IDENTIFYING THE SELF

3.1. Self –Concept: Meaning and Concept

The self -concept is what a person consciously and subconsciously thinks about him/herself. Self- concept includes the physical and psychological traits, assets and liabilities, possibilities and limitations and the strengths and weakness. The things which experience by a person in the outside world are a reflection of the self - concept of that person. It is initially built upon the beliefs of the person, but it is ultimately created through the reinforcement of those beliefs by the actions the person do or not to do. Self- concept is a result of everything a person have or have not experienced in their life.

It is unique, dynamic, and always evolving. This mental image of oneself influences a person's identity, self-esteem, body image, and role in society. As a global understanding of oneself, self –concept shapes and defines who we are, the decisions we make, and the relationships we form. Self- concept is perhaps the basis for all motivated behavior (Franken, 1994).

Components of Self-Concept:

Self-Conceptis an individual's perception of self, including self-esteem, body image, and ideal self. A person's self-concept is often defined by self-description such as "I am a mother, a nurse, and a volunteer."

Three basic components of self-concept are the ideal self, the public self, and the real self. The **ideal self** is the person would like to be, such as a good, moral, and well-respected person. Sometimes, this ideal view of how a person would like to be

conflicts with the **real self** (how the person really thinks about oneself). This conflict can motivate a person to make changes toward becoming the ideal self. However, the view of the ideal self needs to be realistic and obtainable or the person may experience anxiety or be at risk for alterations in self-concept. **Public self** is what the person think others think of him/her and influences the ideal and real self. Positive self-concept and good mental health results when all three components are compatible. A positive self-concept is an important part of a person's happiness and success. Individuals with a positive self-concepthave self-confidence and set goals they can achieve. Achieving their goals reinforces their positive self-concept. A person with a positive self-concept is more likely to change unhealthy habits (such as sedentary lifestyle and smoking) to promote health than a person with a negative self-concept. A person's self-concept is composed of evolving subjective conscious and unconscious self-assessments. Physical attributes, occupation, knowledge, and abilities of the person will change throughout the life span, contributing to changes in one's self-concept.
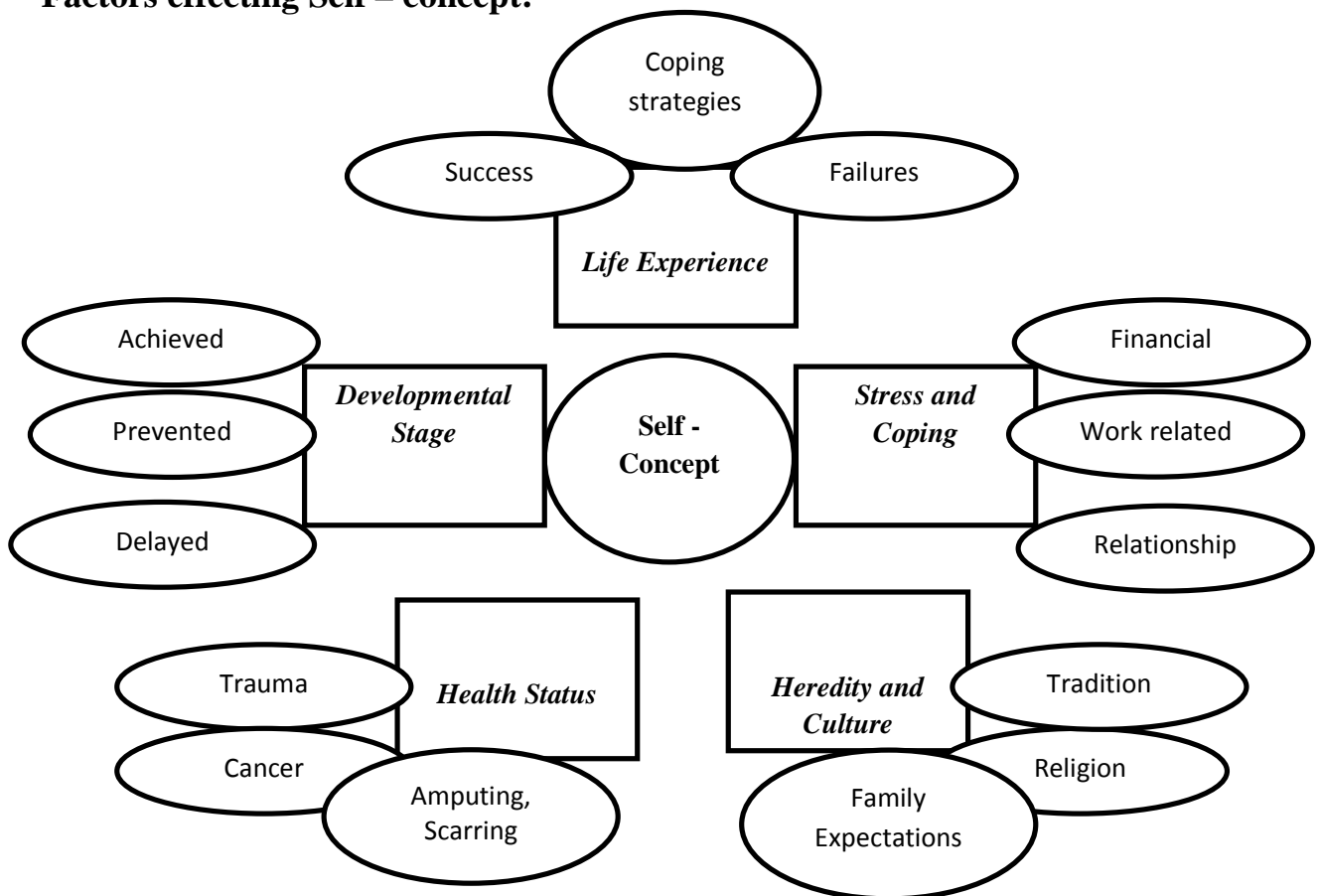
Shaping of Self-Concept:

