



ASHA MODERN

SCHOOL

LIFE SKILLS

&

VALUE EDUCATION

Class - XII



Stay Safe

Nutrition

Positivity

Mind

Fitness

Virtual

Balance

Wellness

Stay Connected

Focus

Prioritize

Health

Body

LIFE SKILLS

&

VALUE

EDUCATION

HAPPY - HEALTHY - SAFE

CLASS-XII

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The abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.

Ten core Life skills as laid down by WHO are:

1. Self-Awareness
2. Empathy
3. Critical Thinking
4. Creative Thinking
5. Decision Making
6. Problem Solving
7. Effective Communication
8. Interpersonal relationship
9. Coping with Stress
10. Coping with emotion

Self-Awareness.....

When people are self-aware, they understand their strengths and challenges and know what helps them thrive. They also understand that how they see themselves may be different from how others see them. Let's recognize our feelings.....

Unit – 1: In Pursuit of Happiness

While writing stories or telling tales, we often use the words "emotions" and "feelings" as if they mean the same but they are not. Psychologically speaking, they are quite different, but at times it becomes difficult to differentiate between them. We all are born with a brain that has the same set of emotions wired into it, but



we acquire feelings with time as we grow up, just like we learn languages from our surroundings. Feelings are reactions to emotions. Psychologists have defined about a dozen core emotions like joy, anger, disgust, surprise, fear, etc., that are associated with our brain.

In contrast, there are thousands of feelings like happiness, panic, peaceful, energetic, etc., that occur in our mind as we go on living our lives. Feelings are connected to our mind, whereas emotions are associated with our brain. Feelings are personal and stored as

memories in our brains. Unlike emotions, feelings are difficult to understand at times. Feelings always follow emotions but the kinds of feelings vary from person to person and situation to situation. They are shaped by individual experiences, beliefs, values, upbringing (conditioning) and various other factors. For example, in a circus, we see a roaring tiger performing under a ringmaster. Our emotion should be of fear, but instead we may feel admiration for the majestic lion or even pity if we are a wildlife conservationist.

When we accidentally touch something hot cold, our hand instinctively, automatically or in a reflex withdraws itself. We do not have to think about withdrawing it. Emotions are instinctive too. We have no control over them. They are related to our immediate survival. For example, when we meet a roaring tiger, not in circus or a zoo but, deep in jungle where somehow we got lost, we will be filled fear and will run. After all, our ancestors in the jungles did not survive by negotiating with the lions (predators). Those who did not run did not survive, and today we all are the successors of those who survived. Unlike emotions, feelings are not instinctive, and we can control them. Since we can control how we feel, we can also control our actions based on our feelings. Actions can be safe or unsafe, healthy or unhealthy, and they can have consequences that can be short or long term. We have to learn to express as well as control our feelings appropriately. Feelings are learned behaviours that are usually in hibernation until triggered by an external event.

Measuring happiness:

Unlike happiness (a feeling), joy (an emotion) involves little cognitive awareness. We feel joy without consciously deciding to and it is long-lasting. While happiness is usually induced by and dependent on

external conditions, joy is a something we experience more deeply. Joy is a state of being that is not necessarily tied to external situations. While happiness is a state of mind based on circumstances, joy is an internal feeling that disregards circumstances. To understand happiness, let us do a thought experiment. Imagine, we take an image (CT scan) of the brain of a poor farmer who is unhappy. She is unhappy because she is poor and to make matters worse, she has lost all her crop to bad monsoon. Her CT scan records her brain's electric, magnetic and chemical signatures in the form of a sine wave, i.e. valleys and peaks. It shows 8 valleys and 2 peaks. We compare it with that of a happy person who is rich and has just won an enormous amount of money in a lottery. She has 10 peaks and 0 valleys.

The chemistry of happiness:

Now, a psychiatrist administers medicine that has dopamine in it to the poor unhappy farmer. Soon, she begins to feel good, and after a few more doses, she feels happy. Dopamine, just like adrenaline, is a hormone produced by the organs of our body. It keeps us motivated and makes us feel good among other functions, provided it exists in the right quantity in our body.

