

**LOYOLA COLLEGE OF SOCIAL SCIENCES
THIRUVANANTHAPURAM**



CRITERIA 1: CURRICULAR ASPECTS

1.2. ACADEMIC FLEXIBILITY

1.2.2. CERTIFICATE PROGRAMS

LIFE SKILLS

LIFE SKILLS REPORT 2020-21

LIFE SKILLS REPORT 2019-20

LIFE SKILLS REPORT 2018-19

LIFE SKILLS REPORT 2017-18

Report for Activity Log SI. No.:			
Programme Name	Certificate Course in Life Skills	Organizer	LCSS
Date	23/02/2021; 26/02/2021; 02/03/2021; 05/03/2021; 08/03/2021; 12/03/2021; 16/03/2021	Time	8-11 a.m. & 3.30 – 6.00 p.m. (6 days) – Total: 38.50 hours
Venue	Sutter Hall	Faculty in-charge	Dr. Francina P. X

Programme Objectives	<p>The learner should be able to:</p> <ul style="list-style-type: none"> ➤ Understand life skills and how it can be used in their day to day life at individual, family and community level ➤ Understand their group and learn to work as a team and as an individual ➤ Equip the learner to use the knowledge in life skills to sensitize people on their personal skills and to work in collaboration with other agencies to enhance their client systems life skills. ➤ Learn to design their own module of life skills as a team
Resource Person (s)	Dr. Francina P. X, Asst. Professor, Dept. of Social Work, LCSS
Participants	28 students (MSW Semester I)
Programme Activities	General Orientation on Life Skills and how to design a life skills module on 23 rd Feb. 2021- WHO defined life-skills as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". Life-skills have been categorized into ten and they are: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness, empathy, and coping with stress and emotions.

	<p>As part of the life skill training program participants were divided into 6 groups. The first group was assigned with an introduction on Life Skill training and the other groups were assigned with two topics in life skills. Designing of the module and discussion with the resource person in groups (26th Feb. 2021)</p> <p>Group 1: Introduction on life skill training Group 2: Critical thinking and creative thinking Group 3: Decision making and Problem solving Group 4: Communication and Interpersonal skills Group 5: Self-awareness and Empathy Group 6: Coping with Emotions and Stress</p> <p>GROUP 1: INTRODUCTION TO LIFESKILLS</p> <p>Group 1 consisted of Ms. Jumy George, Ms. Gouri S Nath and Fr. Bibin Y Thomas. The training was conducted on 2nd March 2021. The training session began with an introduction to life skills, which included its definition, history, types of life skills, its purpose and importance followed by different activities.</p> <p>Activity 1: Problem solving and decision making: Activity 1 was based upon problem solving and decision making. Problem solving is an analytical process used to identify the possible solutions to the situation at hand. Making decisions is a part of problem solving. Problem solving is a complex process, and judgment calls – or decisions – will have to be made on the way. Decision-making is a choice made by using one's judgment.</p> <p>Name of programme: Game for problem solving and Decision making [Knot untangling].</p>
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	<p>Objectives of the activity were,</p> <ul style="list-style-type: none"> • To have a clear idea about the problem solving and decision making • Make the participants understand rather than thinking through a single idea and try to have different perspectives in each decision-making process. • To acknowledge the idea that every problem has a solution. <p>The whole team members were divided into a pair of two. Ribbons were tied in a particular way in their hands. They were instructed untangle the ribbon tied on their hands, without removing the taps manually or cutting the tap or removing the knots of the tap or removing each other's taps.</p> <p>This activity enables an individual to make critical decisions, recognize the idea that things that were thought impossible are always possible and it can gain the trust of a community that witnesses the problem solving.</p> <p>Activity 2: Interpersonal Relationship and communication skills: Communication is said to be the basis of every interpersonal relationship. In Fact effective communication is the key to a healthy and long lasting relationship. If individuals do not communicate with each other effectively, problems are bound to come.</p> <p>Name of programme: Game for interpersonal Relationship and communication skills.</p> <p>The Objectives of the activity were,</p> <ul style="list-style-type: none"> • To improve the communication and facilitate better interactions. • To improve communication skills and be able to convey their ideas clearly to the others. <p>The groups were divided into pairs and each pair took two chairs, they were asked to sit in an opposite direction so that the other one would not be able</p>
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to see the picture given near to them. Let's assume that A and B are 2 persons, B have to describe the picture without pointing out the object.

The activity made the participants realize that good communication is not just about words. It made them recognize the need for good communication even in unfamiliar language and limited circumstances and made them realize that other types of actions can be more impactful than words for many people.

Activity 3: Coping with stress and emotions: It was explained that coping with emotions means recognizing emotions within us and others and being aware of how emotions influence behavior. We should be able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

Name of programme: Video on coping with stress (Charlie Chaplin- The lion cage). Objectives of this activity were,

- To feel the students, stress free in a short time.
- Make them understand that during the time of stress rather than depending on high solutions try to free relief in small things.

It helped participants to understand how to avoid conflict in ourselves through things that bring joy to the mind. It made the participants remembers the things that bring happiness and give a lot of positive energy in the society. The participants were able to recognize that there is a possibility of hope, no matter how strong the crises are.

Activity 4: Empathy and self-awareness: Self-awareness is the conscious knowledge of one's own character, feelings, motivations and desires. Empathy, on the other hand, is the ability to feel like you understand and share another person's experiences and emotions or the ability to share someone else's feelings

	<p>Name of programme: video on Empathy (The Thai Ad that went viral)</p> <p>The participants were shown the video “The Thai Ad” that went viral in social media and asked to reflect on the same.</p> <p>Objectives of the activity were,</p> <ul style="list-style-type: none"> • To make them experience and feel that someone else’s pain and happiness become your pain and happiness. • To make them understand that actions have more power than words. <p>It made the participants understands how to treat and talk to someone in a particular situation.</p> <p>Activity 5: creative and critical thinking: Critical thinking is the ability to clearly and logically consider information that is presented to us. Creative thinking is about generating new, novel, or useful ideas. The great innovators combine critical thinking and creative thinking. The fifth activity was based on critical and creative thinking.</p> <p>The participants were given a situation to think both critically and creatively. The situation was that they are going to be affected by flood tomorrow, and to note down what are the 10 necessary items they are going to carry along with them.</p> <p>Objectives of the activity were as follows,</p> <ol style="list-style-type: none"> 1. To make the participants think critically 2. To make the participants think creatively <p>Participants were able to understand the importance of thinking critically and creatively and make them enable it.</p> <p>The group was able to give a basic understanding about the concept of life</p>
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skill training and was also able to make the participants act practically with each life skill. The major challenges faced by group 1 were the lack of time and little knowledge on conducting life skill training. The team mainly focused on the activities; we were not able to cover all the theory part that was one of the major recommendations given by the faculty and participants. Time management was also one of the issues faced by the team

GROUP 2 : CREATIVE AND CRITICAL THINKING

Group 2 was assigned with the topic Critical and Creative thinking and consisted of five members: Fr. Josey James, Ms. Heera Krishna R, Mr. Sreehari A. K, Ms. Hima Roy and Sr. Jincy Baby. The theory part and activities to be conducted with regard to the topics were chosen voluntarily by the group members. The training was conducted on 8th March 2021.

Activity 1: Ice breaking session : The session was taken by Sreehari A. K. Each chair for the students hold a hidden name of a vehicle in it. The students with the same vehicle name should form groups, name their groups and present it within the given time.

Activity 2: Introductory sessions: It was carried out by Jincy Baby and she gave an explanation about creative thinking and critical thinking using PPT Presentation as a tool. The main objective of the activity was to give a brief idea on the theoretical part of creative and critical thinking to participants.

Activity 3: Video presentations: Video presentations were done by Heerakrishna R. Two videos were shown to participants. Video 1 was based on the story “Thirsty crow”. The second video was a video published by Lead India named “The tree”. They were asked to reflect on the video

contents.

Objectives were,

- To make participants understand the need of thinking out of the box and creatively
- To make them recognise the importance of critical thinking.

The participants were able to reflect the creative thinking the crow had done to get water in the first video and were able to realise the need of thinking differently in unexpected circumstances through the second video.

Activity 4: Creative solution Finder. The activity was taken by Hima Roy. It was the Creative solution finding. The main objectives of this activity were,

- to use higher order thinking skills and inference skills,
- to develop diversity of thought and to think out of the box.

She explained to the students that they have to solve the problems that they consider important in their life. Gave each student a pen and a piece of paper, instructed each student to write a problem question on one of his or her sheet of paper, questions can be of any kind then collected the sheets of paper with questions written. Read them one at a time and solicit solutions from the students. There should be at least two solutions for every problem. Continued the activity until all students have shared their problem questions and found new solutions and finally, evaluated the activity. The group was able to convey the following ideas to the students through this activity :

1. For every problem there is a solution and more creatively we think better are the solutions that we get.
2. Thinking creatively while looking for a solution helps us in a better way.
3. It is not always that a solution will work. We must keep in mind the hit and trial method while looking for solutions.

Activity 5: Discussion based on Video: The activity was handled by Josey James and it was the discussion on Encounter of rape accused.

Developing critical thinking was the main objective of this activity. First the students were divided into groups and they were shown the video of news about encounter of rape accused. They were asked to discuss in favour / against on the topic, discussion on the topic was done and last evaluation about activity. Through this activity group was able to induce the students to analyse about the positive and negative aspects of the crisis and address it without prejudice.

Activity 6: Drawing the face: Drawing a face was the sixth activity and it was taken by Heerakrishna R and to develop creative thinking was the main objective of this activity. The procedures of this activity were first students were asked to take paper and pen and they were asked to draw a big circle , then three circles inside the big circle , and two small circles parallel to each other outside the circle. The students were asked to show the image they got and they were taught to make a creative outcome out of the process and how to draw a face using these circles. It helped participants to understand how to think out of the box.

Activity 7: Keep Your Balloons Up: The last and final activity conducted was keep your balloons up. It was an activity based on the Life skill module by NCERT. It was done by Sreehari AK. The objectives of this activity were to develop critical thinking skills and to examine issues critically. First, I created a list of people with very different backgrounds. These may be famous personalities or types of people from the present day or historical figures.

Give each student a person to be or let them choose by picking a name from a bowl Explain that the group is in a make believe hot air balloon which is losing weight. To stay in the air, a person must leave the balloon. Then taking turns asking each student to explain why their character should be allowed to stay in the balloon Ones everyone has spoken, instructed the group to decide who should be evicted from the balloon. Started the process

again as the balloon is losing height again so another student must be evicted until there is only one student left. Each time the student should think of different reasons why they should stay and at the end of the debate discuss with students why the students left the balloon in the order they did, what were the characteristics or skills of the people who seemed to be the most and least valuable to the society. The participants were made able to think critically while eliminating each member from the balloon, the pros and cons of it.

Through the session on critical thinking and creative thinking, the group was able to give a basic idea of these life skills to the social work students. The debate and balloon game explained the necessity of critical thinking while the story of crow, problem solving activity and the video of lead India gave the necessity of creative thinking. Limitations and challenges faced by the group were some time lag in the beginning. Dr. Francina P.X instructed the team members to focus on one or two activities rather than doing a lot of activities. The evaluation and observation from the faculty and participants made the team members understand how to improve while conducting the next session.

GROUP 3: DECISION MAKING AND PROBLEM SOLVING

Group 3 dealt with Decision making and problem solving. The group members were Ms. Annu Thomas, Ms. Anakha Soman, Mr. Alan Berchmans, Ms. Rejitha Ravi and Mr. Alby P J. The whole topic was divided among each group member. The training was conducted on 12th March 2021.

