

India Glossary of Life Skills User Handbook

Version 2.0 | October 2023



Index

Section	Sections in the India Glossary Handbook	Page no.
1	An Introduction to the India Glossary of Life Skills	4
1A	What is a Glossary?	4
1B	What is the India Glossary of Life Skills , and what is its Key Objective?	4
1C	How was the India Glossary of Life Skills developed?	4
1D	What is the structure of the India Glossary of Life Skills ?	5
1E	Who can use the India Glossary of Life Skills?	5
1F	How can Government Officials (from the Education Department), Teachers and Facilitators use the India Glossary of Lifeskills Handbook?	5
2	Guidelines for using the India Glossary of Life Skills	6
2A	Basic Guidelines that apply across all ages	6
2A.1	Getting familiar with the India Glossary of Life Skills	6
2A.2	Designing a Life Skills Session	6
2A.3	Being relevant and sensitive to the life contexts of young participants	7
2A.4	Role-modelling of desired behaviours	7
2A.5	Ground Rules for facilitating learning of life skills	8
2B	Guidelines to teaching life skills to students in the age bands 11y-14y and 15y-18y	9
2B.1	Being aware of the developmental milestones of youth of age groups 11y to 18y	9
2B.2	Adopting an Informed & Mindful Approach to Facilitating life skills	11
2C	Different approaches to Life Skills Education (LSE)	13
2D	Sample Lesson Plan	15
2E	Resource List for Section #2	17
3	Providing a Transformative Learning Approach to Life Skills Education	17
3A	What is Transformative Learning ?	18
3B	Why is Transformative Learning Approach required in Life Skills Education (LSE)?	19

3C	Elements that foster Transformative Learning	20
3D	Transformative Learning in Practice	22
3E	Transformative Learning Examples	24
3F	How do we provide a gender-transformative approach to LSE?	24
3F.1	Adopting a Gender Transformative Approach	27
3F.2	Important Aspects of a Gender Transformative Approach	27
3F.3	Adopting a Gender Transformative Approach: A few Checklists	32
3F.4	Gender Transformative Approach: List of Terms & Concepts	34
3F.5	Resource List for Section #3	36
4	Providing a Universal Design for Learning approach to LSE	37
4A	What is Universal Design for Learning Approach (UDL)?	37
4B	The Three Principles of UDL with some examples Resource List for Section #4	39
4C	Resource List for Section #4	42
5	Tips and Resources for Life Skills Facilitators - <i>Towards Becoming Informed, Sensitive and Mindful</i>	43
5A	Support for Life Skills Facilitators	43
5B	Self-Assessment and Self-Reflections by Life Skills Facilitators on their LSE practices	44
5C	Life Skills Activities & Exercises for Adults	
5D	Readings for Life Skills Educators	
5E	Resource List for Section #5	44

Please note:

- In this Handbook the terms India Glossary of Life Skills, India Glossary and Glossary are used interchangeably, and all refer to the same resource.
- The terms Facilitator and Teacher used interchangeably throughout the Handbook refer to *any individual* using the India Glossary to foster life skills in children or young people.
- The recommendations and suggestions given in this Handbook are only indicative and not exhaustive. The Glossary User is expected to use the Handbook as a reference and build on the ideas given here.

Section 1: An Introduction to the India Glossary of Life Skills

- A. What is a Glossary?
- B. What is the India Glossary of Life Skills about, and what is its key Objective?
- E. How was the India Glossary of Life Skills developed?
- D. What is the structure of the India Glossary of Life Skills ?
- E. Who can use the India Glossary of Life Skills?
- F. How can Government Officials (from the Education Department) use the India Glossary of Lifeskills Handbook?

1A. What is a Glossary?

An alphabetical list of words, phrases, and even concepts, with explanations, relevant to a specific field of study, domain of knowledge or discipline.

1B. What is the India Glossary of Life Skills about, and what is its Key Objective?

The India Glossary of Life Skills is a free online resource comprising a list 52 life skills with their definitions. It aims to further life skills education (LSE) of Indian children and youth. Educators can use this resource, as well as contribute their views and experiences in the context of life skills education.

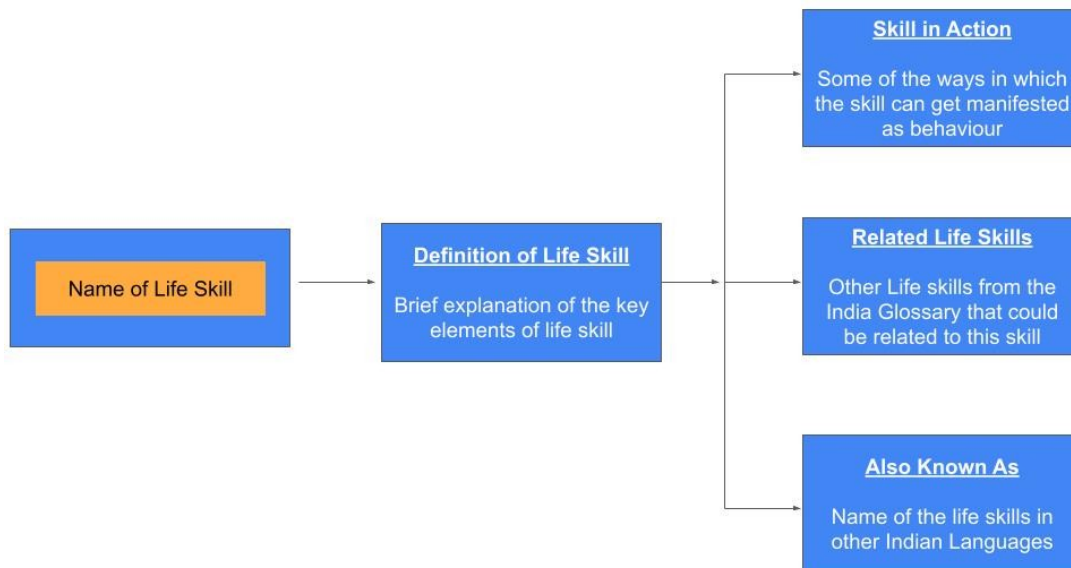
The main objective for creating the India Glossary of Life Skills is to create a common vocabulary for life skills education in a large and diverse country like India, while incorporating the specific needs of our Indian children and youth. This Glossary could be the starting point for designing a range of curricula, interventions and assessment tools that foster life skills amongst the youth.

1C. How was the India Glossary of Life Skills developed?

While the India Glossary of Life Skills is a work-in-progress document, given below are the steps undertaken in the initial 2 years.

- Extensive review of 63 Life Skills, Social Emotional Learning (SEL) and 21st-century Skills frameworks, covering 7 regions globally (Asia, Australia & New Zealand, Canada, Europe, Middle East & North Africa, United Kingdom & United States of America), with a special focus on work done in and on India.
- Gathering experts' views on life skills, through questionnaire surveys and interviews.
- Detailed reviews of relevant literature on various life skills to arrive at the definitions
- Several rounds of vetting and reviewing by educators, mental health professionals etc., including the Life Skills Collaborative partners.

1D. What is the Structure of the India Glossary of Life Skills?



1E. Who can use the India Glossary of Life Skills?

The India Glossary of Life Skills works as a useful resource for:

- Facilitating learning of life skills amongst children and young people
- Developing life skills curriculum, assessment tools, interventions etc.
- Training life skills facilitators/teachers to teach life skills (e.g. Train the Trainer programmes)
- Conducting research on life skills

And hence could be used by:

- Teachers from both private and government schools
- Facilitators working in NGOs
- Mental health practitioners
- Career mentors
- Researchers and academicians
- Government officials from the education department

1F. How can Government Officials (from the Education Department), Teachers and Facilitators use the India Glossary of Lifeskills Handbook?

The Indian Glossary of Life Skills User Handbook is designed to be a ready reckoner or reference resource providing guidelines, ideas and direction in how the India Glossary of Life Skills can be used to teach life skills to young people. Government officials from the education department, teachers and facilitators could use the handbook in the following ways:

Develop life skills curriculum or review existing curriculum by referring to this section: **Section 2 - Guidelines for using the India Glossary of Life Skills**

Bring in a transformative learning approach to life skills education by referring to: **Section 3 - Providing a Transformative Learning Approach to Life Skills Education**

Bring in a gender transformative approach to life skills education by referring to: **Section 3F - How do we provide a Gender-Transformative Approach to LSE?**

Bring in a more inclusive approach to the life skills education, especially conducive to working with people with disabilities by referring to: **Section 4 - Providing a Universal Design for Learning approach to LSE**

Section 2: Guidelines to Using the India Glossary of Life Skills

- A. Basic Guidelines that apply across all ages
- B. Guidelines for facilitating learning of life skills amongst students in the age bands 11y-14y & 15y-18y
- C. Different Approaches to Life Skills Education
- D. Sample Lesson Plan
- E. Resource List for Section #2

[Please note: The Guidelines under #A and #B is not an exhaustive list. These serve more as mandatory must-dos.]

2A. Basic Guidelines that apply across all ages

1. Getting familiar with the India Glossary of Life Skills
2. Designing a Life Skills Session
3. Being relevant and sensitive to the life contexts of young participants
4. Role-modelling of desired behaviour
5. Ground Rules for facilitating learning of life skills

2A.1. Getting familiar with the India Glossary of Life Skills

To easily navigate through the India Glossary:

- a. The Facilitator is encouraged to familiarise themselves with all the 52 life skills, to engage more purposefully with the Glossary. More so, as most of the life skills are inter-connected and therefore aid each other's development in an individual.
- b. Similarly, understanding the manner in which the 52 life skills have been tagged to the 7 Skill-tags (Citizenship Skills, Employability Skills, Entrepreneurship Skills, Personal Skills, Social Skills, Thinking Skills and Wellbeing Skills) allows the Facilitator to work with the Glossary in a more focussed and intentional manner. For e.g. if the Facilitator is working with a group of adolescents on career mentoring, they could focus on the life skills tagged to *Employability*, and start by:
 - i. Going through all the life skills tagged to *Employability* and understand their relevance in the context of *Employability*
 - ii. Deciding amongst all the life skills tagged to *Employability*, what to prioritise and focus on a couple of life skills to begin with (for e.g., *Conflict Resolution* and *Communication*), and plan activities and learning experiences around these two life skills.
- c. The Facilitator could use each component of the life skill definition in the following manner. For e.g. if the Facilitator wants to teach young people about the life skill *Agency*:
 - i. Read the explanation of *Agency* to get a deeper understanding of what it means, before starting to teach young people about this life skill.
 - ii. Use a few of the points under the section *Agency in Action* to plan their lesson
 - iii. Go through the list of Related Life Skills (For e.g. Self-Awareness, Communication, Decision Making, Initiative, Responsibility. etc.) to recognise how *Agency* is related to the other life skills, and hence get a broader perspective of *Agency* – what are the prerequisite life skills to develop *Agency*, what are some similar life skills to *Agency*, what role *Agency* plays in the context of other life skills etc.
 - iv. Use the terms in the *Also Known As* section while working with people where use of local terms would be required.

2A.2. Designing a Life Skills Session

While developing a life skills session:

The Facilitator focuses on only one life skill in an activity, and in case they want to teach two life skills, they will have to ensure they are in some way related to each other. For e.g. they could pick two skills from any one of the seven tags, like *Collaboration* and *Open Mindedness* from the *Social Skills* tag, OR *Analytical Thinking* and *Decision Making* from the *Thinking Skills* tag, etc. Within the chosen life skills, the Facilitator needs to then decide on a couple of points under the Skill in Action section, and plan the activity around it. For e.g. if the Facilitator wants to focus on the life skill *Decision Making* in their activity, they could plan it around the following two points under the Skill in Action section - *Understand and evaluate the consequences of their decisions;* *Take personal responsibility for the consequences of their decisions.*

The Facilitator needs to have devised a plan (for e.g. a *lesson plan) on how they would go about teaching that life skill.

The basic requirements of a lesson-plan would be:

- i. a clearly defined objective
- ii. a brief description of the activity
- iii. duration of the entire activity
- iv. an outline of the steps involved, from opening to conclusion of the activity, including instructions to be given, etc.
- v. follow-up activity
- vi. list of materials required

While designing the lesson plan, the Facilitator needs to consider the availability of time and resources, and accordingly develop the plan, keeping it simple and practical to implement.