A few sayings about happiness:

Happiness is a direction, not a place. | Happiness depends upon ourselves. | It is not how we have, but how much we enjoy, that makes happiness. | The real secret of happiness lies in taking a genuine interest in all the details of daily life. | People should find happiness in the little things, like family and friends. | There is no happiness like that of being loved by your fellow creatures, and feeling that your presence is an addition to their comfort. | Happiness is not something

readymade. It comes from your own actions. | Happiness cannot be traveled to, owned, earned, worn or consumed. Happiness is the spiritual experience of living every minute with love, grace, and gratitude.

Suggested viewing: Movie 'Inside Out' by Disney and Pixar.

Unit – 2: Body Language

Your body language communicates all the emotions you feel, just as a baby communicates whether or not they are happy. It is evident for everyone to see. When a baby is happy and excited, people can see this by their smile, happy feet, and outstretched arms. Likewise, your body postures can reflect how confident you are.

Your brain controls all your physical movements as well as all the facial movements and gestures you make. The facial movement and gestures are related to your emotions. You do not have much control over them. Thus, your body, through these subtle gestures and facial expressions, sends messages to others. You need to be mindful of this in the same way that you have to watch what you say.

Psychologists say that what your body says to others is more accurate than what you say out loud, and it speaks to others before you do. So always be aware that often others can tell what you are thinking or feeling before you speak. You can get along better with friends and in various situations, if you read their body language because you'll be able to tell if they are happy or sad, mad or playful, quiet or excited. If you learn to read the body language of your friends and others, they will find great comfort in you because you care to know how they feel.

The way words can hurt someone's feelings, your body language can do the same thing. When you roll your eyes at someone or turn your back and walk away, it is the equivalent of shouting that you don't care and don't respect them.

You can use body language to let others know that you like them and care for them, without ever having to say a word. Just like when you

hug someone or hold their hand, they will know that you love them, without you having said it.

When you want, desire, or seek something, your body communicates this very clearly. In the same way, when you want to leave or avoid someone, your body tells them how you feel. Your intentions are communicated by your body language also.

Some people are very sensitive to body space. So, when you get too close or sit too close, they feel uncomfortable. Be aware that sometimes other children or adults need just a little bit more space.

If your own body ever feels uncomfortable around someone, let them know immediately. Your brain is sensitive to the body and reacts in a superfast way when the body is uncomfortable, just like when you accidentally dip your finger in a hot tea cup you immediately take it away, without even thinking for a millisecond.



Unit – 3: Bullying Is a Bane

Bullying happens when someone tries to trouble you, make you feel bad, or make you do things you do not want to do. Bullying is normally done on purpose to get a reaction and often happens, repeatedly. Bullies also bully by saying mean things to people or about them to others, or by leaving them out of group activities. Bullies may also hit, trip, push, take things from others or spoil or destroy their



belongings, or try to make them do things to get them into trouble. The only purpose of bullying is to trouble someone and see them suffer. This gives the bully happiness and a feeling of power over those they are bullying. Bullying can occur anywhere at home, in school, the park, the - neighbourhood, at tuition class, etc., and can take a number of forms, from mild to the most extreme.

At college level, when you become adults, bullying is more common between senior and junior students rather than among the classmates. Very soon you are going to join universities, colleges and industrial training institutes. When bullying occurs in colleges and universities, it is called ragging. There are many laws in our country against ragging. Various forms of bullying and ragging are:

1. Physical
2. Psychological:-
 - ❖ Verbal Bullying
 - ❖ Non-verbal bullying

Ways to protect from bullying:-

Understanding bullies: It is said that to defeat the enemy, one should understand it first. If bullying is the enemy, it is important to understand how bullies operate, and why they do what they do. Most bullies make others feel bad to make themselves feel better. If you understand how bullies operate, you will be better able to handle the problem of bullying .So here are a few ways to protect yourself from bullying:

- ❖ Stick together
- ❖ Act with confidence
- ❖ Stand up for yourself and others
- ❖ Talk to a trusted adult
- ❖ Treat everyone with respect
- ❖ Determine clear boundaries
- ❖ Keep emotions to a minimum
- ❖ Fight back correctly
- ❖ Avoid bullies
- ❖ Simply walk away
- ❖ Make the time to do things you enjoy
- ❖ Educate yourself about bullying

