

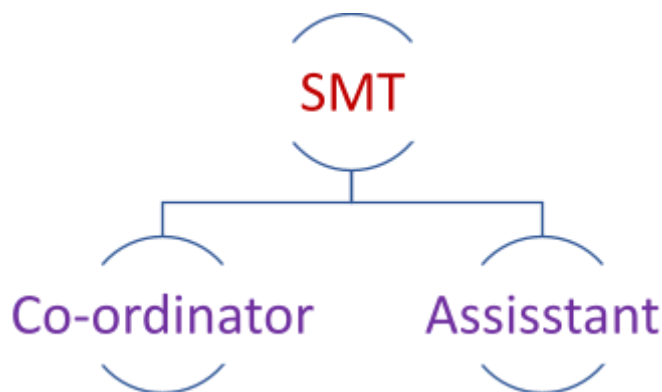
STANDARD OPERATIONAL PROCEDURE FOR LIFE

SKILLS (GBS)

INTRODUCTION

The life skills training programme is designed to promote a core set of skills for the promotion of the Reproductive Health issues and well beings of adolescents. The life skill programme is carefully designed to impart a set of skills that will lead the adolescents to be competent and deal effectively with the demands and challenges of everyday life and demonstrate a positive attitude while interacting with others. Life skills enables the participants to translate the knowledge, attitudes, and values into practical day to day experiences. In all the core skills incorporated in the programme, the participants practice the skills using case studies from their daily lives. Effective acquisition of life skills influences the way we feel about ourselves and others and how other people perceive us. Life skill contribute to our perception of self-esteem, self-confidence, and healthy relationships. Life skill play an important role in promoting the mental wellbeing of an individual.

ORGANISATION STRUCTURE AND CHAIN OF COMMUNICATION



AIMS AND OBJECTIVES

- To provide opportunity for realising one's potential through practical experience.
- To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.
- To set appropriate goals, manage stress and time effectively.
- To make students understand themselves and help them to manage themselves better.

PURPOSE

Education about life skills **makes the individual able to improve his knowledge, develop values and views**, meaning that the individual knows when and how to do a task. Life skills motivate healthy behaviour and increase self-confidence.

The methods used in the life skills programme promotes and builds upon how adolescents learn from their own experience and from their environment, by providing them case studies or asking the participants to choose a case whereby they have to think about the consequences.

SCOPE

The expected outcome from this programme is **Develop and exhibit and accurate sense of self**. Develop and nurture a deep understanding of personal motivation. Develop an understanding of and practice personal and professional responsibility. Demonstrate

knowledge of personal beliefs and values and a commitment to continuing personal reflection and reassessment.

PROCEDURES TO ELECT / SELECT EXCO

Co-ordinator and Assistant of the life skill programme will be elected / selected by school management.

FUNDS, MATERIALS, AND RESOURCES MANAGEMENT

Seeking the assistance of professionals in the field through the school to conduct programs when required.

ROLES AND RESPONSIBILITIES

Co-ordinator and assistant,

- Design the packages in such a way that participants are actively involved in practicing the skills and learning through active participation.
- Set each session a major goal as well as specific behavioural objectives that students are expected to be able to complete by the end of each session.
- Make sure each session contains measurable objectives, content, and interesting activities for the participants.
- Ensure that the target goal is achieved by each session

- Conduct the sessions with the assistance of professionals when required.

Students (grade 6 to 9)

- All students participate in all session activities with interest
- Working hard to achieve the goals to be achieved in every session.

ANNUAL PLAN

Package consists of 13 sessions, which are designed to be taught in sequence in Grade 6, 7, 8 and 9 during the year. Each session is designed for 60minutes, which would be a double period in the school system. In each grade, 5 to 6 sessions must be fitted in to the term. The table below lists the session topics and concepts discussed in package.

1- Communication

- To communicate feelings accurately to one another

2- Assertiveness

- To teach students skills to enable them to become more assertive in appropriate situations

3- Self-esteem

- To teach students ways of examining their self esteem in order to understand its influence on their behaviour

4- Values

- To teach students the concept of values and how to become a good person in the society

5- Self-awareness

-To make students comfortable with their developmental changes and therefore enjoy this transition stage of their life

6- Relationships

-T teach students to recognise the importance of relationships in their life as well as acknowledge feelings of attraction to the opposite sex which would enable them to form realistic concepts of love

7- Decision making

- To teach the students how to make effect decisions in their daily life

8- Peer pressure

-To be able to protect themselves from high-risk behaviour through resisting negative peer pressure

9- Media influence

-To discuss what media influence is and the power of media influence over adolescents

10- Anger

-To teach students to identify anger, specific situation that led to angry feelings, and learn ways to effectively deal with anger

11- Stress

-To teach students ways to increase their coping strategies to effectively deal with the stresses in their lives

12- Conflict resolution

-To teach students that, conflicts are a part of our lives and expose them to techniques of resolving conflicts

13- Child abuse

-To increase competence of adolescents to protect themselves against sexual assault and abuse

ANNUAL REPORT

Prepare a report regarding the sessions and activities held during the academic year and handover it to school management.

References

ASRH Life Skills Development