The Facilitator, rather than 'teaching' the life skill, facilitates the learning of the life skill, by:

- i. Keeping the sessions interactive and allowing for sharing of views from all the participants
- ii. Including opportunities for discussions and questions at different junctures through the activity, helping the participants relate their learning to their life situations and experiences
- iii. Allowing for space, time and opportunity for the participants to reflect on their learning, and share their learning

The activities need to be designed with a good mix of collaborative activities and learning, as well as individual reflection time.

The Facilitator also ensures the activities are both fun and purposeful. For e.g. use of fun energisers, music and dance to intersperse it with discussions, and sharing of learnings. The Facilitator could plan follow-up sessions and activities on the life skill over a period of six months or so. This would embed the learning, remembering and practising of the life skill better.

****Note: Please click here to view a sample lesson plan (Section 2# D).***

2A.3. Being relevant and sensitive to the participant's context

While teaching life skills:

The Facilitator needs to consider and use the life situations and experiences of the participants, to make the learning of life skills relevant. For e.g. If a Facilitator is working with a group of adolescent girls from rural parts of Maharashtra, they need to ask and understand from them their struggles and constraints, and use those real-life situations to foster life skills that will help these girls navigate through these difficult circumstances.

At the same time, the Facilitator also needs to be sensitive and mindful on how they are using these real-life situations by:

- i. Asking the consent of the participant before using their story
- ii. Using specific life stories without revealing names or identities
- iii. Using the stories with sensitivity and respect to the people involved rather than harshly judging them

The Facilitator is also required to be sensitive to the adverse and traumatic experiences that might impact a participant's willingness, readiness and pace towards developing a certain life skill.

2A.4. Role-modelling of desired behaviour

While teaching life skills the facilitator needs to:

- a. Be mindful of role modelling the life skills themselves. For e.g., while talking to the participants, during discussions, while giving instructions, the Facilitator needs to ensure they are being patient, respectful and inclusive.
- b. Build the trust and confidence of the participants, through their demeanour and temperament, allowing them to share their life stories.
- c. Recognise and acknowledge the struggles and constraints of the participants, not only to use it as content to teach life skills, but also show it in their attitude and interaction towards them. For e.g., in case an individual is being consistently late to class, the effort on part of the facilitator needs to

be more on understanding the reason for being late, rather than reprimanding or scolding the individual.

2A.5. Ground Rules for facilitating learning of life skills

a. Ground Rules for Facilitators:

Address each participant by their name

Listen attentively to the participants without interrupting, maintaining eye contact and nodding or making appropriate gestures.

Be accepting and respectful of all views even if they are different from yours.

Maintain confidentiality of personal stories being shared.

Attempt at encouraging participation from all, at the same time giving time and space for those who are hesitant to speak up.

Participate actively in all the games and discussions.

Be energetic and responsive.

b. Ground Rules for Students: The Facilitator sets the ground rules in discussion with the students, by sharing the following and getting their inputs as well:

- i. Everyone has the right to be heard.
- ii. One person speaks at a time.
- iii. Listen attentively while others are speaking, without interrupting.
- iv. Raise your hand and wait for permission to speak
- v. Be respectful even while expressing disagreement.
- vi. Maintain confidentiality.

2B. Guidelines to teaching life skills to students in the age bands 11y-14y and 15y-18y

1. Being aware of the developmental milestones of youth of age groups 11y to 18y
 - i. Developmental milestones - 11y to 14y age group
 - ii. Developmental milestones - 15y to 18y age group
 - iii. How can facilitators use this information
2. Adopting an Informed & Mindful Approach to teaching life skills
 - i. Choice of Topic
 - ii. Process Followed

2B.1. Being aware of the developmental milestones of youth of age groups 11y to 18y.

Facilitators being aware of the development milestones of the young children they are working with, and hence having an understanding of their key concerns and struggles, helps them take a more informed and mindful approach while teaching them life skills.

Developmental milestones refer to any aspect of physical, cognitive, social, or emotional development that is significant and predictable, such that children throughout the world develop this ability, characteristic, or behavior at about the same time (APA Dictionary of Psychology).

i. Developmental Milestones - 11y to 14y age group

Developmental Milestones in the 11y to 14y age group	
Cognitive Development	Social & Emotional Development
a. Develop reasoning skills b. Question and analyse more frequently c. Find justice and equality to be important issues d. Develop a stronger sense of right and wrong. e. Begin to question rules, and challenge authority (at home, at school etc.) f. Solve problems that have more than one variable g. Begin to develop their own identity h. Begin to form and speak their own thoughts and views on many topics. i. Focus more on the present, but begin to think and plan about their future j. Want to explore the world beyond their own community	a. Show more concern about their body image, looks, clothes etc. b. Tend to compare themselves to others. c. Show more concern about social manners, being liked, friends etc. d. Prefer to be with their friends or on their own (seeking privacy) rather than with family members. e. Look up to friends and peers for advice, rather than family members f. Tend to reject ready-made solutions from adults in favour of their own g. Interested in activities involving individuals of a different sex h. May become moody, sullen and aloof. i. Seek acceptance and trust. j. Strive for independence, yet want and need adult approval
Physical Development	
a. Experience rapid changes in physical appearance. a. Changes in their appearance can occur at different rates, causing great concern. a. Exhibit a wide range of sexual maturity and growth patterns between genders and within gender groups.	

ii. Developmental Milestones - 15y to 18y age group

Developmental Milestones in the 15y to 18y age group	
Cognitive Development	Social & Emotional Development
<ul style="list-style-type: none"> a. Able to apply logic and reason to situations in more nuanced ways. b. Are actively problem-solving. c. Able to perceive and interpret situations, thoughts, emotions, and ideas with more maturity. d. Start learning to think abstractly e. Can consider many perspectives of a given issue f. Start thinking about their future g. Start to understand the long-term effects of their decisions. h. Have better organizational skills i. Continue to frequently question and challenge school and parental rules. j. Continue exploring their identity through new music, fashion, and begin to explore jobs, religion, political issues and social causes. 	<ul style="list-style-type: none"> a. An increase in arguments with their parents. b. Start pushing boundaries and engaging in risky behaviors such as experimenting with drugs, alcohol, smoking, and sex. c. Want to fit in with their peers. d. An increase in desire for independence. e. Want control over more aspects of their life. f. Continue to struggle with body image and self-esteem issues g. Search for emotional intimacy and romantic relationships h. Seek adult leadership roles i. Make close friends and may become part of a group based on interests or attributes (sports, arts, etc.). j. Beginning to accept and enjoy their own uniqueness but still seek approval from peer groups k. Search for career possibilities and options l. Become more aware of their own sexuality and their sexual orientation (homosexual, heterosexual, bisexual, etc.).
Physical Development	
<ul style="list-style-type: none"> a. Continue to be preoccupied and concerned about their appearance, body image etc. 	

iii. A few examples on how facilitators can be mindful of the age of their learners while designing activities for them:

1. To develop the reasoning and critiquing skills of **younger students (11y-14y)**, the Facilitator could pose questions about the need for rules, about the right and wrong of a situation, about equality and justice, like:
 - What is more important - being loyal or being fair?
 - A boy steals food to feed his starving little sister. How should this act be dealt with?
 - What if school had no rules, how would it be?
 - What if all social media was banned?
 - What if your parents agreed to everything you did or asked?
2. To develop their ability to articulate and share their views, the facilitator could give them opportunities to work in groups, as well as opportunities to share their views as an individual.
3. To cover issues relevant for this age group (11y-14y), the facilitator could plan activities like the following:
 - Provide sentence prompts for students to complete, like:
 - i. My friends think I'm awesome because...
 - ii. My classmates say I'm great at...
 - iii. I feel very happy when I...
 - iv. Something that I'm really proud of is...
 - v. I make my family happy when I...
 - vi. One unique thing about me is...

An activity/discussion on: Body image has a direct connection to one's self esteem. Agree or Disagree? Why?

A debate on the role of friends and parents in their lives.

Age appropriate videos/movie clips on love, sex, relationships and have a discussion about it.

An activity/discussion on 'feelings' – How does their body feel when they are - Happy, Scared, Sad and Stressed? What do they do when they are Happy, Scared, Sad and Stressed?

4. To further hone the thinking and problem-solving skills of **older students (15y-18y)**, the facilitator could: present them with case studies or scenarios on ethical decision making, where arriving at the 'right' answer could be quite challenging. conduct discussions and debates on topics like:
 - i. The impact of discrimination and marginalisation on the future of modern society.
 - ii. The difference between equity and equality.
 - iii. Reason why same-sex marriages should be respected
 - iv. LGBTQ in schools: the impacts of homophobic bullying and discrimination.
 - v. Is society paying enough attention to peace education?
 - vi. Common stereotypes in Indian society.
 - vii. Hate speech on social media.
 - viii. Sex discrimination in schools.
 - ix. Women's career development: the role and impact of gender stereotypes.
 - x. Emotional illiteracy and its effect on family life.

5. To get the students to start thinking about what they would like to do in their future lives, the facilitator could conduct discussions on:
 - What careers seem interesting to me? Why?
 - Who do I look up to? What about them inspires or motivates me?
 - What does 'success' mean to me?
 - When have I been most inspired or most motivated?
 - While deciding about your career, what factors are important for you: money, fame, your passion, your strengths and skills, your values, time for self, etc.?

6. To cover issues relevant for this age group (15y-18y), the facilitator could plan activities like the following:
 - Draw a mind map of YOU filling it with as many details as you can – what are you good at, what do you like, what are some of the best compliments you have received, what are your dreams, what do you like to do, who are some of your favourite people, what are some of your values...etc.
 - A discussion on: When do I agree with my parents-why, When do I disagree with them - why, how could I handle disagreements with my parents.
 - A discussion/activity on peer pressure: how do friends/peers influence our lives? Is all peer-pressure negative? When is it ok/not ok for me to agree with my peers?
 - An activity/discussion on: What is the connection between media and body image?/ How does one develop a body image?
 - Activities on: Goal setting, time and work management etc.
 - Age appropriate videos/movie clips on love, sex, relationships and have a discussion about it
 - A discussion on: sex, gender, sexuality, sexual orientation etc.

2B.2. Adopting an Informed & Mindful Approach to teaching life skills

- i.
 - a. _____ could choose a topic that is relevant and interesting for this age group, for e.g., on self-concept - a reflective activity on making a self-portrait highlighting their strengths and areas they need to work on; a discussion on how to handle disagreements with parents; a debate on the importance of rules; a reflective activity on the values that are important to them, etc.
 - b. The Facilitator could choose the topic based on the contextual realities of the participants. For e.g. a role play about a young girl trying to convince her father to educate her also, and not only the

brother; a role play on the responsibilities of the men and women in a family; a discussion on caste-based discrimination etc.; a discussion on what to prioritise while choosing your career, etc.

- c. The Facilitator could also give the participants an opportunity to suggest topics that they would like discussed. This gives the participants a sense of autonomy and also keeps them more engaged.
-
- ii. Process Followed- Following a process that allows for open interactions with each other and honest exchange of views, as well as quiet reflections.
 - a. Using and reminding of the Ground Rules (Section 2# A.5) as and when required helps in setting expectations and forming a safe space.
 - b. Providing space and opportunity for:
 - I. one-to-one, small group and whole-group interactions, as the activity requires, helps in easy and honest expression of individual views, as well as recognising others' views on the same.
 - II. a good mix of different genders while forming groups and planning activities
 - III. for questions and reflections

2C. Different approaches to Life Skills Education (LSE)

The facilitator could use a mix of different approaches with the children they work with, to reach their larger life skills goals in a more meaningful and engaging manner, rather than restrict themselves to only one approach. The different approaches are given below:

1. Integration with the academic curriculum
2. Whole-school interventions
3. Separate time-tabled period
4. Focussed life skill programmes
5. Specialised interventions
6. Other planned interventions

1. Integration with the academic curriculum

In this approach the facilitator develops life skills by interweaving academic and life skills goals together, in a concerted and focused manner, while teaching academic subjects like Science, History, Maths, Languages, Sports, Arts etc. The India Glossary could inform the facilitator what life skills to focus on depending on the subject being taught and the age of the students. For e.g. by getting a group of Grade 6 students to work on a Physics experiment together, the facilitator could aim at developing certain key life skills like *Collaboration, Decision Making, Problem Solving* etc. apart from teaching essential concepts in Physics. By having a discussion after the activity and asking reflective questions, the facilitator brings the learning of the Physics concepts and use & acquiring of the said life skills to the students' awareness.