We must treat others the same way that we would like them to treat us

Unit – 4: Cyber Bullying

It is a new type of bullying that has become prevalent with the widespread use of the Internet. It occurs when a child or teen uses the internet for emails, text messages, messaging, social media websites, online forums, chat rooms, online gaming or other digital technology to harass, threaten, or humiliate another child or teen. It can happen 24 hours a day, 7 days a week, and has the power to humiliate a kid even when they are safely alone at home. Cyber bullying doesn't require physical strength face-to-face contact and isn't limited to just a handful of people at a time. Cyber bullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source. To make matters worse, anything shared on the Internet is almost impossible to delete and can be shared with people across the world in no time.

How a cyber-bully hurts:

- ❖ Deliberately excludes someone from an online group.
- ❖ Pretends to be you online to send embarrassing or damaging messages that will affect your relationship with others.
- ❖ Repeatedly posts or sends offensive, rude, and insulting messages to/about you.
- ❖ Spreads lies and rumours about you.
- ❖ Posts videos or sends unwanted intimidating messages.
- ❖ Engages in online fights, posting scornful or and offensive messages.
- ❖ Tricks someone into revealing secrets or embarrassing information, which is then shared online.

- ❖ Posts comments that are threatening or imply violent behaviour and/or displaying self-harm tendencies.

What to do if you are being cyber bullied?

Don't blame yourself - It is not your fault that you are being cyber bullied. You should not let the cyber bully's words or actions make you feel ashamed of who you are or what you feel. The cyber bully is the one with the problem, not you. So...

- ❖ Block the bully
- ❖ Save the evidence of cyber bullying
- ❖ Report
- ❖ Be absolutely inflexible

How to protect yourself from cyber bullying?

- ❖ Use computer courtesy
- ❖ Think before posting
- ❖ Keep personal information private
- ❖ Create safe boundaries
- ❖ Be an active bystander

Technology is a useful servant but a dangerous master

Unit – 5: Safety

When you were a child, your parents created many rules for you to follow so you could be safe. For example, you had to look both ways before crossing the road. Now that you are older, you know that new and unpredictable situations keep coming up all the time. You need to make safety plans for them. If you are not sure what you should do to be safe, discuss with your parents and teachers in advance what you can do in each situation to be safe. For example, if you are walking home from tuition class and someone starts following you, what should you do? There are many things you can do, but it helps to think about this ahead of time so that you are prepared if such a situation arises.

What this means is that you need to be alert to all kinds of situations - not just what happens to you, but also the things that happen to your friends, or what you hear about on the news. In each case, think: 'What if this were to happen to me?' Then, make safety plans for it.

What if you are the only passenger left on a public bus?

What if you are at a friend's house when some other friends come, and you begin to feel that it is not a good idea for you to be there?

What if your tuition teacher starts talking to you in a way that makes you uncomfortable?

What if your younger sibling falls sick suddenly, and you need to take care of them while ensuring the security of the house?

It is unsafe for you to tell anyone your personal information like your name, address, phone number, your parents' names, your school's name, etc. Decide with your parents how much personal information

should be shared with whom, and on which forum. Always follow the safety plans you have made with your parents.

- ❖ **SEEK SAFETY**
- ❖ **AIM SAFETY**
- ❖ **FOLLOW SAFETY**
- ❖ **ENSURE SAFETY**
- ❖ **TEACH SAFETY**
- ❖ **YIELD SAFETY**

SELF DEFENCE

Anything that allows you to be safe is self defence or anything that makes you more aware, more assertive and more able to distract the wrong doer, and keeps you safe is self defence.....

That is why it can be learnt by anyone, no matter their age, size or fitness level. Self-defence techniques also include how to identify potential threats, how to remain calm in unfavourable situations, and why and how to fight using words. Remember, there is no guarantee that we can protect ourselves. What self-defence training does is that it gives us more choices of how to act and helps us prepare our response. You might be surprised to know that the best response for someone faced with an attacker is to slow down the attacker, try to calm things down as much as possible, and prevent the attack. Self-defence is a tool. Like any other tool, the more you know about it, the better will be your decision to use it or avoid using it, in a given situation.