The group welcomed all students by giving a welcome card. First was the ice breaking session taken by the group. To form the group the team gave a lot to each one, the students should imitate the task given and form the group. Followed by an introductory session carried out by Ms. Annu

	<p>Thomas and she gave the idea about the basic life skills and some introduction about problem solving and Decision making. She also connected the introductory games with the topic too.</p> <p>The second Activity was the team presentation. The students should do the name presentation as a team in front of others. Then the first and second activity related to our topic was handled by Ms. Annu Thomas. Followed by a small interactive session which was taken by Ms. Anakha Soman she gave a detailed explanation about Decision making and it's important with the help of PowerPoint.</p> <p>The third activity was taken by Mr. Alan Berchmans, it was the decision making. The activity which he used was Role Play. Each group was assigned with particular movie scenes. Watch it and understand the scene. Later, each role in the scene is assigned to each group member and was asked to recreate the scene. Present the scene and explain how decision making works on the scene. He gave basic information and rules about the act and also gave movie scenes. The group also assigned particular time for the students for their group activity. Then called the group based on their informed order to present their part. After all presentation Alby PJ helps the group to reflect and connect the particular activity with the life skill Decision making. Help the group to understand the importance of developing critical and creative thinking and to make wise decisions. Expected outcome of activity 2 and 3 was students will be able to recognize the role of Decision making in need fulfillment and problem solving. This was followed by a small refreshment activity, aimed to entertain the students. Ms. Anakha Soman leads the group for that.</p> <p>The second part of this life skill module was Problem solving. Group member Ms. Rejitha Revi actively explains about the basic theory part with the help of PowerPoint. After that Mr. Alby P J helped the students to think about their life by sharing small experiences and initiated small focused</p>
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group discussion that explained the way to solve the problem.

The Fourth activity was taken by the team; It was the Treasure Hunt. The main objectives of this activity were to use higher order thinking skills and inference skills, to develop diversity of thought and to think out of the box and solve the clues. In total there were 5 clues. Each clue was placed in different places. First clue was given from the Sutter hall. The remaining clues should be found out by the group. At last, the last clue they reached into a case/ problem. The first group coming with the case will be scored. Then they get little time for discussion about that case and analyze it, and find a best possible alternative solution. Then the team wanted to present the same in front of the group.

Then the group member Ms. Annu Thomas concluded the session with explaining the overall objectives and why all those activities and its aim. It was all tougher to know the importance of decision making and problem solving as life skills, learn right decisions in making & solve problems through activities.

GROUP 4: INTERPERSONAL RELATIONSHIP AND COMMUNICATION SKILLS

The Life skills training conducted by group 4 were based on Interpersonal relationships and communication skills. The group members were Ms. Sreelekshmi, Ms. Aarya Mathew, Ms. Rosemary, Ms. Athira and Mr. Libin. A total of six activities were done which taught the participants about the importance of communication skills and interpersonal relationships. Different angles of communication like verbal communication, non-verbal communication, and listening were explored. Interpersonal relationships right from the family level was reflected upon by the participants

themselves. The training was conducted on 16th March 2021.

TOPIC 1: Communication skills

ICEBREAKING - Finding the ball: First the groups were divided on the basis of a picture they formed using broken pieces (like a puzzle) and each group was represented by a famous personality. Each group was asked to speak a few words about those personalities and through this their communication skills were tested. A ball was hidden and 3 members from each group were asked to find the ball. Member A will be blindfolded and is to collect the ball. Member B would be standing opposite A and is also unaware of the location where the ball is placed. Member C would be standing opposite B and is aware of where the ball is placed. Member C is to communicate directions non-verbally to Member B. Then Member B would be communicating verbally to Member A. Member A is to follow the directions and find the ball. Points would be assigned to each group. Through this activity all angles of communication were covered and interpersonal relationships were also tested.

Taxi game: From each group, a taxi driver would be selected and the rest passengers. Each passenger would be given certain destinations which they have to convey to the taxi driver through indirect means, using clues and hints. This activity explored indirect communication.

Spotlight: One member from each of the group would be selected and would be given a topic to speak on for about a minute, and for every extra 30 sec the individual speaks the group would be assigned points. This activity taught the participants about the importance of being comfortable in speaking about any topic.

Listening: Two individuals were selected to interact with each other- one individual would be speaking and the other would be listening. The listener would be given the instruction not to pay attention to the speaker before the

activity. The speaker unaware of the instruction given would continue to speak and the listener as per instructed would not pay attention to the speaker.

The audience would then be asked to interpret and analyse the situation. This activity shows poor listening skills and how they can obstruct effective communication.

Scene Enacting: Two members from each group will be selected and a movie scene would be given to them, which they are to enact. The rest of the members should then carefully observe the scene and guess the movie. This activity covered non-verbal communication.

TOPIC 2: Interpersonal Relationships

Ice breaking activity- Finding the ball: Mentioned earlier

Personal Reflection: To analyze individuals' relationship with immediate family members (parents) after playing a video song from the movie 'mummy and me'. The participants after watching the clip would be asked to recall an incident in their lives wherein they were not able to communicate properly with their parents and that had affected their relationship. The participants would be then asked to come up and share those memories. This helped the participants to explore interpersonal relationships with their family.

Through this program, the participants understood the importance of interpersonal relationships and communication skills in Life skills. They learned how to communicate their thoughts effectively. From the theoretical perspective, they learned about different types of communication and barriers of communication. Through the personal reflection activity they understood the importance of interpersonal relationships in family bonds and their personal life. They also got to learn the connection between

communication skills and interpersonal relationships. Breaks in between due to department programs which affected the continuity. The tired state of participants as it was post-lunch hours. The faculty and other group members advised the group to include more activities with reflection purpose, coordinate the activities better, give more importance to quality of training than quantity, and not give greater emphasis to tasks and activities.

GROUP 5 : SELF AWARENESS AND EMPATHY

The fifth group consisted of Ms. Anu Biju, Ms. Ann Rose Mathew, Ms. Devika Prasad, Ms. Jisna J.S and Ms. Jeena S Raj. The training was conducted on 17th March 2021. The group was assigned with the topic Empathy and self-awareness. The topics for presentation were voluntarily chosen and divided by the group members itself. Activities and theories regarding the respective topics were taken by the group. Ann Rose gave a brief introduction about life skills, self-awareness and empathy. Anu gave an exercise to the class and showed a video about self-awareness. The theory about self-awareness was taken by Jeena. Empathy was divided and taken by Jisna and Devika. The activities and videos presented in the class were voluntarily chosen by the group members individually, later which was discussed with the group members. After determining the activities, videos and theories to be presented in the class the group consulted and communicated the same with Dr. Francina PX and made the necessary changes and modifications.

Topic 1 - Self-Awareness

In the first session Ann Rose gave a brief introduction about life skills, self-awareness and empathy.

Activity 1 - The activity was throwing balls in a bucket challenge, where

every individual stands at a different distance from the bucket. The activity was to evaluate the level of self-awareness on the Basis of how each individual evaluates themselves.

The next session on self-awareness was carried out by Anu and Jeena.

Activity 2 - Self-reflection analysis. .The exercise was to help the participants understand themselves as well as help them capture the trueness of the self-reflection through another person's eyes. Each person was required to note down at least 3 positive aspects and 1 negative aspect about themselves. Then, partner with the person sitting by their side and exchange the papers. Mark each aspect on the paper on a scale of 10 on the basis of how accurately they feel the point was relevant to their partner. If the other partner feels that the points noted are not relevant to the partner, note down the point they feel accurate. Participants will have 1 minute for the same. Participants can reflect on the impact of the exercise on an individual level and how it made them feel. As well as comment on the negative aspect and their take on it.

Activity 3 - A video named Overcomer - self-awareness and liberation video was presented before the students to demonstrate the need to understand the need to overcome the world and liberate oneself. After that the participants were required to comprehend the moral behind the video.

Topic 2 - Empathy

The next session was Life skill training on empathy by Devika Prasad and Jisna JS and its aim was to develop empathy among students and to show videos on empathy.

Activity 4 : The first one was a video of a story of puppies, the objective was to make the students aware of empathy, and its importance. After the video presentation she explained in detail about empathy and how it can be

practiced in daily life.

Activity 5: Second video was about the difference between empathy and sympathy. The objective was to make aware of the effect of sympathy and empathy and also the importance of being empathic in life and she later explained it well. She gave a situation of what you think when a beggar comes in front of you and using that example she explained how to be empathetic in a situation.

Through the empathy activity the students shared their proud moments where they were empathy to someone which helped them. The trainees also suggested that students can also share any proud moment they had or they made someone feel proud about them. The students were divided into pairs and were sitting face to face away from each pair, so there is privacy while sharing. The students voluntarily came in to share their stories and it was so touching for others while listening. Then the students were shown some videos on empathy. The students were taken in class on how empathy works with different examples and how many types of empathies we can feel and the difference between empathy and sympathy. After the class the students evaluated the session, they shared that it was a great session where they understood how they became sympathetic rather than being empathetic. They understood how they can be empathetic to someone and help someone mentally. Everyone in their life faces a situation where they might feel down or depressed, how it can affect their future. This session helped to be empathetic to people suffering from these situations.

The main challenge the group faced was time constraints as the activities required more time to perform it effectively. As a result the time limit extended little more than expected. But, the participants were really cooperative and made the program more successful. There were even some technical difficulties faced by the team members, but managed to fix it. Also, as the session was in the afternoon the participants could have given

Active activity because the afternoon session had led to low energy among participants. Self-awareness and empathy are two important skills essential in everyone's life. The activities, theory and videos presented in the class helped the participants to understand the importance of those skills. The activities on self-awareness were helpful in enabling the participants to self-reflect their positive and negative side and also to capture a second person perspective on their self-reflection. The life skill training on empathy was to make participants understand the importance of empathy and the difference between empathy and sympathy.

GROUP 6 : COPING WITH STRESS AND EMOTIONS

Group 6 dealt with the topic Coping with stress and emotions. The group consisted of Ms. Joshni Jose, Mr. Vinayak S Karthikeyan, Ms. Aliyath Summaya, Ms. Aparna Raj A and Ms. Angel Mariya Dominic. The training was conducted on 17th March 2021. Each of the group members had specific roles to take in the training session and had done their role in the session. For the active participation of the participants it was announced that scores will be given for best performance in activities and prizes will be given to the winning team.

Activity 1: Ice breaking session and group formation :

The training session started with group formation by taking a name from the many names by each participant. The ice breaking session initiates with forming groups in such a way that each member gets a name which has a pair name which has to be identified by them (ex: Raju- Radha, Pareekutty- Karuthamma etc.)The next step is to form a particular group of 6 members with similar pair properties (Raju, Radha, Kuttosan, Dakini, Soothran, Sheru).The total time for group formation and icebreaking session is 10 minutes. Also, introduction on life skills is given after this (5 minutes). The time for identifying the pair is 2minute and then group formation within 3

minutes and the rest of 5 minutes for naming the group and presentation of the group. The activity was conducted to build a team spirit among the participants.

Activity 2: Coping card game: Two participants from each group have been selected and a deck of cards is shown for each of them. The pattern of the game while drawing:

- An odd number card- name a stress
- An even number card-name a coping skill
- A face card- name someone you can talk to while you feel stressed
- An ace card- name a place or person you can approach when you feel stressed.

The time allotted for the overall activity is 30 minutes. Objectives of the activity were, To identify the different stresses and the coping strategies for stress relief, To know about stress management strategies of different members in the group, To have an open interactive session for identification of stress and coping techniques.

Then the theory part was taken, it included the strategies for stress management.