2. Whole-school interventions

This refers to an approach wherein the design and implementation of the intervention considers the different stakeholders – students, school staff (teaching and non-teaching) and parents, as well as the other aspects of the school – physical spaces and infrastructure, systems and processes and the school's policies and regulations, with the overall objective of facilitating the life skills development of both the children and adults in the school.

The intervention would have an overall life skills objective with all the different components of the intervention aligned to it. The different components could include:

- a needs-analysis audit to assess the strengths and limitations of the school, which would then determine the life skills objectives of the intervention;
- awareness and training programmes for the entire staff to align them with the intervention's objectives and train them in implementing them;
- time-tabled periods across grades for sessions on life skills; various activities and sessions with specific life skill objectives;
- activities and sessions involving parents and the larger community;
- changes in the school's systems & processes and policies & regulations aligning them with the life skills objectives, to ensure the intended changes are sustainable and long-term.

3. Separate time-tabled period

The school has a time-tabled weekly period, across grades 1 to 12, for planned and structured sessions on life skills. The facilitator here, referring to the India Glossary, could focus on a specific life skill appropriate to the children in their grade and plan the activity around it. These exercises or activities with a life skills objective, would ideally be conducted in a 30-40-minute class period. The activities in these sessions could include group discussions, art work, story-telling, role plays etc. For e.g. a Grade 1 teacher might focus on developing 'self-awareness' among her children and help them 'identify their emotions' by planning an art activity around it. To know more about designing a life skills session, please refer to Section 2# A.2, and to know more about designing a lesson plan, refer to [Section 4 2C](#).

4. Focussed Life Skills Programmes

In this approach, the school allots specific days at the beginning or towards the end of the academic year,

or after school during the academic year, to conduct life skills programmes with a planned and structured approach to developing specific life skills. This could be conducted across grades, in different groups, simultaneously. These programmes include multiple sessions with their own life skills objectives, all aligning towards a larger goal. The life skills goal could be decided by referring to the India Glossary, considering the age of the students and their current requirements. For e.g. a life skills program for **Grade 10 students** with a focus on life skills like *Self-esteem, Coping with Stress, Decision Making, Conflict Resolution, Financial Literacy, Transformational Entrepreneurship* etc. could be conducted with the larger goal of preparing them for a life after school. This could be offered towards the end of the academic year, or after school hours.

5. Specialised interventions

These interventions are specially planned for children with identified behavioural or emotional problems or having experienced specific trauma. Similar to other life skills interventions, they have a design and structure to meet certain key life skills objectives, within a time-frame. However, like other interventions, these do not include all children, but only children who have been identified to have certain behavioural problems. A child would be considered to have a behavioural problem if they demonstrate inappropriate behaviour frequently (e.g. repeatedly getting into fights with other children, repeated cases of theft etc.) or depending on the seriousness or severity of the behaviour even if it is a onetime occurrence (e.g. physical bullying other classmates, self-harming, wilful damage of school property etc.). It could include organising a crisis-cum-grief counselling centre if the students have gone through a recent crisis like being caught in natural or human disaster or struggling with personal grief and trauma.

2D. Sample Lesson Plan

Life Skill being taught: Coping with Stress

Objective: For students to be able to -

- Recognise and acknowledge stress in their lives
- Identify situations wherein they tend to feel stressed
- Identify ways to manage stress

Duration: 40 minutes

Material Required: 3 signboards with LOW, MEDIUM, HIGH written on them.

Activity: The students engage in an activity and discussion to get an understanding of what stresses them and how they can manage it.

Process to be followed:

Step 1: Brief Discussion on 'What is Stress' – (5m.)

- The Facilitator starts the session by writing the word STRESS on the blackboard and asking the students their understanding of the word.
- After eliciting some responses, the F displays a couple of definition of Stress -
- *a state of mental or emotional strain or tension resulting from adverse or demanding circumstances (oxforddictionaries.com)*
- *continuous feelings of worry about your work or personal life, that prevent you from relaxing (Longman Dictionary of Contemporary English)*

Step 2: Activity + Discussion on 'What Stresses Me' (10m.)

- The F allots 4 different parts of the room as *High-Medium-Low-None*, with sign boards as indicators.
- The F then asks the Students: *What do you think is your level of stress?* And asks them to answer the question by moving to the appropriate corner in the room (High, Medium, Low or None)
- The F ensures all the students pick a corner. And with the students still standing in their corners, the F starts a discussion on the reason they chose those corners, by saying:
- *I see that many of you are in the XX corner, and very few in the YY corner, etc. (depending on where the students are). Now let's all share when or why we feel this level of stress.*
- *I'll throw this ball randomly at any person, and that person has to complete this sentence, I feel stressed when...*
- *After that person completes the sentence, they have to throw it back to me and I'll again throw it to somebody else.*
- In this manner, the F ensures they get responses from a diverse group of students in the class.
- The F also chooses a corner, and shares their reason for being there using the same stem sentence – *I feel stressed when...*
- After a few rounds of this, the F asks the students to return to their seats.

Step 3: Discussion on 'How can I Manage my Stress' (7m. + 7m.)

- The F sums up the most common responses and asks the students – *what is the best thing to do when you are stressed?*
- The F quickly divides the students into groups of 4 and asks them to discuss the best ways to manage stress.
- *(Note: to save time, it is recommended that the F form the groups prior to this session.)*
- After giving them 10 minutes to discuss, the F asks each group to share one point on the best way to manage stress.
- After getting responses from the students, the F adds a couple of their own points, and concludes the discussion.

Step 4: Follow-up Activity (5m.)

- The F asks the students to pick any two ideas/strategies from the discussion that they will start practicing from hereon to manage their stress levels.
- In the next life skills session, after a week, they will have to share it with their group members - what strategies did they use, how effective was it, what else could they do to manage their stress.

Step 5: Relaxation Exercise (5m.)

- The F tells them we'll end this session with a relaxation exercise.
- The F then asks students to sit straight in their seats, maintain absolute silence, close their eyes, keep their feet firmly on the ground, hands on their thighs, and take a deep breath in and out for a couple of minutes.

2E. Resource List for Section #2

Content for *Developmental Milestones (11y to 18y)* was sourced and adapted from the following sources:

Milestones for Ages 11 to 14: <https://wa.kaiserpermanente.org/kbase/topic.jhtml?docId=abo8758>

Teen Growth and Development, Ages 11 to 14: <https://www.sutterhealth.org/health/parenting-preteens-teens/physical/teen-growth-development-ages-11-to-14>

Growth and Development, Ages 11 to 14 Years: <https://www.healthlinkbc.ca/pregnancy-parenting/parenting-teens-12-18-years/teen-growth-and-development/growth-and-development>

Young Teens (12-14 years of age):

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/adolescence.html>

12- to 14-year-olds: Ages and stages of youth development:

https://www.canr.msu.edu/news/12_to_14_year_olds_ages_and_stages_of_youth_development

Cognitive Development in the Teen Years: <https://www.stanfordchildrens.org/en/topic/default?id=cognitive-development-90-P01594>

15- to 17-year-olds: Ages and stages of youth development:

https://www.canr.msu.edu/news/15_to_17_year_olds_ages_and_stages_of_youth_development

Teen Growth and Development, Ages 15 to 17: <https://www.sutterhealth.org/health/parenting-preteens-teens/physical/teen-growth-development-ages-15-to-17>

Content for *Different Approaches to Life Skills Education (LSE)* was sourced and adapted from:

1. Indian Social-Emotional Learning Framework (ISELF) Handbook, India, July 2018

Section 3: Providing a Transformative Learning Approach to Life Skills Education

- A. What is Transformative Learning ?
- B. Why is Transformative Learning Approach required in Life Skills Education (LSE)?
- C. Elements that foster Transformative Learning
- D. Transformative Learning in Practice
- E. Transformative Learning Examples
- F. How do we provide a Gender-Transformative Approach to LSE?
- G. Resource List for Section #3.

3A. What is Transformative Learning ?

Transformative learning is the process of deep, constructive, and meaningful learning that challenges simple knowledge acquisition, and supports critical ways in which learners consciously make new meaning of their lives. It is the kind of learning that results in a fundamental change in our worldview as a consequence of shifting from mindless or unquestioning acceptance of available information to reflective and conscious learning experiences that bring about true emancipation.

Transformative learning often leads to profound changes in our thoughts, feelings, perspectives, beliefs, and behaviours because it is a radical shift of consciousness that permanently alters our way of being in the world. The ultimate goal of transformative education is to **foster critical reflection and informed action** (Phelan & Ng, 2015).

Hence, the purpose of transformative education is to empower learners to see the social world differently and through an ethical and inclusive lens to challenge the status quo as agents of change.



3B. Why is Transformative Learning Approach required in Life Skills Education (LSE)?

The Transformative Learning Approach aims to transform social relations that create inequities, violence and injustices that many young people face today. It also requires us to rethink the values needed to live life well.

The dominant approach to life skills does not conceptually or in practice create much engagement with unequal power structures and relations that continually disadvantage girls, and traditionally marginalised populations. Also, these programmes often do not take a systemic or ecological approach to addressing social concerns of violence or unsustainable livelihoods. Moreover education and life skills – need to be oriented toward transforming connections, including unequal power relations, among humans as well as between humans and their environment, so that young people can achieve a good life – one that is characterised by collective wellbeing and solidarity.

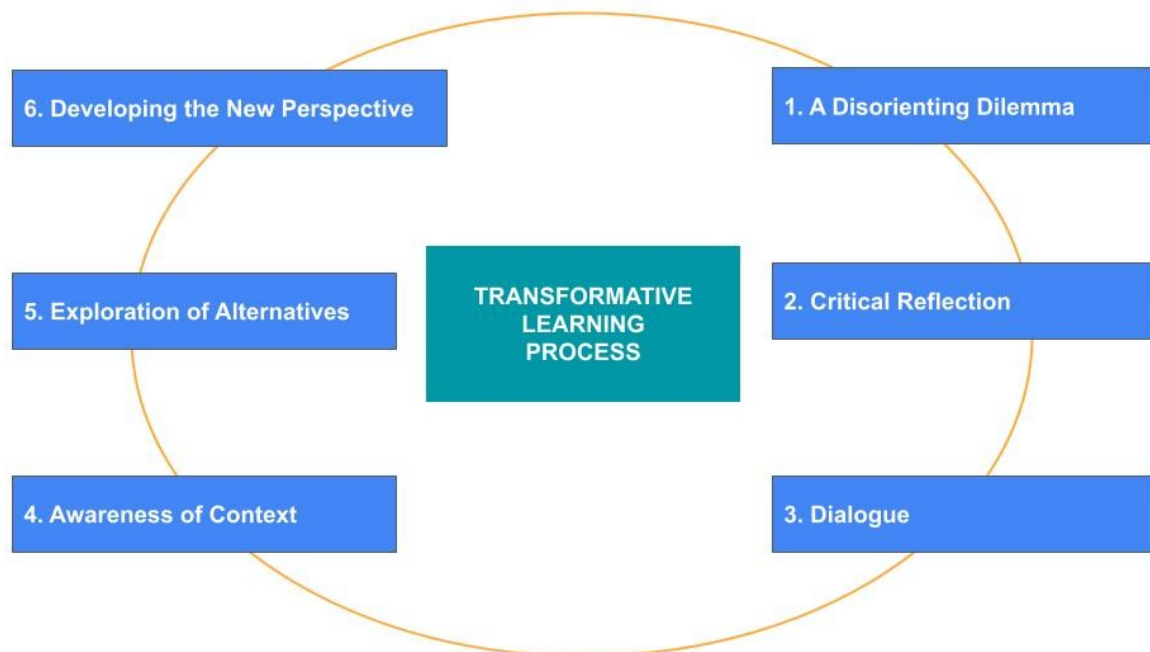
Life skills educators also need to understand what it means to live life well from a youth's perspective rather than assuming it just means being employed or delaying marriage, or some other desired outcome.

Through a purposeful and critical design, youth must have the opportunity to understand the broader structures of power and privilege in which they are embedded. They must learn to decode the dominant culture with the aim to transform not only their own experiences in the world, but also the world itself. **The development of life skills, then, is a process of critical reflection and action.**

So this approach to life skills education entails proactively recognizing, challenging, and transforming structures of inequality, oppression, and exploitation.

