



Youth and Adolescent Development Programme

Life Skills
Life situations and settings

The Manual

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children

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Life Skills

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

They are loosely grouped into 3 broad categories :

- cognitive skills for analyzing and using information,
- personal skills for developing personal skills and managing oneself, and
- inter-personal skills for communicating and interacting effectively with others.

Artificial division as they are all inter linked, caring for how we learn rather than for how much we learn

UPDATE

- Introduction
- 4 sets of skills...and Each skill
- Manual chapters
- Basic notions
- Educational Theories confirm
- WHO Basic Life Skills
- Division of skills in this manual
- Skills and Life settings
- Participatory Active Learning

Introduction

- The Manual of 2003
- Well used in Jordan and the region with adaptations
- Ten years experience+ local regional and international changes
- An advisory group: young people and people working on youth programmes
- Arabic and English

4 Sets of Skills

- Self management skills
- Cognitive skills
- Social skills
- Joint action skills

Each set covers 4-6 basic life skills

Each Skill covers:

A life situation

1-2 paragraphs: how to deal with life situation

A set of exercises that a facilitator can work on with young people for them to earn the skills for managing such life situations

Some extra information for the facilitator

Manual Chapters:

- **Chapter I**- Introduction: background and basic notions
 - **Chapter II**- Life Skills for Daily Living: self respect, identity and respect the different other
 - **Chapter III**- Skills for the Humanitarian Crisis: reinforcing values, developing resilience, responsibility and respect for self and others committing to civic participation and avoiding violence and conflict

Manual Chapters:

-Chapter IV- Skills for Civic Participation: Intellectual and social Civic disposition skills, introducing the theory of change and the change process: 1) **Identification**, of issues and right violations 2) **Analysis** 3) **Action** and 4) **Reflection**

-Chapter V- Skills for the Life of Work: promotes work values and introduces employability skills and preparedness to work

Basic Notions:

- Youth are assets: potentials and experiences
- Resilience vs stress management
- Peer education has proven globally successful
- Youth development assets are important: BLS, HLS, communication with parents and adults, positive peer interaction, connectedness to adults and role model, effective time use, voluntary community participation
- Importance of BLS in a changing world

Educational Theories confirm:

Youth need:

- Self awareness with the adoption of values
- Self expression
- The need for an order that does not deny independence and the need to belong to a peer group
- The enabling environment that nurtures young people's self development and protect them from risks while supporting their organisation

Division of skills in this manual

Self management skills: Self awareness, self esteem and confidence, asserting identity, responsibility and stress management

Cognitive skills: Creative and critical thinking, decision making and problem solving

Social skills: Listening, communication, accepting others, assertiveness and negotiation

Joint Action skills: appreciative inquiry, planning, team work, leadership and campaigning

Division of skills in this manual

Each chapter presents exercises that help youth to develop these skills in one of the following life situations and settings:

- Daily living
- Humanitarian situations
- Civic participation
- Life of work

Skills and Life Settings

Skills and life settings	Daily Living	Humanitarian crisis	Civic participation	Life of work
Self management : <ul style="list-style-type: none">- Self awareness,- self esteem and confidence,-identity,responsibility- stress management				
Cognitive skills: <ul style="list-style-type: none">-Creative thinking-critical thinking,- decision making--problem solving				

Skills and Life Settings

Skills and life settings	Daily Living	Humanitarian crisis	Civic participation	Life of work
Social skills: Listening, communication, accepting others, assertiveness and negotiation				
Joint Action skills: appreciative inquiry, planning, team work, leadership and campaigning				