Activity 3: Yoga session: The yoga session included the basic yoga techniques and postures and also a basic knowledge evoking session on the same. The participants were asked not to wear tight clothes and also should perform the yoga in a mat and to be involved in yoga with utmost seriousness. Anyone with health issues were also asked not to try yoga postures. Objectives

- To make others understand the importance of yoga and meditation in stress

relief

- To also identify that yoga is a medium for stress relief

Activity 4: Quiz competition on Yoga : The quiz was conducted on the topic Yoga. There were 10 questions. Objectives of the session were, To show the importance of active listening skills in the sessions before and to improve the team spirit and team work in program

Activity 5: Photo Puzzle Game: A member from each group is selected and given the photo puzzle to be arranged which is packed in a cover. Each selected group member gets a cover with 20 pieces of the puzzle to be arranged. The original photo of the puzzle is displayed on the projector screen. The time given for individual arrangement is 1 minute. Then the group as a whole can help in arranging the photo puzzle which will be given 2 minutes time. Then the participants are welcomed to share their experience. Objectives were, To let the participants understand the importance of support in case of stress and To understand the difference in individual and group participation in adversities. Then the group members explained the theory part of stress management and coping in situations of adversity and also an introduction to emotions were given.

ACTIVITY 6: MOOD METER: Two charts were displayed with 16 types of emotions and each member of the group was allowed to mark their emotions in a given situation. The situation given is a contest to see the “Drishyam” movie. At a time only one person is allowed to mark on the chart. Objectives were, To identify the different emotions of individuals, To know the different emotions of different people for a same given situation, To understand emotional learning.

Activity 7: Identifying Different Emotions with a Movie Reference: A video clip from the movie “Inside out” is shown on the projector. The participants after seeing the film are requested to analyze the different

	<p>emotions and the factors and causes for emotions in an individual's life. The participants were asked to come up and share their thoughts.</p> <p>Then the methods for expressing emotions and how to cope up with them were explained to participants. How emotions affect behavior was also discussed.</p> <p>The training was a good experience in finding out different stress causing factors of group members themselves and also of others. The group members had used PIMER approach for conducting the life skill training session. Also, the training helped the group members identify the theory related and practical aspects of life skills and the importance of life skill training for students from the early period of education itself. The main challenge faced by the group members is time management and the difficulty in setting tasks for the group based on the given topic and it was an effort taken by the whole group in brainstorming the ideas. Also, to demonstrate and practice yoga was also a challenging task as the participants in the training all had their breakfast and had come for the training immediately after that.</p> <p>CONCLUSION:</p> <p>All groups were able to conduct the training program in an organised manner. Each day the whole activity by the groups who conducted the training was evaluated by Dr. Francina P.X and other participants. Each group was able to understand their shortcomings and was able to understand how to conduct training in an organized manner and the areas to be improved next time. It was noticed that there was a gradual improvement in organizing programs by each group by acquiring insights from the performance of other groups.</p>
Programme Outcomes	<p>➤ The participants understood life skills and how it can be used in their day to day life at individual, family and community level</p>

	<ul style="list-style-type: none"> ➤ They learned to work as group and learn to work as a team and as an individual ➤ It equipped the learner to use the knowledge in life skills to sensitize people on their personal skills and to work in collaboration with other agencies to enhance their client systems life skills. ➤ Learned to design their own module of life skills as a team
Supporting Documents	Photos, 10 seconds video, certificates

Dr. Francina P. X
Faculty in-charge (Certificate Course – Life Skills)
Dept. of Social Work, LCSS

Certificate Course in Life Skills 2021

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1. Ribbon challenge
(Problem solving, Creative thinking)



2. Participants trying to solve the challenge.



3 . A helping hand from audience



4. Explaining how to solve the challenge



5. Participants attending session



6. Daily Evaluation of Sessions



7. Effective communication task



8. Task to deal with effective communication



9. Creative solution Finder
(Creative thinking)



10. Critical thinking reflection on videos
(Discussing the need for critical thinking)



11. activity based on critical thinking



12. Theoretical side of creative and critical thinking



13. Ice breaking session



14. Ice breaking session



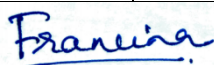
15. Life skill training – theoretical side explained
by Bibin Thomas



Resource Person: Dr. Francina P. X

List of Participants - Certificate Course in Life Skills

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Venue	Sutter Hall	Faculty in-charge	Dr. Francina P. X
Sl. No.	Name of Participant		
1.	AARYA MATHEW		
2.	ALAN BERCHMANS		
3.	ALBY PJ		
4.	ALIYATH SUMAYYA K Y		
5.	ANGEL MARIYA DOMINIC		
6.	ANN ROSE MATHEW		
7.	ANNU THOMAS		
8.	ANU BIJU		
9.	APARNA RAJ A		
10.	ATHIRA VARMA S		
11.	BIBIN Y THOMAS		
12.	DEVIKA PRASAD		
13.	GOURI S. NATH		
14.	HEERAKRISHNA R		
15.	HIMA ROY		
16.	JEENA S RAJ		
17.	JINCY BABY		
18.	JISNA J S		
19.	JOSEY JAMES		
20.	JOSHNI JOSE		
21.	JUMY GEORGE		
22.	K ANAKHA SOMAN		
23.	LIBIN VARGHESE		
24.	REJITHA RAVI		
25.	ROSEMARY PAUL		
26.	SREEHARI A K		
27.	SREELEKSHMI JS		
28.	VINAYAK S KARTHIKEYAN		



Dr. Francina P. X

Faculty in-charge (Certificate Course – Life Skills)

Dept. of Social Work, LCSS

Report for Activity Log SI. No.:			
Programme Name	Report of Certificate Programme in Life Skills	Organizer	Dr. Francina P. X, Department of Social Work
Date	3 rd , 4 th , 17 th , 18 th , 19 th , 20 th September and 5 th November 2019 (Follow-up session)	Time	8.00 a.m. to 11 a.m. & 4-6 p.m. 5/11/19- 9:30 - 3:30mp.m.
Venue	Sutter Hall, LCSS, TVM	Faculty in-charge	Dr. Francina P. X

Programme Objectives	<ul style="list-style-type: none"> • Understand life skills and how it can be used in their day to day life at individual, family and community level • Understand their group and learn to work as a team and as an individual • Equip the learner to use the knowledge in life skills to sensitize people on their personal skills and to work in collaboration with other agencies to enhance their client systems life skills. • Learn to design their own module of life skills as a team • Learn how it can be used more effectively in social group work practice • Practice different ways of handling a life skill training session.
Resource Person (s)	Mr. Praveen Varghese Thomas; Dr. Francina P. X
Participants	First semester MSW students, of Loyola college of social science (24 students – 2019-21 batch)
Programme Activities	<ul style="list-style-type: none"> • There was a general orientation on life skills by Dr. Francina P. X on 3rd and 4th of Sept. 2019. • On 4th, the groups were divided into five. Each group was given tasks of developing their own training module

and take the training for the rest of the group.

Day 3: 17th Sept. 2019:

Module 1- Introduction to life skills(skills for life, definition, essential life)

Module 2- (creative thinking ,objectives, introduction, program1:action cut, program 2: why ?, program 3 :think &make, program 4: once upon a time, critical thinking , objectives , introduction, top 5 critical thinking skills, program 5 :bottles &straws, program 6: Eiffel tower ,program 7: treasure hunt)

Objectives-

- Define life skill
- To introduce basic life skills and its uses in daily life.
- Developing life skills to be competent in active group and personal life

MODULE-1: INTRODUCTION TO LIFE SKILLS

Skills for life

Life skills are abilities to be developed in every individual to equip them to meet the challenges of life and optimize opportunities to live a healthier, happier, productive and fulfilling life.

Definition: Life skills are the abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life (WHO, 1996). life-skills based education is- behaviour change or behaviour development approach -designed to address a balance of three

areas: knowledge, attitude, and skills (UNICEF).

Defining essential life skills

There is no definitive list of life skills. Certain skills maybe less relevant to you depending on your life circumstances, your culture, beliefs, age etc. however, in 1999 WHO identified some key areas of life skills.

- Communication and interpersonal skills- this broadly describes the skills you need to get on and work with other people and particularly to transfer and to receive message either in writing or verbally.
- Decision making and problem solving- this describes the skills required to understand problems, find solution to them alone or with others, and then to take action to address them.
- Creative thinking and critical thinking- this describes the ability to think in different and unusual ways about problems and find new solutions or generate new ideas coupled with the ability to assess the information carefully and understand its relevance.
- Self-awareness and empathy- which are two key parts of emotional intelligence, they describe understanding yourself and being able to feel for other people as if their experiences were happening to you.
- Assertiveness and equanimity or self-control- these describe the skills needed to stand up for yourself and other people and remain calm even in the face of considerable provocation.
- Resilience and ability to cope with problems- which describes the ability to recover from setbacks and treat

them as opportunities to learn or simply experience.

Perhaps the most important life skill is the ability and the willingness to learn. By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life, finding ways to cope with the challenges that life, inevitably, throw at us.

MODULE-2: CREATIVE THINKING AND CRITICAL THINKING

CREATIVE THINKING

Objectives-

- To define creative thinking .
- To understand importance of creative thinking.
- To develop habits promoting creative thinking

Introduction

Creative thinking is the ability to invent and/or create something new: be that a concept, a solution, a method, a work of art or an actual, physical device. Creative thinking is based on looking at things in a new way that has not been considered. It means looking at something in a new way, it is the very definition of thinking outside the box.

Program 1 – action cut

Materials needed: story line, hall

Time: 30 minutes

Description: Group members are divided into groups of five and are given a scenario in common and are asked to develop the

scene creatively. Here what is expected of them is to bring ideas and creatively enact the scene.

Outcome of the activity: thinking in groups, divergent thinking, imagination, and personal ideas are to be incorporated into idea of the group.

Evaluation- the intention of the game was to improve group dynamics, interpersonal skills. By giving the same theme to all the groups may bring about a confusion among the members how to improvise differently. But the outcome shows that members are able to think divergently, spontaneously and. Creatively. It also shows how each circumstance can be interpreted subjectively.

Use in day to day life: The socially relevant scenario will be aware by the students, and through this they can creatively think how this happening is and what the creative solutions are for this.

Program2- WHY?

Materials needed: An arranged hall.

Time: 15 minutes

Description: the members are asked the question why, why are you sitting? why can't you run? Each one is expected to give at least 10 answers to each question.

Evaluation: the group is given this task to think Out of the box. They must know what are the other possibilities where by they can answer the same question.

Use in day to day life: Asking same questions repeatedly makes them to think and answer in a creative way .The mere answers will make them to think that there is also another way to this and how effortlessly and easily it can be made or applicable in the real life.

Program 3- Think and make

Materials needed : pieces of papers.

Time: 15minutes

Description: each of the members are given a piece of paper and ask them to make an thing which makes sound.

Evaluation: each one of them tries to make an innovative thing using their ideas and previous experience. It enables them to think how we can use a piece of paper creatively.

Use in day today life: The instruction to make a thing that making sound using paper is not a common thought but they will think to make it as a challenge this will gave them an awareness about that there are some sort of things which help in another effective use .This awareness make them to think that a problem will help for another good thing or it can teach something better.

Program 4 -once upon a time.

Materials needed: 26 paper and pens.

Time: 20minues

Description: each student has given a pen and a paper and they are asked to write first sentence of a big story that have never heard early. Then it will be pass to the next person sitting

adjacent to them .He/she should write the second sentence of the story. Thus 26 sentence should be written .The 13th sentence should have a climax. Then this papers should be circulated and reaches to that person who has started the story. He/she should tell the whole story.

Evaluation: The person who started the story doesn't get a chance to complete the whole story and each time they want to think and write about another story which is changing each time. At the same time they need to create climax of the entirely different story. Each of the stories will different and we want to think accordingly. At last the story we begin will have an unexpected turning points climax and an end. Throughout this program each one will have to think in a new way.