3C. Elements that foster Transformative Learning

John Mezirow (1978) has identified ten elements that contribute to transformative learning. The following are **six elements forming the core of transformative learning**. Mezirow also explained that to enable transformative learning not all of the phases needed to be experienced and, furthermore, they may be experienced in random order.



1. **A Disorienting Dilemma:** The student undergoes an experience that has the potential to shake up their understanding of how the world works. Their current understanding does not match with previous experience causing a 'disorienting dilemma.' Such a disorienting dilemma is usually very uncomfortable and even challenging for the students. However, this is the catalyst for starting transformative learning. A disorienting dilemma could be presented to the students by showing a picture/video clip, sharing a story, doing a role play etc.
2. **Critical Reflection:** Once the students overcome the disorientation or the confusions, they start to look back and examine their personal beliefs and previous understanding. Taking into consideration their previous experience and expectations they try to link to the present confusion and find some points in common. At this stage, the students understand that there are more points of view and it is not just black and white. There may be other perspectives rather than the one they have always trusted.
3. **Dialogue:** Building a culture of conversations, reflective discourse or dialogue with students involving assessment of beliefs, feelings and values. It begins in a safe learning space and invites the students to openly share their experiences without fear of judgement. In dialogue, one's values, worldviews, and life experiences can be brought to the fore rather than backgrounded. Questions from others help them think through their new beliefs. Through dialogue they focus on understanding one another's thoughts and perspectives, generating new questions and possibilities. In dialogue, one's values, worldviews, and life experiences can be brought to the fore rather than backgrounded.
4. **Awareness of Context:** Facilitators need to understand the part personal and sociocultural factors play in the transformative learning process. These factors include the surroundings of the immediate learning event, the personal situation of the students at the time (their prior experience), and the background context that is shaping society. Students bringing in personal knowledge from their lived experiences adds meaning and relevance to their learning.
5. **Exploration of Alternatives:** The student takes control of their own experience, starts exploring alternatives and begins imagining a different future, one where they can benefit from the change in viewpoint. The

student creates a strategy for easily learning new ideas or views from another perspective, by getting in touch with new people, appearing in different situations, or dealing with new subject matters. It is beyond regular learning but actively working on getting new experiences.

- 6. Developing the New Perspective:** The student begins to see themselves in a different light and tries on new identities in that new world. The Facilitator invites students to consider the case for change and their own readiness to work towards it, supporting tentative steps and experimentation, acknowledging any restraints arising from either the social or home environment. The process completes with the student fully incorporating the new learning or the new perspective into their life story.

Note: For examples on Transformative Learning, please scroll down to Section 3# Transformative Learning Examples.

3D. Transformative Learning in Practice

Facilitators can provide the setting for transformative learning by:

- Establishing authentic relationships in the learning environment.
- Asking thought-provoking questions and challenging long-held assumptions
- Acknowledging the emotional and social impacts of change
- Encouraging self-reflection and reflective discourse among students
- Designing collaborative experiences that expose students to others' perspectives
- Providing opportunities for action planning and the acquisition of new life skills

The above can be provided by:

- 1. Creating an environment that facilitates authentic reflection for students**
 - a. The Facilitator could provide this by recognising how students' interests, needs and views may differ from their own, by being genuine and open with others, by looking at how personal contexts shape teaching practice, and by being reflective and critical of their own practice.
 - b. Sharing of personal stories by the Facilitator, using humour, admitting to their mistakes, modelling a non-judgmental attitude by being accepting of all kinds of responses, being kind and accepting of students' mistakes, etc.
 - c. Acknowledging and connecting with students' personal and emotional experiences, rather than neglecting the learning potential that lies in these experiences

- 2. Engaging in these experiences through dialogue**
 - a. allowing exchange of views, integrating different perspectives, including affective knowledge (emotion/feeling) and experiential knowledge.

- 3. Sharing and inviting stories**
 - a. Stories, or narratives, can create opportunities for learning. Narratives can be shared with or elicited from students. Using stories in a complex and ethical manner can address the sense of 'othering' - being made to feel distinct and less than. Stories honour and represent the standpoints and lived experiences of people. Stories help us appreciate what is common across all of humanity, thus emphasising our connection as human beings. Stories can also foster comfort with complexity and uncertainty.
 - b. Stories help in identifying the contextual nature of disadvantage or disability, thus recognising it as an external factor and not a part of one's identity. Stories have the ability to shift our narrow focus from disadvantage being a fixed characteristic, residing within a human being, to the view of a whole person within which the disadvantage is just one of many changeable parts.

- 4. Giving students chances to learn about new perspectives**
 - a. The Facilitator could provide an activity or situation with a predicament or a dilemma that questions their long held beliefs, and see things from a perspective that isn't like their own. This could be done through showing a picture/video clip, sharing a story, doing a role play etc.

- 5. Helping students identify and question their assumptions**
 - a. It is important for young people to critically analyse their assumptions. Facilitators can model this behaviour by sharing stories of how their own understanding and perspectives have shifted, how they have been able to question their own beliefs.
 - b. Facilitators can ask students to journal about some thought provoking questions, giving them the opportunity to reflect on them, and examine their own beliefs, and then provide opportunities for them to share with others.

- 6. Creating opportunities for critical discourse**
 - a. For transformative learning to happen, the Facilitator must provide opportunities for critical dialogues and discussions, through the introduction of new opinions and ideas. This could happen by the Facilitator asking the students to create pros and cons of a historical event, or an assignment to interview different people about their perspectives on a historical event, critically analyse an article on different religions and cultural practices, give them opportunities to debate

on a topic requiring them to prepare both sides of the topic to understand how there are multiple perspectives always at play, give students contrasting articles on a topic, and ask them their thoughts and insights on the different elements of each article.

- b. Also, small group discussions and activities can help students with this critical understanding and help embrace other views and experiences different from their own.

- 7. **Offering opportunities to act from new perspectives** - It is crucial that Facilitators offer students the opportunity to put their newly found convictions into action. There are indications that a successful transformation is possible only when students are able to take active steps to acknowledge their new conviction.

3E. Transformative Learning Examples

1. **Example 1:** The Facilitator passes around a newspaper clipping and asks the students to read it. The gist of the newspaper story is about a woman having a successful career, with her husband helping her out with all the household chores.

The Facilitator then asks the students questions on their views on the story, leading to them sharing their views on their beliefs on the roles and responsibilities of men and women, their experiences in this context, their thoughts and feelings about their experiences, etc. The Facilitator could further ask them questions on what is right or wrong about this story, leading it to a discussion on what are the roles and responsibilities of the different genders, who decides them, what needs to change, who can bring about that change, etc.

The eventual outcome of this series of activities and discussions would be that the students change their perspective about the stereotypical roles of men and women, and action that ‘perspective transformation’ in their homes, in their interactions and in all aspects of their lives.

Key Life skills learnt: Self Awareness, Agency, Open Mindedness, Critical Thinking, Social Awareness, Perspective Taking, Initiative, among others.

2. **Example 2:** The Facilitator forms groups of about 4-5 students in each, by ensuring diversity in each group, with a good mix of people from different genders, religions, abilities, sexuality etc.

The Facilitator then gives them a case study with a problem to solve:

A father and mother have a certain amount of money invested for their children’s education. They have a son and a daughter. They realise, with rising costs, they will be able to educate only one of them. Both their children are bright and keen on studying, and pursuing a career. The parents are now in a dilemma – whose education should they finance – the daughter’s or the son’s? Help the parents make a decision.

The task is that each group has to discuss the case study and come to a consensus on what the parents need to do, and present their decision with a rationale for the same. The one single rule being all the group members participate actively in the discussion by sharing their views before they reach a decision. The Facilitator ensures this by walking around, observing and egging people while the small group discussions are happening.

After each group has presented their decision, the Facilitator conducts a debrief with the students as a whole group, about both the content of the case study, and the process used to arrive at a decision. The Facilitator asks them: *about their experience working with the group, what did they learn, what did they find difficult, what was helpful, was it easy to reach a consensus on what the parents need to do, why or why not, etc.* During the discussion, the Facilitator also draws on the skills that were used by each of the students while in their small groups, and the other occasions using these skills might be of help.

Key Life skills learnt: Collaboration, Decision Making, Perspective Taking, Open Mindedness, Communication, among others.

3. **Example 3:** The Facilitator forms groups of about 4-5 students in each, by ensuring diversity in each group, with a good mix of people from different genders, religions, abilities, sexuality etc.

The Facilitator tells the students, the Government of their State is planning to roll out a *5 Year Plan of Progress* for the State, and wants the inputs of school students of the State in helping them decide what the focus of this 5 Year Plan should be. Each group will be assigned one of the following focus areas (by picking chits): *Education, Health, Infrastructure and Environment*.

The task is for each group to provide 5 points on why the Govt. needs to focus on that area + 5 suggestions on what the Govt. could do within that focus area. Each group then makes a presentation on their chosen focus area. Or the Facilitator could also conduct a debate with each group pitching and arguing in favour of their focus area.

Key Life skills learnt: [Social Awareness](#), [Critical Thinking](#), [Decision Making](#), [Collaboration](#), [Communication](#), [Perspective Taking](#), [Open Mindedness](#), among others.

4. **Example 4:** The Facilitator gives each student a brief write up of a significant historical event in India – *The Partition of India in 1947*.

The task is for each student to read the write-up, frame 3 questions on it (if required, the Facilitator could help with this), and interview at least 5 adults to get their views and perspectives on these 3 questions. After gathering people’s responses, the students make notes of it. Each student does this activity on their own. The F then conducts a large-group discussion with each student bringing in and sharing the views they gathered, as well as their own views on the historical event.

The questions could be:

- *Was the decision to divide the country into India and Pakistan the right decision? Why or why not?*
- *What could have made the leaders take this decision?*
- *What would have happened if ‘partition’ had not happened?*

Key Life skills learnt: [Self Awareness](#), [Communication](#), [Agency](#), [Critical Thinking](#), [Curiosity](#), [Decision Making](#), [Perspective Taking](#), [Empathy](#), [Open Mindedness](#), among others.

5. **Example 5:** The Facilitator gives each student a question to journal about.

The task is for the student to reflect on the question, and write their views on it. Here it is important for the student to write honestly about what they really think about the given topic, rather than write what they think is the correct answer.

After the students have journaled on the question, the Facilitator could conduct a whole-group discussion with all the students sharing their views on the topic.

The questions could be:

- a. *What rights do you think everybody should have?*
- b. *Why do people think in different ways?*
- c. *What do you wish schools would teach?*
- d. *Is it right to keep animals in zoos and aquariums? Why or why not?*
- e. *Who is the most important person in your life? Why?*

Key Life skills learnt: [Self Awareness](#), [Metacognition](#), [Communication](#), [Critical Thinking](#), [Creative Thinking](#) etc.

6. **Example 6:** The Facilitator shows the students a picture of two men getting married, and leads a discussion on this, giving an opportunity for the students to delve into their own beliefs on marriage, sexuality, sharing them, and understanding others’ views on the same. The discussion could lead to aspects of human rights, sexuality, autonomy etc.

The eventual outcome in this case would be the student being more open minded, empathetic of the struggles of the LGBTQ+ community and being more accepting of them. Their acceptance of them could extend to them showing their support in various ways, for e.g., standing up to them when discriminated against, campaigning in the favour of LGBTQ+ rights etc.

Key Life skills learnt: [Respecting Diversity](#), [Social Awareness](#), [Agency](#), [Self-Awareness](#), [Metacognition](#), [Open Mindedness](#), [Perspective Taking](#), [Empathy](#), among others.

7. **Example 7:** The Facilitator forms groups of about 4-5 students in each, by ensuring diversity in each group, with a good mix of people from different genders, religions, abilities, sexuality etc.

The Facilitator then gives them a case study with a problem to solve:

A 12th grade male student likes to dress up as a girl and wants to wear a sari for the school graduation day. Since he was a child he has liked wearing women's clothes but would do so secretly without letting any of his family members get to know of it. He now thinks it's a part of his identity, and that it is time for him to go public about it, and has been looking forward to the school graduation day to make an open announcement about his identity. However his parents are extremely upset about his intent, and refuse to

let him out of the house dressed in a sari. What do you think he should do?

The task is for each group to discuss the case study and come to a decision on what the student could do, and present their decision with a rationale for the same. The one single rule being all the group members participate actively in the discussion by sharing their views before they reach a decision. The Facilitator ensures this by walking around, observing and egging people while the small group discussions are happening.