The following are some factors which play an important role in shaping the of self-concept of a person.

- ▸ Relationships
- ▸ Family
- ▸ Status in the society
- ▸ Health
- ▸ Work
- ▸ Economic status

- ▸ Appearance/ Self image

- ▸ Culture

- ▸ Crisis or life stressors

- ▸ Aging, Illness or trauma

Self-concept   is influenced by the factors like other's images, social comparisons, cultural teachings, personal interpretations and evaluationsetc:

Factors effecting Self – concept:

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                        ( Coping
                          strategies )
        ( Success )                    ( Failures )
                    _Life Experience_

( Achieved )    [Developmental   ( Self -      [Stress and      ( Financial )
                     Stage ]      Concept ]      Coping ]
( Prevented )                                                 ( Work related )

( Delayed )                                                    ( Relationship )

        [ Health Status ]          [ Heredity and
( Trauma )                            Culture ]         ( Tradition )
( Cancer )                                              ( Religion )
        ( Amputing,              ( Family
          Scarring )              Expectations )
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Ways to promote /improve the Self concept:

- ▸ Identify and recognise the talents and capabilities of oneself to improvre self confidence

- ▸ Give compliments every day

- ▸ Accept the physical structure and apperence as it is

- ▸ Remember that there are things which one cannot change in oneself.

- ▸ Develop positive attitude/ When negative comments, come to mind, say to them to stop.

- ▸ If a person feel bad about him/herself , talk freely with an adult to whom the perosn feesl free.

- ▸ Positive Self-Talk: Send positive thoughts, Say the positive thoughts out loud,Remind positive attributes and accomplishments, Recall memories of success, say something new learned to the self or something good that did today.

Characteristics of a Positive Self-Concept:

- ▸ Self-confidence

- ▸ Ability to accept criticism and not becomedefensive

- ▸ Setting obtainable goals

- ▸ Willingness to take risks and try new experiences

To develop positive self – concept among students:
- • Treat children with love and respect

- • Provide successful experiences

- • Give praise and appreciation for achievemnts

- • Avoid competition , the process of making a loser/ set individual goals

- • Allow them to explore and learn, allow them to make mistakes without punishments

- • Give oppurtunities to make choices

- • Help them to release emotions in a positive way

- Be a good listener to them
- Make them feel that each one is good and give personal attention
- Encourage them to do activities or extra curricular actitivities

3.2. Self Esteem: (the extent to which the person value him/herself)

Self-esteem refers to the extent to which we like accept or approve of ourselves or how much we value ourselves. Self-esteem always involves a degree of evaluation and we may have either a positive or a negative view of ourselves.Self - esteemis a personal opinion of oneself and is shaped by individuals' relationships with others, experiences, and accomplishments in life. A healthy self-esteem is necessary for mental well-being and a positive self-concept. This is achieved by setting attainable goals and successfully accomplishing the goals, resulting in an increase in self-confidence, assertiveness, and feeling valued. Since self-esteem impacts all aspects of life, it is important to establish a healthy, realistic view of oneself (Mayo Clinic, 2009).