It is important for you to understand that physical self-defence is a need, not a want. A good self defence programme does not "tell" someone what they "should" or "should not" do. Instead, it offers options, techniques, and a way of analysing situations to help the person make a good decision. A good self-defence programme empowers us to make good decisions when faced with unfavourable situations."

SAFETY TIPS

- ❖ If you feel unsafe or uncomfortable in a situation, act on it. Don't hesitate to ask for help.
- ❖ Keep calm, think straight Even the best martial artist will not be able to defend themselves if they panicked.
- ❖ Set clear boundaries If you feel that someone is invading your 'private space', tell them clearly to back off. Make direct eye contact-don't look down/look away.
- ❖ Better safe than sorry - you feel that you are in trouble that someone stalking or eyeing you, try to avoid walking alone or walking in an isolated area.
- ❖ Even if you're alone, you can walk close to another group. If you cannot do that, stay very alert. Keep the exit points in mind-that is ,areas by which you can escape. If you feel uneasy, you can also shout or make a loud noise to startle the other person.
- ❖ If possible, try varying your routine. It becomes easy for a potential perpetrator to plan something if they know your regular time and route. At the very least, you should know an alternate route in case of an emergency.
- ❖ Walk and talk confidently People who appear confident are much less likely to be targeted as compared to someone who looks timid.
- ❖ Be aware of your surroundings -Try to avoid places with low visibility and lighting.
- ❖ Walk in the opposite direction of traffic -This way, you can look at oncoming traffic. Also, walk on the footpath, not the road. It makes it harder for others to snatch your valuables or to kidnap you.

- ❖ When taking a public bus, avoid one that has few or no passengers, and avoid taking roadside cabs and autos.
- ❖ You should have your parents' and other trusted adults' phone numbers on speed dial on your phone so that you can call them instantly in an emergency. If you have a smart phone, install emergency apps that can send SMS to known people and can even dial the police's number with a single click in case of an emergency.

Unit – 6: Dealing With Emergencies

When you feel unsafe in a particular situation and are unable to reach out to trusted adult, the situation is called an emergency. The nature of emergencies changes over time. When you were little, the school breaking down was an emergency , you had no way of letting anyone in your family know or of getting home on your own. But now you are more grown up, you may carry phone, or borrow your teacher's phone to call home and let someone know that you will be late. Maybe you even carry money and have your permission to come home on your own. In this case, you may choose take a bus or an autorickshaw with a few friends who live near your house, making it safer than travelling alone.

But, emergencies can always be around the corner. You may be stuck in an unfamiliar part of the town, you may be walking focused on doing something and suddenly find yourself surrounded by some undesirable people, without realizing it. These will be emergencies. Sometimes, someone may try to harm you or try something unsafe with you. In all emergency situations, what counts is your readiness to deal with it. Physical readiness is important, but we also need to be mentally alert. Being ready for an emergency means, first of all, believing that you can land yourself in an emergency situation.

In an emergency, your safety plan is to get help, even from someone you don't know. If you don't get a good feeling about the person helping you, try to get help from others as well. Sometimes, unscrupulous people take advantage of emergencies. They help you, for which you are grateful, and then they try to get to know you better. Be

cautious around strangers, but remember that the rules are different when it comes to emergencies.

SAFETY RULES FOR CERTAIN SITUATIONS

WHEN AT A PUBLIC PLACE:

- ❖ Never let a stranger stand close enough to make you uncomfortable.
- ❖ Yell and ask for help if anybody tries to touch you in an inappropriate way.
- ❖ Never be afraid of asking anyone to maintain distance from you.
- ❖ Always take care of your belongings and be aware of your surroundings.
- ❖ If you are uncomfortable with someone in an elevator, press the buttons for all the floors. The frequent stops discourage the potential abuser.
- ❖ On an escalator, always stand at a distance from others.
- ❖ Always walk on the opposite side of traffic movement.

WHEN OUT OF THE HOUSE ALONE:

- ❖ Always inform your parents about any change in plans.
- ❖ Always be alert to what is happening in your surroundings.
- ❖ If you have a phone, always keep it charged, so you can use it when you need to.
- ❖ Never accept lifts, gifts or favours from people you don't know well.

