



Higher Education Department  
Government of Punjab

# LIFE SKILLS MODULE

July 2021



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## Purpose of the Life Skills Module

This Life Skills Module developed in July 2021 aims to facilitate college lecturers and principal for integrating Life Skills into mainstream education. Consultants, HED Secretariat, Authors and Contributors have developed this additional academic resource through benchmarking from global modules. Combination of skills this module is offering have been carefully chosen, keeping in view the needs of our public college students. Teachers are encouraged to make use of information on skills and activities on a regular basis over the course of the academic year 2021 – 2022. Activities, YouTube links, Worksheets are provided within the module that make it a self – sufficient document. Depending upon the situation in classes and availability of slots in timetables, this module can be delivered in a separate period either on a specific day every week or during combined auditorium/hall classes. Educators must understand that Life Skills cannot be taught overnight; all of us will have to work gradually so that we can transform our college students into active community members.

# Life Skills

Life Skills is a term used to describe a set of skills acquired through learning and/or direct life experience that are used to help individuals and groups effectively handle problems and questions commonly encountered in their daily life. In other words, life skills are skills that prepare an individual to live independently and productively within a society. Some individuals acquire life skills without even thinking about it. These skills can include knowing how to balance studies and personal life, understanding why one/others behave in a specific way, and knowing how to be a better friend. Life skills can be modelled and taught by parents and loved ones as they go about their daily routines. From this, individuals can perfect their own skills by trial and error. For some however, life skills might not be easily understood nor observed. Some individuals might simply struggle to learn these skills or might feel as though no one was ever patient enough to guide them. In order to ensure that life skills are understood by and instilled within all young people, educators can teach life skills in the classroom, and through that help to prepare young people for success in their daily lives.

Life skills touch upon issues that are:

- real – they actually affect people’s lives
- sometimes sensitive – they can affect people on a personal level, especially when family, friends, peers or colleagues are involved
- often controversial – people disagree and hold strong opinions about them
- ultimately moral – they relate to what people think is right or wrong, good or bad, important or unimportant in society.

Therefore, life skills play a critical role in the grooming of young individuals.

## Benefits of Life Skills for College Students

- It helps them to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination

- It gives them a voice: at college, in their community and in society at large
- It enables them to make a positive contribution by developing the expertise and experience they need to claim their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life.

## **Basic Elements of Life Skills Module 2021**

Life Skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. These capacities do not develop unaided; they have to be learnt. While certain life skills may be acquired through our everyday experience at home or at work, these do not suffice to adequately equip students for the active role required of them in today's complex and diverse society. As per the vision of honorable Prime Minister, Imran Khan we envision our youth to transform as active citizens so that they can contribute in the society so that they can genuinely involve in public affairs. This life skill module 2021 take his vision forward for empowering youth, aligned with the 21<sup>st</sup> Century Skills, Life Skills Module 2021 has covered a wide range of diverse learning element keeping in view our local context and capacity of public colleges. Following themes have been discussed in detail with sub -themes theoretically, for making the module interactive range of activities and instructions have been added to facilitate the educators;

- Interpersonal Skills; Self – Awareness and Self- Esteem, Motivation and Management Skills (Anger Management, Money Management & Relationship Management)
- Social Skills; Effective Communication, Active Listening & Conflict Resolution
- Cognitive Skills; Decision Making, Logic and Reasoning & Problem Solving
- Digital Skills; Handling Information and content & Being Safe Online
- Wellness Skills; Dimensions of Wellness, Mental Health, Stress Management & Mindfulness

The whole module is developed considering below mentioned parameters of 21<sup>st</sup> century skills to make it more effective:

- active; emphasizes learning by doing
- interactive; uses discussion and debate for enthusiastic student – teacher and peer to peer interaction
- relevant; focuses on real-life issues facing young people and society
- critical; encourages young people to think for themselves
- collaborative; includes group work and collaborative learning
- participative; gives young people a say in their own learning.



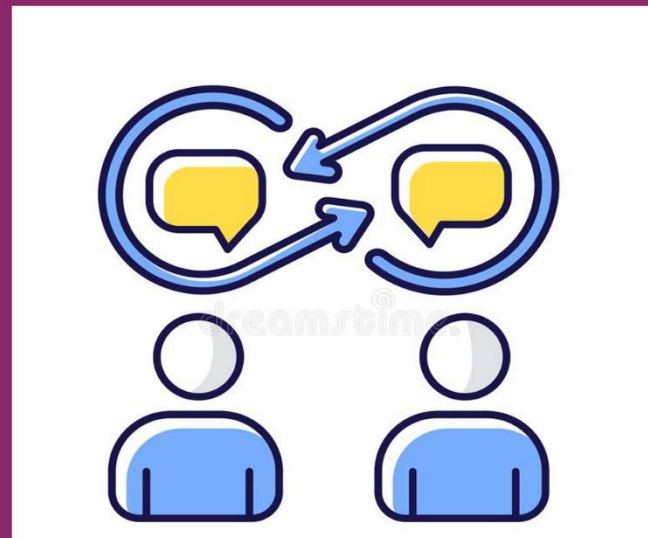
## Role of Educators

The role of educators (designated lecturers, principals, members of the college directorate and staff of the HED secretariat) is crucial to the success of the Life Skills Module 2021. Life Skills cannot be developed in just a few teaching hours. They involve a long-term process that is sustained over time through regular and varied activities. Teachers are also the ones who should decide which activities are best suited to their students and to determine their priorities and objectives for their class. They should therefore discuss with colleagues, exchange their views and modify activities if required depending on their students' needs. The nominated lecturers should always look for opportunities to further discuss the topics covered in the module, integrate them with mainstream subjects wherever possible to make connections with other extra – curricular and co-curricular activities for bringing a paradigm shift in the overall intellectual development of college students.

# Interpersonal Skills



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## Introduction

Interpersonal skills are the behaviors and tactics an individual uses to interact effectively with others. Interpersonal skills refer to a person's social skills, people skills, and soft skills. These skills include a vast array of a person's abilities such as leadership, responsibility, teamwork, etc. and enhance an individual's ability to communicate, understand, and motivate other individuals.

Interpersonal skills come in handy in career perspective and personal life. In order to achieve success in both fields, it is critical to get along with others. Some people may naturally inherit these skills, but for most, these come into perfection with practice.

## Learning Objectives:

- To understand others and use this ability to interact, collaborate, and manage communication.
- To communicate more effectively with peers.
- To be more kind, confident, and help others.
- To increase motivation.
- To recognize the importance of interpersonal skills.

This section will facilitate educators to enlighten students on maintaining interpersonal skills as well as relationships through three sub – themes:

- Motivation
- Self-awareness & Self-esteem
- Management

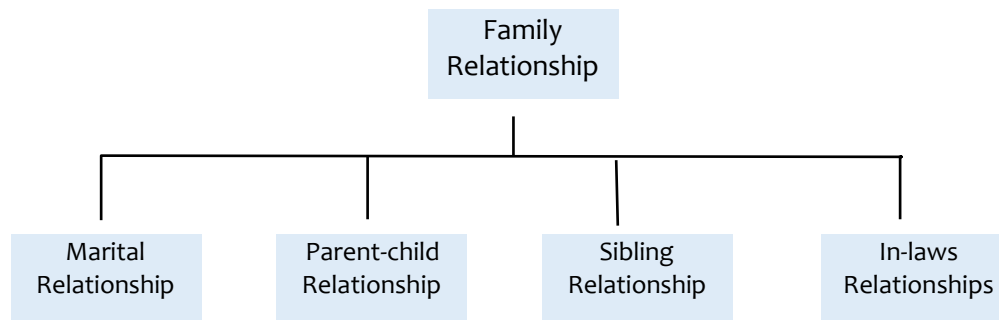


## Interpersonal Relationships

A community is composed of different kinds of groups. Each group has its own structure, organisation, relationship, roles and ways of communication. Different members play different roles and have different relationships, called interpersonal relationships. Each group is maintained by different interpersonal relationships. Interpersonal relationships have their positive and negative impacts on personal growth and development.

### Changes of Family Relationship across Lifespan

Like the development of an individual, a family also has its life stages. A family goes through different stages of development, and changes occur at different stages:



Life stages	Changes of relationships
1. Entering into early adulthood	Independence between young adults and parents
2. Getting married	Establishment of a new family
3. Becoming parents	Accepting new members into a family
4. Raising an adolescent	Revising family rules and expectations to foster independence
5. Adapting to the independence of children	Accepting children leaving home
6. Entering into late adulthood	Accepting the changing roles and responsibilities

and preparing for death

## What is Social Cohesion?

Social cohesion can be described as the glue that bonds society together, essential for achieving peace, democracy and equitable development. In cohesive society, all groups have a sense of belonging, participation, recognition and legitimacy.

A society consists of many groups that can be distinguished in terms of ethnic and socio-cultural origin, religious and political beliefs, social class or economic sector or based on interpersonal characteristics such as gender and age.

Social cohesion is made up of four key components i.e., social relationships, connectedness, orientation towards the common good and equality.



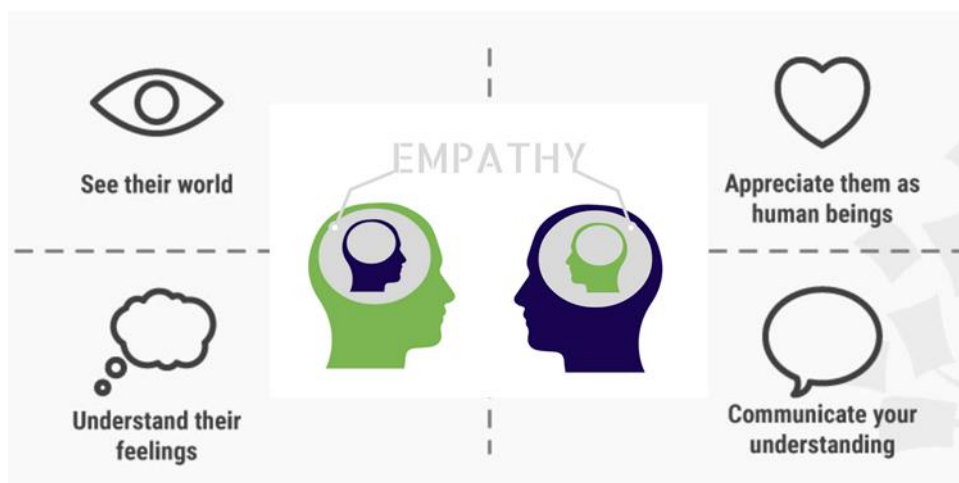
The following are the principles of social cohesion:

- Mutual respect and trust (toward other groups/individuals)
- Good attitude towards other members or groups of society
- Group participation (at community level or individual level)
- Structural equity and social justice (or perception thereof)

## Empathy

Empathy is the ability to truly appreciate what others feel, see things from their point of view, and imagine yourself in their place. Fundamentally, it is envisioning someone else's point of view and feeling what they should feel. Exactly when you see another person suffering, you might actually rapidly envision yourself in the other person's place and feel empathy toward what he/she is going through.

While people are generally open to their own opinions and sentiments, getting into someone else's head can be a pinch more inconvenient. The ability to feel compassion licenses people to "walk a mile in another's shoes". It awards people to appreciate the sentiments that others are feeling.



### Benefits of Empathy

- Empathy permits individuals to fabricate social associations with others. By understanding people's opinion and feeling, individuals can react fittingly in friendly circumstances. Having social associations is significant for both physical and mental well-being.
- Empathizing with others assists you with figuring out how to manage your own feelings. Passionate guideline is significant. It permits you to oversee what you are feeling, even in the midst of incredible pressure, without being overpowered.