Individuals with low self-esteem put little value on themselves and their accomplishments. They feel that they are not good enough and that they are worth less than others and often feel ashamed of themselves. They engage in negative self-talk, frequently apologize, and seek constant reassurance. Often this type of person is a perfectionist who struggles with failure.

High Self Esteem is that we have a positive view of ourselves,This tends to lead to:
- Confidence in own abilities
- Self-acceptance
- Not worrying about what others think
- Optimism
- Responsibility of their own actions

- Not influenced by others or environmental factors
- They take up the challenges and risk of life
- Emotional awareness

Low Self Esteem that is we have a negative view of ourselves.

This tends to lead to

- Lack of confidence

- Want to be/look like someone else

- Always worrying what others might think

- Pessimism

- More negative self-criticism

- Do not consider the personal qualities and talents

Self-esteem is developed from our day to day life situations. The environmental factors play a very crucial role in development of Self-esteem. Reasons for low self-esteem could be the following:

- ▸ The painful or suffering childhood experiences.

- ▸ Criticism of parents and teachers

- ▸ Dissatisfied early childhood

- ▸ Low academic performance

- ▸ Broken families, relationships etc:

- ▸ Low economic status

- ▸ Have severe illness including mental illness

There are 4 major factors that influence self - esteem.

1) **The Reaction of Others**. If people admire us, flatter us, seek out our company, listen attentively and agree with us we tend to develop a positive self-image. If they avoid us, neglect us; tell us things about ourselves that we don't want to hear we develop a negative self-image.

2) **Comparison with Others**. If we compare ourselves with the people (our reference group) appear to be more successful, happier, richer, better looking than ourselves we tend to develop a negative self- image but if they are less successful than us our image will be positive.

3) **Social Roles**. Some social roles carry prestige e.g. doctor, airline pilot, TV. presenter, etc: this promotes self-esteem. Some other roles in the society carrya stigma like prisoner,mental hospital patient,or unemployed person etc: these social roles influence one's self-esteem.

4) **Identification**. Roles aren't just "out there." They also become part of our personality i.e. we identify with the positions we occupy, the roles we play and the groups we belong to. Thus it effects our self-esteem.

To increase one's self-esteem:
- Taking good care of self
- Taking time to do enjoyable activities
- Journaling
- Getting something done that has been put off
- Spending time with people that make you feelgood about yourself
- Learning something new
- Forgiving yourself
- Doing something nice for someone else

- Positive self-talk

- Accept the person as it is

- Practice Yoga, Prayer etc:

- Keep an aim for life

- Develop a good habit of reading good books

- Try to be happy always

Difference and Similarities between Self-Concept and Self-Esteem:

Two psychological terms that are very commonly used interchangeably are self-concept and self-esteem, but in fact, there is a difference between the meanings of the terms. A person's self-concept is his knowledge about himself. 'Who am I?' Similar to how he can know other people, and known facts about how they tend to think, and what they enjoy doing, and what their temperament is like, he can also know these things about himself. Some people have much stronger self-concepts than others, probably because possessing a self-concept in much detail requires reflection on one's own self and behavior.

Self-esteem, rather than being something that an individual know about the self, it is the general attitude toward the self. Self-esteem refers to the extent to which we like accept or approve of ourselves or how much we value ourselves. Self-esteem always involves a degree of evaluation and we may have either a positive or negative view of ourselves. This can vary depending on the situation and what have been going on lately and any feedback the person havegot recently from the environment and people around.

Generally, children who have warm and secure relationships with their parents/care takers are more likely to have positive self-concepts and high self-esteem. The key difference between self-concept and self-esteem is that the addition of feelings. Self-concept is simply the informational side of things, where the individual know

facts about what the person is like. Self-esteem is how the person feel about those things he\she knows, like whether enjoy the facts about the person.

