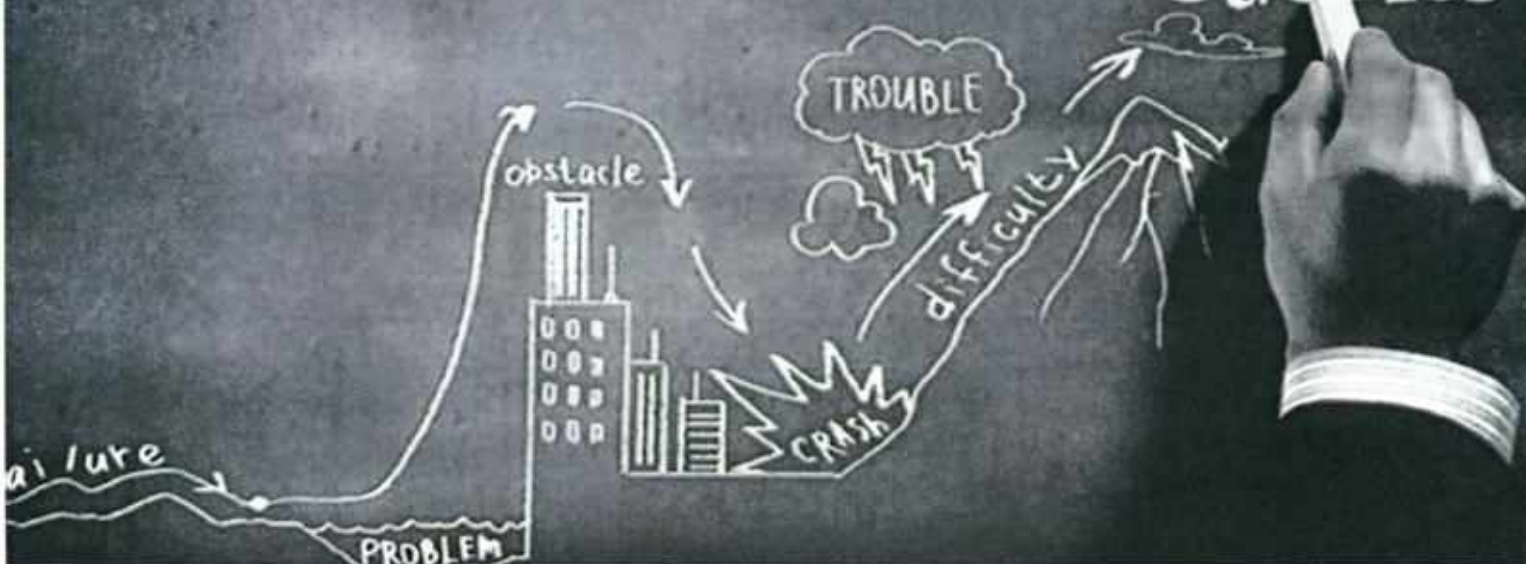




IMPORTANCE OF LIFE SKILLS

Text type: Article/Blog

Theme: Soft skills

Subthemes: Time management/Team work/Stress management

In this unit the students will be able to

- Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.
- Research for short projects to answer a question (including a self-generated question) or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation while writing or presenting their assignment.
- Develop precis writing skills. Write precis effectively.
- Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick.

Pre-Reading

- What do you know about life skills?

According to the World Health Organization, life skills are “A group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives healthily and responsibly.”

While there's no definite list of life skills. Some examples are Time management, Money management, Housekeeping, Communication, Positive self-image development, Growth mindset

and self-improvement, Stress management.

life skills are abilities that enable a person to navigate a range of life contexts with a sense of personal confidence, social conscience, and professional competence. They are developed through the use of processes that are inclusive and sensitive to individual, local and regional diversity.

While-reading

- What makes young generation more successful?
- Name some life skills mentioned in text.

Imagine young people graduating from school with excellent scores but not knowing the first thing about coping with reality. What if they couldn't communicate effectively? Or couldn't handle money issues and were always in debt? It's both alarming and all-too-common. That's why parents and teachers alike should play an active role in preparing kids for the future. Where the school is concerned, that means doing more than merely teaching algebra and biology. While no one can downplay the importance of good academics, it's just not enough without the necessary life skills.

Learning life skills helps young people understand who they are and what they want out of life. Moreover, young people grow more aware of their own struggles and those of the people around them. As we continue to navigate through the modern-day challenges brought about by rapidly evolving technology, globalization, and most recently, a worldwide pandemic, the necessity of equipping our younger generations with practical life skills has never been more glaringly apparent. Today, schools are slowly but steadily realizing that academic performance alone does not measure their students' ability to succeed in adult life.