- Empathy advances helping practices. In addition to the fact that you are bound to participate in accommodating practices when you feel sympathy for others, however others are additionally bound to help you when they experience compassion.

### **How to Practice Empathy?**

Fortunately, empathy is a skill that you can learn and strengthen. If you would like to build your empathy skills, there are a few things that you can do:

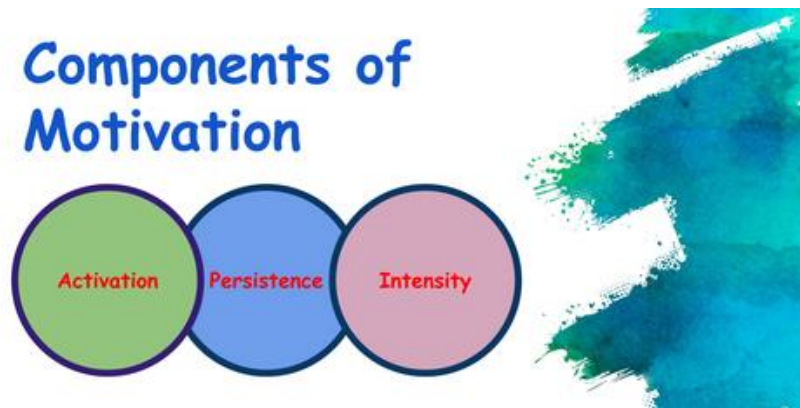
- Work on listening to people without interrupting
- Pay attention to body language and other types of nonverbal communication
- Try to understand people, even when you don't agree with them
- Ask people questions to learn more about them and their lives
- Imagine yourself in another person's shoes

While empathy might fail sometimes, most people are able to empathize with others in a variety of situations. This ability to see things from another person's perspective and sympathize with another's emotions plays an important role in our social lives. Empathy allows us to understand others and, quite often, compels us to take action to relieve another person's suffering.

## Motivation

Motivation is a process that initiates, guides, and maintains goal-oriented behaviors. It is what causes a person to act, whether it is getting out of bed or picking up a book to read. Motivation is the driving force behind human actions.

There are three major components of motivation:



1. Activation involves the decision to initiate a behavior.
2. Persistence is the continued effort towards a goal, even though obstacles may exist.
3. Intensity is seen as the concentration and determination that goes into pursuing a goal.

The main aim of motivation is to create conditions in which people are willing to work with interest, initiative, enthusiasm, a sense of responsibility, discipline, and confidence.

Following are simple ideas teachers can use to help regulate motivation within students:

1. **Give students a sense of control.** While guidance from a teacher is important for keeping the students on track, allowing students to make choices and have some control over what happens in the classroom is one of the best ways to keep them engaged. For example, allowing students to choose the type of assignment to do or which problems to work on can give them a sense of control that may motivate them to do more.

2. **Be clear about learning objectives.** Students may feel discouraged when it comes to completing an assignment or behaving in class if there are not any clearly defined objectives. Students want and need to know what is expected of them in order for them to stay motivated. Teachers should lay out clear objectives, rules, and expectations in the beginning of the term so that no confusion arises, and students have goals to work towards.
3. **Create a threat-free environment.** While students do need to understand that there are consequences to their actions, positive reinforcements are far more motivating for students than threats. When teachers create a safe and supportive environment for students, affirming their belief in a student's liabilities rather than laying out consequences for not doing things, students are more likely to stay motivated to work.
4. **Offer varied experiences.** Not all students will respond to a lesson in the same way. For some, hands-on experiences are better. Others may enjoy reading books quietly or working in groups. In order to keep students motivated, teachers should try mixing up their lessons so that students with different preferences will each get time to focus on the thing they like best. It will allow them to stay engaged and pay attention.
5. **Allow students to work together.** While not all students may be on board with working in groups, many will find it fun to try to solve problems, perform experiments, and work on projects with other students. Social interaction can get students excited about things in the classroom and they can motivate one another to reach a certain goal. However, teachers do need to ensure that the groups are balanced and fair such that all the students are working equally.
6. **Give praise when earned.** There may not be any other form of motivation that works quite as well as encouragement. At every age, an individual craves recognition and praise. Teachers can give students a bounty of motivation by rewarding their success publicly, praising them, and sharing their exemplary work.



7. **Encourage self-reflection.** Most kids want to succeed, and they just need help figuring out what they need to do in order to get there. One way to motivate your student is to get them to take a hard look at themselves and define their own strengths and weaknesses. Students are often more motivated by creating critiques of themselves rather than having a teacher do it for them.
8. **Know your students.** Getting to know your students is more than just memorizing their names. Students need to know that their teachers have a genuine interest in them and cares about them and their success. When students feel appreciated, it creates a safe learning environment and motivates them to work harder.
9. **Give learning feedback and offer chances to improve.** Students who struggle with classwork may sometimes feel agitated or even demotivated. In these situations, it is crucial for teachers to provide effective learning feedback to help students learn exactly where they went wrong and how they can improve next time. Figuring out a plan to get a student where they want to be will also help them to stay motivated to work hard.
10. **Make things fun.** Not all classwork needs to be a game or a good time but students who see college as a fun learning place will be more motivated to pay attention and do the work that requires their effort rather than regard it as a chore. Adding fun activities into the college day can help students who struggle to stay engaged and make the classroom a much friendlier place for all students.

## Self-awareness & Self-esteem

Self-awareness is a reflective state of self-focused attention in which a person evaluates themselves and attempts to attain correctness and consistency in their beliefs and behaviors. This involves viewing oneself as a separate individual and acknowledging limitation. Being self-aware means that you are able to monitor yourself, your sentiments, your considerations, your mentality, your qualities, and your responses.

The objectives behind creating self-awareness amongst students are to enable them to:

- recognize their strengths and challenges
- understand and talking about their needs and feelings
- recognize other people's needs and feelings
- see how their own behavior effects the others
- develop a growth mindset to learn from their own mistakes

Self-esteem is described as a person's opinion of himself or herself. It can be defined as how much a person appreciates themselves, regardless of the circumstances. Factors that define a person's self-esteem are: self-confidence, feeling of security, identity, sense of belonging, and feeling of competence.

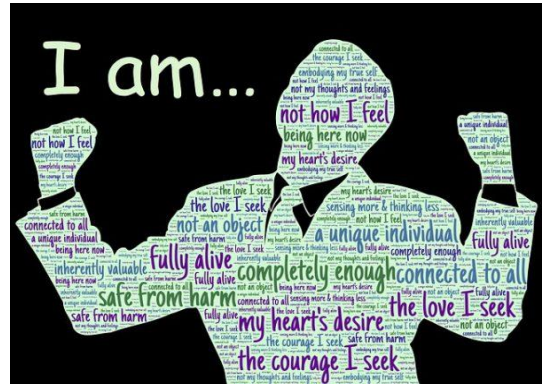
Occasionally human beings lack self-confidence, especially students. With a low self-esteem, individuals are unhappy and dissatisfied by themselves. It takes attention and daily practice to boost a person's self-esteem.

With a healthy self-esteem, students are:

- assertive in expressing their needs and opinions
- confident in their ability to make decisions
- able to form secure and honest relationships, and less likely to stay in unhealthy ones



- realistic in their expectations and less likely to be overcritical of themselves and others
- more resilient and better able to withstand stress and setbacks



**Activity: SELF-AWARENESS**

Material needed: paper and pencil/pen

Ask the students to write down these questions on a piece of paper and answer them as briefly as they can.

**Questions:**

1. I am strong in these areas:

2. I struggle with:

3. My favorite thing about college is:

4. Here's what the teachers, I'm most comfortable with, do to make that happen:

5. The most stressful part of my college day is:

6. I'd like some help with:

7. When I need help, I'm comfortable asking for it in the following ways:

**Activity: DESIGNING AFFIRMATIONS**

Material needed: paper and pencil/pen

Affirmations are a popular way to help combat low self-esteem within individuals.

Students will be given guidelines before they start jotting down their affirmations:

1. Affirmations start with the words “I am...”
2. Affirmations are positive. The word “not” is never used in an affirmation. For example, instead of writing, “I am not afraid to express myself”, you could write, “I am confidently sharing my opinion”.
3. Affirmations are short.
4. Affirmations are specific. For example, “I got a new car” can be written as “I got the new black Picanto”.
5. Affirmations are in the present tense and include a word that ends in “-ing”
6. Affirmations have a ‘feeling’ word in them. Examples include ‘confidently’, ‘successfully’, or ‘gracefully’.
7. Affirmations are all about yourself. They should be about your own behavior, not some else’s.

Examples of positive affirmations include:

- I am a proud Pakistani citizen.
- I am blessed with an amazing family that believes in me.
- I am confidently improving my reading capabilities each time I go to class.
- I am more than capable of scoring a good grade in my final exam.
- I am grateful to Allah Pak for all blessings.

List down some positive affirmations:

1.

2.

3.

## **Debrief**

After students have completed the task, teachers must ask them to discuss their answers to the rest of the class and other students are encouraged to contribute. Teachers can also provide their opinion. This self-awareness worksheet is a great resource to help students to self-advocate. It will benefit them by making them aware of their strengths and weaknesses. Teacher can prepare such multiple activities by considering needs of their classroom and student body.

## Management

Management is, generally, described as the act of getting one's self to accomplish desired goals and objectives, using available resources efficiently and effectively. The three most important types of management for students are time management, money management, and anger management.

### Time Management

Time management is the process of organizing and planning how much time needs to be spent on specific activities. Good time management enables individual to complete more in a shorter time, leading to success.

Some benefits of managing your time include:

- stress relief
- more time
- more opportunities
- ability to realize goals



**Activity: ESTIMATE YOUR TIME MANAGEMENT**

Material needed: paper and pen/pencil.

Answer Yes/No to the following questions:

Questions:	Yes/No
1. Have you estimated how many hours you need to study this term?	
2. Do you tend to complete your assignments on time?	
3. Have you estimated how long it takes to read one chapter in each of your textbooks?	
4. Do you begin working on long-term assignments at the beginning of the term?	
5. Do you make lists of things to do in your head, rather than on paper?	
6. Do you participate in social activities even when you know you should be studying?	
7. Do you schedule time to study for exams?	
8. Do you have any other commitments that require more than 20 hours a week?	
9. Do you know exactly what tasks you are going to do when you sit down to study?	
10. Do you do the assignments of your favorite class first?	

**Scoring:**

- 1 score for each YES except for questions 5, 6, 8, 10.
- 1 score for each NO except for questions 5, 6, 8, 10.

Total the score.

A low score indicates a need for help with time management whereas a high score indicates use of effective time management techniques.

**Activity: DO YOU PLAN EFFECTIVELY AND TIMELY?**

Material needed: paper and pen/pencil.

**Answer the following questions in detail:**

1. Why is it important to manage time?
2. How do you go about establishing goals?
3. Why is it important to plan ahead of time? What can go wrong if you do not?  
Share a real life example.
4. Why is it important to write down what you need to do?
5. Name 3 things that are your biggest 'time wasters'.
6. Describe the last time you successfully organized something.
7. What are the ingredients to a successful outcome?
8. Why is it important to set a time frame and stick to it?

**Debrief**

Once students have handed in their solutions, paste the solutions on to the whiteboard or pin on soft board. Discuss each question and their possible solutions and encourage all students to think of reasonable alternatives.