Similarities between Self-Concept and Self-Esteem: Self-concept and self-esteem also have a lot in common though, mostly that they are reflective processes. They can be influenced not only by observing one's own self and behavior objectively, but also by observing the reactions that other people have with the person and the behavior. In addition, self-concept and self-esteem can be developed through comparing oneself to those around, and that is a big reason that self-esteem is raised or lowered.

3.2. Self-Efficacy

SE is a very central persuasive belief about people's capabilities that they can control their own level of functioning and events that affect their lives. Gradual acquisition of complex cognitive, social, and physical skills by the experience, creates SE, and people's behaviors are regulated accordingly. SE is not concerned with individuals' skills, but with their perceptions of what they can do with their skills. SE has three main aspects as follows: First, SE is one's perceived capability to perform a specific task. Second, SE is a dynamic element because it changes over time. Finally, mobilization of efficacy beliefs affects performance. Thus, people with same skills may show different performance levels. Since it is a task specific concept, it is important to understand and measure SE for a specific task.

The concept of self- efficacy is the focal point of Albert Bandura'a Social Cogntive theory. By means of self -system, individuals exercise control over their thoughts, feelings and actions. It is also defined as people's beliefs about their capabilities to produce designated levels of performance that influence over events that affect their lives. Beliefs of personal self-efficacy can shape the course lives take by

influencing the types of activities and the environment they choose). (Bandura, 1991).Bandura defined self-efficacy as an individual's belief that he or she will be able to accomplish a specific task. He believed that an essential component to accomplishing something is our confidence that we can. Bandura referred to self-efficacy as the mind's self-regulatory function; it tells us when to try and when to stop. If aperson do not believe something is possible, then s/he is less likely to attempt the task and more likely to give up early if s/he does it.

Three dimensions of SE which are subject to measurement are (1) magnitude: Perceived attainable task difficulty, (2) strength: Strength or weakness of the conviction of magnitude, and (3) generality: Expectation's possibility of generalization across different situations.

According to Bandura, self-efficacy is a constantly evolving process from childhood to old age. Self-efficacy increases as an individual becomes more confident that he or she can accomplish a task. Some tasks, such as academic achievement or athletic ability, tend to reinforce self-efficacy when the person is a child. Other activities, such as musical intelligence or public-speaking ability, tend to reinforce self-efficacy as the individual grow into adulthood.

Bandura claimed that there were four sources for self-efficacy:

- Mastery: Bandura believed that the best way to develop self-efficacy toward a particular task was through mastery of the subject. Success leads toward additional successes, and failure can cast doubt on the outcome of future attempts. When a person succeed at something, s/he is more likely to attempt it again.

- Modeling : Seeing others, similar to the person succeed, reinforces the belief that the individual can also accomplish the same task.

- Persuasion : Receiving positive feedback from others is a great way to build self-efficacy. When someone tells that 'you've done a good job', the individual likely to remember the praise and repeat the activity in the future.
- Physiological Factors : Receiving negative feedback has a greater effect on lowering self-efficacy than receiving positive feedback has on raising it.

To improve the self-efficacy, it is necessary to address one or more of these sources.

Self-efficacy and Efficacy

Efficacy, is the power to produce an effect and the self-efficacy is the belief (accurate or not) that one has the power to produce that effect by completing a given task or activity related to that competency. Self-efficacy is the belief in one's efficacy.

Self-efficacy and Self-esteem

Self-efficacy is the perception of one's own ability to reach a goal; self-esteem is the sense of self-worth. For example, a person who is a terrible rock climber would probably have poor self-efficacy with regard to rock climbing, but this will not affect self-esteem, if the person doesn't rely on rock climbing to determine self-worth.

Self-efficacy versus Confidence

Confidence is a nonspecific term that refers to strength of belief but does not necessarily specify what the certainty is about. One can be supremely confident that s/he will fail at an endeavor. Perceived self-efficacy refers to belief in one's agentive capabilities, which one can produce given levels of attainment. A self-efficacy belief, therefore, includes both an affirmation of a capability level and the strength of that belief.

Self-efficacy versus Self-concept

Self-efficacy comprises beliefs of personal capability to perform specific actions. Self-concept is measured more generally and includes the evaluation of such competence and the feelings of self-worth associated with the behaviors in question.