WHEN OUT WITH YOUR FRIENDS:

- ❖ Always keep an eye on your food and drinks to make sure they haven't been tampered with.
- ❖ Never drink or smoke just because everyone else is doing it.
- ❖ Always tell your parents about your whereabouts.

We should train ourselves to recognize and handle a problem before it becomes an emergency



Unit – 7: Good Friends Are for Keeps, but....

Friends are forever but, it is always easy to enter into a friendship and difficult to come out of it. Here are some signals that tell you that it is time to leave a friendship.

- ❖ If you try to bring up an issue that concerns you and they start to trivialise it.
- ❖ If they get extremely angry with you for doing something they do all the time to you without batting an eye.
- ❖ If they threaten to harm themselves if you ever leave. Leave and tell a trusted one.
- ❖ If they are jealous of your friends, insinuating they are bad people for no real reason, and pressure you to withdraw from them.
- ❖ If they call you names during arguments.
- ❖ If they rewrite history, claiming to have never said something you know they said.
- ❖ If they refuse to compromise on certain issues, give you ultimatums, or fight with you when you try to place a boundary.
- ❖ If they tell you that you cannot find someone better than them, or claim no one else will 'put up' with you.
- ❖ If they neglect your feelings about people you care for.
- ❖ If they expect you to take care of them but never take care of you.
- ❖ If they accuse you of cheating with no real evidence, no real reason except that you weren't 100% perfect.
- ❖ If they try to restrict your autonomy whenever you have a disagreement.
- ❖ If they expect 24/7 contact when you're apart and blow up your phone if you don't reply in a timely manner.

- ❖ If they try to make you feel guilty for setting boundaries.
- ❖ If they show no respect or understanding towards your value system.
- ❖ If they punch the wall, destroy possessions, or otherwise act violently towards objects when angry with you.
- ❖ If you're afraid of telling your family and friends about the reality of your relationship because you're afraid of what they will think, or you feel as though you're somehow at fault for allowing yourself to be in the situation, or you're afraid they'll be concerned for you.

A positive friend is a person who encourages you to do things that are safe and healthy and helps you learn and grow in a healthy way

Unit – 8: Interview Skills

Before the interview:

Dress for Success

If you don't own any professional clothing (jeans and t-shirts usually do not fall into this category), then it's time to invest in some grown-up clothing. While some companies, especially start-ups, are a little less buttoned-up than, say, a bank or legal firm, it may be useful to discern your potential company's dress code before your interview.



If your job interview is online via Zoom or a similar platform, make sure to avoid strong patterns that might be distracting on video and keep your outfit professional—even if you don't think they will see what you are wearing from head-to-toe.

Arrive Early

If you are not sure where the interview location is, go there before the day of the interview, find your parking options, and make sure you know where to go. On the day of the interview, make sure you leave in plenty of time to get there, not just on time but early.

Key Takeaways

- ❖ Whether you are interviewing in-person or online, do your research on the company ahead of time and be prepared to speak confidently about why you are a good fit for the job.
- ❖ Practice for your interview with a friend, mentor, professor, or family member. If you have a virtual interview, practice using an online tool to get comfortable with a video format.
- ❖ Always write a follow-up thank you email or card after your interview.
- ❖ If you are asked to conduct a virtual interview, make sure you are set up for a smooth technical experience. Check your camera and audio before the interview begins.
- ❖ Even if you don't get the job, a great interview and a well-written thank-you note may impress the interviewer, who may consider you for other jobs in the future.

Research the Company

Whether you interview in-person or not, you need to do your research. Most companies have a website with plenty of background information about the founders, company history, company mission statement, and so on.

Spend an hour reading through the company website and search for press releases, news items, and articles related to the business. Try to figure out where you would fit into the company and what skills you should highlight. Being able to talk confidently about the company and your potential role is a good way to show the interviewer that you want to work for them.

Research Potential Questions They May Ask You

Once you do your research on the company you want to work at, do some research into the potential questions they may ask you during the interview. Use Glassdoor.com to help you. The website allows you to type the name of your potential company and find questions asked

to other candidates who have gone through the interview process. You can even see the outcome of their interviews.