## **Money Management**

Money management refers to the process of tracking and planning an individual's use of capital. This could be as small as a pocket money of Rs. 1000 or a small project budget or some funds gathered through a community campaign. It is important for teenagers to value money and learn its efficient management. Money management process usually includes budgeting, spending, saving, and investing.

The idea of money management incorporates the key financial disciplines, within students, for developing wealth accumulation, protection, and preservation strategies specific to their needs, objectives, values, priorities, and risk tolerance. Being able to overcome financial management will give students a sense of focus on their behavioral influences on their decision-making, which can adversely influence the outcomes of their long-term strategies.

Try to highlight the “Financial Star” of your classroom by asking which students are working part – time or taking tuitions to manage their college fee. If there are some, ask them to come forward and share their money management skills and how they budget their month. Students who are in hostels generally get small pocket moneys to manage their day – to – day expenses: they can also shed light on budgeting.



**Activity: WHERE DOES YOUR MONEY GO?**

Material needed: paper and pen/pencil

Keeping a record of everything you spend during a specific time period, answer the following questions as briefly as possible:

1. What pattern do you see in your spending habits?
2. How do you decide what to purchase?
3. What factors do you think influence your purchasing decisions?

**Debrief**

After students have completed this task, teachers must ask them to discuss their answers to the rest of the class and other students are encouraged to contribute. Teachers can also provide their opinion. Engagement within class will allow students to recognize other alternatives. This money management worksheet will help students to have a grip on their money saving tactics.

## Anger Management

It is a process of learning to recognize signs that an individual is becoming angry and taking actions to calm down and deal with the situation in a productive way. This process does not involve holding anger inside or avoiding associated feelings. In fact, anger management involves a range of techniques that can help with recognizing signs of anger and handling triggers in a positive way.

This method is effective for all individuals, especially students, as managing anger will allow them to:

- Identify the physical effects of anger on their body
- View things from other people's perspective
- Know when to remove themselves from a certain scene or situation
- Refrain from over-personalizing



**Activity: YOUR REGRETS**

Material needed: paper and pencil/pen

Exercise: You are required to make a list of times when anger got you in trouble when you said or did things that you now regret.

Describe the situations and what you said or did. What was the reaction or consequence from your anger? Why do you regret what happened?

Situation	Outcome	Regret

**Activity: MY TRIGGERS**

Material needed: paper and pencil/pen

Exercise: You are required to make a list of things that make you angry and what you can do to cope with that anger.

What triggers me:	What I can do to change my anger:

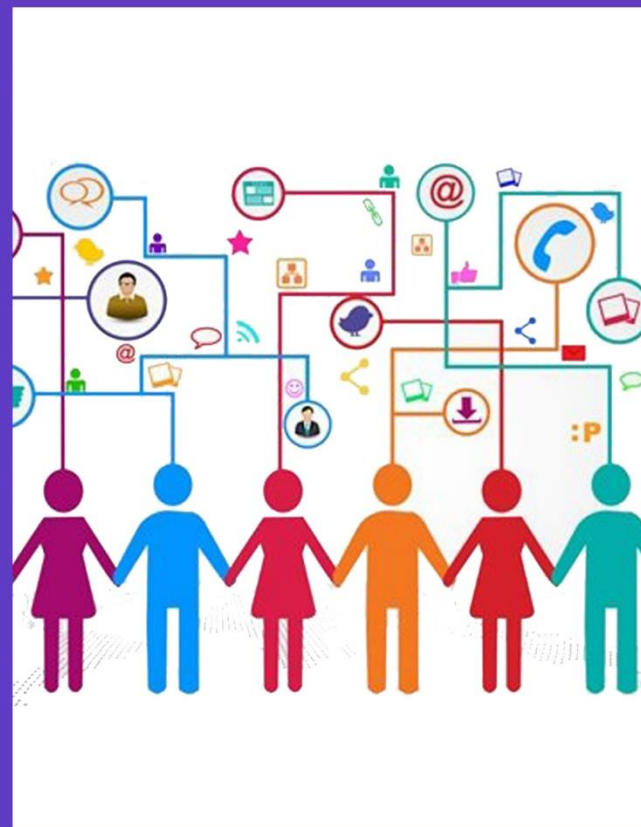
## **Debrief**

After students have filled in the worksheet, allow active engagement within the class so that students can recognize other student's methodologies and strategies on anger management. Teachers can and should provide their opinion.

# Social Skills



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## Introduction

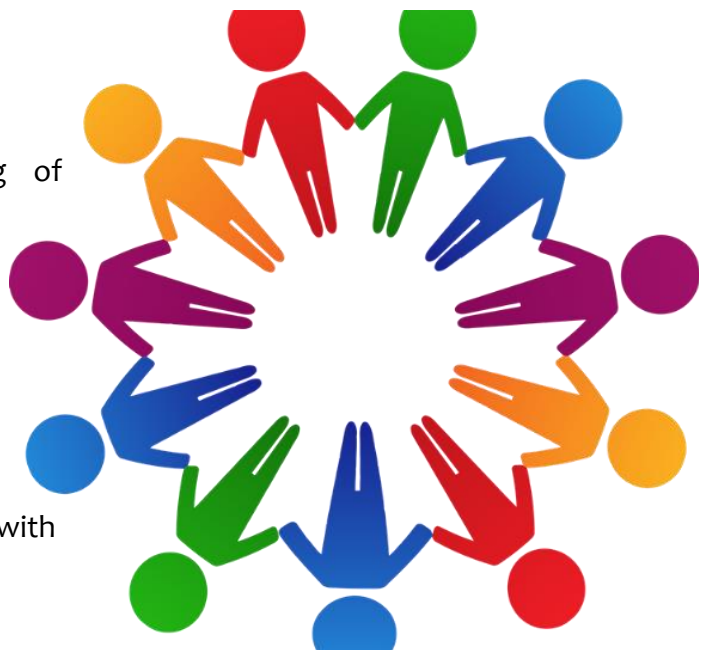
Social skills are the skills used every day to interact and communicate with others. Social skills include not only verbal communication but also non-verbal communication. Examples of verbal and non-verbal communication include speech, gesture, facial expressions and body language. A person is qualified to have strong social skills if they have mastered how to behave in social situations and understand the rules of how to communicate and socialize with others.

Social skills are essential for enabling an individual to maintain positive interactions with other individuals. Majority of these skills are crucial in sustaining relationships. Social interactions may not always run smoothly and may require strategy implementations.

Multiple techniques can be used in order to enhance social skills among students. The most effective strategy between teachers and students has been the 'Positive Peer Interaction'. Video modeling has also been quite functional for students to observe actions before putting them into practice for themselves. Other methodologies include social role-play activities, teamwork, adopting research-based programs, etc.

## Learning Objectives:

- To identify positive social skills
- To demonstrate understanding of social skills
- To relate with other people and be able to work in groups
- To navigate tricky social situations
- To assist other students with understanding



This section will assist educators and students on improving their social skills through three sub – themes:

- Effective Communication
- Active Listening
- Conflict Resolution

## Effective Communication

At its simplest, communication is the act of transferring information from one place to another. It may be vocally, written, visually, or non-verbally. Effective communication is all about understanding the emotions and intentions behind an information. Being able to communicate efficiently is vital as it enables individuals to pass on information that can be well-interpreted by others.



### **Activity: CONVERSATION STARTER**

Occasionally, teachers should develop a list of open-ended questions that would spark a conversation within the class.

Memorizing these questions would help the students become comfortable in engaging in any kind of conversations that would turn strangers into friends.

Examples:

- Have you done anything exciting lately?
- Have you recently been on any interesting trips?
- What is your strangest hidden talent?
- Where do you want to be in 5 years?
- What is something people are always surprised to learn about you?
- What inspires you the most about your parents?



**Activity: BRAINSTORMING**

Material needed: cards

1. Each card should have a word or a phrase written on the front side along with relevant notes on the backside.
2. A student or group of students select one card.
3. When giving a look at the card, student/s are allotted 1-2 minutes to brainstorm on the topic.
4. After the brainstorming, they should take at least 2-3 minutes to discuss the topic.

Example:

What is the impact of social media on teenagers and college students?

Are these impacts positive or negative?

Explain at least 4 of these impacts.

College students should not be allowed cell phones in college.

Do you agree with this statement or not?

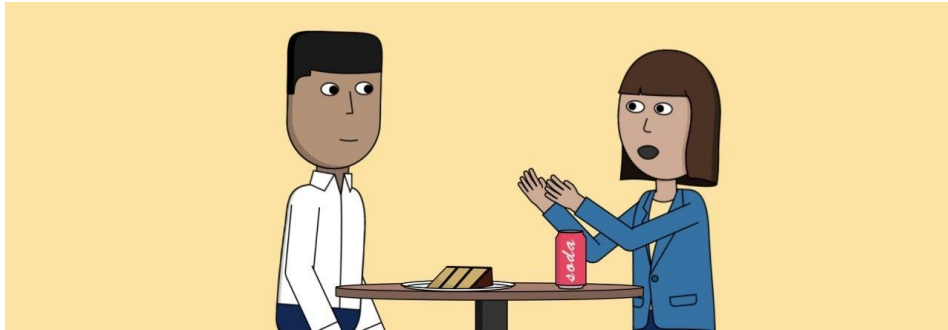
Explain your point of view, using at least 3 main points.

**Debrief**

These activities should be performed on a regular basis using several different topics. This will enable students to be confident and communicate effectively with others.

## Active Listening

As well as being able to, clearly, convey a message is important; listening is also a key to effective communication. Without the ability to listen correctly, a message can be misunderstood.



There are two components of active listening: attention and reflection. Attention involves holding eye contact, nodding, having a good posture, and mirroring the speaker's body language to show interest in what they are saying. Reflection is repeating and paraphrasing what the speaker has said to show that you fully understood them.

Good listeners always strive to fully understand what the other person is communicating, whether the conversation lacks clarity or not. Listening demands the attempt to decode and interpret verbal and non-verbal messages.

**Activity: VIDEO STUDY**

1. The teacher may choose a certain video for the students to watch (best preference is Tedx Talks or short documentaries). For example, [https://youtu.be/Ks-\\_Mh1QhMc](https://youtu.be/Ks-_Mh1QhMc).
2. Students are encouraged to watch the video with full concentration. They must focus on the speaker's expressions, hand gestures, body language, and emotions.
3. After watching the video, students will be asked relevant questions regarding what they felt and understood.
4. They are encouraged to provide their opinions as well.

The idea of showing a video will cause active engagement between students and the teachers. It will also expose students to vast knowledge and ideas.

**Activity: SPEAKER IS ALSO A LISTENER**

1. Form groups of students and give them a general discussion topic.
2. Each child can take turns to be either the speaker or the listener.
3. When the speaker has finished speaking, the listener should be asked to repeat the speaker's main points and present their opinion on it.

Example:

You have 5 minutes to prepare notes and talk on the following topic:

“Terrorism is more threatening than global warming.”

Each speaker should repeat one of the main points of the previous speaker.

Make your notes below:

## Debrief

Alongside the activities, the following tips should be explained and demonstrated to help with effective listening:

1. Face the speaker and maintain eye contact.
2. Be attentive, but relaxed.
3. Keep an open mind.
4. Listen to the words and try to picture what the speaker is saying.
5. Do not interrupt.
6. Wait for the speaker to pause, to ask any clarifying questions
7. Ask questions only to ensure understanding.
8. Try to feel what the speaker is feeling.
9. Give the speaker regular feedback.
10. Pay attention to what isn't said.

These guidelines will, overall, promote effective communication.