Self-doubt is the opposite of SE, and is a kind of factor that inhibits self-regulated performance. Self-esteem is a trait. Although same people see SE as a trait, by definition SE is task specific and narrower in scope than self-esteem.

Factors that affect the development of SE:

*Previous success and failures:*Students feel more confident that they can succeed at a task- that is, they have greater SE- when they have succeeded at that task or at similar ones in the past.

Messages that others communicate: To some extent studentss' SE beliefs are enhanced when others praise good performance or provide assurance that success is possible.

Success and Failures of others: People often acquire information about their own SE by observing the success and failures of other individuals, especially those who appear to be similar to themselves.

*Success and Failures of Group as a whole:*Students may have greater SE when they work in a group than they work alone, and especially when they achieve success.

3.3. Carl Roger's theory of Self Actualizing Tendency

Humanistic psychology is more hopeful and optimistic about humans. They stress on conscious experiences to describe the structure of personality.**Carl Roger** is the one who proposed self-theory.
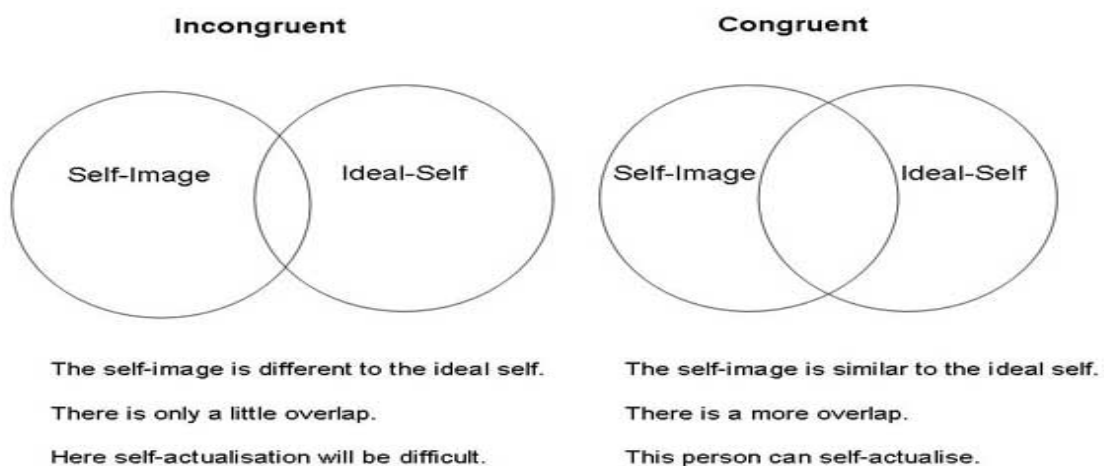
Self Actualizing tendency: According to the humanistic school, it is believed that the person, any person, contains within him or herself the potentialities of healthy and creative growth. The failure to realize these potentialities is due to the constricting and distorting influences of parental training, education and other social pressures. These harmful effects can be overcome, if the individual accept the responsibility for his or her own life.Roger believes that people are capable of growth, change and personal development. Dynamics of personality is the power of self-actualization.

Roger considers that 2 basic systems are operating the personal reality of an individual - the organism and the self. The self-theory holds that personality is a function of the interaction between two systems, ie; the organism and self. The organism, psychologically conceived, is the locus of all experiences. Experience includes everything potentially available to awareness that is going on within the organism at any given moment. Organism represents the totality of one's experience both conscious and unconscious. How the individual behave depends upon the phenomenal field (subjective reality) and not up on the stimulating conditions (external reality).

Self is the concept developed by the person about him/herself based on past experience, present inputs and future expectations, i.e. self-concept.

There are 2 kinds of self:-**Ideal self** and **Actual self**. The ideal self is the self-concept which the individual would most like to possess upon which s/he places highest value for him/herself. The extent to which the real self and the ideal self differ from each other is one indication of discomfort, dissatisfaction and neurotic difficulties. The organism continuously strives to develop and expand the self.

When the symbolized experiences that constitutes the self, faithfully mirror the experience of the organism then the person is said to be adjusted, mature and fully functioning. Such a person accepts the entire range of experiences without threat or anxiety, able to think realistically. For maintaining a normal personality, there should be complete congruence among all the components of personality- organism, self, ideal self and external reality. If there is some incongruence then he becomes as an abnormal personality. The incongruence between the self and organism makes individual feel threatened and anxious.In such cases he suggests the client centered psychotherapy as treatment for building up a healthy self-concept.