A study by the American Psychological Association found that teens' average stress level was much higher than the maximum healthy stress level for adults. By becoming aware of this, young people are better equipped to handle what they're going through and recognize when they need help. This helps reduce incidences of bullying and violence. The average high school student has oodles of real-life responsibilities to deal with. Between juggling homework, extracurricular, and trying to maintain a social life — it can feel like too much sometimes.

It's no surprise that adolescent mental health issues have been steadily rising. Learning through a holistic teaching approach that brings life skills to the classroom can help learners to feel more competent and prepared for the challenges life brings.

Math and economics classes don't generally teach students how to effectively manage money. Many students finish high school not knowing how to manage credit cards, file taxes, or balance

checkbooks. And that's a significant concern given that young people have to make long-reaching financial decisions even before earning a college degree.

According to the National Financial Educators Council, young people are worried about their financial future. Learning how to manage money early will help kids navigate these complexities better. Another way to help kids with navigating complexities is to teach a child to foster healthy communication and interaction.

By learning communication skills, students learn to speak clearly and assertively, while respecting other people's opinions. What's more, they learn good listening skills and appropriate responses, including tolerance and open-mindedness.

As Steven R. Covey, author of the best-selling self-help book *The Seven Habits of Highly Effective People*, puts it, one habit of highly effective people is to "seek first to understand, then to be understood."

A life skill program will teach young people to show empathy and distinguish between listening and hearing. Moreover, it will help them avoid miscommunication, overreacting, and misinterpretation. This will help them build healthy relationships with family and friends. Not only that, but these skills will also help students to form healthy connections in the workplace and society. It's easy to think of communication as common sense, but it's not really. That's why a good life skills program is crucial to set up students for success.

Life is a series of decisions - including big ones like who to spend your life with and what career path to choose. And then there are the small ones like what to wear or what to have for dinner. No matter how small, every choice we make can have a potentially life-changing effect. It's important for students to learn how to make confident and

well-informed decisions. A comprehensive life skills program can help with this. Teaching young people how to evaluate situations from both a logical and emotional perspective will improve their decision-making skills.

Through life skills education, young generations are equipped with foundational skills necessary for transitioning to productive adulthood; manage stress; learn to deal with difficult emotions; practice positivism; improve self-esteem; feel empathy; learn to listen to others carefully; learn to set personal boundary; handle dispute well; find balance between priorities and demands; communicate confidently; set goals; make decisions; solve problems; think critically and creatively; use executive functional skills; and learn to bounce back from adversity.

Life skills provide readily available tools to deal with challenges/demands of daily lives the youth face, from managing their emotions to make an informed decision. It also helps develop children's personality, talents, and mental and physical abilities, and realize their true potential through learning to know oneself and others and make effective decisions to live harmonically together in society. Young people are brimming with untapped potential. And they need dedicated skills that empower them to bring out the best in themselves. Teaching life skills will help achieve the best outcomes – well-rounded, empowered, and educated young people.

While-reading

- Why is it important to teach financial management to young people?
- What is the importance of communication skills?

Post Reading:

- Why is it important to leave traditional subjects and include life skills in the curriculum of educational institutions?
- What problems will be faced by educational institutions in implementing programs related to life skills?

1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

Words	Meanings
competence	the ability to do something successfully or efficiently, capability
alarming	disturbing
downplay	make (something) appear less important than it really is, devalue
inclusive	comprehensive, with everything included
adversity	a difficult or unpleasant situation
productive	fruitful
empathy	the ability to understand and share the feelings of other
adolescent	teenager

2. Reading and Critical Thinking Skills

a. Comprehension Questions:

- Write down the definition of life skills.
- Give few examples of the life skills.
- Why do you think it is important for young people to learn the life skills in the present age?
- What is the reason for high stress level among teenagers? How can it be managed?
- How do life skills help individuals in taking the right decisions?
- Is learning life skills helpful in managing finances? Elaborate.
- Which habit of the highly effective people is described by Steven R. Covey in the text?

3. Vocabulary and Grammar

a. Subordinating Conjunctions

Subordinating conjunctions are essential parts of complex sentences which include at least two clauses, with one of the clauses being main (independent) and the other being subordinate (dependent). There is only one rule to remember about using subordinate conjunctions: A subordinate conjunction performs two functions within a sentence. First, it illustrates the

Examples of Subordinating Conjunctions

Reason because since so that in order to as	Comparison than rather than whether as much as whereas	Condition if only if even if unless provided that
Concession although even though	Time	
Manner how like		
	after before as soon as once nowthat until	scince when while whenever by the time

importance of the independent clause. Second, it provides a transition between two ideas in the same sentence. The transition always indicates a place, time, or cause and effect relationship.