	Skills for Daily Living	Skills for the humanitarian crisis	Skills for civic participation	Skills for the life of work
Self-management skills	Self-awareness Know yourself and your position: - Physical changes - Five things - Do I know myself? - I am the child - Love yourself!	Establish your own identity, and protect yourself: - The image - Do my values remain the same?	Relate to the public: - Self-motivation - Timeline - The story of "self, us and now"	My skills and qualities for learning: - Personal qualities - Life skills - My interests - My future work
	Self-esteem and self-confidence Accept one's self as is: - What are the values? - Tell us who you are/my values - The exhibition	Find your niche: - Warm greetings - A safe relationship in difficult situations	Private and public goals: - Challenges to volunteerism - Shoe-shuffle game - Definition: civic participation - Case: the street cleaning	My learning style: - Learning styles
	Identity, self assertiveness, responsibility and stress management Stable relations while coping with stress: - My strengths and weaknesses - You are a well known person - The two writers - Ah ... Ahmad! - Managing emotions exhibition	Returning to one's self and building on own values: - Fixed positions in different situations - Stress management - Relaxation experience - Case discussion	Rights and duties for one's self and for the other: - The title for change - Empowerment and Social change - Training to empowerment - Be empowered even in difficult situations	Present yourself, show your skills and plan: - Personal information - Action plan - Self-marketing
Cognitive Skills	Creative thinking Think out of the box: - The bus direction? - Role play: becoming a veterinary - Creative thinking test - Creative all the time - Creative behaviour - Get out of the box	From negative to positive: - Experience creativity - Draw your ideas - Creative thinking	Think for solutions/ dream of another reality: - Flexibility and creativity - Creative generation of thoughts	Drawing a different career path: - CV Writing
	Critical thinking Formulate questions: - The café or any other alternative activity - Six persons on a boat - Facts and opinions - Questions... questions	Analyze the new life: - Case study: a young woman living in difficult circumstances	Understand issues from a right-based perspective: - Presentation of ideas and the start of planning	Consolidate and balance your options: - Looking for a job
	Decision making Decision-making steps: - Decision-making steps	In daily life: - Group decision-making - Brain storming for decision making	In a team, among friends: - Debriefing and feedback - Learning experiences: moving the table - Identify issues for change - Formulation of vision	Set your priorities: - I make a decision based on my values
	Problem solving Understand and analyse issues: - Cross the line - Define the Problem using the four dimensions	Creativity in tracking solutions: - Feelings associated with a conflict - Interactive theatre - Sport and problem solving	The problem tree: - But why? - Analysis of the problem tree	Understanding the other: - My tendencies
Social Skills	Listening Basic listening skills: - Understand communication - One way communication - Communication line - Obstacles to effective communication - The basic message - Presentation: the fish - The transformational dictionary - First and second person pronouns	Be resilient: - Drawing a message - Text and content of the message - Misleading signs	Interview and information collection: - The question chain - Preparing for interview	Accept feedback: - Constructive feedback - Verbal presentation
	Communicating Basic communication skills: - Active/passive listening - Good/bad communication - Listening to the other	Understanding the new situation and culture: - Fine skills: open discussion on the role of organisations in difficult situations	Feedback: - Detailed issue mapping - Analyse media messages - Internet Communication	Interview: - Interview
	Accepting the other Basics of accepting the other - I hear your voice ... Express yourself - The "Yes" or "No" Game - Layla's story	Accepting versus rejecting the other: - Assert yourself - When to assert one's self?	Respect other opinions - Facilitate idea generation - The personal glasses... or - The box of shapes	Starting from one's own self - Throwing balls - What would I do, if ...?
	Self-assertiveness Assert yourself: - The game: the assertive and the aggressive person	Re-establish your position, saying sports for youth Empowerment - The Frisbee game	Working on rights: - Diverse is rich - Working group	Respect diversity: - Have positive feelings - How to communicate?
	Negotiation Introduction to the basics of negotiation: - Role play	Values of negotiation beyond win-lose: - The Dinar Game	Managing duty bearers: - The duty bearers and right holders - A case study - Power mapping - The negotiation style	Colleagues and management - Personal views of education and work - Work-life perspectives - Let us negotiate
Joint Action Skills	Appreciative Inquiry A different perspective: - Twenty words - A problem between two friends - Appreciative Inquiry steps (transforming) - Appreciative inquiry rules (presentation by the facilitator) - Success stories	Assert your dream : - Case study – basic appreciative inquiry assumptions - Success stories	Ask Questions: - A current success story - The four dimension Model - Let us build together	Build a dream: - Search for ...
	Planning Self-planning : - Drawing the mind map	Effective time: - Efficient use of time - Time tables	Plan of action: - Ghost Voices - From vision to goals - Action plan	The future directions: - Financial planning - On-the-job training
	Team work and leadership Attributes and tasks of the leader: - Introducing leadership - The challenges - Why to be a leader? the good leader? - Good vs bad leader	Lead in a changing live and peer groups: - Frisbee: the "3-drill" - Frisbee: "in-out drill" - Linear versus circular thinking - the image - The taxi driver - The public narrative - The public narrative in practice	Form the team and lead social change initiatives: - 5 phases of group work - Group formation using appreciative inquiry - The position of the group and the leader's role - What leadership skills I miss?	Management and team work: - Group formation and group work management - I am the manager!
	Campaigning Campaign for change: - Build the campaign team (A presentation by the facilitator) - The sequence of tasks (A presentation by the facilitator)	Peers psychological support and awareness-raising: - Linking to services	Community-based campaigns for change: - Story of "self, us and now" - The press conference - The Message SUN - The campaign "Star"	Experience sharing and campaigning for rights: - Team work - Assessing readiness for work

Participatory active learning

- Promoting creativity, innovation, and reliance on one's self
- The mix of knowledge, skills and attitudes
- Use of a variety of tools including: presentations, group work, role play, case studies, brainstorming, simulation, sports, interactive theatre, real action and practical activities, feedback, debriefing, research, interview, self reflection, peer education,



Thank you