Incongruent

Self-Image   Ideal-Self

The self-image is different to the ideal self.
There is only a little overlap.
Here self-actualisation will be difficult.

Congruent

Self-Image   Ideal-Self

The self-image is similar to the ideal self.
There is a more overlap.
This person can self-actualise.

The principle feature of non-directive or client centered therapy, is that when a client perceive that the therapist has unconditional positive regard for the client and an empathic understanding, then the process of change is set in motion. During this process the clients become more increasingly aware of their true feelings and experiences. Thus their self-concept become more congruent with the total experience of the organism.

If the complete congruence should be achieved the client would then be a fully functioning person. The congruent personality has the qualities like, openness to experiences, absence of defensiveness, accurate awareness, unconditional self- regard and harmonious relation with others.

According to Roger the Organism has one basic tendency and striving, that is to actualize, maintain, and enhance the experiencing organism(the person). The self-actualizing drive acts as a motivating factor to attain the goal of life, that is an actualized person.The person and the self are also become the same when the self is completely congruent with the organism. The organism, a living, growing, holistic system, is the basic psychological reality. A deviation from this reality threatens the integrity of the person.

3.4. Concept and Significance of Life skill Education

Life skills are abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of everyday life in other words, psychosocial competency. They are a set of human skills acquired through teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on social norms and community expectations but skills that functions

for well-being and aid individuals to develop into active and productive members of their communities are considered as life skills.

The meaning of the word skill includes proficiency, competence and expertise in some activity. The essential element of any skill is the ability to make and implement a sequence of choices to achieve a desired objective. Life skills entail personally responsible choices. When people are being personally responsible they are in the process of making the choices that maximize their happiness and fulfillment. Life skills are the component skills by means of which people assume rather than avoid personal responsibility of their lives. Life skills are Self-help skills. They are competencies that enable people to help themselves. These skills empower the individual to lead a good life. The term '*Life Skills*' refers to the skills you need to make the most out of life.

Life skills have been defined as "the abilities for adaptive and positive behaviour thatenable individuals to deal effectively with the demands and challenges of everyday life"(WHO). 'Adaptive' means that a person is flexible in approach and is able to adjust in different circumstances. 'Positive behaviour' implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. The terms 'Livelihood skills'or occupational/vocational skills refer to capabilities,resources and opportunities to pursue individual and household economic goals andrelate to income generation. Thus, Life skills are distinct from livelihood skills.Life skills are usually associated with managing and living a better quality of life. They help us to accomplish our ambitions and live to our full potential.

Any skill that is useful in your life can be considered a life skill. Tying your shoe laces, swimming, driving a car and using a computer are, for most people, useful life skills.

Life skills are defined as 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 three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others.

Life skills education is a structured programme of needs- and outcomes-based participatory learning that aims to increase positive and adaptive behaviour by assisting individuals to develop and practice psycho-social skills that minimize risk factors and maximize protective factors. Life skills education programmes are theory- and evidenced-based, learner-focused, delivered by competent facilitators, and appropriately evaluated to ensure continuous improvement of documented results.

A term which came into use to describe life skills education addressing specific content or undertaken to achieve specific goals, e.g., life skills-based peace education or life skills-based HIV& AIDS education. The term makes it clear that a life skills approach will be used to teach the subject matter, meaning that participatory teaching/learning methods will be used to help learners develop not only knowledge, but also the psycho-social life skills they may need to use knowledge to inform and carry out behaviour.

Key Life Skills

Life skills include psychosocial competencies and interpersonal skills that help peoplemake informed decisions, solve problems, think critically and creatively, communicateeffectively, build healthy relationships, empathize with others, and cope with managingtheir lives in a healthy and productive manner. Essentially, there are two kinds of skills -those related to thinking termed as "thinking skills"; and skills related to dealing withothers termed as "social skills". While thinking skills relate to reflection at a personallevel, social skills include interpersonal skills and do not necessarily depend on logicalthinking. It is the combination of these two types of skills that are needed for achievingassertive behaviour and negotiating effectively. "Emotional" can be perceived as a skillnot only in making rational decisions but also in being able to make others agree to one'spoint of view. To do that, coming to terms first with oneself is important. Thus, self-managementis an important skill including managing/coping with feelings, emotions,stress and resisting peer and family pressure. Young people as advocates need boththinking and social skills for consensus building and advocacy on issues of concern.