After each group has presented their decision, the Facilitator conducts a debrief with the students as a whole group, about both the content of the case study, and the process used to arrive at a decision. The Facilitator asks: *what factors did you keep in mind while coming to a decision, how easy or difficult was it to arrive at a decision, who do you think is right or wrong here, is it required to consider the feelings of the parents or the student, etc.* During the discussion, the Facilitator also draws on the skills that were used by each of the students while in their small groups, and the other occasions using these skills might be of help.

Key Life skills learnt: *Decision Making, Empathy, Perspective Taking, Open Mindedness, Respecting Diversity, among others.*

3F. How do we provide a Gender-Transformative Approach to LSE?

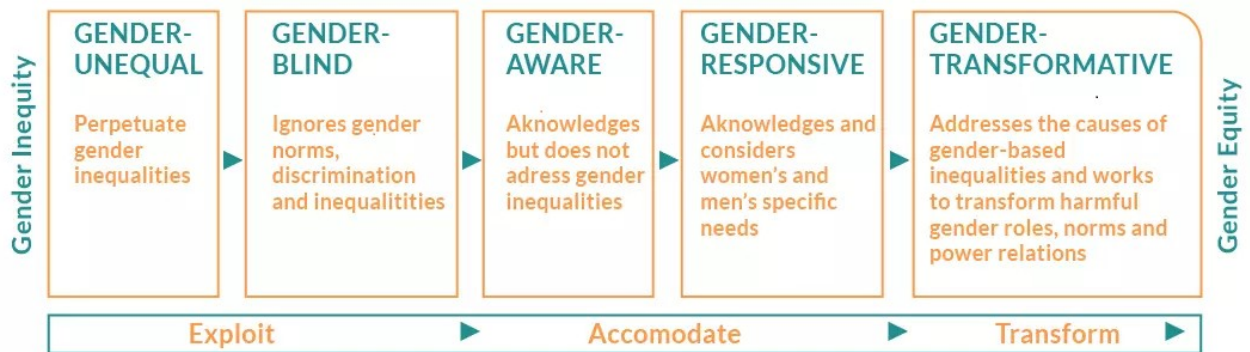
1. Adopting a Gender Transformative Approach
2. Important Aspects of a Gender Transformative Approach
3. Adopting a Gender Transformative Approach: A few Checklists
4. Gender Transformative Approach: List of Terms & Concepts

3F. 1. Adopting a Gender Transformative Approach

A Gender Transformative Approach to education allows for a critical examination of inequalities and gender roles, norms, and dynamics. It also promotes the position of women, girls, and all marginalised groups, helping to transform the underlying social structures, policies, and social norms that perpetuate gender inequalities in our world. (source: *International Institute for Education Planning, UNESCO*)

A Gender Transformative Approach to life skills education can empower young people to:

- Think about their own gender-guided behaviours and expectations
- Reflect on the ways girls and boys see themselves and each other.
- Reflect and question the prevailing societal gender norms to which they are expected to conform with.
- Recognise the need for developing an understanding of gender concerns.
- Challenge and address existing biases and inequalities.
- Introspect on their own sexuality.



3F.2. Important Aspects of a Gender Transformative Approach

1. Teacher Attitude & Preparedness
2. Use of Language in Classrooms
3. Lesson Planning
4. Teaching & Learning Materials
5. Classroom Interactions
6. Classroom Arrangement
7. Teaching & Learning Techniques and Strategies

1. Teacher Attitude & Preparedness: Teachers are the cornerstone of any education system and therefore strong potential allies in promoting gender equality both in the classroom and beyond. Hence, gender transformative education emphasises the role of teachers as role models, and agents of change for gender equality in the classroom and within their schools. Here are some pointers for teachers and educators to consider while teaching life skills to students:

- i. It is imperative that teachers examine and become aware of their own gender-biased beliefs, attitudes, or stereotypes they may have learned, and work to overcome them. Teachers also need to find a voice to challenge gender biases and discrimination in their own lives because if they have been accepting of it, there is little they might be able to offer to their students. They can accomplish this through self-reflection, training, reading, peer support, exposing themselves to examples and stories that defy traditional gender assumptions.
- ii. Teachers need to be able to identify and challenge inequalities in the classroom, and recognise gender-biases in the curriculum and their teaching practices. Rather than accepting a learning environment that reflects discrimination in the wider society, they need to foster an environment that challenges it.

- iii. Teachers and Facilitators will need to know how to manage certain gender constraints. They need to make sure they have the time to deal with gender-specific problems, if any, such as girls and women who have missed class due to menstruation, household chores, or other family responsibilities.
- iv. Teachers will need to put in time and effort to develop an understanding of the historical causes of discrimination, as well as an understanding of themes related to gender equality and inclusion, such as comprehensive sexuality education, disability, sexual harassment, and other forms of violence etc.
- v. Through teacher-to-teacher peer learning and exchange mechanisms, teachers can learn from each other, share experiences and support each other in their efforts to deepen transformative classroom practices.
- vi. Teachers also need to find a voice to challenge gender biases and discrimination in their own lives because if they have been accepting of it, there is little they might be able to offer to their students.
- vii. Through teacher-to-teacher peer learning and exchange mechanisms, teachers can learn from each other, share experiences and support each other in their efforts to deepen transformative classroom practices.

(Refer to Section 3# F.3 for the Teacher Attitude & Preparedness Checklist)

2. Use of Language in Classrooms: Language often determines how people perceive, understand and communicate reality. It shapes what people pay attention to and how they interpret their lives. The words and tone we use are powerful tools to define and reinforce gender relations and stereotypes or can be used to promote inclusion and gender awareness (Fisher, Frey, Rothenberg, 2008). The language that teachers use provides an important model for students and the larger community. Teachers, like all human beings, are susceptible to having gender bias based on their own upbringing, socialisation, education and life experiences. Their language, both verbal and nonverbal, can reflect unconscious assumptions about gender roles. Below are some examples of how gender bias could be reinforced in language use.

i. The use of “he” and “his” in all circumstances

Teachers most often use “he” and “his” when referring to both males and females. For example, the noun ‘student’ could be referred to as a ‘he’ or ‘she.’ But there is a tendency for facilitators to use the pronoun “he,” which excludes female students. Facilitators, teachers and educators must consciously balance the use of the pronouns “she” and “he.” Or they can use both “he” and “she” when it is necessary to refer to both. For example, the sentence, “If a person works hard, he will succeed” is exclusionary towards women. Thus, it is preferable to say, “If a person works hard, she or he will succeed.” Alternatively the inclusive pronoun ‘they’ could be used.

ii. Use of ‘man’ and related phrases to refer to human beings

Facilitators also use the word ‘man’ to indicate human beings’ achievements, failures, successes, positions, etc. For example, some facilitators use the words ‘chairman,’ ‘mankind,’ ‘policeman,’ ‘manmade,’ and other related words or phrases to refer to different positions, jobs, and professions. It is necessary that such terms are replaced by gender-neutral nouns such as ‘chairperson,’ ‘humankind,’ ‘police officer,’ ‘person,’ etc. Facilitators must carefully examine their choice and use of such words.

iii. Gender-stereotyped language

Teachers might also be using language that communicates stereotypes to students and community members. Female names and pronouns are used in cases of food preparation, household activities, and supporting roles, whereas male names and pronouns are used to refer to leadership, out-of-home activities and other high-profile office work. Teachers need to be sensitive and interchangeably use both male and female expressions for different positions and activities.

iv. Use of jokes and derogatory references to a specific gender

Classrooms should be free from jokes or sayings that refer to a specific person or gender. Facilitators should also be sensitive in their use of proverbs that stereotype male and female roles, in classrooms. Such tendencies and behaviour by students in class should also be addressed.

(Refer to Section 3# F.3 for the Use of Language in Classrooms Checklist)

3. Lesson Planning: A lesson plan is the teacher’s road map to make teaching and learning processes effective. In order to make a lesson plan effective, the teacher must consider differences in the learning needs amongst students’ of different social backgrounds and learning styles. A gender responsive lesson plan takes into consideration the specific needs and considerations of girls and boys in the classroom, such as the kind of

teaching and learning materials, teaching methodologies, learning activities, classroom arrangement etc. (covered in the following sections). A good life skills lesson plan should consider the following:

- i. **Topic/Theme:** that are inclusive and break away from traditional and stereotyped gender roles. In many cases the themes should challenge existing norms and roles.
 - a. The Facilitator needs to ensure that local content — people, stories, examples — is added to the curriculum and that men/boys and women/girls are clearly visible in that content, and not only in traditional roles.
 - b. The theme could include discussions on the beliefs, attitudes and expectations that are popularly held about men and women in the local context; as well as personal understandings and experiences about gender in their childhood, adolescence and adulthood.
 - c. Discussions and debates on how society influences gender roles (as reflected in traditions, culture, laws, economy, history, etc.) could be included. This would stimulate young people to share their experiences, views and opinions, and discuss gender-based contradictions and differences that they come across in their daily lives.
 - d. A few examples on how some of the life skills could be opened up for discussion:
 - How did the life skill Agency get manifested in their lives as children, and now as adolescents? How is it for them as girls, and as boys? What are the existing barriers they experience? How could they navigate through these barriers?
 - What is their understanding of the life skill Adaptability? What does it mean for boys and girls? How does it play out for the different genders? Should it be different?
 - An activity on the life skill Social Awareness could include questions on how media influences gender roles? How do some advertisements reinforce gender stereotypes? How are some advertisements today fighting gender stereotypes? How would they design an advertisement for a product like a gas-stove, a two-wheeler, a beauty product etc.?
- ii. **Learning activities:** The lesson plan should be designed so that all students can participate in the learning activity. Also, the learning activities need to be responsive to the specific needs of female, male and children identifying with different genders. Hence, the Facilitator could use interactive and diverse learning techniques that meet the interest of diverse learners.
- iii. **Feedback and assessment:** The Facilitator needs to make time to get feedback from all the young people to ensure that all genders have understood and benefitted from the lesson. Also, the teacher must be open to feedback about their teaching methods and style, and not pass any negative comments against students (FAWE, 2005).

(Refer to Section 3# F.3 for the Lesson Planning Checklist)

4. **Teaching and Learning Materials:** Books, textbooks, teachers' guides, and other materials that teachers and students use in the teaching and learning process must be inclusive and representative of diverse values so that no student feels excluded and marginalised; besides ensuring that every student learns from others' lived experiences.

The facilitator needs to develop or adapt the teaching and learning materials to be gender inclusive and ensure they promote messages of gender equality in society. Facilitators must use textbooks and materials that promote gender equality. In case such material is not available, they could use the gender lens to engage the class in critical analysis of common images or text. For example :

- i. **Illustrations and photos:** Are men and women always in specific roles where men are leaders and women are helpers? For example, if you notice that images of doctors are always men and nurses are always women, you can take the opportunity to clarify this in classroom conversation or find visual examples that

show women as doctors. While there are certainly male doctors and female nurses, if this is all that students see, a boy might not realise that he could train to be a nurse or a girl could study to be a doctor.

- ii. **Stories:** Stories read in the classroom often feature boys as the heroes and girls as victims or needing to be rescued. The facilitator could bring in discussion questions that ask both boys and girls to reflect on a time they helped someone and a time they were helped.

(Refer to Section 3# F.3 for the Teaching & Learning Materials Checklist)

5. **Classroom Interactions:** A learning classroom must have engagement, interactions and discussions amongst the learners. Facilitators need to be aware of 'gender dynamics' so that they can avoid gender bias and the unjust treatment or marginalisation of some learners based on their gender. This requires the facilitator to consider the following:

i. Question & Answer Method

- a) use of methods like ice cream sticks to give equal chances to both girls and boys to answer questions
- b) ask the students to arrive at and apply the ground rules for equal participation for both girls and boys
- c) extend positive reinforcement to both girls and boys
- d) use prompting and probing question techniques for both female and male students;
- e) allow wait time for students to answer questions, especially girls who may be shy or afraid to speak out, or need time to organise their answers;
- f) assign exercises that encourage students, especially girls, to speak out
- g) distribute questions to all the class and ensure that each student participates
- h) phrase questions to reflect gender representation – use names of both men and women, use both male and female characters

ii. Group Discussion

- a) all groups are mixed (both boys and girls)
- b) ensure that everyone has the opportunity to talk and to lead the discussion
- c) ensure that group leaders are alternatively boys and girls
- d) encourage both girls and boys to present the results
- e) ensure that both girls and boys record the proceedings.
- f) ensure that groups consist of girls and boys of differing academic ability
- g) ensure that the topic of the group discussion takes gender into account – with equal representations of male and female heroes in a history class, both men and women in a discussion on leadership

(Refer to Section 3# F.3 for the Classroom Interactions Checklist)

6. **Classroom Arrangement:** The typical classroom arrangement in which desks are lined up in neat rows facing the teacher reinforces many traditional socialisation processes. The teacher or the facilitator is seen as the expert bestowing knowledge to the students, rather than actively engaging students with more learner and learning-centred pedagogies. Those who are less comfortable speaking out sit at the back of the class and are unlikely to participate unless the facilitator makes a special effort to involve them.