## Conflict Resolution

Conflicts and arguments are a natural part of our lives. A conflict does not necessarily have to be negative. Depending on how we respond to it, it could be either a source of violence and misunderstandings or a source of transformation.

Conflicts can be either direct or indirect.

Direct conflicts are through a verbal channel i.e. spoken word whereas indirect conflicts are through non-verbal channels such as gestures, movements, body language, etc.

Clashes are most likely to occur and students should know how to handle disagreements without lashing out.



The main objective behind conflict resolution are:

- To produce a solution that all parties can agree to.
- To work as quickly as possible to find a solution.
- To improve relationships between groups during conflicts.

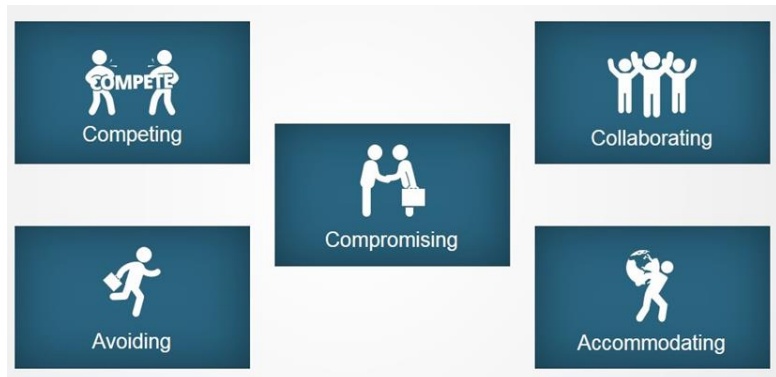
## Peaceful Coexistence

Peaceful coexistence means mutual respect and tolerance. In a peaceful society, there is no hatred, and prejudice.

A society is made up of different ethnicities, religions, cultures, languages and races. As these groups diversify, coherence problems arise. In developed societies, this diversity is considered a sign of stability but in developing societies, such diversity is becoming a sign of non-coherence.

Characteristics of People in Peaceful Societies:

- **Positive thinking:** This means looking at every aspect in a positive way. With positive thinking, we value not only our own lives but also the lives of those around us.
- **Finding peace in oneself:** It means finding solutions to the problems and conflicts. It helps to think about different aspects of problems, control anger, and keep the mind calm.
- **Being sympathetic and not harming anyone:** Creating the virtues of compassion, kindness and friendship. This can better deal with violence in society.
- **Learning to live together:** Living together in different groups and working together promotes values such as sharing, building trust, building mutual respect, and taking responsibility.
- **Respect for human dignity:** This means learning the concepts of rights, freedoms and justice. It is important to develop a mindset that recognizes and respects the rights of oneself and others.
- **Creative thinking:** It enables a person to solve problems through non-violence. This includes problem solving, finding alternative solutions and decision-making.



**Activity: MAKING 'I' STATEMENTS**

Material needed: paper and pen/pencil

The use of 'I' statements helps to avoid criticizing or placing blame on others. Taking responsibility for what we understand, even if we are wrong, reduces defensiveness in those we are interacting with.

Examples:

- "I would like to talk more" instead of "You don't let me talk!"
- "I am bothered by you being late" instead of "You come in here late all the time".
- "I am disappointed by your late submission" instead of "You submitted your work late".

Ask every student of the class to pen down at least 5 such statements.

1.
2.
3.
4.
5.

**Activity: MY PERSONAL STRATEGY FOR DEALING WITH DIFFICULT PEOPLE AND DIFFICULT SITUATIONS**

Material needed: paper and pen/pencil

Think of a situation or person that you are dealing with or have dealt with that has been problematic. How would you deal with the issue?

The problem	What not to do	Ways to resolve

**Debrief**

Teacher can ask students to participate in this activity, asking one volunteer student to discuss his conflict scenario.

Reflections on learning are one important part of the whole learning process. After every activity, teacher must discuss for 2-3 minutes by asking students to share their reflections on any particular activity by asking questions such as:

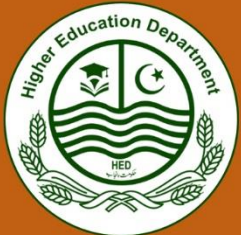
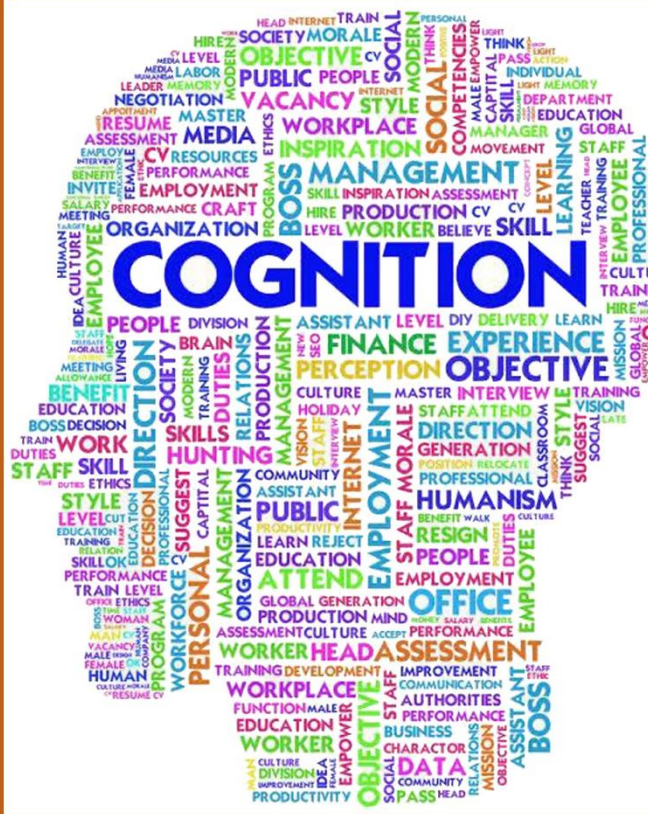
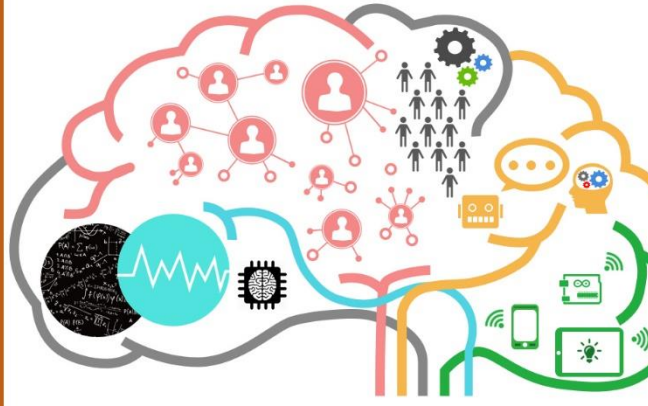
What have they learned out of this activity?

Was this activity helpful for them to encounter a specific situation?

How has it helped change their perception about something?



# Cognitive Skills



Life Skills Module 2021  
Higher Education Department  
Government of Punjab

## Introduction

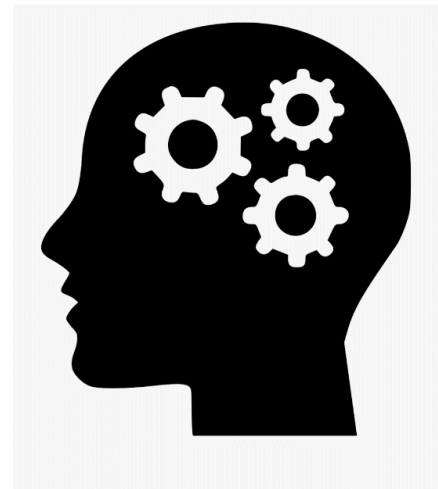
Cognitive skills are the fundamental skills used by the brain to think, learn, read, reason, remember, and pay attention. Working together, these skills help an individual process new information by taking that information and distributing it into the appropriate areas of the brain. When that certain information is later needed, the brain uses cognitive skills to retrieve back that information.

Each of the cognitive skills play an important part in processing new information. That means, if one of these skills are weak, no matter what kind of information is coming, grasping, retaining, or using that information is impacted. In fact, learning struggles are usually caused because of one or more weak cognitive skills.

By developing cognitive skills, the human brain works more quickly and efficiently and ensures that an individual understands and effectively processes new information.

### Learning Objectives:

- To think, give opinions, to understand, and to remember things that happened in students' daily lives.
- To encourage creative and critical thinking in problem solving.
- To increase an individual's knowledge.
- To instill leadership and responsibility.
- To make effective decisions.



This section will allow educators and students to comprehend the human brain's abilities through three sub – themes:

- Decision-Making
- Problem Solving
- Logic & Reasoning

## Decision-Making

Decision-making is the process of making a choice from a number of options and committing oneself to a future course of action. Using systematic decision-making process can help an individual make deliberate, thoughtful decisions. The following approaches will help an individual in making a satisfying alternative possible:

1. Identify the decision
2. Gather relevant information
3. Identify the alternatives
4. Weigh the evidence
5. Choose among alternatives
6. Take action
7. Review the decision and its consequences

The objectives behind decision-making are that students will be able to:

- increase decision-making awareness
- learn to use decision-making strategies
- evaluate decisions and examine outcomes
- reward themselves and learn from mistakes

**Activity: DECISION EXERCISE**

Material needed: paper and pen/pencil

Exercise:

Using the instructions given below for “Decision Making Strategies” and “Things to Do,” discuss important decisions that you have made in the past. Think about those decisions that had good outcomes and compare with those that had poor outcomes. Discuss in terms of the differences between the two.

Good Outcomes	Poor Outcomes

**Preparing for a decision:**

The difference between you and someone who seems to succeed most of the time may just have a lot to do with preparation. People who habitually make bad decisions usually lack sufficient information, and make decisions based upon emotions or they may not be thinking clearly. Other causes may have to do with making spur of the moment decisions. Lastly, some people feel by not making a decision, they are prolonging the inevitable, not knowing that things not addressed can often get worse.

**Things to do:**

1. Obtain as much information about the issue as you can.
2. Analyze the available information—learn as much as you can
3. Decide if the risk is too high
4. Determine what the opportunities would be and their value
5. Seek counsel if needed. Discuss your ideas with someone who can be objective.

**After the decision has been made:**

Once you have followed the steps of preparation and you have made a carefully thought out decision, you must learn to live with the consequences of that decision. If there are things you can do to change it and you so desire, follow the steps of decision-making and decide how to proceed. Making good decisions up front brings good outcomes and the good outcomes are experienced as rewarding. The more you make sound decisions, the more pleased you will be with the outcomes. When we make hasty and bad decisions, the outcome tends to be less than desirable. However, when life throws us a curve ball and we make a bad decision, we may have to live with it. It is to our advantage, if we learn to accept the things that we cannot change. While we try to learn from our poor decisions, sometimes it takes us longer to change. We must be patient and remember, we are after all, only human!

**Decision making strategies:**

Things to consider when making that next big decision:

1. Decide whether or not you need to make a decision at this time.
2. Rule out illegal, dangerous, or unethical options that can lead to trouble.
3. Consider the advantages and the disadvantages of your decision.
4. Determine how your decision will affect others
5. Consider the advantages and the disadvantages of your decision.
6. View more than one solution to the dilemma; you may have overlooked some things.
7. Compare the costs and potential gains because of your decision.
8. Know that once a decision has been made there is often little that can be done to change it.
9. Remember, no decision is a decision!
10. Try to make decisions you can live with based upon your views and values.
11. Learn from your decisions: Know what went right and what went wrong, for the next time around.