The Ten core Life Skills as laid down by WHO are:

1) **Self-awareness**   includes recognition of 'self', the character, strengths andweaknesses of the person, desires and dislikes. Developing self-awareness can help the individual to recognize when the person is stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

2) **Empathy** - To have a successful relationship with loved ones and society at large, one need to understand and care about other peoples' needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, the communication with others will not be

effective. Empathy can help an individual to accept others, who may be very different. This can improve social interactions, especially, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, who may be stigmatized and ostracized by the very people they depend upon for support.

3) **Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.

4) **Creative thinking** is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

5) **Decision making** helps the person to deal constructively with decisions about the lives. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.

6) **Problem solving** helps the person to deal constructively with problems in their lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

7) **Interpersonal relationship skills** help a person to relate in positive ways with the people interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to the mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

8) **Effective communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations.This means being able to express opinions and desires, and also needs and fears. Andit may mean being able to ask for advice and help in a time of need.

9) **Coping with stress** means recognizing the sources of stress in one's life, recognizing how this affects the person, and acting in ways that help to control the levels of stress, by changing the environment or lifestyle and learning how to relax.

10) **Coping with emotions** means involving recognizing emotions within the person andothers, being aware of how emotions influence behaviour and being able to respond toemotions appropriately. Intense emotions like anger or sadness can have negativeeffects on our health if we do not respond appropriately.

The importance of life skills

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

Life skills can help people to make informed decisions, communicate effectively and develop coping and self-management skills that may help an individual to lead a healthy and productive life.

These skills are often taught to adolescents, as they can help them successfully transition from childhood to adulthood by healthy development of social and emotional skills.

Life skills based education can:

1. Help in the development of social competence and problem solving skills, which in turn help adolescents to form their own identity.

2. Promote positive social norms that have an impact the adolescent's health services, schools, and family.

3. Help adolescents to differentiate between hearing and listening, thus ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism, etc.

4. Delay the onset of the abuse of tobacco, alcohol, etc.

5. Promote the development of positive self-esteem and anger control.

6. Help the individual to understand and accept others.

7. Improve social interactions.

8. Helpful for effective communication and interpersonal skills.

In short, Life skills enable us to translate knowledge, attitudes and values into actual abilities.

Life skills training is an efficacious tool for empowering the adolescence and youth to act responsibly take initiative and take control in their lives. It is based on the assumption that when young people are able to rise above emotional impasses

arising from dailyconflicts, entangled relationships and peer pressure, they are less likely to resort to anti-social or high risk behaviours.

Life Skills in the Classroom situations

The teaching and training in Life Skills is a need of today. The training of life skills involves the process of Participatory learning using 4 basic components:

1. Practical activities
2. Feedback and reflections
3. Consolidation and reinforcement
4. Practical application to day to day life challenges

Different methods that can be used to enhance Life Skills in students such as
- Class discussions
- Brainstorming
- Demonstration and guided practice
- Role plays
- Audio and visual activities, -arts, music, theatre, dance
- Small groups
- Educational games and simulations
- Case studies
- Story telling
- Debates
- Decision mapping or problem trees

Benefits of Life Skills for the individual

In everyday life, the development of life skills helps students to find new ways of thinking and problem solving.

- Recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others
- Build confidence both in spoken skills and for group collaboration and cooperation

- Analyse options, make decisions and understand why they make certain choices outside the classroom
- Develop a greater sense of self-awareness and appreciation for others
- Benefits for employment
- The ability to self-manage, solve problems and understand the business environment
- Working well as part of a team
- Time and people management
- Agility and adaptability to different roles and flexible working environments
- The potential to lead by influence

Purpose of Life Skills

To PromoteLife Skills Acquisition and Performance

- Provide opportunities to observe Life skills being applied effectively
- Provide opportunities for practice with coaching and feedback.
- Evaluate performance.
- Provide feedback and recommendations for corrective action.
- Foster self – evaluation and skill adjustment.

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