Use in day to day life: story writing is not an easy thing .Along with that writing each creative sentence for different story is very difficult. So developing a story which is already decided by some other one is a big task it makes them to think creatively and they are dealing with different stories with different perspectives which make them aware about different issues and different perspectives of others. Also setting of climax for each story helps them in decision making in their life.

CRITICAL THINKING

Objectives

- To define critical thinking
- To understand the importance of critical thinking
- To develop habits of critical thinking in their personal, professional and community life.

Introduction

What is critical thinking?

It refers to the ability to analyze information objectively and make a reasoned judgment. Critical thinking involves the evaluation of sources such as data, facts, observable phenomenon, and research findings. Good critical thinkers can draw reasonable conclusions from a set of information and discriminate between useful and less useful details to solve a problem or make a decision.

Top Five Critical Thinking Skills

1. Analytical

Part of critical thinking is the ability to carefully examine something, whether it is a problem, a set of data, or a text. People with analytical skills can examine information, and then understand what it means, and what it represents.

2. Communication

You need to be able to communicate with others to share your ideas effectively. You might also need to engage in critical thinking with a group. In this case, you will need to work with others and communicate effectively to figure out solutions to complex problems.

3. Creativity

Critical thinking often involves some level of creativity. You might need to spot patterns in the information you are looking at or come up with a solution that no one else has thought of before. All of this involves a creative eye.

4. Open-Minded

To think critically, you need to be able to put aside any assumptions or judgments and merely analyze the information you receive. You need to be objective, evaluating ideas without bias.

5. Problem Solving

Problem solving is another crucial critical thinking skill that involves analyzing a problem, generating and implementing a solution, and assessing the success of the plan. After all, employers don't simply want employees who can think about information critically. They also need to be able to come up with practical solutions.

Critical thinking is aimed at achieving the best possible outcomes in any situation. In order to achieve this it must involve gathering and evaluating information from as many different sources possible.

Critical thinking requires a clear, often uncomfortable, assessment of your personal strengths, weaknesses and preferences and their possible impact on decisions you may make. Critical thinking requires the development and use of foresight as far as this is possible. Implementing the decisions made arising from critical thinking must take into account an assessment of possible outcomes and ways of avoiding potentially negative outcomes, or at least lessening their impact. Critical thinking involves reviewing the results of the application of decisions made and implementing change where possible.

Program 5- bottle and straw

Materials needed: five bottle, five straws, five glasses

Time: 30 minutes

Description: members are divided into five groups and each group is given one bottle, straw and glass, the bottle is filled with water and the group is asked to fill the glass without touching on the bottle with hands.

Evaluation: the group is intended to cultivate cooperation, critical thinking and creativity

Use in day to day life: it is bit tricky to fill water in other glass .so the students' needs to critically think how to solve it. When we show how it is to be done then will think about it .It is what happening in the case of problem solving. While a problem arise in our life we want to critically think how this should be solved and if it is failed then approach the experienced one and receive their instructions which will never forgot when we realizes it is simple like realizing that it is very easy to fill the other glass when we do it in the game.

Program 6 -Eiffel tower

Materials needed: 32 paper cups and a bunch of newspapers.

Time:15 minutes

Description: The theme is divided into 4 groups and each group will be given some newspaper and 8 paper cups and their challenge is to build the highest possible and stable structure.

Evaluation: The paper cups and newspapers are weight less so it is bit difficult to make it stable .So the thinking capacity and the proper coordination can only make this game a successful one.

Team work is also important behind the height of the structure.

Use in day to day life: Building a highest sculpture with less weight things is difficult .Here we want to critically think how it can be make stable. Just like that we want to think how our life can be set stable .building and repairing the fallen one is like solving our problems by critically evaluating them. A teamwork is also important aspect in problem solving with critical thinking.

Program 7:Treasure hunt

Materials needed: treasure box , paper ,pen.

Time:30 minutes

Description: A treasure box will be placed in a particular place in the college compound and the theme is divided into 4 groups and every group is guided to the treasure box through different clues from different places.

Evaluation: The clue will be indirectly related to the particular places or personalities in the college so they want to be critically think according to the clue and also familiar with that place or person it is very important. The success of game is behind the solving of the clues.

Use in day to day life: solving of clues as a guide to the treasure is just like finding happiness by critically solving the social, economical and professional problems.

**Life Skills- Interpersonal Relationship and Communication
(Group 4)**

1. Group Energizer Activity

Name of the Activity: Energizer Game

Objective: Energize the group to start the session.

Instructions: 2 people must face back to back. A balloon will be placed in between them. Hands must be on the head at all the time. Both people must simultaneously move from point A to point B without dropping the balloon. It is a race against other people. The group that get's to point B with the balloon still in between them wins. If the balloon is dropped they have to pass to the next group.

Rules: 1) If the balloon is dropped then the group will be out from the game and will pass the
balloon to the next group.
2) If the hands are not touching your head you must restart.

2. Introduction on Life Skills (Power Point Presentation)

3. Game

Name of the Game: Circle Pass

Objectives: 1) Develop communication skills.

2) Develop good interpersonal relationship

Instructions: The students will be divided into two groups. Each group should form a circle by holding the hands. A knotted dupatta will be given to each group and the instructor will put it on the neck of a member of the group. The dupatta should be passed from one member to other without breaking the chain. The group who finish first will win the game.

Rules: 1) The group members can talk.

2) They cannot break the chain.

3) The knotted dupatta should be passed among all the members of the group.

4) The group who finish first will win the game.

Evaluation:

4. Game

Name of the Game: Rubber Band Game

Objectives: 1) To understand the importance of affirmation in interpersonal relationship.

2) To understand the importance of communication in interpersonal relationship.

Instructions: Divide the big group into groups of five members. The group members form a circle and will hold the rubber band from the thumb of a person to thumb of the next person near. According to the instruction of the instructor the group members has to step backward without breaking the rubber band.

Rules: 1) They cannot break the rubber band.

Evaluation: What did you feel after stretching the rubber band?
What do you understand from the
game- personal and as a group?

5. Game

Name of the game: Walk, Stop, Sit

Objectives: 1) To increase the communication skills between the worker and the participants and
between the participants.

2) To develop the coordination between the participants through communication.

Instructions: The group coordinator say Walk, Sit and Stop using 'I say' then the participants have to do what the coordinator says. If the coordinator only says Walk, Sit and Stop, they do not have to do it. If she says 'I say walk', I say sit', I say stop, then only the participants has to walk, sit and stop.

Rules: 1) Instant response should be there.

2) The one who does not follow the instructions will be out from the game.

Evaluation: What is the feeling? How the game is related to interpersonal communication?

6. Game

Name of the Game: Communication Game

Objective: 1) To evaluate the role of communication skills in interpersonal relationships.

Instructions: Divide the group into pairs. Each pair takes two chairs and put the back against each other and sits. Each pair receives a paper and a pen. The duo decides who is person A and who is person B. The person will be the first person to make an abstract drawing that shows simple shapes. Person A will try to recreate this drawing based on verbal instructions from the person B. When the person finishes drawing the participants turn around and compare their drawings. After having exchanged feedback about the differences in the drawings and the way they communicated, they switch the roles. Person A will copy the drawing of person B without looking at his piece of paper still only using spoken instructions. The drawing may now also show specific objects or things. For example a light bulb, the person who describes may use figurative instructions. He can describe the image with all kind of figures. But he cannot say it's a light bulb. When the person finishes the two drawings are compared again and will find out what the object really was.

Evaluation: What you experienced in the exercise? What style of communicating works most efficiently? What style did not work it all? Is an abstract drawing more difficult to draw compared to a specific drawing? What happened with the communication? What are the difficulties they found? How we

can make it better the communication?

7. Game

Name of the game: Name the image

Objectives: To understand the importance of interpersonal communication in the group.

Instructions: Divide the big group into two groups. For each group we provide A to Z alphabets. Then we show some image and the group has to find the word. Then they have to arrange it immediately.

Rules: 1) The group members can talk.

2) The group should finish the word within a time limit.

3) The group who finish first will win the game.

Evaluations: How was the game? Was it difficult or easy? How you can relate to interpersonal communication?

8. Game

Name of the Game: Ball Game

Objectives: 1) To create awareness about boundary in interpersonal relationship

2) To familiarize with non verbal communication.

Instructions: A piece of paper will be given to each individual and out of that, have to make 5 small paper balls. Then each one has to distribute these 5 balls between the two palms and close it. Then each individual has to go to the other individual and find out how much balls are having in his/ her palms. If the person got it right the number of balls inside the palm then the other individual has to give those balls to the one who find it out. The one who will have many balls will win the game.

Rules: 1) The group members should collect as many balls they can.

Evaluation

LIFE SKILL TRAINING

Familiarisation with the Life Skills

The attempt of the group 3 is to make the 10 Life skills much more familiar among the adolescence, for that the group is planning :-

- What is Life Skills ? and its definition.
- What are the various types of Life skills?
- Why teaching Life skills among the youth?
- Why Life skills are focussed towards the adolescence ?
- Benefits of Life skill Training?

Then the group is going to give a brief introduction to Coping with Stress.

For that the group is giving a brief about What is Stress?

And then explaining about the symptoms caused due to stress. Continued by a video and explaining the various aspects of stress.

Then the presenters explain about the Stress Management ,

And then about the various stress reducing techniques...

Then the session will end up with explaining the 3 Types of Stress and gave a detail note on PTSD (Post Traumatic Stressful Disorder)

Then we discuss about the HOLMES AND RAHE STRESS SCALE which is one of the major scale used to assess the stress.... And about which are the most stressful events

** continued with a video about the A JAPANESE METHOD

TO RELAX IN 5 MINUTES

COPING WITH EMOTIONS

OBJECTIVE: To make students identify the emotions

(Starting with a video: movie inside out)

Video will be shown to the group and they will be made to identify the emotions that are expressed in the clip.

Life is always uncertain and we must be ready to accept and face what comes in it. Coping with emotions will help us to deal with our emotions and to have control over the situations. We will be able to recognize emotions within us and others and how emotions can influence the behaviour.

Emotions: They are strong feelings deriving from ones circumstances, moods or relationships with others. Different types of emotions are happiness, fear, disgust, anger, sadness, embarrassment, surprise etc.

- 1) **Happiness:** It is when we know things are good and all you can do is smile.

OBJECTIVE: To help students to inculcate happiness in life

Members will be asked to share and write down their happiest moment in their life and will ask them to reflect upon it.

HOW TO INCULCATE HAPPINESS IN LIFE

Smile:

ACTIVITY: Ask students to smile

The act of smiling causes not only a physical transformation in your face, but it also causes an emotional and mental transformation as well. A study from 2011 by Michigan State

University concluded that who workers who cultivated positive thoughts and smiled because of it, were more likely to exhibit enhanced moods and less signs of withdrawal.

See the Good in a Situation

It's easy to get discouraged in life, especially when things don't seem to go your way. But seeing the good in any situation can be a vital habit for happiness.

Exercise

15 or 20 minutes a day is all you need for exercise to make you happy. That short period helps to stimulate blood flow, decrease blood pressure, and drive the pleasure-seeking endorphins to the brain.

2) **Fear:** These are the unpleasant emotions caused by the threat of danger, pain or harm.

OBJECTIVE: To help students to cope with fear in life

ACTIVITY: Story telling

From a group of 1000 a volunteer was asked to come to the stage. Everyone was afraid to come to the front and face the audience because they don't know what they were called for. Bravely, one girl came to the front and the person who called out the volunteer gave her 1000RS as a prize for her courage to come forward. After seeing that many started to come to the front but they didn't get any prize.