**Activity: WOULD YOU RATHER...**

Material needed: paper and pen/pencil.

Allot students a specific amount of time (1 min per question) to solve the worksheet.

Example:

Choose a suitable answer.

1. Would you rather have many good friends or one best friend?
2. Would you rather have more time or more money?
3. Would you rather forgive or forget?
4. Would you rather live in the past or the future?
5. Would you rather live without internet for a week, or not use a phone for a week?
6. Would you rather read a book or watch a movie?

**Debrief**

Teachers can give more questions (at least 10) related to college, career, home, etc. and ask the students to discuss why these chose the relevant answers.

## Problem Solving

Problem solving is the act of defining a problem, determining its cause, identifying it, prioritizing it, and selecting alternative solutions and implementing them.

The benefits of acquiring problem-solving skills are:

- Improved academic performance
- Increased confidence
- Establishing leadership mindset
- Preparation for future careers



### **Activity: SURVIVAL**

Material needed: paper and pen/pencil

Divide students into groups and give them a situation they need to solve.

For example:

You and your friends are stranded in the college classroom. The doors are locked and breaking down the doors and windows is not an option. You have 30 minutes to decide on 10 different items you can use for survival and rank them in order of importance.

**Write down your analysis here:**



**Activity: WHAT WILL YOU DO?**

Material needed: paper and pen/pencil

Divide students into groups and give them a certain problem to solve. In this activity, however, students have to think of the dumbest ideas they have to solve the particular problem. Once they have made a list of all the possible dumb ideas, they choose the least dumb one and shape it into an effective solution for the problem.

For example:

You have an exam at 8:00 am. You woke up at 7:30 am and missed the bus. You take at least 10 minutes to get ready and the college is 15 minutes away. College gates close exactly at 7:55am. Your options are your bike, which is low on petrol and the petrol station is 5 minutes away, or a taxi, which will take 5-7 minutes to reach your home. What and how can you reach college before 8:00 am?

Write down your plan here:

**Debrief**

Once students have given their solutions for the problem, paste the solutions on the whiteboard or pin them on to the soft board. Get the students to read out their solution and discuss how they reached to this solution step by step. Allow them to clarify their thinking process while they were coming to this solution. Teacher may also put himself or herself and discuss their solution with the students. This will help the whole class understand how one can develop thinking patterns before reaching a solution for any specific problem.

## Logic & Reasoning

Logic is the systematic study of correct reasoning, especially regarding making inferences. Whereas reason refers to the power of the mind to think, understand, and form judgements logically.

In the context of a given problem, students will be able to do the following by mastering logic and reasoning:

- Identify the assumptions needed to analyze the problem
- Identify the relevant information presented in the problem
- Identify alternative solutions to the problem
- Derive solutions or discuss the best solution to the problem
- Discuss the conclusions that follow from the solutions



**Activity: CRITICAL ANALYSIS MCQ's**

1. Ahmed, Ali, and Ahsan are 3 brothers. If the following statements are all true, which of them is the youngest.

**Ahmed is the oldest. Ahsan is not the oldest. Ali is not the youngest.**

- Ahmed
- Ali
- Ahsan
- Both Ali and Ahsan

2. D lives between B and F.

E and A live on successive floors.

B lives on the topmost floor.

There is exactly one person between C and E.

There are exactly two people between F and G.

Who lives on the 7<sup>th</sup> floor?

- D
- F
- A
- B
- G

3. Below given are a series of 5 numbers.

**446 362 576 495 241**

If the middle digit in all the numbers are removed, then which of the following will be minimum?

- 446
- 362
- 576
- 495
- 241

**Activity: IMAGE & CRITICAL ANALYSIS**



1. What is happening?
2. What do you think happened before this picture was taken?
3. What do you think will happen next?
4. How are the people in this picture feeling? What makes you think so?
5. Have you had a situation similar to what you think is happening in the picture? Describe it.

**Debrief**

Once students have finished their analysis, get them to read it out to the class and discuss how they came up with the relevant inquiry: allow them to clarify their thinking process. Teacher may also provide answers to the questions. This will help the whole class to get a grip on how to critically analyze certain situations.

# Wellness Skills



Life Skills Module 2021  
Higher Education Department  
Government of Punjab



## Introduction

Wellness is the pursuit of continued growth and balance in the seven dimensions of wellness. Many people think about "wellness" in terms of physical health only. The word invokes thoughts of nutrition, exercise, weight management, blood pressure, etc. Wellness, however, is much more than physical health. Wellness is a full integration of physical, mental and spiritual well-being. It is a complex interaction that leads to quality of life.

Wellness is commonly viewed as having seven dimensions. Each dimension contributes to our own sense of wellness or quality of life, and each affects and overlaps the others. At times, one may be more prominent than others may but neglecting any one of the dimensions for any length of time has adverse effects on overall health.

The COVID-19 pandemic has demonstrated to the world that there is nothing more important than mental and physical fitness. During the COVID-19 pandemic, you might have experienced stress, anxiety, fear, sadness and loneliness along with the worsening of mental health disorders, including anxiety and depression. You must have noticed that people from across the globe brought many changes to how their life, and with all the uncertainty, altered daily routines, financial pressures and social isolation. We were all worried about getting sick, how long the pandemic will last, whether our parents will lose their jobs, when the college will resume and what the future will bring. Information overload, rumors, and misinformation disturbed our life and we felt out of control.

This section will facilitate educators to enlighten students on keeping a well and balancing body, will and mind through three sub – themes:

- Mental Health
- Stress Management
- Mindfulness

# The Seven Dimensions of Wellness

## 1. Physical Dimension

Physical wellness encompasses a variety of healthy behaviors including adequate exercise and proper nutrition. It means learning about and identifying symptoms of disease, getting regular medical checkups, and protecting yourself from injuries and harm. Developing such healthy habits today will not only add years to your life but also will enhance the enjoyment and quality of those years.

Tips for Optimal Physical Wellness:

- Exercise daily
- Get adequate rest
- Use seat belts, helmets, and other protective equipment
- Learn to recognize early signs of illness
- Eat a variety of healthy foods
- Control your meal portions

## 2. Emotional Dimension

Emotional wellness is a dynamic state that fluctuates frequently with your other six dimensions of wellness. Being emotionally well is typically defined as possessing the ability to feel and express human emotions such as happiness, sadness and anger. It means having the ability to love and be loved and achieving a sense of fulfillment in life. Emotional wellness encompasses optimism, self-esteem, self-acceptance and the ability to share feelings.

Tips for optimal emotional wellness:

- Tune-in to your thoughts and feelings
- Cultivate an optimistic attitude
- Seek and provide support

- Learn time management skills
- Practice stress management techniques
- Accept and forgive yourself

### 3. Occupational Dimension

Occupational/Vocational wellness involves preparing and making use of your gifts, skills, and talents in order to gain purpose, happiness, and enrichment in your life. The development of occupational satisfaction and wellness is related to your attitude about your work. Achieving optimal occupational wellness allows you to maintain a positive attitude and experience satisfaction/pleasure in your employment. Occupational wellness means successfully integrating a commitment to your occupation into a total lifestyle that is satisfying and rewarding.

Tips and suggestions for optimal occupational wellness include:

- Explore a variety of career options
- Create a vision for your future
- Choose a career that suits your personality, interests and talents
- Be open to change and learn new skills

## Learning Objectives

- To comprehend concepts related to health promotion and disease prevention
- To practice health-enhancing behaviors
- To understand the concept of mental health, stress relief, and mindfulness
- To recognize changes in mental health status and abilities
- To encourage getting help



## Mental Health

Introductory Video: (<https://www.slideshare.net/teenmentalhealth/school-mental-health>)



- Disappointed in life?
- Feeling stressed out?
- Not having any fun?
- Feeling worn out?

If your answer is **YES**, you are not alone.

No one experiences perfect mental health or well-being all of the time. We all have to learn how to balance the different aspects of our lives. When things in our life change, we have to re-establish the balance. However, ongoing mental health problems can take a real toll on your well-being.

Your mental health can affect many areas of your life

- Work, college, or home life
- Relationships with others
- Sleep
- Appetite
- Energy levels
- Ability to think clearly or make decisions
- Physical health
- Life satisfaction and more...

Mental health is just as important to our lives as our physical health. It is not the same thing as the absence of a mental illness. Mental health includes emotional, psychological and social well-being. It can influence:

- How you feel about yourself, the world and your life
- Your ability to solve problems and overcome challenges
- Your ability to build relationships with others and contribute to your communities
- Your ability to achieve your goals

Many people take care of their physical health before they feel sick. They may eat well, exercise and try to get enough sleep to help maintain wellness. You can take the same approach to mental health. Just as you may work to keep your body healthy, you can also work to keep your mind healthy.

## **4 Basic Dimensions of Mental Health and Well-being**

### **THOUGHTS**

The way you think about something has a big impact on your mental health. Changes in your thoughts often go along with changes in your mental health. When you feel well, it is easier to see life in a more balanced and constructive way. When you are not well, it is easy to be stuck on negative things and ignore positive things.

Examples of helpful thoughts:

- I know I can cope and get through these rough times
- There are things in my life that I feel excited about!
- I know my friends really care about me
- I feel good about the way my life is going these days
- I have some really cool talents and interests
- I want to do something that makes a positive difference
- I'm a good person even though I have some flaws

- I feel grateful for the good things in my life

Examples of negative thoughts:

- It feels like something really bad is going to happen
- Nothing good ever seems to happen to me
- I'm never going to get through this
- My flaws are too big to overcome
- I feel like I'm losing my mind
- I'm ugly and stupid
- They think I'm a loser
- Life sucks!

## **BODY REACTIONS**

Body reactions are changes in your body functions such as heart rate, breathing, digestion, brain chemicals, hormones and more. Changes in your body reactions often go along with changes in your mental health.

Examples of body reactions:

- Muscle tension, muscle aches or headaches
- Dry mouth
- Upset stomach or nausea
- Upset bowels or diarrhea
- Lack of appetite or increased appetite
- Sweating, hot flushes or cold chills
- Chest pain, shortness of breath or difficulty breathing
- Pounding, racing or abnormal heartbeat
- Feeling dizzy or light-headed
- Tingling in hands and/or feet
- Feeling that you're separated from things around you

- Aggravation of an existing health problem (e.g., acne, digestive disorders, migraines, chronic pain, etc.)

## **EMOTIONS**

A big part of emotions is the way you feel. Emotions can be pleasant, unpleasant or blended, such as when you have two emotions at the same time. Changes in emotions often accompany changes in mental health.

Examples of emotions/feelings:

- Happiness or joy
- Contentment
- Calmness
- Excitement
- Feeling love or affection
- Confusion
- Boredom
- Relief
- Irritability or anger
- Frustration
- Anxiety or fear
- Sadness or feeling down
- Embarrassment
- Hopelessness
- Disgust

## **BEHAVIORS**

Behaviors are the ways you act and respond to your environment. Some behaviors are helpful, and some can be harmful. Changes in behavior often go along with changes in mental health.

Examples of helpful behaviors:

- Working on a solution to a problem one step at a time
- Reaching out to a friend or family member for support and understanding
- Practicing your spiritual activities
- Doing something relaxing like taking a bath or practicing yoga
- Exercising
- Engaging in hobbies or leisure activities

Examples of harmful behaviors:

- Isolating yourself and pulling away from friends and family
- Avoiding the things that upset you
- Overeating, not eating enough, or purging food (such as vomiting, over-exercising)
- Lashing out at other people (verbally or physically)
- Excessively depending on loved ones or clinging to loved ones

Mental health is determined by our overall patterns of thoughts, emotions, behaviors and body reactions.

