Assignment (workshop d.d. 20 March 2023)

Life Skills Self-Assessment Instrument

A Life Skills Self-Assessment Instrument can be used for early interventional purposes and for designing tailor made educational programs for developing Life Skills with students. Assessing Life Skills of students may also be relevant for evaluating the effectiveness of the educational interventions for developing Life Skills with students. Therefore, it is of great importance and significance to identify relevant Life Skills Indicators and a life skills assessment scale based on the ten core Life Skills in compliance with the framework suggested by the World Health Organisation (WHO).

Indicators

Identifying and selecting indicators is a critical component for developing the Life Skills Assessment. Also, for monitoring and evaluating changes in behaviour, it is critical to target behaviour change. In fact, for those interventions that aims for changing behaviour, behaviour may be evaluated as an outcome of an educational program. Treating behaviour as the outcome of an educational intervention, is a particularly attractive option when a specific behaviour is known and clearly formulated and when the measurement of behaviour provides a clear signal of the success of the program. Once these indicators have been identified, they can be measured in a variety of ways.
An indicator is a behavioural characteristic that allows you to make an element of a Life Skills measurable, a way to measure a certain element and to capture it either quantitatively in numbers or qualitatively through certain information.

Indicators about a Life Skills can formulate both positively and negatively. Positively means "description of behaviour which is shown if one element of the life Skills is met." Negatively means "description of behaviour which is shown if one element of the life Skills is not met yet."

Purpose of exercise

The purpose of this exercise is to collect behavioural examples (indicators) of students in meeting the descriptions of Life Skills

Example:
Positively: *the student shows that he/she is satisfied with themselves.*
Negatively: student expresses that he/she is no good at all.

In the format below, you are asked to describe for each Life Skill:

1. Which behaviour students may show meeting with description of the Life Skill.
2. Describe behaviour students may show when not meeting de description of Life Skill (yet).

Note:

a. Each Life Skills have a positive and negative formulated example.
b. There are no limitations. All answers proposed descriptions are OK.

1	SELF -AWARENESS
Self-awareness is the awareness about oneself (self-consciousness). It includes one's recognition of themselves, one's character, one's strengths and weaknesses, desires, and dislikes. This helps the student to understand his/her self-worth and builds his/her confidence to face life boldly. It also enables one to identify one's weaknesses or negative personality traits and consequently improve oneself. Some of the self-related terms are used as synonyms are self-image, self-concept, and self-esteem.	
Describe which the behaviour of students when they show meeting with description above.	
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2	EMPATHY
Empathy is one's ability to understand and accept different kinds of people around them who are different in many respects. Empathy is our mental capacity to accept without emotional disturbances, of people in distress as if we are in such a distress situation. It includes understanding one's feelings as well as providing emotional support for that person. Empathy also helps to encourage nurturing behaviour towards people in need of care and assistance or tolerance. It helps a student to understand and accept others who are different from him/her.	
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3	EFFECTIVE COMMUNICATION
Effective Communication is an efficient tool for the establishment and maintenance of good social and working relationships with people. It is a way of reaching others by transmitting ideas, facts, thoughts, feelings, and values. One's ability to express himself/herself both verbally, in ways that are appropriate to our cultures and situations. It enables a student to express his opinions, desires and fears clearly by using both verbal communication and non-verbal expressions. It also trains the student to ask for advice and help from others in times of need.	
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4	INTER PERSONAL RELATIONSHIP

Inter Personal Relations are known as survival skills which is very imperative for establishing and maintaining social relationships. Interpersonal skills are to initiate and to maintain positive relationship with other individuals and de-link unconstructive relationship, with minimum disturbances to both.
Relating with others is an important life skill and one of the most important forms of human intelligence and called as people skill, which provides warmth, caring, support and collaboration that give life its excitement and potential for joy and personal fulfilment. It teaches a student to relate to other people in a positive manner. It also helps him/her to develop the ability to end relationships constructively.

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5	CREATIVE THINKING
Creativity is the ability to generate innovative ideas and manifest them from thought into reality. The process involves original thinking and then producing. Creativity is typically used to refer to the act of producing new ideas, approaches or actions. Creativity is the ability to produce work that is both novel (original and unexpected) and appropriate (useful or meets tasks constraints). It helps a student to respond in a flexible manner to various challenges of life. It enables him/her to explore available possible alternatives and to assess their consequences. This skill helps in both problem solving and decision-making.	
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6	CRITICAL THINKING
Critical thinking is defined as logical thinking and reasoning including skills such as comparison and classification. Critical Thinking is that mode of thinking about any subject, content, or problem in which the thinker improves the quality of her or his thinking by skilfully taking change of the structures inherent in thinking and imposing intellectual standards upon them. A skill that enables a student to analyse information and experiences objectively. It also helps to recognize factors like family values, peer and media pressures that influence attitudes and behaviour.	
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7	DECISION-MAKING
Decision Making is the ability to choose the best amongst the various alternatives or options in many life situations. The skill to analysis and weigh the pros and cons of alternatives and accepting responsibility for the consequences of the decision with confidence. It enables a student to make constructive decisions about one "s life like choice of a career or marriage partner, type, and quantity of dietary intake etc. It teaches that, decision be made only after assessing different options and their effects.	
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8	PROBLEM SOLVING
Problem solving skills enable us to deal constructively with problem that arises in our live. This skill is helpful to settle an issue, solve a problem or to resolve a conflict. It enables the person to get out of the uncomfortable situation and accomplish one's need without using anger, coercion, defiance, aggressive behaviour, or force. Scientifically, problem solving is a process to bring an opportunity for a positive act. It helps a student to solve his/her problems by using creative and critical thinking.	
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9	COPING WITH EMOTIONS
Coping with emotions helps the student to understand feelings of them and others. This skill helps to know that it is normal to have strong feelings and that feelings are neither positive nor negative. Accepting feelings is the first step towards learning to have more control over them. Life Skills enable the student to learn healthy, positive, and safe ways to express these feelings. It enables a student to recognize emotions in oneself and others, to realize its effects on behaviour and to respond to emotions appropriately. Uncontrolled emotions like excessive sorrow and anger are referred to in this dimension.	
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10	COPING WITH STRESS
Coping with stress enable the student to recognize the sources of stress, understanding its effects and relax without making the situation worse. This skill providers the strength to face positive or negative stressful situations. Deal with accompanying emotions and look for solutions that are most beneficial. In coping with stress, a student recognizes sources of stress and its effects. It also discusses methods to control stress and to overcome it.	
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