We should always understand that we can handle anything that happens in our life and what doesn't kill us will make us stronger. We should be ready to take the risk, overcome the fear and reap or harvest opportunities that lies beyond our fear.

HOW TO cope with fear IN LIFE

Take time out

It's impossible to think clearly when you're flooded with fear or anxiety. The first thing to do is take time out so you can physically calm down.

Distract yourself from the worry for 15 minutes by going for a walk, making a cup of tea or having a bath.

Breathe through panic

If you start to get a faster heartbeat or sweating palms, the best thing is not to fight it. Stay where you are and simply feel the panic without trying to distract yourself.

Place the palm of your hand on your stomach and breathe slowly and deeply.

Look at the evidence

It sometimes helps to challenge fearful thoughts.

For example, if you're scared of getting trapped in a lift and suffocating, ask yourself if you have ever heard of this happening to someone.

Ask yourself what you would say to a friend who had a similar fear

3)**Anger:** It is when we are mad about something and you cant take it anymore. A strong feeling of dislike.”

OBJECTIVE: To help students to cope with anger in life

ACTIVITY: Make them imagine the situation and feel it

The group will be asked to close their eyes and imagine the situation to bring out the emotions on the basis of the theme that will be explained.

Close your eyes and imagine you are sitting in a restaurant. You ordered your menu and has been waiting for it for the past half an hour. You the waiter coming with the food on your direction and you become happy. Unfortunately that was for the family setting next to you and in addition ; they came and orderd after you did. Now, slowly your mood started to heat up...turning angry slowly. You called the waiter and asked for the food and he said it will be served in a minute. You tried to control your anger and decided to wait. 10 minutes passed and still it didn't arrived. You started to get pissed off and are about to shout at the waiter. You are about to burst out.

Now,your partner asked you to take a deep breath, count slowly from 10 to 1.Now you are starting to get relaxed slowly by slowly. The waiter comes and served your food and you greeted him with a smile.

Anger isn't a bad emotion,it can actually help us to be honest and to stand for something we belive in. But all we should learn is to how to express it.

HOW TO COPE WITH ANGER IN LIFE

When you're upset, pause, and slowly count to ten.
To offset the adrenaline surge of anger, train yourself not to lash back impulsively. Wait before you speak. Take a few deep

breaths and VERY slowly, silently, count to ten (or to fifty if necessary)

Take a cooling-off period.

Dim the lights. Listen to soothing music. Meditate. Do some aerobic exercise or yoga to expel anger from your system.

4)Embarrassment: Something or someone that causes a person or group to look and feel foolish.

OBJECTIVE: To help students to cope with embarrassment in life

ACTIVITY: Video

A video will be played and response of students will be asked

It's a video of ramp walk fails, and how the models encourage themselves after they have been embarrassed in front of everyone.

HOW TO COPE WITH ANGER IN LIFE

Don't show it

Hiding your feelings in order to save face can be the best way of defusing an embarrassing situation.

Acknowledging feelings of humiliation will only make the people around you feel awkward. It is an awareness of this that prompts people to jump up from painful falls, slips and stumbles as if nothing has happened. While it is difficult to mask some physical indications of embarrassment, such as blushing, stammering and sweating, keeping your head held high, your back straight, and maintaining eye contact will help you to look

confident.

Laugh it off

A good way of taking the sting out of things is to laugh at ourselves.

Avoid reliving it

No good can come of thinking over past embarrassments. Unlike celebrities, whose embarrassments are routinely recorded for posterity, we civilians can – and should – forget any cringe-making moments.

5)Disgust: Feeling of something considered as distasteful, or unpleasant. You may have a sickening feeling of nausea.

OBJECTIVE: To help students to cope with disgust in life

ACTIVITY: Video will be displayed and group will asked to express how they felt after watching it and why did they feel like that.

Disgust can also be “ we don’t like our coworker”, or “ the ways our colleague acts when they get drunk at parties”.

The feeling of disgust is so powerful that we want to remove or avoid us from such situations.

HOW TO COPE WITH DISGUST IN LIFE

BE CURIOUS

Becoming curious about our experience is a key element in navigating our internal world. The more we develop the capacity to observe without judgment, the more we will be able to discover about ourselves.

Remember to breathe.

Calming breaths also engage your frontal lobe. Practice deep breathing in moments when you are not feeling disgusted, so your body becomes used to it and can call on this new habit as soon as you sense a need to override the onset of such negativity.

Talk to someone you trust about your feelings.

Don't bad mouth the person you felt upset with. It's easy to find faults in others, which just enhances your feelings of disgust. But do talk to a trusted friend about your struggle with these emotions.

When we see others in an disgusting situation, instead of avoiding them help them to overcome it so that we maybe even able to create a new friendship.

6)Pride: It is the feeling of deep pleasure from one's own achievement. It can be good as well as bad.

OBJECTIVE: To help students to cope with pride in life

ACTIVITY: National anthem will be played and students will be asked to explain their feelings after hearing it

The feeling we got when he heard national anthem earlier can be positive pride.

Negative pride is when someone has no respect for what others say or do; they only respect for what he or she does.

HOW TO COPE WITH PRIDE IN LIFE

Be Aware

The first step to checking your pride is recognizing when you may be too prideful. Be introspective but not too hard on yourself. Once you start listening to your thoughts and

thinking about others, you'll be able to exercise better control over pride.

Ask the Right Questions

To open the door to resolution and growth, ask "What happened?" or "What do I want?" instead of "Why am I such a failure?" or "Why are they so stupid?"

Listen, Don't Talk

Being a know-it-all has never had a nice connotation. It's impossible to know everything, and people who pretend to are often resented for acting that way.

As Brant H. McGill so eloquently put it, "One of the most sincere forms of respect is actually listening to what another has to say."

Listening is the antithesis to pride because when you're giving someone else the opportunity to express themselves or their ideas, you're putting your pride aside. Focus more on listening instead of talking and see how many new things you learn in the process.

7)**Sadness:** It happens when something you don't like happen. It can be emotional pain or can be associated with grief, loss, helplessness, disappointment.

OBJECTIVE: To help students to cope with sadness in life

ACTIVITY: Create a situation where everyone feels sad and later they will be asked to hug each other

HOW TO COPE WITH SADNESS IN LIFE

Listen to Upbeat Music

An upbeat tune can change an atmosphere instantly and create a more positive vibe. Listening to upbeat, happy music alters brain chemistry and can improve your mood.

Use Touch

Science shows that touch therapies can help some people

overcome depression, lower the stress hormone cortisol and increase the feel-good hormone oxytocin.

Write in a Journal

Use it to write down fears and worries. Also, write at least five things down every day that you are grateful for. This forces us to think more positively and can help to remind us that things are never that bad.

8)**Surprise:** It happens when something unexpected happens.

It can be pleasant or unpleasant.

Example; you arrive at the bus station and finding that the bus will be delayed.

During an examination, discovering that you don't know the answers.

Loss of someone you love.

HOW TO COPE WITH SURPRISE IN LIFE

Accept that unexpected things can happen

First of all, accept that unexpected events do occur in everybody's life. **It could be small things affecting just your day-to-day life.**

Do you have control over any of the unexpected events that regularly occur?

Think about any of the past unexpected events. Do you have control over any of them?

Many times if we plan early, we can avoid many of the unexpected events within our control such as forgetting the keys, running out of veggies and so forth.

If we have no control over them, learn to deal with them

effectively.

Never react immediately

If we act quickly, we might end up countering emotionally. Instead of responding rapidly to any event, do deep breathing for a moment or two.

9)**Satisfaction:** It is when a desire or need is fulfilled.

HOW TO KEEP SATISFACTION IN LIFE

Focus on the positive.

It's easy for anyone to get caught in the negativity trap—constantly dwelling on what needs to be done, what should have been done, mistakes made, etc. Rather than allowing those negative, anxious thoughts to dominate your mind, think of the good things in your life. For every negative thing that comes to mind, force yourself to find a positive thing.

Find your stress relief.

Figure out what soothes you, the things that most reduce your stress. Whether it's playing guitar or sports, or whatever, you need to find a hobby that quiets your mind and gives you a sense of inner peace.

Don't be afraid to take time for yourself.

It's natural for people to get overwhelmed when they're busy. Rather than allowing yourself to get so overwhelmed you just throw your hands up in frustration and give up, learn to recognize when you're getting close to your breaking point, and then take a break. Do not be ashamed to take a personal day. Realize that

your mental health is just as important as your physical health.

10)**Amusement:** The feeling when you find something funny or entertaining.

OBJECTIVE: To help students to get amused

ACTIVITY:Blind drawing

One or two volunteers will be asked to come forward and they will be blindfolded. Rest of the group will be shown an image and they will have to help the blindfolded ones to draw that image on the board by giving clues. Eg; if an image of bee is shown the members cannot tell it is a bee ,instead they have to tell it make buzz sound, is in yellow and black colour, etc.

HOW TO KEEP SATISFACTION IN LIFE

Be open to having fun

Avoid falling into the trap that you don't have time to have fun. There is always time for everything in your life if you make it a priority.

Be spontaneous

Having fun doesn't require great effort or a big plan. Usually, the most fun moments aren't planned, they're totally spontaneous. Be open to letting things happen naturally.

Be creative

You don't need to spend a lot of money to have fun. Many of the most fun things in life are free. There are a myriad of relatively low-cost fun activities, like going on a hike with your friends, visiting a new coffee shop, or even just enjoying a new film--in a real movie theater instead of on your television set at home.

CONCLUSION

As an individual we will be able to maintain and deal with our emotions and will be able to understand why others act in a particular way.

Being in a group, coping with emotions will help us to have a proper understanding of others perspective and can reduce conflicts and create a healthy environment for us to grow

FOLLOW-UP SESSION (MR. PRAVEEN THOMAS) – 5TH NOVEMBER 2019

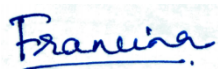
The life skill training session began at 9:30 am with a prayer song. Later the entire group was divided into four. The ten life skills were classified into five sections.

Initially concepts-problem solving and decision making was introduced through an activity in which each group was asked to tear an A4 sheet to its maximum length. Group members were prohibited to speak up.

The session was evaluated and after that the trainer expressed the concept of problem solving and decision making by hinting out the essential factors for the skills such as devising, evaluating, visualising and acting it out.