Each of the four mental health dimensions can influence all of the others. Here is an example.

<p><b>Thoughts</b></p> <ul style="list-style-type: none"> <li>• I did a good job</li> <li>• I hate being stuck in traffic</li> </ul>	<p><b>Body reactions</b></p> <ul style="list-style-type: none"> <li>• My muscles feel relaxed</li> <li>• My heart is racing</li> </ul>
<p><b>Behaviors</b></p> <ul style="list-style-type: none"> <li>• I rewarded myself with a movie</li> <li>• I pound my fists</li> </ul>	<p><b>Emotions</b></p> <ul style="list-style-type: none"> <li>• I feel happy</li> <li>• I feel angry</li> </ul>

**Test: What is your Wellness Level?**

Read each statement and record the score of the response that best reflects how you have been feeling during the past month. Add up your selected responses to find out your Total Wellness Score.

	<b>Almost Always</b> (5 points)	<b>Frequently</b> (4 pts)	<b>Half the Time</b> (3 pts)	<b>Rarely</b> (2 pts)	<b>Never</b> (1 pt)
I felt self-confident					
I felt satisfied with what I was able to accomplish - I felt proud of myself					
I was a "go-getter" - I took on lots of projects					
I felt emotionally balanced					
I felt loved and appreciated					
I had goals and ambitions					
I felt like having fun, participating in sports and all my favorite activities and hobbies					
I felt useful					
I smiled easily					
I was true to myself, being natural at all times					

I did a good job of listening to my friends					
I was curious and interested in all sorts of things					
I was able to clearly sort things out when faced with complicated situations					
I found life exciting and I wanted to enjoy every moment of it					
My life was well-balanced between my family, personal and professional activities					
I was quite calm and level-headed					
I was able to easily find answers to my problems					
I got along well with everyone around me					
I lived at a normal pace, not doing everything excessively					
I had the impression of really enjoying life					
I had a good sense of humor, easily making my friends laugh					

I felt good, at peace with myself					
I felt healthy and in good shape					
I was able to face difficult situations in a positive way					
My morale was good					

**Your wellness score out of 125 = 0**

### **Let's Debrief of Your SCORE**

Your score reflects the degree of balance you have across the different areas in your life, how well you are coping, and how good you feel about things. These are all important aspects of wellness and mental health. There is no magic score that guarantees perfect wellness, so we have not included any guidelines on “high” or “low” scores and what they mean. Instead, we recommend using this self-test to track your own wellness status over time.

If you are actively working on ways to improve your health, your score will probably go up over time. Increases usually mean that you are feeling better about things and feeling like you can cope with life’s challenges while still finding time for fun. If you are experiencing stress or changes in your overall health, your score may go down for a period of time. Decreases usually mean that it is harder to feel good about things and that you are struggling to find a sense of balance. Decreases in scores can be an important sign that you need to take action to make things better for yourself. Most people have trouble in their wellness scores over time. To track your own wellness and general mental health over time, we recommend taking this test once a month.

*Adapted from Massé, R., Poulin, C., Lambert, J., & Dassa, C. (1998). Élaboration et validation d'un outil de mesure du bien-être psychologique au Québec. Revue canadienne de santé publique, 89(5), 352-357.*



## Stress Management

Introductory Video: (<https://www.youtube.com/watch?v=jHjKEfwfECo>)

Stress is a normal psychological and physical reaction to the demands of life. A small amount of stress can be good, motivating you to perform well. However, multiple challenges daily, such as sitting in traffic, meeting deadlines and paying attention in class, can push you beyond your ability to cope.

Stress management gives you a range of tools to reset your alarm system. It can help your mind and body adapt (resilience). Without it, your body might always be on high alert. Over time, chronic stress can lead to serious health problems.

Do not wait until stress damages your health, relationships or quality of life. Start practicing stress management techniques today.



## STRESS RELIEF

The pace and challenges of modern life make stress management necessary for everyone. To monitor your stress, first identify your triggers. What makes you feel angry, tense, worried or irritable? Do you often get headaches or an upset stomach with no medical cause?

Some stressors, such as job pressures, relationship problems or financial concerns, are easy to identify. However, daily hassles and demands, such as waiting in a long line or being late to a meeting, also contribute to your stress level. Even essentially positive events, such as exams, entry test, buying a bike, changing college or shifting house can be stressful. Any change to your life can cause stress.

Once you have identified your stress triggers, think about strategies for dealing with them. Identifying what you can control is a good starting point. For example, if stress keeps you up at night, the solution may be as easy as removing the TV and computer from your bedroom and letting your mind wind down before bed. Other times, such as when stress is based on high demands at work or a loved one's illness, you might be able to change only your reaction.

Do not feel like you have to figure it out on your own. Seek help and support from family and friends, whether you need someone to listen to you, volunteer for social work or a take a bus to college if van did not arrive or car was not available. Many people benefit from practices such as deep breathing, yoga, meditation, being in nature and praying. Set aside time for yourself. Get a massage, go for a walk, and listen to the Holy Quran, watch a movie— whatever helps you relax. Maintaining a healthy lifestyle will help you manage stress. Eat a healthy diet, exercise regularly and get enough sleep. Make a conscious effort to spend less time in front of a screen — television, tablet, computer and phone — and more time relaxing.

Stress will not disappear from your life. Moreover, stress management needs to be ongoing. However, by paying attention to what causes your stress and practicing ways to relax, you

can counter some of the bad effects of stress and increase your ability to cope with challenges.

**Activity: BOX BREATHING**

**Purpose:**

- To help students differentiate positive from negative activities that they can do to lessen the intensity of the stress response.
- To review the Box Breathing technique of stress response modulation.

**How-to:**

1. Hand out the Box Breathing cards to each student. Remind them that this is a technique that they have been doing at the start of each class in this course and encourage them to keep using this technique to help modulate their own stress response.
2. Have the Coping with Stress cards available in an easily accessible location in the classroom.
3. Have flip chart papers titled Positive Coping and Negative Coping hung on different sides of the classroom. Have tape available for posting the cards on the flip charts.
4. Ask students to pick up two coping with Stress cards each and to post them on the flip chart paper categories in which they best fit – Positive Coping or Negative Coping.
5. Keep the posted lists up in the classroom for one week following the end of this activity.

## Coping With Stress Cards

Withdraw – not mix with other people

Play computer games

Visit a favourite person

Eat more

Quit (the job, the team)

Avoid or put off something you have to do

Prioritize  
(put the most important things first)

Fantasize (daydream an escape)

Plan (figure out how to do it)

Start a fight

Think positively about how it will turn out

Worry

See a counsellor

Eat junk food

Sleep more

Go for a run

Party/socialize

Run away

Get sick

Blame someone else

Walk the dog	Sleep less
Cook something	Go shopping
Pray	Draw or paint
Take a day off	Tidy up
Take risks	Make something
Problem-solve	Find new friends
Cry	Joke or laugh
Set goals	Go for a swim
Play sports	

## Decrease Stress by Using Your Breath

Focusing on your breath is a powerful tool. Learn breathing techniques that ease anxiety, depression and other stress-related issues.

Breath practices are a great way to become more in touch with your mind, body and spirit.

Breath work has other benefits, too. It can increase alertness and oxygen flow and allow your body to release toxins more readily. Although breathing is something your body naturally does, it is also a skill that can be sharpened.

The two basic types of breath are:

1. **Chest breathing**, which uses secondary muscles in your upper chest. Chest breathing is designed to be used in situations of great exertion, such as a sprint or race. During stressful situations, you may inadvertently resort to chest breathing. This can lead to tight shoulder and neck muscles and sometimes even headaches. Chronic stress can magnify these symptoms.
2. **Diaphragmatic breathing**, which comes from the body's dominant breathing muscle — the diaphragm. This type of breathing is more effective and efficient. It can lead to feelings of relaxation instead of tightness. Diaphragmatic breathing is a great way to reduce stress. To get started, try the exercise below:
  - Get into a comfortable position. Close your eyes and bring your attention to your body and breath.
  - Inhale deeply through your nose, allowing your abdomen to fill with air, gently expanding out. Exhale by relaxing and releasing all of the air through your nose.
  - Place one hand on your abdomen, right below your navel, and the other hand on your upper chest. Take a deep breath in through your nose and out through your nose. Feel the coolness of the air as it enters in and the warmth as it flows out.
  - As you breathe in and out through your nose, focus on shifting your breath so that you can feel the rise and fall of your breathing in your abdomen more than in your chest. In other words, make the hand that rests on your abdomen move

more than the hand on your chest. Take a deep breath in through your nose, sending it through the back of your throat and down to your belly. Let your abdomen slowly deflate as you exhale through your nose.

- Take three slower, deep breaths with conscious focus on the rise and fall of your abdomen. Continue to breathe fully and deeply, allowing and trusting the body as the breath slows and becomes more relaxed.

### **Relaxation Techniques**

Relaxation techniques are an essential part of stress management. Because of your busy life, relaxation might be low on your priority list. Do not shortchange yourself. Everyone needs to relax and recharge to repair the toll stress takes on your mind and body.

Almost everyone can benefit from relaxation techniques, which can help slow your breathing and focus your attention. Common relaxation techniques include meditation, progressive muscle relaxation, and yoga. More-active ways of achieving relaxation include walking outdoors or participating in sports.

It does not matter which relaxation technique you choose. Select a technique that works for you and practice it regularly.

### **Self-care strategies**

Self-care strategies are good for your mental and physical health and can help you take charge of your life. Take care of your body and your mind and connect with others to benefit your mental health.

### **Take care of your body**

Be mindful about your physical health:

- **Get enough sleep.** Go to bed and get up at the same times each day. Stick close to your typical schedule, even if you are staying at home.

- **Participate in regular physical activity.** Regular physical activity and exercise can help reduce anxiety and improve mood. Allow your body to move through praying, exercising, etc. Get outside in an area that makes it easy to maintain distance from people, such as a nature trail or your own backyard.
- **Eat healthy.** Choose a well-balanced diet. Avoid loading up on junk food and refined sugar. Limit caffeine as it can aggravate stress and anxiety.
- **Limit screen time.** Turn off electronic devices for some time each day, including 30 minutes before bedtime. Make a conscious effort to spend less time in front of a screen — television, tablet, computer and phone.
- **Relax and recharge.** Set aside time for yourself. Even a few minutes of quiet time can be refreshing and help to quiet your mind and reduce anxiety. Many people benefit from practices such as deep breathing, yoga or meditation. Soak in a bubble bath, listen to the Holy Quran, or read a book — whatever helps you relax. Select a technique that works for you and practice it regularly.

### Take care of your mind

Reduce stress triggers:

- **Keep your regular routine.** Maintaining a regular schedule is important to your mental health. In addition to sticking to a regular bedtime routine, keep consistent times for meals, bathing and getting dressed, work or study schedules, and exercise. Also set aside time for activities you enjoy. This predictability can make you feel more in control.
- **Limit exposure to news media.** Constant news about COVID-19 from all types of media can heighten fears about the disease. Limit social media that may expose you to rumors and false information. Also limit reading, hearing or watching other news, but keep up to date on national and local recommendations. Look for reliable sources, PTV News and the World Health Organization (WHO).
- **Stay busy.** A distraction can get you away from the cycle of negative thoughts that feed anxiety and depression. Enjoy hobbies that you can do at home, identify a new



project or clean out that closet you promised you would get to. Doing something positive to manage anxiety is a healthy coping strategy.