A gender responsive classroom set-up takes into consideration the following:

- i. A different arrangement such as breaking the class into smaller groups or sitting in a circle may encourage all students to participate actively. Where this isn't possible, the facilitator could consider rotating seats to ensure all learners are engaged.
- ii. Additionally, the facilitator needs to consider how the students are seated. The facilitator could encourage opportunities for girls and boys to share desk space in order to break down barriers, understand and respect one another, and work together.
- iii. The facilitator could also ensure the classroom has posters, pictures and other visual aids on the walls that send gender responsive messages

(Refer to Section 3# F.3 for the Classroom Arrangement Checklist)

7. **Teaching & Learning Techniques and Strategies:** Research has found that teaching methods that incorporate music, songs, stories, conversations, discussions and visual images are received well by students and enable

higher retention of the information (Engl., 2013). Some useful strategies include:

- i. Creating class norms together – The Facilitator could involve the students to think about what they need from them and each other so they can do their best in class. The Facilitator ensures that everyone shares their input – not just the boys or most dominant vocal members of the class. To ensure participation from all students they can be given the option to share their points in writing and submit the same.

- ii. Thought-provoking questions for Discussion – After an activity or a role play, some of the questions posed for discussion could be:
 - a) Questions on what they are experiencing
 - What did you see?
 - What did you feel?

 - b) Questions on their learning /points of view
 - Describe what socialisation between boys and girls looks like in their school or institute. Do girls and boys mix well, or not? Why or why not?
 - How do the textbooks they are using teach present gender roles and relations?
 - What did you learn about the root causes?
 - What motivates people to act in this situation?
 - Who benefits from this situation?
 - Who is oppressed or harmed by this situation?
 - How does this affect men? How does this affect women?
 - What will happen if nothing changes in the next 5 minutes, 1 hour, 1 year, or 10 years?
 - What are the larger systems at play (e.g. political, economic, cultural, etc.)?
 - What do the characters in this scene most want?
 - What are some of the privileges that boys and men experience in a patriarchal system?
 - What are some of the costs or negative impacts that it has for boys/men?
 - How are men/boys socialised to think or act in society? How does it impact girls/women in your lives?

 - c) Questions on how to bring about change
 - What are actions can we take to change it?
 - What is your ideal future?
 - What is one possible solution?
 - What are the action steps we can take to change this?
 - How can we think of gender roles and expectations in new ways? What becomes possible when we do that?
 - What are ways you can challenge traditional gender norms?
 - What are ways you can ally with girls/women and advocate for gender equality? In your home? School? Community?
 - What next steps would you take?

(Note: the questions need to be appropriate to the activity/topic/role-play being discussed)

- iii. Drama, games, role plays and skits - Drama is a great way to build confidence, strengthen the use of voice and develop public speaking skills for girls. The teacher could find ways for girls to represent empowered female characters. Inviting students to act or try on a character role of the opposite gender can also be a way to develop empathy for the experience of others. Theatrical performance is a fun way to learn, develop language and communication skills, build empathy and engage critical thinking and problem solving.

- iv. Magazines and newspapers - Pictures and written content from magazines and newspapers can be used to elicit vocabulary, concepts and critical thinking. Pictures can be used as flashcards for primary levels, as prompts for critical reflection or to create context for any given lesson. The Facilitator could give a task to the students to find empowering images of both genders or use existing media stereotypes to ask critical questions about the impact these images have on girls/women, boys/men and society.

- v. Field trips – The teacher could take students outside the classroom. The plants, animals, buildings, organisations, institutions and people around can all be used to generate relevant and exciting lesson ideas. Students could meet and interact with women in positions of power or influence. Another gender responsive strategy for field trips is to ask them to observe the roles that men and women play and discuss the reasons.
- vi. Popular and traditional songs - Music and song in the classroom is great for students to reflect on its content or learn languages. The facilitator could conduct a Song Contest in which students create original lyrics to a well-known song about the topic at hand. Or the students could analyse the content of existing song lyrics through a gender lens and help students to identify misogyny or the objectification of women. The Facilitator could challenge them to create lyrics that promote messages of respect, equality and inclusion. Students could also be exposed to popular feminist lyrics.
- vii. Building a ‘human library’ and interviewing local people - Creating a ‘human library’ helps teach students to read the text of their own and other people’s lives. People are excellent resources of information and learning about their stories helps students to break down stereotypes and develop empathy. The teacher could invite local community members and leaders to the class to talk about their work or area of expertise, while making sure they do not reinforce gender stereotypes. The teacher also needs to include a mix of male and female leaders and guests who treat all students equally. For example, students could engage in oral history research and interview local women to recognize and highlight the value, contributions and wisdom of women in the community.

(Refer to Section 3# F.3 for the Teaching & Learning Techniques and Strategies Checklist)

3F.3. Adopting a Gender Transformative Approach: A few Checklists

1. Teacher Attitude & Preparedness

- i. Are you as an individual aware of your own biases and prejudices?
- ii. Are you able to identify and challenge inequalities in the classroom/other school spaces etc?
- iii. Are you able to identify and challenge gender biases in textbooks/curriculum, teaching practices etc.?
- iv. Are you able to accommodate certain gender constraints (a student coming late for class, not submitting assignments on time etc.) rising from gender-specific problems, in your class?
- v. Are you aware of the causes and historical background to the existing gender discrimination and stereotyping?
- vi. Do you have a fair understanding of issues related to gender equality, sexuality, disability etc.?

2. Use of Language in Classrooms

- i. Do you consciously use both pronouns – ‘she’ and ‘he,’ while making references to a person, rather than use only ‘he’ and ‘his’?
- ii. Do you make a point to use gender-neutral nouns while making references to human beings’ achievements, failures, successes, positions, etc. e.g. ‘they’ or ‘them’?
- iii. Are you mindful of the gender names and pronouns used while making references to various roles, activities, careers etc.?
- iv. Are you careful not to make jokes that portray a gender in a stereotypical manner?
- v. When you see your colleagues or students crack jokes that portray a gender in a stereotypical manner, would you address them?

3. Lesson Planning

- i. While working on your lesson plan, do you take into consideration the specific needs, learning styles, gender considerations and social backgrounds of girls and boys?
- ii. Does the topic or theme of your lesson plan take into consideration the local context and reality?
- iii. Does the activity include discussions on the existing attitudes and expectations of the different genders, and challenge them?
- iv. Does the lesson plan include sharing of their gendered experiences during childhood and adolescence ?
- v. Does the activity include sharing of students’ experiences, views and opinions on gender-based contradictions and differences that they come across in their routine life?
- vi. Does the lesson plan include discussions on how society influences gender roles?

- vii. Does your lesson plan include interactive and diverse learning techniques that meet the interest of diverse learners?
 - viii. Do you consciously elicit feedback from both girls and boys to get a sense of their understanding of the concept?
 - ix. Are you open to the feedback you receive on your teaching methods and style?
4. **Teaching & Learning Materials** - While planning and preparing the teaching-learning materials,
- i. Is the use of 'she' or 'he' alternatively used in teaching materials?
 - ii. Are female characters presented as having comparable skills, knowledge, and accomplishments as male characters, and vice versa?
 - iii. Are the adjectives used to characterise male and female roles and behaviours positive and be used interchangeably?
 - iv. Is the material free from gender-biased names such as "chairman," "waitress," "hostess," etc.?
 - v. Are women included as role models, leaders, and historical figures in the learning materials?
 - vi. Do the stories, case studies, and examples include women, girls, men, and boys as active participants in roughly equal numbers?
 - vii. Are women and men equally portrayed as school principals, managers, drivers, doctors, engineers, and other non-traditional jobs?
 - viii. Do pictures and other images show women, girls, men, and boys doing a wide range of activities, and not confining to gender stereotypes?
 - ix. Do the learning materials meet the needs of students with disabilities through diverse presentations of content and illustrations?
 - x. Is the teaching and learning material fairly inclusive of the various groups of society along linguistic, political, religious, gender, disabilities criteria, among others?
5. **Classroom Interactions** - During the teaching – learning process do you...
- i. Call on or address both female and male learners a balanced number of times?
 - ii. Ensure the oral questions are fairly distributed to male and female learners?
 - iii. Ensure classroom support is fairly distributed to male and female students?
 - iv. Invite both female and male students to solve and write responses on the board, read aloud, or explain ideas in class?
 - v. Given equal opportunity to both female and male students to present their work in class?
 - vi. Give opportunities for both female and male students to assume group leadership roles interchangeably or in a balanced manner?
 - vii. Demonstrate high expectations of success from both female and male students?
 - viii. Respond carefully to gender-biased attitudes in the classroom?
 - ix. Help students to examine their beliefs about gender inequality and stereotypes?
 - x. Give both male and female students detailed and constructive feedback?
6. **Classroom Arrangement**
- i. To facilitate easier discussions among the students, as well as between the facilitator and the students, do you break the class into smaller groups, or seat them in a circle?
 - ii. Do you encourage opportunities for girls and boys to sit, discuss and work together?
 - iii. In case of a typical classroom arrangement in which desks are lined up in rows, do you walk around the class to make yourself accessible and approachable to all students?
 - iv. In case of a typical classroom arrangement in which desks are lined up in rows, do you think of alternative ways of getting the students to sit, discuss and actively work together?
 - v. Does the classroom have posters, pictures and other visual aids on the walls that send gender responsive messages?
7. **Teaching & Learning Techniques and Strategies**
- i. Do you give an opportunity for the boys and girls in the class to create the classroom rules, ensuring active participation from both?
 - ii. Do you give careful thought to the questions you ask the students during an activity, to ensure they help the students reflect, challenge and think critically?
 - iii. Do you use immersive techniques like - games, role plays, skits etc., to make the learning more relatable and experiential, in your teaching-learning process?

- iv. Do you use images, pictures, stories etc. to encourage creative and critical thinking, in your teaching-learning process?
- v. Have you considered including field trips in your teaching-learning process, to enrich the learning experience for your students?