The next pair of life skills explained was creative thinking and critical thinking. This was through an activity of taking photographs of what we observed in a creative manner and hence in next couple of time by evaluating the same. Whole group was made to participate in the activity. The idea was footed up by the

	<p>narration of some experience and a story. This was also made effective using the evaluation of an advertisement.</p> <p>In the afternoon session communication and interpersonal skills was discussed .Strategies of using programs was also used here. Next, through the game of throwing a ball into a basket he explained three zones in life - comfort, optimal and panic- which a man usually used to have.</p> <p>Later the trainer explained some his personal experience and introduced importance of self-awareness and empathy. Finally coping with emotions and coping with stress was taught. The training session came to an end at 3:30 by a mirroring game through which all the hints were revised.</p>
Programme Outcomes	<ul style="list-style-type: none"> • Ten life skills defined by WHO was clearly understood • Life skills along with attitudes towards life were put into a different perspective. • Various ways of handling a training was made to known • An inspiring motivation for leading the life forward. • The group is able to design their own module for life skills training
Supporting Documents	Photos, 10 seconds video



Dr. Francina P. X

Faculty in-charge – Certificate Course (Life Skills)

Dept. of Social Work, LCSS



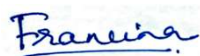
Loyola College of Social Sciences

Certificate Course in Life Skills

List of Participants MSW 2019-21 Batch

3-4, 17-20 Sept. 2019 & 5th Nov. 2019

Sl. No	Name of Participants
1	AMRITHA V.S
2	ANANTHU B.L
3	ANGEL BABU
4	ANN MARY SAJI JACOB
5	ANNA ALIAS
6	ARYA GHOSH A
7	ASWANI VIKRAMAN
8	DIVYA P
9	FEBA. K. R
10	GRACE M LEGHU
11	JAYASREE M.
12	JESINTHA JOSEPH
13	JOMES T JAMES
14	KESIYAMOL MATHEW
15	MOHAMMED SAHAL M.I
16	NEHA JOSEPH
17	PRIYA V NINAN
18	RAEYA STANLY
19	REEJA THOMAS
20	SANGHAMITHRA P.
21	SHEETHAL MARIAM JOHN
22	SINIDAS. C.P
23	SOSHY J SOMAN
24	SREELEKSHMI V. S
25	VARSHA K M



Dr. Francina P. X

Faculty in-charge – Certificate Course (Life Sills)

Dept. of Social Work, LCSS

Report for Activity Log SI. No.:			
Programme Name	Report of Certificate Programme in Life Skills	Organizer	Dr. Francina P. X, Department of Social Work
Date	5, 10-14- Dec. 2018 & 19-12-2018	Time	9.00 a.m. to 5 p.m.
Venue	Sutter Hall, LCSS, TVM	Faculty in-charge	Ms. Francina P. X

Programme Objectives	<ul style="list-style-type: none"> • Understand life skills and how it can be used in their day to day life at individual, family and community level • Understand their group and learn to work as a team and as an individual • Equip the learner to use the knowledge in life skills to sensitize people on their personal skills and to work in collaboration with other agencies to enhance their client systems life skills. • Learn to design their own module of life skills as a team • Learn how it can be used more effectively in social group work practice • Practice different ways of handling a life skill training session.
Resource Person (s)	Ms. Francina P. X; Asst. Professor, Dept. of Social Work, LCSS
Participants	First semester MSW students, of Loyola college of social science (25 students – 2018-20 batch)
Programme Activities	<ul style="list-style-type: none"> • There was a general orientation on life skills by Dr. Francina P. X on 5th December 2018. . • On 5th, the groups were divided into five. Each group was given tasks of developing their own training module and take the training for the rest of the group. <p>Then at the end of the first day, the group is divided into 5. Each group was assigned two life skills each to prepare and conduct the</p>

life skills training.

Module 1- Introduction to life skills (skills for life, definition, essential life)

Module 2- (creative thinking, objectives, introduction, program 1: action cut, program 2: why?, program 3: think & make, program 4: once upon a time, critical thinking, objectives, introduction, top 5 critical thinking skills, program 5: bottles & straws, program 6: Eiffel tower, program 7: treasure hunt)

Objectives-

- Define life skill
- To introduce basic life skills and its uses in daily life.
- Developing life skills to be competent in active group and personal life

MODULE-1: INTRODUCTION TO LIFE SKILLS

Skills for life

Life skills are abilities to be developed in every individual to equip them to meet the challenges of life and optimize opportunities to live a healthier, happier, productive and fulfilling life.

Definition: Life skills are the abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life (WHO, 1996). Life-skills based education is- behaviour change or behaviour development approach -designed to address a balance of three areas: knowledge, attitude, and skills (UNICEF).

Defining essential life skills

There is no definitive list of life skills. Certain skills maybe less relevant to you depending on your life circumstances, your culture, beliefs, age etc. however, in 1999 WHO identified some key areas of life skills.

- Communication and interpersonal skills- this broadly describes the skills you need to get on and work with other people and particularly to transfer and to receive message either in writing or verbally.
- Decision making and problem solving- this describes the skills required to understand problems, find solution to them alone or with others, and then to take action to address them.
- Creative thinking and critical thinking- this describes the ability to think in different and unusual ways about problems and find new solutions or generate new ideas coupled with the ability to assess the information carefully and understand its relevance.
- Self-awareness and empathy- which are two key parts of emotional intelligence, they describe understanding yourself and being able to feel for other people as if their experiences were happening to you.
- Assertiveness and equanimity or self-control- these describe the skills needed to stand up for yourself and other people and remain calm even in the face of considerable provocation.
- Resilience and ability to cope with problems- which describes the ability to recover from setbacks and treat them as opportunities to learn or simply experience.

Perhaps the most important life skill is the ability and the willingness to learn. By learning new skills we increase our understanding of the world around us and equip ourselves with the tools we need to live a more productive and fulfilling life, finding ways to cope with the challenges that life, inevitably, throw at us.

MODULE-2: CREATIVE THINKING AND CRITICAL THINKING

CREATIVE THINKING

Objectives-

- To define creative thinking .
- To understand importance of creative thinking.
- To develop habits promoting creative thinking

Introduction

Creative thinking is the ability to invent and/or create something new: be that a concept, a solution, a method, a work of art or an actual, physical device. Creative thinking is based on looking at things in a new way that has not been considered. It means looking at something in a new way, it is the very definition of thinking outside the box.

Program 1 – action cut

Materials needed: story line, hall

Time: 30 minutes

Description: Group members are divided into groups of five and are given a scenario in common and are asked to develop the scene creatively. Here what is expected of them is to bring ideas

and creatively enact the scene.

Outcome of the activity: thinking in groups, divergent thinking, imagination, and personal ideas are to be incorporated into idea of the group.

Evaluation- the intention of the game was to improve group dynamics, interpersonal skills. By giving the same theme to all the groups may bring about a confusion among the members how to improvise differently. But the outcome shows that members are able to think divergently, spontaneously and. Creatively. It also shows how each circumstance can be interpreted subjectively.

Use in day to day life: The socially relevant scenario will be aware by the students, and through this they can creatively think how this happening is and what the creative solutions are for this.

Program2- WHY?

Materials needed: An arranged hall.

Time: 15 minutes

Description: the members are asked the question why, why are you sitting? why can't you run? Each one is expected to give at least 10 answers to each question.

Evaluation: the group is given this task to think Out of the box. They must know what are the other possibilities where by they can answer the same question.

Use in day to day life: Asking same questions repeatedly makes

them to think and answer in a creative way .The mere answers will make them to think that there is also another way to this and how effortlessly and easily it can be made or applicable in the real life.

Program 3- Think and make

Materials needed: pieces of papers.

Time: 15minutes

Description: each of the members are given a piece of paper and ask them to make an thing which makes sound.

Evaluation: each one of them tries to make an innovative thing using their ideas and previous experience. It enables them to think how we can use a piece of paper creatively.

Use in day today life: The instruction to make a thing that making sound using paper is not a common thought but they will think to make it as a challenge this will gave them an awareness about that there are some sort of things which help in another effective use .This awareness make them to think that a problem will help for another good thing or it can teach something better.

Program 4 -once upon a time.

Materials needed: 26 paper and pens.

Time: 20minues

Description: each student has given a pen and a paper and they are asked to write first sentence of a big story that have never heard early. Then it will be pass to the next person sitting adjacent to them .He/she should write the second sentence of the

story. Thus 26 sentence should be written .The 13th sentence should have a climax. Then this papers should be circulated and reaches to that person who has started the story. He/she should tell the whole story.

Evaluation: The person who started the story doesn't get a chance to complete the whole story and each time they want to think and write about another story which is changing each time. At the same time they need to create climax of the entirely different story. Each of the stories will different and we want to think accordingly. At last the story we begin will have an unexpected turning points climax and an end. Throughout this program each one will have to think in a new way.

Use in day to day life: story writing is not an easy thing .Along with that writing each creative sentence for different story is very difficult. So developing a story which is already decided by some other one is a big task it makes them to think creatively and they are dealing with different stories with different perspectives which make them aware about different issues and different perspectives of others. Also setting of climax for each story helps them in decision making in their life.

CRITICAL THINKING

Objectives

- To define critical thinking
- To understand the importance of critical thinking
- To develop habits of critical thinking in their personal, professional and community life.

Introduction

What is critical thinking?

It refers to the ability to analyze information objectively and make a reasoned judgment. Critical thinking involves the evaluation of sources such as data, facts, observable phenomenon, and research findings. Good critical thinkers can draw reasonable conclusions from a set of information and discriminate between useful and less useful details to solve a problem or make a decision.

Top Five Critical Thinking Skills

1. Analytical

Part of critical thinking is the ability to carefully examine something, whether it is a problem, a set of data, or a text. People with analytical skills can examine information, and then understand what it means, and what it represents.

2. Communication

You need to be able to communicate with others to share your ideas effectively. You might also need to engage in critical thinking with a group. In this case, you will need to work with others and communicate effectively to figure out solutions to complex problems.

3. Creativity

Critical thinking often involves some level of creativity. You might need to spot patterns in the information you are looking at or come up with a solution that no one else has thought of before. All of this involves a creative eye.

4. Open-Minded

To think critically, you need to be able to put aside any

assumptions or judgments and merely analyze the information you receive. You need to be objective, evaluating ideas without bias.

5. Problem Solving

Problem solving is another crucial critical thinking skill that involves analyzing a problem, generating and implementing a solution, and assessing the success of the plan. After all, employers don't simply want employees who can think about information critically. They also need to be able to come up with practical solutions.

Critical thinking is aimed at achieving the best possible outcomes in any situation. In order to achieve this it must involve gathering and evaluating information from as many different sources possible.

Critical thinking requires a clear, often uncomfortable, assessment of your personal strengths, weaknesses and preferences and their possible impact on decisions you may make. Critical thinking requires the development and use of foresight as far as this is possible. Implementing the decisions made arising from critical thinking must take into account an assessment of possible outcomes and ways of avoiding potentially negative outcomes, or at least lessening their impact. Critical thinking involves reviewing the results of the application of decisions made and implementing change where possible.

Program 5- bottle and straw

Materials needed: five bottle, five straws, five glasses

Time: 30 minutes

Description: members are divided into five groups and each group is given one bottle, straw and glass, the bottle is filled with water and the group is asked to fill the glass without touching on the bottle with hands.

Evaluation: the group is intended to cultivate cooperation, critical thinking and creativity

Use in day to day life: it is bit tricky to fill water in other glass .so the students' needs to critically think how to solve it. When we show how it is to be done then will think about it .It is what happening in the case of problem solving. While a problem arise in our life we want to critically think how this should be solved and if it is failed then approach the experienced one and receive their instructions which will never forgot when we realizes it is simple like realizing that it is very easy to fill the other glass when we do it in the game.

Program 6 -Eiffel tower

Materials needed: 32 paper cups and a bunch of newspapers.

Time:15 minutes

Description: The theme is divided into 4 groups and each group will be given some newspaper and 8 paper cups and their challenge is to build the highest possible and stable structure.

Evaluation: The paper cups and newspapers are weight less so it is bit difficult to make it stable .So the thinking capacity and the proper coordination can only make this game a successful one. Team work is also important behind the height of the structure.

Use in day to day life: Building a highest sculpture with less weight things is difficult .Here we want to critically think how it can be make stable. Just like that we want to think how our life can be set stable .building and repairing the fallen one is like solving our problems by critically evaluating them. A teamwork is also important aspect in problem solving with critical thinking.

Program 7:Treasure hunt

Materials needed: treasure box , paper ,pen.

Time:30 minutes

Description: A treasure box will be placed in a particular place in the college compound and the theme is divided into 4 groups and every group is guided to the treasure box through different clues from different places.

Evaluation: The clue will be indirectly related to the particular places or personalities in the college so they want to be critically think according to the clue and also familiar with that place or person it is very important. The success of game is behind the solving of the clues.

Use in day to day life: solving of clues as a guide to the treasure is just like finding happiness by critically solving the social, economical and professional problems.

**Life Skills- Interpersonal Relationship and Communication
(Group 4)**

1. Group Energizer Activity

Name of the Activity: Energizer Game

Objective: Energize the group to start the session.