- **Focus on positive thoughts.** Choose to focus on the positive things in your life, instead of dwelling on how bad you feel. Consider starting each day by listing things you are thankful for. Maintain a sense of hope, work to accept changes as they occur and try to keep problems in perspective.
- **Use your moral compass or spiritual life for support.** If you draw strength from a belief system, it can bring you comfort during difficult times. We as Muslims must offer prayers on time and seek guidance from the Holy Quran.
- **Set priorities.** Do not become overwhelmed by creating a life-changing list of things to achieve while you are home. Set reasonable goals each day and outline steps you can take to reach those goals. Give yourself credit for every step in the right direction, no matter how small. Moreover, recognize that some days will be better than others will.

### **Connect with others**

Build support and strengthen relationships:

- **Make connections.** If you need to stay at home and distance yourself from others, avoid social isolation. Find time each day to make virtual connections by email, texts, phone, or FaceTime or similar apps. If you are working remotely from home, ask your co-workers how they are doing and share coping tips. Enjoy virtual socializing and talking to those in your home.
- **Do something for others.** Find purpose in helping the people around you. For example, email, text or call to check on your friends, family members and neighbors — especially those who are elderly. If you know someone who cannot get out, ask if there is something needed, such as groceries or a prescription picked up, for instance. Nevertheless, be sure to follow COVID protocols.
- **Support a family member or friend.** If a family member or friend needs to be isolated for safety reasons or gets sick and needs to be quarantined at home or in the hospital,

come up with ways to stay in contact. This could be through electronic devices or the telephone or by sending a note to brighten the day, for example.

**Recognizing what is typical and what is not.**

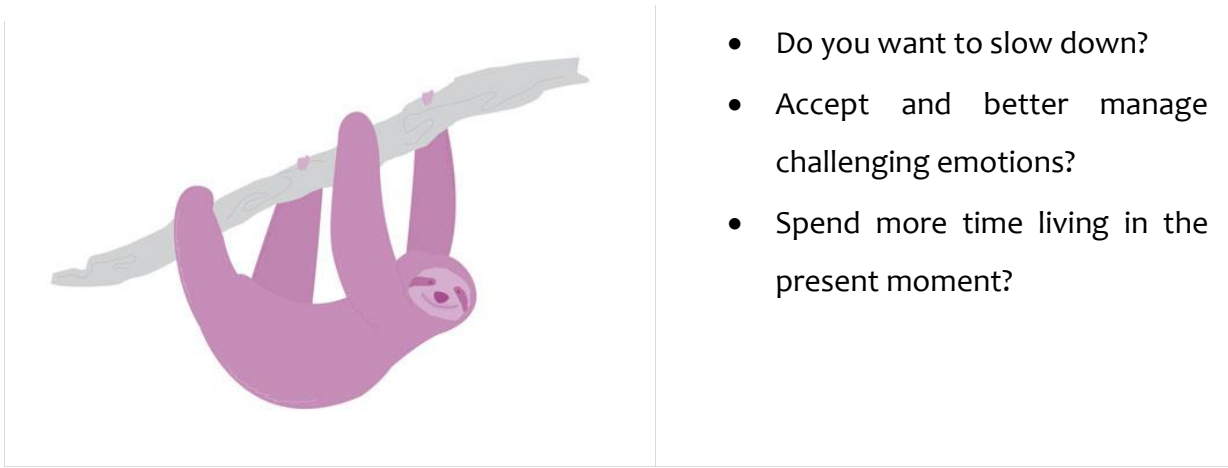
Stress is a normal psychological and physical reaction to the demands of life. Everyone reacts differently to difficult situations, and it is normal to feel stress and worry during a crisis. However, multiple challenges daily, such as the effects of the COVID-19 pandemic, can push you beyond your ability to cope.

Many people may have mental health concerns, such as symptoms of anxiety and depression during this time. In addition, feelings may change over time. Despite your best efforts, you may find yourself feeling helpless, sad, angry, irritable, hopeless, anxious or afraid. You may have trouble concentrating on typical tasks, changes in appetite, body aches and pains, or difficulty sleeping or you may struggle to face routine chores. When these signs and symptoms last for several days in a row, make you miserable and cause problems in your daily life so that you find it hard to carry out normal responsibilities, it's time to ask for help.

**Continue your self-care strategies.**

You can expect your current strong feelings to fade when the pandemic is over, but stress will not disappear from your life when the health crisis of COVID-19 ends. Continue these self-care practices to take care of your mental health and increase your ability to cope with life's ongoing challenges.

## Mindfulness



Mindfulness can help! Mindfulness is a tool that anyone can use at any time. It encourages us to slow down, accept things as they are, cope well with problems or difficulties, and simply appreciate what is in our life right now.

Mindfulness is a type of meditation in which you focus on being intensely aware of what you are sensing and feeling in the moment, without interpretation or judgment. Practicing mindfulness involves breathing methods, guided imagery, and other practices to relax the body and mind and help reduce stress.

Mindfulness is not:

- Emptying the mind of thoughts or feelings
- Ignoring thoughts, feelings, or experiences
- Forcing yourself to relax or feel or certain way. Mindfulness is about recognizing and accepting what you feel, whether good or bad

Practicing mindfulness exercises can help you direct your attention away from this kind of thinking and engage with the world around you.

Here is an example of mindfulness.

Pretend that you have a very important deadline coming up at college or at work:

*Someone who is just starting to learn about mindfulness might say, “I started to think about that deadline. What if I can’t get everything done? I wish this thought would just go away. I can’t handle this!” They will likely notice many different reactions to these thoughts, too. They might feel tense, upset and maybe even a little hopeless. They might find it difficult to concentrate or sleep that night.*

*Someone who regularly practices mindfulness might use their attention skills to recognize the same thought: “What if I can’t get everything done?” They might respond by saying, “Oh look, it’s that thought. I notice how the thought is making me feel: I can sense my shoulders tensing up and my breath changing. This thought makes me feel a bit overwhelmed at this moment, and that’s okay.”*

*Of course, the situation has importance—both people need to meet the same deadline. The difference is in the way our two examples dealt with the situation. The second person was more aware of the thought and how it was making them feel and could likely use different tools or strategies to help them manage the feeling of being overwhelmed.*

## **What does mindfulness look like?**

Introductory Video (<https://www.youtube.com/watch?v=kk7lBwuhXWM&t=158s>)

There are a few general features of mindfulness. A mindfulness practice usually includes:

- Observation and description of things inside and outside of us—without judgement
- Full participation—we focus all of our attention on the task
- Focusing—such as focusing on one particular sensation, like the sensation of the breath
- Compassion—for ourselves and others

- Staying in the present moment, and experiencing the present moment fully

### **What are the benefits of meditation?**

Meditation has been studied in many clinical trials. The overall evidence supports the effectiveness of meditation for various conditions, including:

- Stress
- Anxiety
- Pain
- Depression
- Insomnia
- High blood pressure (hypertension)

Meditation can help you experience thoughts and emotions with greater balance and acceptance. Meditation also has been shown to:

- Improve attention
- Decrease job burnout
- Improve sleep
- Improve diabetes control

### **Activity: HOW TO PRACTICE MINDFULNESS**

Are you ready to try mindfulness?

#### **A Simple Mindfulness Practice:**

**Close your eyes and identify five sounds you hear in this moment.**

There are many simple ways to practice mindfulness. Some examples include:

- **Pay attention.** It is hard to slow down and notice things in a busy world. Try to take the time to experience your environment with all of your senses — touch, sound, sight, smell and taste. For example, when you eat a favorite food, take the time to smell, taste and truly enjoy it. Instead of eating in front of the TV or computer, really focus on what you are eating and enjoy each bite.
- **Live in the moment.** Try to intentionally bring an open, accepting and discerning attention to everything you do. Find joy in simple pleasures.
- **Accept yourself.** Treat yourself the way you would treat a good friend.
- **Focus on your breathing.** When you have negative thoughts, try to sit down, take a deep breath and close your eyes. Focus on your breath as it moves in and out of your body. Sitting and breathing for even just a minute can help.
- **Bring mindfulness to your meals.** Instead of eating in front of the TV or computer, really focus on what you are eating and enjoy each bite.
- **Bring mindfulness while you are getting around.** Try to turn off distractions and stay in the present moment sometimes on your commute to college or work, or while walking the dog.
- **Bring mindfulness into chores.** Purposefully focus your attention on what you are doing. Watch for the different physical sensations and thoughts that come up. What does the soap smell like, feel like, look like? Washing dishes might not seem so dull!

- **Bring mindfulness to work or college.** Check in with yourself a few times throughout the day. What are your thoughts like? How does your body feel?
- **Bring mindfulness into your relationships.** If you are talking with friends and loved ones face-to-face, put away phones or other distractions. Really, listen to what they are saying, and pay attention to how it makes you feel. Enjoy each other's company without judgements or expectations.
- **Bring mindfulness to observations.** Really, focus your attention on something you see or pass every day. Take note of what emotions or thoughts come up.
- **Bring mindfulness into sensations.** Spend one full minute simply following your own breath. When your mind wanders or thoughts, come up, take note and gently guide your attention back to your breath. With practice, you can try to challenge yourself by adding more time.
- **Practice on a regular basis.** It is by practicing regularly that we develop the skills we can use in our daily lives. Commit to a few minutes of focusing on the breath once a day for a week. Take note of how you feel at the end of the week.

You can also try more structured mindfulness exercises, such as:

- **Body scan meditation**

Lie on your back with your legs extended and arms at your sides, palms facing up. Focus your attention slowly and deliberately on each part of your body, in order, from toe to head or head to toe. Be aware of any sensations, emotions or thoughts associated with each part of your body.

**Activity: BODY SCAN**

**Practice being mindful of your experience while leading the exercise. Create pauses throughout the exercise to notice the spaces in between the words.**

1. Sit in a comfortable position with your feet flat on the floor. Allow your back to be straight but not stiff, gently stacked like a row of coins, so you can breathe easily.
2. Close your eyes or cast your gaze low.
3. Rest your hands on your lap or desk.
4. Let us begin by taking a few deep breaths.
5. Inhale through your nose... and exhale on your own time.
6. Inhale... and exhale on your own time. Relaxing.
7. Simply observe your breath for a few moments.
8. Bringing your attention to your feet, simply notice your feet. The tops and side... the arches of your feet. You may notice tingling or the ground under your feet... your shoes or your clothing touching your feet....
9. Noticing any sensations...
10. And turning your attention now to your ankles... your shins... calf muscles... knees... and thighs... upper legs..
11. Just noticing...
12. Coming back to this body scan if your mind wanders at any time.
13. Shifting your attention to your hips... abdomen... belly... lower back... upper back... and chest.
14. Noticing any sensations, any feelings...
15. Coming back to the exercise if your mind wanders.
16. Now noticing your shoulders... arms... wrists... hands... and fingers...
17. Breathing and exhaling any tension as we go.
18. And shifting your attention to your neck and head... your jaw... ears... face... your cheeks... nose... mouth... eyes... forehead...



19. Not judging any of it as good or bad, simply noticing...
20. Coming back to the exercise if you get distracted. Knowing it's okay. Coming back.
21. And noticing the sensations in your whole body, at once. Your feet, legs, belly, torso, shoulders, arms, hands, head, face...
22. As we come to the end of this exercise, you can direct your attention back to any area of your body you choose – any area you would like to give more attention.
23. Take another deep breath into your belly...and let it go.

And turning your awareness now to the room and the sounds in the room... and completing this practice by noticing yourself in this present moment.

- **Sitting meditation**

Sit comfortably with your back straight, feet flat on the floor and hands in your lap. Breathing through your nose, focus on your breath moving in and out of your body. If physical sensations or thoughts interrupt your meditation, note the experience and then return your focus to your breath.