Examples:

- I will finish reading this book **after** everyone has gone home.
- We cannot go to the mall **because** our car broke down.
- The train reached the station **before** the time.
- We went to our seats **as soon as** the professor arrived.

b. Choose the appropriate conjunctions.

- i. He struggled hard in his bad days _____ he succeeded.
 - For
 - Until
 - Before
- ii. He won many trophies _____ he was young.
 - As
 - Because
 - When
- iii. I am staying in _____ it is snowing outside.
 - Because
 - Although
 - Since
- iv. Did she say anything _____ she left?
 - As
 - Before
 - Though
- v. _____ it was hot, he was wearing a warm jacket.
 - When
 - Although
 - If

c. Adverb Clause

The Adverb Clause

The **adverb clause** is a dependent clause that modifies the **verb, adjective, or adverb** in the independent clause of a complex sentence.

It tells **how, when, where, why, and under what conditions.**

Adverb clauses begin with common subordinating conjunctions.

An adverbial clause, also called an adverb clause or adverb phrase, is a group of words that contains a subject and a verb. Just like adverbs, adverbial clauses modify verbs, adjectives, or other adverbs. But where an adverb is just one word, an adverbial clause is a group of words. Adverb clauses always meet three requirements:

- First, an adverb clause always contains a subject and a verb.
- Second, adverb clauses contain subordinate conjunctions that prevent them from containing complete thoughts and becoming full sentences.
- Third, all adverb clauses answer one of the classic “adverb questions:” When? Why? How? Where?

Examples:

- After the storm passed, we went outside to survey the damage.
- Even if I take the train, I still might be late to my appointment.
- She stepped confidently across the tightrope as if she had done it many times before.

d. Find out the adverb clauses in the following sentences and state the kind of each one.

- i. When you have finished your work, you may go home.
- ii. You can put the books wherever you like.
- iii. I did not buy that watch because it was expensive.
- iv. You must go whether you hear from him or not.
- v. Since you have apologized, we will take no further action against you.

- vi. I have not been well since I returned from the hills.
- vii. He was so weak that he could not stand.
- viii. As he was not there, I spoke to his mother.

e. Match the two clauses and make meaningful sentences.

i. I waited for my friend	a. that she could barely stand.
ii. She was so tired	b. before you were awake.
iii. He went to the store	c. until he arrived.
iv. You cannot go to the cinema	d. the girl went outside without an umbrella.
v. Although it was raining	e. because you didn't buy a ticket.

4. Oral Communication skills

a. Prepare an individual presentation on the following:

"Significance of life skills education for the youth"

5. Writing Skills

Precis Writing

The essential components of a Precis are as follows:

Clarity: Since a Precis is essentially a synopsis of the narrative, it should be evident to the reader what the story is about. Readers should have no trouble understanding your precise.

Correctness: When writing a precise, always pay attention to punctuation, grammar, and sentence structure errors. Make sure you verify all the dates, places, information, and numbers from the original passage.

Objectivity: When writing a precise, maintain objectivity. Talking on facts alone is appropriate in your Precis. Avoid attempting to share your thoughts and beliefs.

Conciseness: When writing a story synopsis, always keep it brief. A writer should refrain from utilizing superfluous words and repetitions.

Coherence: Your Precis should make sense when put together. You are free to express yourself, but make sure it is understood. When reading your Precis, readers shouldn't become disoriented or perplexed. Make use of language that effectively aids in reader comprehension.

Q1. Write a précis of the last two paragraphs of the given text, "Life skills". Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the text.

Q2. Write a narrative essay of 200-250 words on "My teamwork story". It should engage the reader, clearly present a problem or situation, and smoothly progress through events to show

character growth and resolution. A few guidelines are given below for clarity of concept:

Engage and Orient the Reader: Tell about group assignment at school. Name of project and who were involved?

Present the Problem/Situation: What difficulties did your group and you encounter when the project first started? What are the dynamics of the group?

Progression of Events: Describe the actions your group did to get beyond these obstacles. What particular steps did you take to enhance communication and teamwork?

Resolution: What was the project's final result? What impact did the group project have on your perception of collaboration and teamwork?

Q3. Develop a research project on the topic: "Importance of Healthy lifestyle for teenagers". Include an answer to a question (including a self-generated question) or solve a problem, synthesize multiple sources on the subject, and demonstrate an understanding of the subject under investigation while writing and presentation of it. Following are some of the guidelines.

- Divide the class in groups
- You can conduct this study on issues related to it like effects on mental health, sleep, fitness, and nutrition.
- Gather information from reliable sources, including books, scholarly publications, and health websites. Read different research articles and refer them in your write-up.
- Make infographics and share them with your peers to make wise choices regarding their health and well-being.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.