Remember Your Resume

Even if you snagged the job interview via your LinkedIn profile, bring a hard copy of your resume, just in case someone asks for it. Make sure it is up-to-date, polished, and easy to read. If no one asks for it, ask the interviewer if they would like a copy of it at the end of the interview.

During the Interview

Unless you are asked to use their first names, address your interviewer with their last name. Don't interrupt. Shake hands. Pull out those manners and use them, including maintaining good posture and positive body language. Stand up straight, walk tall and sit up straight in your chair.

If you are on a virtual interview, make sure to keep your backdrop professional, clear off any clutter in the way of the video, and don't eat or drink during it.

Make sure not to overshare in an interview and never speak badly of a former colleague, professor, or teacher.

Always Tell the Truth

Never lie during a job interview. Even if something is embarrassing or potentially problematic, when asked, you should answer honestly. But make sure not to share more than necessary. A few personal comments are OK, but they want to know if you can do the job and be a safer, better choice than the other students.

Be an Interview Extrovert

Even if you're an introvert, pretend to be an extrovert and adopt an extrovert persona for an hour or talk about yourself comfortably. Likewise, if you're an extrovert, don't overshare. Keep it professional.

Make Eye Contact

Making good eye contact is a skill, and sometimes it is difficult for young people to do it with confidence. Eye contact shows an employer that you are sincere, confident, and trustworthy. As a student interviewing for a job, you may not bring years of experience to the table. Still, you bring ambition, fresh perspective, willingness to work hard, and plenty of other valuable assets. Keep that in mind, and you can handle yourself with both courtesy and confidence.

After the Interview

Send a thank-you email right away after the interview. Keep it short and sincere and grammatically correct. Thank the interviewer for their time and reiterate that you are interested in the opportunity. You might not have felt it, but you were also evaluating the company and interviewing them, so let them know you are still interested. If you are worried about what to write in your email, try using a follow-up email template and get advice on writing it from experts.

REMEMBER-

- ❖ Reach venue before time
- ❖ While waiting read magazines
- ❖ Behave professionally in waiting area
- ❖ Take permission to enter interview room
- ❖ Take permission to sit

- ❖ Switch off mobile
- ❖ Don't tap feet
- ❖ Don't put bag on interviewer's table
- ❖ Wait for 5-10 seconds before answering questions
- ❖ Listen questions carefully
- ❖ Don't lie/ give wrong answers
- ❖ Don't criticize previous employer
- ❖ Write correct hobbies
- ❖ Thank the interviewer

ACTIVITIES (MIXED BAG)

Adla Badli (Impromptu Debate)

It will be same as a debate activity. Topics will be given to students and they will choose sides accordingly but on the day of activity the teacher will reverse the sides and will give some time to prepare.

This sudden change in sides will make children uneasy but they will also try to think differently for the changed sides.

Ask yourself (Self-made Questions)

An activity can be organised in which students have to prepare questions other than the textbooks questions. This exercise will help children to think differently for creating questions. Teacher will see if the questions are original or not.

Gap Fill In

Give paper and pen to students and after showing a picture ask them to write on the top of the paper what is happening in the picture. Then ask them to write at the bottom what you believe is happening in the

picture. In the space remaining blank write down what are the steps you take to come to the conclusion.

Cross-Questioning

This is the extended version of ask yourself. In this children will present their questions in front of the class and his/her peers will cross question him/her, like why this question, how this can happen etc. This will encourage critical thinking in both the students who ask the question and who reply.

Two is Enough

Give children two shapes i.e. rectangle, triangle and ask them to draw one thing using those shapes only. For ex. they can draw a car, an animal, a flower etc. This will enhance the thinking power of the children and as a consequence will also improve their innovative skills.

Student's Class

Ask students to organise a class themselves in which they will choose the topic, present the topic, frame questions and activity related to the topic etc. This activity will encourage conversations among children about how to organise the class and they will also learn the importance of maintaining the decorum of the class.

Shuffle

Give students group activities and use a chit system for dividing the students into groups. This random distribution of students will make most of the students uncomfortable but this is the challenge. Students should be flexible enough to work with anybody in various conditions.