3F.4. Gender Transformative Approach: List of Terms & Concepts

1. **Gender:** A concept that refers to the roles and responsibilities of women/ girls and men/boys that are defined in our families, our societies and our cultures, including what characteristics, aptitudes and behaviours are expected of each gender. These roles and expectations are learned; they are not biologically predetermined and can change.
2. **Gender accommodating:** Similar to the concept of gender sensitivity, gender accommodating means not only being aware of gender differences but also adjusting and adapting to those differences. However, gender accommodating does not address the inequalities generated by unequal norms, roles and relations (i.e., no remedial or transformative action is developed).
3. **Gender-aware.** Recognizes that issues, differences and inequalities exist between women and men. However, awareness may or may not translate into action at the personal level or within the institution such as putting in place policies and structures. A gender aware individual is not necessarily gender-sensitive.
4. **Gender bias:** Gender bias is a preference or prejudice toward one gender and results in unequal expectations, attitudes, language use and treatment. Bias can be conscious or unconscious, and may manifest in many ways, both subtle and obvious
5. **Gender blindness:** The failure to recognize that the roles and responsibilities of men/boys and women/girls are given to them in specific social, cultural, economic and political contexts and backgrounds. Projects, programmes, policies and attitudes which are gender blind do not take into account these different roles and diverse needs, maintain the status quo, and will not help transform the unequal structure of gender relations. More often than not, gender blindness is reinforced by historical, cultural, traditional and religious factors, requiring more effort and advocacy
6. **Gender disparity.** The differential in status held by men and women in society with regard to opportunities, successes and possessions. Gender disparity also refers to differences in income, status, opportunities and power that exist between men and women in given settings. In many societies, men and women are conferred different roles, opportunities and statuses. These gender differences tend to be systematic and institutionalised, requiring concerted action to eliminate them, and bring men and women to parity. Devices and programmes for affirmative action are used to bring about gender parity in many societies.
7. **Gender discrimination:** Denying opportunities and rights to individuals on the basis of their gender
8. **Gender equality:** The elimination of all forms of discrimination based on gender, so that all people have equal opportunities and benefits.
9. **Gender equity:** Giving equal treatment to both girls and boys, women and men to access resources and opportunities, according to their respective needs. The concept recognises that women and men have different needs and power in society and that these differences should be identified and addressed in a manner that rectifies the imbalances between genders. This may include equal treatment, or treatment that is different but enables girls/women and boys/men to equally exercise rights, benefits, obligations and opportunities.
10. **Gender expression:** How a person communicates one's gender to others including clothing, hairstyle, voice, behaviour and the use of pronouns.
11. **Gender identity:** How a person identifies as being a man, woman, neither both, or a combination, which may or may not correspond to the sex assigned to them at birth. Unlike gender expression, gender identity is not visible to others.
12. **Gender justice:** Equal treatment and equitable value of all genders.
13. **Gender mainstreaming.** This refers to the process in which gender equality perspectives and considerations become the norm and not just the responsibility of specific individuals (often women) or departments in isolated and unsustainable ways. Gender equality mainstreaming addresses gender equality concerns in legislation, policies, programmes and activities to ensure that all development initiatives integrate the concerns of both men and women, and that their needs are considered equally and equitably with the aim of attaining gender equality.
14. **Gender neutral:** Gender neutral approaches, programmes and policies do not disrupt existing gender relations and may just sustain and/or reproduce them without any change. They may recognize the presence of gender equality issues but may not desire or aim to change or disrupt existing gender relationships. The nature

of systemic and embedded or internalised bias is such that, unfortunately often, what is perceived to be gender neutral is in fact gender blind.

- 15. Gender-responsive:** Taking action to correct gender bias and discrimination in order to ensure gender equality and equity.
- 16. Gender-roles:** Social and behavioural norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls. Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions.
- 17. Gender-sensitive:** The ability to recognize and respect the experience and needs of all genders.
- 18. Sex:** This refers to the biological differences between men and women
- 19. Gender (-based) stereotypes.** The constant portrayal, such as in the media, conversation, jokes or books, of women and men occupying social roles according to a traditional gender role or division of labour. In children's textbooks, for example, women are seen as cleaners, caregivers and nurses, and men are seen as drivers, doctors and leaders. The images reinforce gender roles, which are socially constructed
- 20. Gender transformative.** Gender transformative policies and activities challenge existing, biased or discriminatory policies, practices and programmes, and effect change for the betterment of life for all.

3F.5. Resource List for Section #3.

Content for this section was sourced and adapted from the following sources:

Transformative Education: <https://teachingfortransformation.com/introduction/>
What is the transformative learning theory?: <https://www.wgu.edu/blog/what-transformative-learning-theory2007.html#close>
Facilitating Transformative Learning - A Framework for Practice: <https://www.judiate.com/transformative-learning-G-framework>
What is Transformative Learning?: <https://uteach.io/articles/what-is-transformative-learning>
Gender-responsive education Toolkit for Teachers, Teacher Educators, School Managers and Curriculum Developers in Africa (2020), UNESCO-IICBA
Gender Equality: Glossary of Terms and Concepts (November 2017), UNICEF Regional Office for South Asia
A Guide for Gender Equality in Teacher Education Policy and Practices (2017), United Nations Educational, Scientific and Cultural Organization, Paris
Gender Responsive Pedagogy: A Toolkit for Teachers and Schools. 2nd edition (2018), Forum for African Women Educationalists. FAWE House, Nairobi]
Gender Transformative Education - Reimagining education for a more just and inclusive world, December 2021, UNICEF
Gender Equality through Life Skills Education Shrinkhla Ek Shodhparak Vaicharik Patrika
Vol-II * Issue-XI*July-2015
Life Skill Education for a Balanced Society, Ms. Manjeet Yadav, Research Scholar, Jamia Millia Islamia, October 2017

Section 4: Providing a Universal Design for Learning approach to LSE (conducive for working with people with disabilities)

- A. What is Universal Design for Learning Approach (UDL)?
- B. The Three Principles of UDL with some examples.

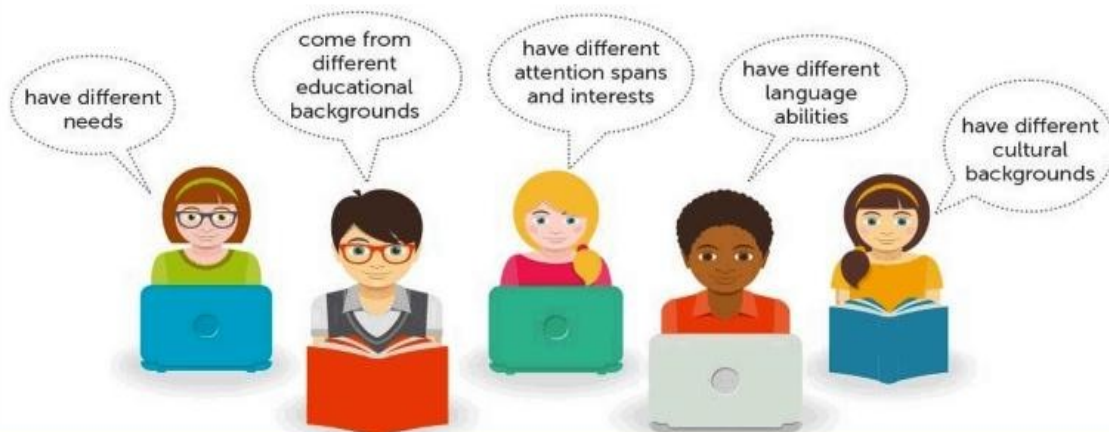
4A. What is Universal Design for Learning approach (UDL) ?

In order to keep the teaching-learning approach to Life Skills Education (LSE) inclusive and supportive of all disabilities and learning needs, the Universal Design for Learning (UDL) approach is recommended.

UDL is a framework to improve and optimise teaching and learning for all people based on scientific insights into how humans learn. The UDL Guidelines can be used by educators, curriculum developers, researchers, parents etc. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

WHY UNIVERSAL DESIGN FOR LEARNING?

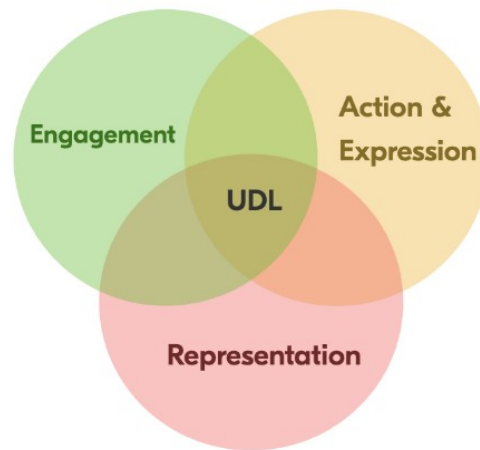
Classrooms are filled with students who:



The UDL framework guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs, through the following 3 principles and 9 guidelines:

- 1. Provide multiple means of Representation**
 1. Guideline 1: Provide options for Perception
 2. Guideline 2: Provide options for Language & Symbols
 3. Guideline 3: Provide options for Comprehension
- 2. Provide multiple means of Action & Expression**
 4. Guideline 4: Provide options for Physical Action
 5. Guideline 5: Provide options for Expression & Communication
 6. Guideline 6: Provide options for Executive Functions
- 3. Provide multiple means of Engagement**
 7. Guideline 7: Provide options for Recruiting Interest
 8. Guideline 8: Provide options for Sustaining Effort & Persistence
 9. Guideline 9: Provide options for Self-Regulation

Universal Design for Learning



[Note: This section of the handbook includes only certain aspects from each of the 3 principles of the UDL framework. To access the complete UDL framework please click here: <https://www.cast.org/impact/universal-design-for-learning-udl>.]

4B. The Three Principles of UDL with some examples.

1. Provide multiple means of Representation

Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because they allow students to make connections within, as well as between, concepts. In short, **there is not one means of representation that will be optimal for all learners**; providing options for representation is essential.

- i. Use different ways for the display of information: Use flexible materials with settings that can be adjusted based on needs and preferences. Display of information could be in a flexible format so that the following perceptual features can be modified:
 - a. The size of text, images, graphs, tables, or other visual content
 - b. The contrast between background and text or image
 - c. The colour used for information or emphasis
 - d. The volume or rate of speech or sound (if using audio)
 - e. The speed or timing of video, animation, sound, simulations, etc. (if using audio-visual material)
 - f. The layout of visual or other elements
 - g. The font used for print materials

- ii. Offer alternatives for auditory information: Share information in ways other than sound and voice alone.
 - a. Use text equivalents in the form of captions or automated speech-to-text (voice recognition) for spoken language
 - b. Provide visual diagrams, charts, notations of music or sound
 - c. Provide written transcripts for videos or auditory clips
 - d. Provide India Sign Language (ISL) for spoken English
 - e. Provide visual or tactile (e.g., vibrations) equivalents for sound effects or alerts
 - f. Provide visual and/or emotional description for musical interpretation

- iii. Offer alternatives for visual information: Share information in more ways than images and text alone.
 - a. Provide descriptions (text or spoken), as required, for all images, graphics, video, or animations
 - b. Use touch equivalents (tactile graphics or objects of reference) like 2D/3D material for key visuals that represent concepts
 - c. Provide physical objects and spatial models to convey perspective or interaction
 - d. Provide auditory cues for key concepts and transitions in visual information
 - e. Ensure all text and multimedia content are screen-reader friendly and have proper captions.

- iv. Promote understanding across languages: Use translations, descriptions, movement, and images to support learning in unfamiliar or complex languages
 - a. Make all key information in the dominant language (e.g., English) also available in other first languages (e.g., Hindi, Mizo, Tamil etc.) for learners with limited-English proficiency and in ISL (Indian Sign Language) for learners with auditory challenges.
 - b. Link key vocabulary words to definitions and pronunciations in both dominant and heritage languages
 - c. Provide electronic translation tools or links to multilingual glossaries on the web
 - d. Embed visual, non-linguistic supports for vocabulary clarification (pictures, videos, etc)

- v. Illustrate through multiple media: Make learning come alive with simulations, graphics, activities, and videos
 - a. Present key concepts and ideas alternative forms (e.g., an illustration, dance/movement, diagram, video, comic strip, storyboard, photograph, animation, etc.)
 - b. Make explicit links between information provided in texts and any accompanying representation of that information in illustrations, equations, charts, or diagram

- vi. Provide background knowledge: Build connections to prior understandings and experiences.
 - a. Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, stories, personal experiences etc.)
 - b. Bridge concepts with relevant analogies, examples and metaphors
 - c. Make explicit connections across the different life skills (e.g., teaching *Communication* while teaching *Collaboration*)

Some examples:

1. If the facilitator is using a case study to facilitate learning on the life skill – *Resilience*, the print material could have the case study in clear, large font sizes, with bright pictures or illustrations of the people involved.
2. The same case study could be displayed digitally on a slide (MS PowerPoint), with the text in clear, large font sizes, with bright pictures or illustrations of the people involved. This allows for more flexibility in making adjustments to the font size, background colours etc.
3. Along with the display of the slide, the facilitator could also use the audio feature to read out the text on the slide.
4. If, for a session on the life skill *Financial Literacy*, the facilitator is displaying a video reel or an audio clip with people talking about the importance of this life skill, they could provide captions or a written transcript for the same.
5. If the facilitator is using a poem to teach students about the life skill *Compassion*, in a government school in Rajasthan, they need to ensure it is in Hindi or a language that everybody easily understands. The words used in the poem need to be simple enough to be understood by all, and the imagery or symbolism is culturally relevant for all the students.
6. The facilitator could also consider the poem being performed or elocuted, by a couple of students, before opening it up for discussion.
7. The poem could also be displayed on the slide, using the audio feature. It needs to be read out, loud and clear.
8. If the facilitator is teaching their students about the life skill *Conflict Resolution*, they could make connections to earlier activities or discussions on *Relationship Management* or *Negotiation*, as appropriate, to show them the link between these three life skills.