Instructions: 2 people must face back to back. A balloon will be placed in between them. Hands must be on the head at all the time. Both people must simultaneously move from point A to point B without dropping the balloon. It is a race against other people. The group that get's to point B with the balloon still in between them wins. If the balloon is dropped they have to pass to the next group.

Rules: 1) If the balloon is dropped then the group will be out from the game and will pass the

balloon to the next group.

2) If the hands are not touching your head you must restart.

2. Introduction on Life Skills (Power Point Presentation)

3. Game

Name of the Game: Circle Pass

Objectives: 1) Develop communication skills.

2) Develop good interpersonal relationship

Instructions: The students will be divided into two groups. Each group should form a circle by holding the hands. A knotted dupatta will be given to each group and the instructor will put it on the neck of a member of the group. The dupatta should be passed from one member to other without breaking the chain. The group who finish first will win the game.

Rules: 1) The group members can talk.

2) They cannot break the chain.

3) The knotted dupatta should be passed among all the members of the group.

4) The group who finish first will win the game.

Evaluation:**4. Game**

Name of the Game: Rubber Band Game

Objectives: 1) To understand the importance of affirmation in interpersonal relationship.

2) To understand the importance of communication in interpersonal relationship.

Instructions: Divide the big group into groups of five members. The group members form a circle and will hold the rubber band from the thumb of a person to thumb of the next person near. According to the instruction of the instructor the group members has to step backward without breaking the rubber band.

Rules: 1) They cannot break the rubber band.

Evaluation: What did you feel after stretching the rubber band?
What do you understand from the
game- personal and as a group?

5. Game

Name of the game: Walk, Stop, Sit

Objectives: 1) To increase the communication skills between the worker and the participants and
between the participants.

2) To develop the coordination between the participants through communication.

Instructions: The group coordinator say Walk, Sit and Stop using 'I say' then the participants have to do what the coordinator says. If the coordinator only says Walk, Sit and Stop, they do not have to do it. If she says 'I say walk', I say sit', I say stop, then only the participants has to walk, sit and stop.

Rules: 1) Instant response should be there.

2) The one who does not follow the instructions will be

out from the game.

Evaluation: What is the feeling? How the game is related to interpersonal communication?

6. Game

Name of the Game: Communication Game

Objective: 1) To evaluate the role of communication skills in interpersonal relationships.

Instructions: Divide the group into pairs. Each pair takes two chairs and put the back against each other and sits. Each pair receives a paper and a pen. The duo decides who is person A and who is person B. The person will be the first person to make an abstract drawing that shows simple shapes. Person A will try to recreate this drawing based on verbal instructions from the person B. When the person finishes drawing the participants turn around and compare their drawings. After having exchanged feedback about the differences in the drawings and the way they communicated, they switch the roles. Person A will copy the drawing of person B without looking at his piece of paper still only using spoken instructions. The drawing may now also show specific objects or things. For example a light bulb, the person who describes may use figurative instructions. He can describe the image with all kind of figures. But he cannot say it's a light bulb. When the person finishes the two drawings are compared again and will find out what the object really was.

Evaluation: What you experienced in the exercise? What style of communicating works most efficiently? What style did not work it all? Is an abstract drawing more difficult to draw compared to a specific drawing? What happened with the communication? What are the difficulties they found? How we can make it better the communication?

7. Game

Name of the game: Name the image

Objectives: To understand the importance of interpersonal communication in the group.

Instructions: Divide the big group into two groups. For each group we provide A to Z alphabets. Then we show some image and the group has to find the word. Then they have to arrange it immediately.

Rules: 1) The group members can talk.

2) The group should finish the word within a time limit.

3) The group who finish first will win the game.

Evaluations: How was the game? Was it difficult or easy? How you can relate to interpersonal communication?

8. Game

Name of the Game: Ball Game

Objectives: 1) To create awareness about boundary in interpersonal relationship

2) To familiarize with non verbal communication.

Instructions: A piece of paper will be given to each individual and out of that, have to make 5 small paper balls. Then each one has to distribute these 5 balls between the two palms and close it. Then each individual has to go to the other individual and find out how much balls are having in his/ her palms. If the person got it right the number of balls inside the palm then the other individual has to give those balls to the one who find it out. The one who will have many balls will win the game.

Rules: 1) The group members should collect as many balls they can.

Evaluation

Day 3: COPING WITH STRESS AND EMOTIONS

Familiarisation with the Life Skills

The attempt of the group 3 is to make the 10 Life skills much more familiar among the adolescence, for that the group is planning :-

- What is Life Skills ? and its definition.
- What are the various types of Life skills?
- Why teaching Life skills among the youth?
- Why Life skills are focussed towards the adolescence ?
- Benefits of Life skill Training?

Then the group is going to give a brief introduction to Coping with Stress.

For that the group is giving a brief about What is Stress?

And then explaining about the symptoms caused due to stress.

Continued by a video and explaining the various aspects of stress.

- Stress can be defined as the brain's response to any demand. They may be recurring, short-term or long-term.
- The most common definition of stress is "physical, mental or emotional strain or tension"

Then the presenters explain about the Stress Management ,

And then about the various stress reducing techniques...

Then the session will end up with explaining the 3 Types of Stress and gave a detail note on PTSD (Post Traumatic Stressful Disorder)

Then we discuss about the HOLMES AND RAHE STRESS SCALE which is one of the major scale used to assess the stress.... And about which are the most stressful events

** continued with a video about the A JAPANESE METHOD TO RELAX IN 5 MINUTES

COPING WITH EMOTIONS

OBJECTIVE: To make students identify the emotions

(Starting with a video: movie inside out)

Video will be shown to the group and they will be made to identify the emotions that are expressed in the clip.

Life is always uncertain and we must be ready to accept and face what comes in it. Coping with emotions will help us to deal with our emotions and to have control over the situations. We will be able to recognize emotions within us and others and how emotions can influence the behaviour.

Emotions: They are strong feelings deriving from ones circumstances, moods or relationships with others. Different types of emotions are happiness, fear, disgust, anger, sadness, embarrassment, surprise etc.

- 1) **Happiness:** It is when we know things are good and all you can do is smile.

OBJECTIVE: To help students to inculcate happiness in life

Members will be asked to share and write down their happiest moment in their life and will ask them to reflect upon it.

HOW TO INCULCATE HAPPINESS IN LIFE

Smile:

ACTIVITY: Ask students to smile

The act of smiling causes not only a physical transformation in your face, but it also causes an emotional and mental transformation as well. A study from 2011 by Michigan State University concluded that workers who cultivated positive thoughts and smiled because of it, were more likely to exhibit enhanced moods and less signs of withdrawal.

See the Good in a Situation

It's easy to get discouraged in life, especially when things don't seem to go your way. But seeing the good in any situation can be a vital habit for happiness.

Exercise

15 or 20 minutes a day is all you need for exercise to make you happy. That short period helps to stimulate blood flow, decrease blood pressure, and drive the pleasure-seeking endorphins to the brain.

2) **Fear:** These are the unpleasant emotions caused by the threat of danger, pain or harm.

OBJECTIVE: To help students to cope with fear in life

ACTIVITY: Story telling

From a group of 1000 a volunteer was asked to come to the stage. Everyone was afraid to come to the front and face the audience because they don't know what they were called for. Bravely, one girl came to the front and the person who called out the volunteer gave her 1000RS as a prize for her courage to come forward. After seeing that many started to come to the front but

they didn't get any prize.

We should always understand that we can handle anything that happens in our life and what doesn't kill us will make us stronger. We should be ready to take the risk, overcome the fear and reap or harvest opportunities that lies beyond our fear.

HOW TO cope with fear IN LIFE

Take time out

It's impossible to think clearly when you're flooded with fear or anxiety. The first thing to do is take time out so you can physically calm down.

Distract yourself from the worry for 15 minutes by going for a walk, making a cup of tea or having a bath.

Breathe through panic

If you start to get a faster heartbeat or sweating palms, the best thing is not to fight it. Stay where you are and simply feel the panic without trying to distract yourself.

Place the palm of your hand on your stomach and breathe slowly and deeply.

Look at the evidence

It sometimes helps to challenge fearful thoughts.

For example, if you're scared of getting trapped in a lift and suffocating, ask yourself if you have ever heard of this happening to someone.

Ask yourself what you would say to a friend who had a similar fear

3)**Anger:** It is when we are mad about something and you cant take it anymore. A strong feeling of dislike.”

OBJECTIVE: To help students to cope with anger in life

ACTIVITY: Make them imagine the situation and feel it

The group will be asked to close their eyes and imagine the situation to bring out the emotions on the basis of the theme that will be explained.

Close your eyes and imagine you are sitting in a restaurant. You ordered your menu and has been waiting for it for the past half an hour. You the waiter coming with the food on your direction and you become happy. Unfortunately that was for the family setting next to you and in addition ; they came and orderd after you did. Now, slowly your mood started to heat up...turning angry slowly. You called the waiter and asked for the food and he said it will be served in a minute. You tried to control your anger and decided to wait. 10 minutes passed and still it didn't arrived. You started to get pissed off and are about to shout at the waiter. You are about to burst out.

Now,your partner asked you to take a deep breath, count slowly from 10 to 1.Now you are starting to get relaxed slowly by slowly. The waiter comes and served your food and you greeted him with a smile.

Anger isn't a bad emotion,it can actually help us to be honest and to stand for something we belive in. But all we should learn is to how to express it.

HOW TO COPE WITH ANGER IN LIFE

When you're upset, pause, and slowly count to ten.
To offset the adrenaline surge of anger, train yourself not to lash back impulsively. Wait before you speak. Take a few deep breaths and VERY slowly, silently, count to ten (or to fifty if necessary)

Take a cooling-off period.

Dim the lights. Listen to soothing music. Meditate. Do some aerobic exercise or yoga to expel anger from your system.

4) Embarrassment: Something or someone that causes a person or group to look and feel foolish.

OBJECTIVE: To help students to cope with embarrassment in life

ACTIVITY: Video

A video will be played and response of students will be asked

It's a video of ramp walk fails, and how the models encourage themselves after they have been embarrassed in front of everyone.

HOW TO COPE WITH ANGER IN LIFE

Don't show it

Hiding your feelings in order to save face can be the best way of defusing an embarrassing situation.

Acknowledging feelings of humiliation will only make the people around you feel awkward. It is an awareness of this that

prompts people to jump up from painful falls, slips and stumbles as if nothing has happened. While it is difficult to mask some physical indications of embarrassment, such as blushing, stammering and sweating, keeping your head held high, your back straight, and maintaining eye contact will help you to look confident.

Laugh it off

A good way of taking the sting out of things is to laugh at ourselves.

Avoid reliving it

No good can come of thinking over past embarrassments. Unlike celebrities, whose embarrassments are routinely recorded for posterity, we civilians can – and should – forget any cringe-making moments.

5)Disgust: Feeling of something considered as distasteful, or unpleasant. You may have a sickening feeling of nausea.

OBJECTIVE: To help students to cope with disgust in life

ACTIVITY: Video will be displayed and group will asked to express how they felt after watching it and why did they feel like that.

Disgust can also be “ we don’t like our coworker”, or “ the ways our colleague acts when they get drunk at parties”.

The feeling of disgust is so powerful that we want to remove or avoid us from such situations.

HOW TO COPE WITH DISGUST IN LIFE

BE CURIOUS

Becoming curious about our experience is a key element in

navigating our internal world. The more we develop the capacity to observe without judgment, the more we will be able to discover about ourselves.

Remember to breathe.

Calming breaths also engage your frontal lobe. Practice deep breathing in moments when you are not feeling disgusted, so your body becomes used to it and can call on this new habit as soon as you sense a need to override the onset of such negativity.

