustment in pre and post condition. Overall training was very effective as subjects improved in the post condition on all measures except one, thus showing that Life skill training do show positive results in bringing change in adolescent' s attitude, thought and behavior by providing supportive environment to them.

Research Methodology: The total sample of the study taken was 54 students, out of these 30 were males and 24 were females who has received life skill training from the teach for India. The sample was collected from the Epiphany English medium School, Pune. Scores of the subjects in the two conditions i.e. pre and post training were compared.

The generic LS, which need to be taught at the schools level especially to adolescents, are as follows.

Creative thinking contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives. **Critical thinking** is an ability to analyse information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognise and assess the actors that influence attitudes and behaviour, such as values, peer pressure, and the media.

Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health if young people actively make decisions about their actions in relation to health by assessing the different options, and what effects different decisions may have. Similarly, **problem solving** enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family

members, which are an important source of social support. It may also mean being able to end relationships constructively.

Group activities conducted to develop LS among adolescents:

Knotty Affairs: To play this game, you would need a long rope of approximately twenty inches, for each group. Start with dividing the students into groups of eight to ten each. Next, give each team a rope which the team members have to hold with their left hand. The rule here is that the team members have to together tie a knot with the rope, without even once releasing it from their hands. The students are not allowed to use their right hand during the entire activity. During this game, the students will share opinions and derive strategies to make a knot. This will definitely contribute to their problem solving, decision-making and leadership skills.

Creative Solutions: Majority of the schools today have structured learning experiences, This leaves very less room for creativity. Large group activities such as ; Simply ask each student to get one prop from home, it can be anything like a ball or a piece of clothing or a plastic tumbler or a book. Make the students stand in a circle and keep the props in the middle. Ask the students to come one by one and pick any three props and explain their various uses to the others in the group. The rule of the game is that the uses cannot be repeated. This fun game ensures that the quietest members of the group too come forward and give their opinions. When this activity is going on, the leader of the group should write down the most interesting and productive uses and discuss them with the entire group, once the activity is over.

*Ask all the members of a group to hold each others hands and stand on one leg only. There must be no support except for the teammate's hand. Even if once a team player puts the leg down, he or she is out of the game. The team member that stays till the last is the winner.

Prepare a Report: This one is quite an academically oriented exercise but it helps teenagers in understanding the business world, in a more profound way. It can be carried out by a group of 2 teenagers. Two teenagers can be given the task of going to retail shops and malls in their area and analyze the business strategies of retailers. Teenagers must make a note of the important points regarding the business. They must research about the retail business even on the Internet, prepare a questionnaire and do everything related to it. We will generally think that most of

teenagers won't be able to do this task but the fact is that, if they are ready to do, they will surely come up with an interesting report. It has lots of benefits like it will help them to develop their critical thinking and people skills. They will learn to interact with senior people and they will get exposed to the practical world.

Co-operation: This activity for students is designed to improve co-operation and communication among them, besides upping their problem solving skills. Ask the students to stand in a circle. In the middle of the circle, mark a round area with a chalk. Now, as soon as you whistle, the students have to run and stand in the marked area. Once they do that, they again come back to form the circle. Next, you decrease the marked area by drawing another circle in the middle; the students now have to adjust themselves in this area. Likewise, you keep on decreasing the marked area. The students may have to hold each other tight or stand on each others toes to fit in. This activity is a lot of fun for the students, at the same time increases their bonding with each other in the group. Regular exercise of Pranayam, Asanas, Suryanamaskar and laughing exercises were also conducted. Such activities can definitely be stress relievers enhances happiness quotient, boost their self confidence and self esteem.

Discussion: Expected behavioural changes were observed through such interactive Sessions which lead them towards developing ability to develop life skills like problem solving, communication skill, Interpersonal skills as well. The Programme provides good practice examples of developing LS through fun games and activities.

Implications: It is possible to develop self awareness or a sense of self identity along with a positive self concept and desirable interpersonal skills in drop-outs through appropriate experiential activities. By making the students participate in quizzes and debates on current topics, teachers can further add on to the student's leadership skills in the class. Sports activities such as soccer or basketball, is another effective way to inculcate team spirit and leadership in students. Teachers can choose any of these activities and games, conduct them from time to time and help the students become socially confident adults. This in turn is expected to improve mental health in the adolescents to live more constructively and productively.

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