2. Provide multiple means of Action & Expression

Learners **differ in the ways that they navigate a learning environment and express what they know**. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that **action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ**. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential.

- i. Vary the methods for response and navigation: Interact with tools and environments that make learning physically accessible to all
 - a. Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies
 - b. Provide alternatives for physically responding or indicating selections (e.g., alternatives to marking with pen and pencil, alternatives to mouse control)
 - c. Provide alternatives for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard
- ii. Use multiple media for communication: Express learning in flexible ways.
 - a. Use multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, dance/movement, visual art, sculpture, or video
 - b. Use social media and interactive web tools (e.g., storyboards, comic strips, animation presentations)

Some examples

1. During a session on the life skill *Perspective Taking*, if the facilitator is using a whole-group discussion format to elicit different views on a news-clipping, they will have to be patient with and give more response time to certain students who might need more time to understand the essence of the news-clipping, the question asked by the facilitator, reflect on their own views about it, gather their thoughts and then share their views with the rest of the students.
2. The facilitator would also have to allow the students to express their views on the news-clipping in different ways, apart from verbalising it, like through drawing, through music or movement etc.

3. Provide multiple means of Engagement

Affect represents a crucial element to learning, and **learners differ markedly in the ways in which they can be engaged or motivated to learn**. There are a variety of factors that can influence differences in engagement including neurology, culture, personal relevance, subjectivity, and background knowledge etc. Some learners are highly engaged by spontaneity and novelty while others are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, **there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential**.

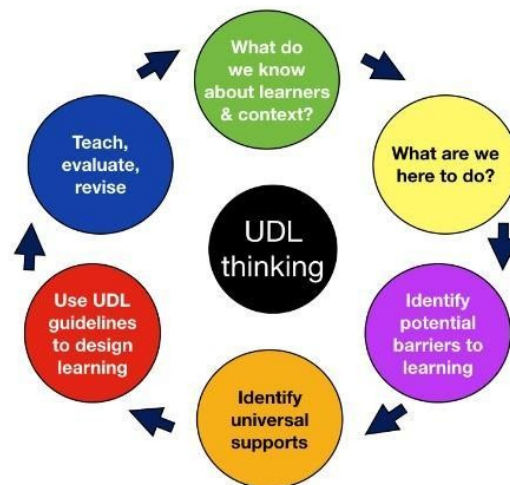
- i. Optimize relevance, value, and authenticity: Connect learning to experiences that are meaningful and valuable
 - a. Vary activities and sources of information so that they can be:
 - i. Personalized and contextualised to learners' lives
 - ii. Culturally relevant and responsive
 - iii. Socially relevant
 - iv. Age and ability appropriate
 - v. Appropriate for different racial, cultural, ethnic, and gender groups
 - b. Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
 - c. Provide tasks that allow for active participation, exploration and experimentation
 - d. Invite personal response, evaluation and self-reflection to content and activities
 - e. Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

- ii. Minimise threats and distractions: Foster a safe space to learn and take risks.
 - a. Create an accepting and supportive classroom climate
 - i. Vary the level of novelty or risk
 - ii. Creation of class routines
 - iii. Options that can, in contrast to the above, maximise the unexpected, surprising, or novel in highly routinised activities
 - b. Vary the level of sensory stimulation
 - i. Variation in the presence of background noise or visual stimulation, noise buffers, number of features or items presented at a time
 - ii. Variation in pace of work, length of work sessions, availability of breaks or time-outs, or timing or sequence of activities
 - c. Involve all participants in whole class discussions

- iii. Foster collaboration and community: Cultivate a community of learners
 - a. Create cooperative learning groups with clear goals, roles, and responsibilities
 - b. Provide prompts that guide learners in when and how to ask peers and/or teachers for help
 - c. Encourage and support opportunities for peer interactions and supports
 - d. Construct communities of learners engaged in common interests or activities
 - e. Establish expectations for group work

Some examples

1. To avoid unnecessary stimulation and movement in the classroom environment, it is important for the facilitator to ensure the entire group including the facilitator is following the pre-decided ground rules/class routines. To ensure this, the facilitator could start the session by reminding them of these ground rules/class routines.
2. If the facilitator is teaching the life skill *Problem Solving* to their students in a government school in Raigad, Maharashtra, to make it relatable, they could use a real-life problem the girls, the boys or the disabled people are currently facing in their environment. And then get them into a discussion using the process of problem solving this specific situation or issue.
3. The facilitator could also use role-play to take them through the process of *Problem Solving*. Here some of the students could enact the situation, with the other students adding in their inputs and ideas by taking on different roles. Role-plays also give students an opportunity to explore different perspectives and solutions to a problem situation.
4. For this session on *Problem Solving*, the facilitator could use a mix of visual display (problem situation displayed on the screen), sound and voice (clear, loud voice in a language all the students understand), action and movement (through the role-play), to cater to the various learning needs.
5. It is also important, the facilitator gives out clear and brief instructions for each step of the activity, ensure all have understood the instructions, and wait for each of them to follow the instructions.
6. If the session is on *Coping with Stress*, to help all the students feel confident and comfortable enough to participate in the activities, the facilitator could get them in small groups to discuss what they do when they are stressed.



© Pearson Education, Inc. 2012

4C. Resource List for Section #4.

Content for this section was sourced and adapted from the following sources:

© CAST, Universal Design for Learning: <https://www.cast.org/impact/universal-design-for-learning-udl>

Section 5: Recommendations for becoming an Informed, Sensitive and Mindful Facilitator

- A. Support for Life Skills Facilitators
- B. Self-Assessment and Self-Reflections by Life Skills Facilitators on their LSE practices
- C. Life Skills Activities & Exercises for Adults
- D. Readings for Life Skills Educators

5A. Support for Life Skills Facilitators

Life Skills Facilitators in any organisation or school would need some sort of support and assistance to teach life skills to their students. The support sought could be in the form of encouragement, inspiration and reassurance or in the form of ideas, opinions and suggestions. Here in this section are some recommendations and direction that could help facilitators work towards their Life Skills Education (LSE) goals.

- 1. Support Network** – Life Skills Facilitators are encouraged to form a Support Network in their organisation or school to regularly engage in discussions and dialogues on different approaches, concepts and activities to LSE, they have read about or tried out in the class, what worked & what did not, etc. This sort of regular exchange of experiences and ideas provides facilitators emotional support, creative stimulation as well as the impetus to be more imaginative and innovative in their approach to teaching life skills to their students.
- 2. Life Skills Activities & Exercises for Adults** – This Section includes [BC Life Skills Activities & Exercises for Adults](#). The facilitators are strongly encouraged to do these activities for themselves. By engaging in life skills activities and getting a first-hand experience of it, facilitators get a deeper understanding of the various life skills and how they play out in their everyday lives. Consciously following some of these life skill activities also helps facilitators role-model the skills with their students.
- 3. Readings on LSE** – It is recommended that facilitators regularly read about both Life Skills Education, as well about the individual life skills listed in the India Glossary, to get a wider and deeper understanding. Readings on LSE could include research on LSE, long-term and short-term benefits of LSE, integration of LSE in classroom practices, LSE practices from around the world, LSE for adults etc. Readings on the individual life skills could include research studies on that specific life skill, importance of that life skill, how it gets manifested in daily life and behaviour, how facilitators could teach that particular life skill to their students, etc. This Section includes [BC Life Readings for Facilitator](#), with a list of recommended readings, which though not exhaustive provides a starting point for facilitators.
- 4. School Counsellor Referral** – In case the facilitator faces a situation wherein a life skills activity elicits emotions or behaviour in a student that the facilitator does not feel comfortable or equipped enough to handle, they could refer the child to speak to the school counsellor or an adult the child trusts. It is also important however for the facilitator to have a follow up with the child/counsellor to ensure the issue has been addressed.

5B. Self-Assessment and Self-Reflection by Life Skills Facilitators on their LSE practices

1. How can facilitators do a Self-Assessment of their SEL Practices?

Success of any life skills session depends on the facilitators conducting them in a meaningful and purposeful manner. This would make the sessions reflective & insightful for the students, and at the same time fun & engaging. To achieve this the facilitators need to keep in mind three important aspects while planning and conducting life skills sessions – the Topic or Theme chosen which determines the objective of the life skills activity; the Process followed to achieve this objective and their own Demeanour. To help facilitators with this challenging task, this section has a checklist under the three aspects. Facilitators are recommended to refer to this checklist before planning and conducting a life skills session. This could also be used as a ready-reckoner by facilitators to do a quick self-assessment of themselves and their sessions.

Topic:

- I. The focus of my life skills lesson plan is to develop a facet of a specific life skill.
- II. The topic is appropriate to the age of the students.
- III. The topic is meaningful and relevant to the age of the students.
- IV. The topic is culturally relevant to all my students.
- V. The topic considers the sensitivities of students coming from different cultural and family backgrounds

Process:

- I. I am prepared with my lesson plan before every life skill session.
- II. I prepare my life skills lesson plans with clear life skills objectives.
- III. I carefully link the objectives and activities in my lesson plan.
- IV. I develop objectives, questions, and activities that allow for reflective and critical thinking as appropriate for the content and the age of the students.
- V. I prepare materials in advance and have them ready to use during class.
- VI. I remind students of Ground Rules before every life skills session.
- VII. I organize and use classroom space as effectively as I can.
- VIII. I use different grouping strategies considering the content and the age of the students.
- IX. I keep my class interesting by using different teaching-learning methodologies and strategies.
- X. I explore student understanding by asking open ended questions.
- XI. I provide opportunities to students to share their honest thoughts and opinions, as appropriate for the content and the age of the students.
- XII. I keep an open mind and accept all views, even if I do not agree with some of them and allow healthy discussions and debates in the class.
- XIII. I provide opportunities for students to reflect on their learning & pen it down, and share it with others, as appropriate for the content and the age of the students.
- XIV. I am mindful and sensitive about what students share during the session and do not talk about it with other teachers.
- XV. I consider all safety aspects, both physical and emotional, during life skills sessions.
- XVI. I seek the help of the counsellor or a trustworthy teacher in case I am concerned about any student because of what they did or said during the session.
- XVII. I pen down my own reflections – on what I did, the students' responses and my own responses, after every life skills session.
- XVIII. I believe that I would enjoy being a student in my class.

Demeanour:

- I. I am enthusiastic and genuine when I interact with my students.
- II. I am fair to all my students and treat them all equally without showing any favouritism.
- III. I show respect to all students.
- IV. I listen with attention and interest when my students are sharing something in the class.
- V. I pay attention to verbal and non-verbal cues and validate students' feelings and experiences.
- VI. I value what students say.
- VII. I communicate in a clear and simple manner and repeat my instructions with patience.

- VIII. I establish a good rapport with my students as individuals.
- IX. I am empathetic and understanding of the students' constraints, challenges and struggles.
- X. I care for my students and make sure they know I care.
- XI. I display interest and concern about the students' lives outside school.
- XII. I refrain from moralising and preaching about life skills.

2. How can facilitators Reflect on their own LSE practices?

An integral part of being an effective practitioner is to constantly review and reflect on what we do, and constantly attempt at refining our practice. To help facilitators with this cyclical process of *review → reflect → implement → review*, in this section we have provided a set of questions which would help facilitators consider different aspects of their life skills sessions, give them different perspectives and decide on the required follow-up action.

- I. Do you think the life skills *objectives for the session were met*?
Yes/No? How do you know that?
- II. From your observations, *what student behaviour or response* elicited the following responses from you, and *what is the reason* for that?
 - a. Surprised you:
 - b. Pleased you:
 - c. Worried you:
- III. What could you have *done differently* to make the life skill session more insightful for your students?
- IV. Based on your observations, what follow-up action do you think you need to *take with/for your students*?
- V. Based on your observations, what follow-up action do you think you need to *take for yourself*?

5C. Resource List for Section #5.

Content for this section was sourced and adapted from the following source:

1. Indian Social-Emotional Learning Framework (ISELF) Handbook, India, July 2018

5C. Life Skills Activities & Exercises for Adults

5D. Readings for Life Skills Educators

Please refer to the resources from the following [google sheet](https://docs.google.com/spreadsheets/d/1eH1BmpHedtRo95Kz2boLaN90c4Z4E_B/edit?usp=sharing&oid=109165556240150932650&rtpof=true&sd=true) :

Anchored by the Teacher Foundation