Talk to someone you trust about your feelings.

Don't bad mouth the person you felt upset with. It's easy to find faults in others, which just enhances your feelings of disgust. But do talk to a trusted friend about your struggle with these emotions.

When we see others in an disgusting situation, instead of avoiding them help them to overcome it so that we maybe even able to create a new friendship.

6)Pride: It is the feeling of deep pleasure from one's own achievement. It can be good as well as bad.

OBJECTIVE: To help students to cope with pride in life

ACTIVITY: National anthem will be played and students will be asked to explain their feelings after hearing it

The feeling we got when he heard national anthem earlier can be positive pride.

Negative pride is when someone has no respect for what others say or do; they only respect for what he or she does.

HOW TO COPE WITH PRIDE IN LIFE

Be Aware

The first step to checking your pride is recognizing when you may be too prideful. Be introspective but not too hard on yourself. Once you start listening to your thoughts and thinking about others, you'll be able to exercise better control over pride.

Ask the Right Questions

To open the door to resolution and growth, ask "What happened?" or "What do I want?" instead of "Why am I such a failure?" or "Why are they so stupid?"

Listen, Don't Talk

Being a know-it-all has never had a nice connotation. It's impossible to know everything, and people who pretend to are often resented for acting that way.

As Brant H. McGill so eloquently put it, "One of the most sincere forms of respect is actually listening to what another has to say."

Listening is the antithesis to pride because when you're giving someone else the opportunity to express themselves or their ideas, you're putting your pride aside. Focus more on listening instead of talking and see how many new things you learn in the process.

7)**Sadness:** It happens when something you don't like happen. It can be emotional pain or can be associated with grief, loss, helplessness, disappointment.

OBJECTIVE: To help students to cope with sadness in life

ACTIVITY: Create a situation where everyone feels sad and later they will be asked to hug each other

HOW TO COPE WITH SADNESS IN LIFE

Listen to Upbeat Music

An upbeat tune can change an atmosphere instantly and create a more positive vibe. Listening to upbeat, happy music alters brain chemistry and can improve your mood.

Use Touch

Science shows that touch therapies can help some people overcome depression, lower the stress hormone cortisol and increase the feel-good hormone oxytocin.

Write in a Journal

Use it to write down fears and worries. Also, write at least five things down every day that you are grateful for. This forces us to think more positively and can help to remind us that things are never that bad.

8)**Surprise:** It happens when something unexpected happens.

It can be pleasant or unpleasant.

Example; you arrive at the bus station and finding that the bus will be delayed.

During an examination, discovering that you don't know the answers.

Loss of someone you love.

HOW TO COPE WITH SURPRISE IN LIFE

Accept that unexpected things can happen

First of all, accept that unexpected events do occur in everybody's life. **It could be small things affecting just your day-to-day life.**

Do you have control over any of the unexpected events that regularly occur?

Think about any of the past unexpected events. Do you have control over any of them?

Many times if we plan early, we can avoid many of the unexpected events within our control such as forgetting the keys, running out of veggies and so forth.

If we have no control over them, learn to deal with them effectively.

Never react immediately

If we act quickly, we might end up countering emotionally. Instead of responding rapidly to any event, do deep breathing for a moment or two.

9)**Satisfaction:** It is when a desire or need is fulfilled.

HOW TO KEEP SATISFACTION IN LIFE

Focus on the positive.

It's easy for anyone to get caught in the negativity trap—constantly dwelling on what needs to be done, what should have been done, mistakes made, etc. Rather than allowing those negative, anxious thoughts to dominate your mind, think of the good things in your life. For every negative thing that comes to mind, force yourself to find a positive thing.

Find your stress relief.

Figure out what soothes you, the things that most reduce your stress. Whether it's playing guitar or sports, or whatever, you need to find a hobby that quiets your mind and gives you a sense of inner peace.

Don't be afraid to take time for yourself.

It's natural for people to get overwhelmed when they're busy. Rather than allowing yourself to get so overwhelmed you just throw your hands up in frustration and give up, learn to recognize when you're getting close to your breaking point, and then take a break. Do not be ashamed to take a personal day. Realize that your mental health is just as important as your physical health.

10)**Amusement:** The feeling when you find something funny or entertaining.

OBJECTIVE: To help students to get amused

ACTIVITY:Blind drawing

One or two volunteers will be asked to come forward and they will be blindfolded. Rest of the group will be shown an image and they will have to help the blindfolded ones to draw that image on the board by giving clues. Eg; if an image of bee is shown the members cannot tell it is a bee ,instead they have to tell it make buzz sound, is in yellow and black colour, etc.

HOW TO KEEP SATISFACTION IN LIFE

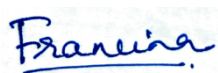
Be open to having fun

Avoid falling into the trap that you don't have time to have fun. There is always time for everything in your life if you make it a priority.

Be spontaneous

Having fun doesn't require great effort or a big plan. Usually, the most fun moments aren't planned, they're totally spontaneous. Be open to letting things happen naturally.

	<p>Be creative</p> <p>You don't need to spend a lot of money to have fun. Many of the most fun things in life are free. There are a myriad of relatively low-cost fun activities, like going on a hike with your friends, visiting a new coffee shop, or even just enjoying a new film--in a real movie theater instead of on your television set at home.</p> <p>CONCLUSION</p> <p>As an individual we will be able to maintain and deal with our emotions and will be able to understand why others act in a particular way.</p> <p>Being in a group, coping with emotions will help us to have a proper understanding of others perspective and can reduce conflicts and create a healthy environment for us to grow</p>
Programme Outcomes	<ul style="list-style-type: none"> • Ten life skills defined by WHO was clearly understood • Life skills along with attitudes towards life were put into a different perspective. • Various ways of handling a training was made to known • An inspiring motivation for leading the life forward. • The group is able to design their own module for life skills training
Supporting Documents	Photos, PPTs prepared



Ms. Francina P. X

Faculty in-charge – Certificate Course (Life Skills)

Dept. of Social Work, LCSS

LOYOLA COLLEGE OF SOCIAL SCIENCES
LIST OF PARTICIPANTS IN CERTIFICATE COURSE (LIFE SKILLS)
 (5, 10-14 & 19th December 2018)

1.	AKSHAY KISHORE
2.	ALEENA BABU
3.	ANJU CERIN MATHEW
4.	ANNA GEORGE K
5.	ASHLY G S
6.	ASHWINI PRASAD
7.	ASWATHY PONNACHAN
8.	ATHIRA WILSON
9.	BUSHRA S
10.	DENCY MARY REJI
11.	DONA MARIA KURIAKOSE
12.	GAYATHRI P NAIR
13.	JITHIN RODRIGUES
14.	MARIA TERES SEBASTIAN
15.	MEENU MARIYAM LAL
16.	MEERA JOHN
17.	NIBIN MATHEWS
18.	PRINCE JACOB
19.	RAMEEZ M SYDEEK
20.	RIYA K. ANIYAN
21.	ROSE MARIA SIJU
22.	SANDRA JOHNSON
23.	SHILPA KARTHIK
24.	TISON THOMAS
25.	VINEETH BENEDICT L.

Francina

Ms. Francina P. X
Asst. Professor, Dept. of Social Work, LCSS
Faculty in-charge – Certificate Course (Life Skills)

Report for Activity Log SI.No.:			
Programme Name	Certificate Course in Life Skills	Organizer	LCSS
Date	5-6, 8-9 & 12 th Dec. 2017,	Time	8.30 to 5.30 p.m.
Venue	Sutter Hall; Lawn, Open Stage	Faculty in-charge	Ms. Francina P. X

Programme Objectives	<p>The learner should be able to:</p> <ul style="list-style-type: none"> ➤ Understand life skills and how it can be used in their day to day life at individual, family and community level ➤ Understand their group and learn to work as a team and as an individual ➤ Equip the learner to use the knowledge in life skills to sensitize people on their personal skills and to work in collaboration with other agencies to enhance their client systems life skills. ➤ Learn to design their own module of life skills as a team
Resource Person (s)	Ms. Francina P. X, Asst. Professor, Dept. of Social Work, LCSS
Participants	25 students (MSW Semester I)
Programme Activities	<p>General Orientation on Life Skills and how to design a life skills module on 5&6th December 2017. WHO defined life-skills as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". Life-skills have been categorized into ten and they are: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness, empathy, and coping with stress and emotions.</p> <p>As part of the life skill training program participants were divided into 5 groups. Each groups were assigned with two topics in life skills. They had to prepare and design their own training module and discuss with the resource person before they take the training.</p>

	<p>Group 1: Self-awareness and Empathy</p> <p>Group 2: Critical thinking and creative thinking</p> <p>Group 3: Decision making and Problem solving</p> <p>Group 4: Communication and Interpersonal skills</p> <p>Group 5: Coping with Emotions and Stress</p> <p>Group 1: Self-awareness and Empathy - Ms. Tresa Varghese, Ms. Christensia Das, Ms. Elna Joseph, and Fr. Abhilash K Sebastian.</p> <p>Group 2: Critical thinking and creative thinking – Ms. Brilliant Maria, Ms. Sunitha Kumari M. S, Ms. Gowthami R. S, Ms. Ancy Lal and Mr. Sajin M</p> <p>Group 3: Decision making and Problem solving – Ms. Meenu Rose Eby, Ms. Bincy Babu, Ms. Sruthy V and Mr. Mathewskutty Sunny</p> <p>Group 4: Coping with Emotions and Stress – Ms. Archana Louis, Ms. P. J Nandhitha, Ms. Najma T. R, Ms. Sandra George and Ms. Annie Bose</p> <p>Group 5: Communication and Interpersonal skills – Ms. Anju Anna Ghevarghese, Ms. Ashiely S James, Mr. Jenin Koshy and Ms. Shilpa Raj</p> <p>Each group conducted the training using different methods and media. Each activity was carefully planned. There was evaluation and feedback after each session.</p>
Programme Outcomes	<ul style="list-style-type: none"> ➤ The participants understood life skills and how it can be used in their day to day life at individual, family and community level ➤ They learned to work as group and learn to work as a team and as an individual ➤ It equipped the learner to use the knowledge in life skills to sensitize people on their personal skills and to work in collaboration with other agencies to enhance their client systems life skills. ➤ Learned to design their own module of life skills as a team
Supporting	Photos, PPT prepared by groups



Pic: Problem Solving & Decision making Exercise



Ms. Shilpa tries to make final arrangement before the game



Communication Skill – Verbal – Ms. Treesa Varghese making a try...

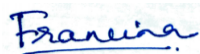
Loyola College of Social Sciences

Certificate Course in Life Skills

List of Participants MSW 2017-19 Batch

25-6, 8-9 & 12th December 2017

Sl. No	Name of Participants
1	ABHILASH K SEBASTIAN
2	ANCY LAL
3	ANJALI T.M.
4	ANJU ANNA GEEVARGHEESE
5	ANNIE BOSE
6	ARCHANA LOUIS
7	ASHIELY S JAMES
8	BINCY BABU
9	BRILLIANT MARIA ANTO
10	CHRISTANSIA DAS
11	ELNA JOSEPH
12	GOUTHAMI R S
13	JENIN KOSHY ABRAHAM
14	MATHEWSKUTTY SUNNY
15	MEENU ROSE EBI
16	NAJIMA T R
17	P J NANDITHA
18	SAJIN M.
19	SANDRA GEORGE
20	SHILPA RAJ
21	SRUTHI V
22	SUNITHA KUMARI M.S.
23	TREESA VARGHESE



Ms. Francina P. X

Asst. Professor, Dept. of Social Work

Faculty in-charge – Certificate Course (Life Skills)