**Activity: MINDFUL BREATHING**

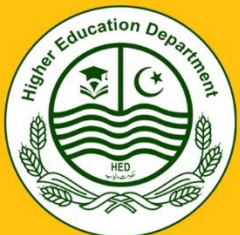
1. Sit in a comfortable position with your feet flat on the floor. Allow your back to be straight but not stiff, gently stacked like a row of coins, so you can breathe easily.
2. Closing your eyes if it feels comfortable, or cast your gaze low.
3. Let us start by taking a few deep breaths... Inhale through your nose (breathe)...and exhale on your own time.
4. Take another deep breath in (breathe), and exhale on your own time. Allowing your breath to flow... in and out...
5. Just relaxing into your chair, feeling the floor beneath you supporting you... Noticing your body

6. Without changing your breathing, noticing your breath.
7. Noticing where your breath is most prominent for you...  
\*create a pause for time to notice\*
8. You may feel your breath most strongly in the belly... or the lungs... or the ribs... or the tip of your nose...
9. Noticing where the breath is most present for you. This area will be your anchor spot. Focusing your attention on your anchor spot as you notice your breath.  
\*create a pause time to notice\*
10. If your mind wanders, see if you can bring it back to your anchor spot – your belly, lungs, ribs, or the tip of your nose.
11. Just noticing your breath.  
\*create a pause time to notice\*
12. Coming back to your breath each time your mind wanders.  
\*create a pause time to notice\*
13. Noticing the spaces between each breath. A pause or stillness between breaths.  
\*create a pause time to notice\*
14. As we come to the end of this exercise, take a few moments to notice your whole body. Your feet, legs, your torso, your shoulders, your arms, hands, head, and face...
15. Take another deep breath in (breathe in)... and let it go
16. Congratulate yourself, however this practice was for you.
17. Noticing the room that we are in, and the sounds in the room....
18. And turning your awareness now to the room and the sounds in the room... and completing this practice by noticing yourself in this present moment.

- **Walking meditation**

Find a quiet place 10 to 20 feet in length, and begin to walk slowly. Focus on the experience of walking, being aware of the sensations of standing and the subtle movements that keep your balance. When you reach the end of your path, turn and continue walking, maintaining awareness of your sensations.

# Digital Skills



Life Skills Module 2021  
Higher Education Department  
Government of Punjab



## Introduction

Digital skills are defined as a range of abilities to use digital devices, communication applications, and networks to access and manage information. They enable individuals to create and share digital content, communicate and collaborate, and solve problems for effective and creative self-fulfillment in life, college, work, and social activities at large.

Entry-level digital skills, meaning basic functional skills required to make basic use of digital devices and online applications, are widely considered a critical component of a new set of literacy skills in the digital era, with traditional reading, writing, and numeracy skills.

To thrive in the connected economy and society, digital skills must also function together with other abilities such as strong literacy and numeracy skills, critical and innovative thinking, complex problem solving, an ability to collaborate, and socio-emotional skills.

## Digital Literacy

Technology has become ingrained into personal, professional, and social aspects of our lives. Educators must have digital literacy skills to better equip students to become productive citizens of society. Digital literacy means having the knowledge and ability to use a wide range of technology tools for a variety of purposes. Digital literacy is the ability to use and create technology-based content, including finding and sharing information, answering questions, and interacting with others and computer programming.

Students must have the competence to use and operate technology devices, software, and web programs to complete class assignments and produce products to extend their learning. Students have a wide range of access to digital tools such as the internet and web 2.0 tools technologies including social media, email, web services, blogs, podcasts, messaging and networking sites.

Teaching digital literacy is important not only in supporting students to become independent, critical learners but also in narrowing the gap between children’s lived experiences inside and outside of college.

## Learning Objectives

- To provide guidance on how to effectively perform a research
- To demonstrate the availability of online resources
- To guide students on the validity and relevance on an internet source
- To efficiently use tools when performing a research
- To create new knowledge using digital skills to enhance learning



**Activity: PRE-RESEARCH GAME PLAN**

Material needed: paper and pencil/pen

Ask the students to write down the steps they would take to perform a research on their relevant topic.

**Topic:**

Three questions I have about my topic are:

- 1.
- 2.
- 3.

Five (or more) words or phrases that I can use as search terms are:

Three ways I can combine my keywords into search strings are:

- 1.
- 2.
- 3.

Two online databases I want to look at are:

- 1.
- 2.

**Debrief**

Teacher can fill out the worksheet first and give students an example of how to answer the questions. After students complete the worksheet, they are encouraged to discuss their answers with the rest of the class.

## What's at stake

Youth is growing up in the center of a technological revolution. Digital media defines their lives in unprecedented ways; they spend more time online, texting, watching TV and movies, and playing video games than they do in school or with their parents. The convergence of portable personal technologies, unfiltered access to information, and user-generated content profoundly impacts how teenagers grow and learn. The line between digital life's perils and possibilities is thin. The stakes are high. Our youth know more about this world than most of the adults in their lives do.

## Digital Literacy Assessments

Assessing students' digital literacy skills ensures we are preparing them for life beyond the classroom. Young people's confidence can also be misleading when applying digital literacy skills to research tasks and completing projects. Educators cannot take for granted that youth are well versed in digital literacy because they can use social media platforms and navigate through software with little to no assistance.

It is important for educators and students to have competency skills in digital literacy. Many established businesses have been uprooted and replaced by automation and digitization systems. Teachers can use rubrics and checklists to assess students' digital competencies across content areas, by analyzing students' products and tasks in reading, math, science, social studies, and writing.

## Being Safe Online

The "9 key P's" of digital skills are:

- **Passwords** – Includes teaching students how to create secure passwords and systems/apps for creating and remembering passwords.



- **Privacy** – Teaching students how to protect sensitive information such as address, phone numbers etc. What should and should not be posted on social media and how hackers can use this information.
- **Personal Information** – Teaching students what is appropriate to share online and via what mediums.
- **Photographs** – Includes teaching students about geotagging, facial recognition software, and general safety precautions around photo posting.
- **Property** – Teaching students to understand copyright laws and property rights for online assets.
- **Permission** – How to cite work and content taken from online sources.
- **Protection** – Understanding viruses, cyber threats, phishing, cyber bullying etc.
- **Professionalism** – Teaching students to be aware and professional in a globally connected arena.
- **Personal Brand** – Ensuring students understand that how to create their digital brand

The key to effectively teaching the 9 P's and ensuring your students understand and practice digital skills are to make it a seamless, core part of your curriculum and to model ethical digital behavior. Weave discussions and elements of digital skills into any conversation or lesson that involves technology, so students can see the relevance of digital skills.



**Activity: WHAT'S TRUE ON THE INTERNET**

Material needed: paper and pencil/pen

Ask students to answer the question as briefly as possible.

How do you decide if something you see online is true? What details do you look for?

**Debrief**

Allow students to share discuss their answers with the rest of the class. Teacher should also provide solutions for this activity. Moreover, teachers can ask students solutions to common digital fraud. For example, how to avoid spam messages or calls.

## **Search Engines and Research**

A series of studies, at three Illinois universities, conducted, “when it comes to finding and evaluating sources in the Internet age, students are downright lousy.” The study attempted to debunk the myth of the digital native claiming that although students today may have grown up with technology, they don’t necessarily know how to best use it.

*“They [students] were basically clueless about the logic underlying how the search engine organizes and displays its results. Consequently, the students did not know how to build a search that would return good sources. (For instance, limiting a search to news articles, or querying specific databases such as Google Book Search or Google Scholar.)”*

Some said they were surprised by ‘the extent to which students appeared to lack even some of the most basic information literacy skills that we assumed they would have mastered in high school.’ Even students who were high achievers in high school/college suffered from these deficiencies.

In other words: Today’s college students might have grown up with the language of the information age, but they do not necessarily know the grammar. Just because you have grown up searching things in Google does not mean you know how to use Google as a good research tool.

This finding underscores the importance of teaching digital literacy right from school at the matriculation level. Students who are unable to effectively use search engines, which is today’s form of research, will be unprepared for the demands of higher education and the workforce.

## **Communicating Safely Online: Tip Sheet for Youth**

For most of us, digital devices like phones, tablets and computers are a big part of how we keep in touch with our friends and families. It’s important to know that some relationships we have online may not be good for us.

## Unhealthy Online Relationships

Exploitation: Some people use digital media to get teenagers involved in relationships they're not ready for. They do this by finding someone who is vulnerable and then showering them with attention, sympathy, affection and kindness, all to persuade the victim that they love and understand them.

Abuse: Relationship abuse is when someone hurts, insults or scares their partner, tries to control what they do, pressures them to do things they don't want to do or tries to keep them away from their friends and family. Some of the ways that relationship violence can happen online are by:

- harassing someone with threatening posts
- “stalking” someone online
- constantly keeping tabs on what someone is doing online as well as calling/emailing/texting them to “checkup” on them
- making someone “unfriend” past friends
- pressuring someone for photos
- spreading lies or rumors
- sharing embarrassing things like photos
- spying on someone's calls or posts or
- threatening to do any of these.

## What to Do If You're in an Unhealthy Relationship?

Remember that personal relationships between teens and adults are never a good idea. Teens aren't able to consent to elderly things with adults, and no healthy adult seeks out relationships with teens.

When you're talking to someone online, watch out for signs that they're grooming you for a unwanted relationship:

- excessively flattering you, especially about how you look
- suggesting that you move the conversation to private messaging or to a private online space
- asking about times and places where you could meet or could communicate online in private
- introducing irrelevant topics into the conversation
- sharing or offering to share inappropriate images, or pictures of themselves
- asking you not to tell your parents or friends about a conversation or about the relationship

If any of those happen, make up an excuse to get out of the conversation and tell your parents or another adult that you trust right away.

If you're in an abusive relationship, help is available. Although it is can be hard, you can talk to friends, parents, teachers, or other adults you trust. If you have encountered any such situation either online or offline, tell a trusted adult about contacting the police.

If there's nobody you can or want to talk to in person, you can **call a helpline 1092519264444 of "FOSPAH, Federal Ombudsman Secretariat for Protection against Harassment"**.

# YouTube Index

[https://youtu.be/Ks-\\_Mh1QhMc](https://youtu.be/Ks-_Mh1QhMc)

<https://www.slideshare.net/teenmentalhealth/school-mental-health>

<https://www.youtube.com/watch?v=jHjkEfwfECo>

<https://www.youtube.com/watch?v=kk7lBwuhXWM&t=158s>

<https://www.youtube.com/watch?v=GFrybUe4KCo>

[https://www.youtube.com/channel/UCnMjjYuiaJZT7JilnXPozjQ/playlists?view=50&shelf\\_id=5](https://www.youtube.com/channel/UCnMjjYuiaJZT7JilnXPozjQ/playlists?view=50&shelf_id=5)

# Acknowledgments

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## Resources

- <https://www.heretohelp.bc.ca/>
- <https://crisiscentre.bc.ca/mindfulness/>
- <https://www.heretohelp.bc.ca/wellness-module/wellness-module-1-mental-health-matters>
- <https://www.heretohelp.bc.ca/wellness-module/wellness-module-11-mindfulness>
- <https://keltymentalhealth.ca/mindfulness>
- <https://www.britishcouncil.gr/sites/default/files/life-skills-developing-active-citizens-en.pdf>
- <https://www.scribd.com/document/451440732/2lifeskillsBI-pdf>





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# LIFE SKILLS MODULE 2021

