

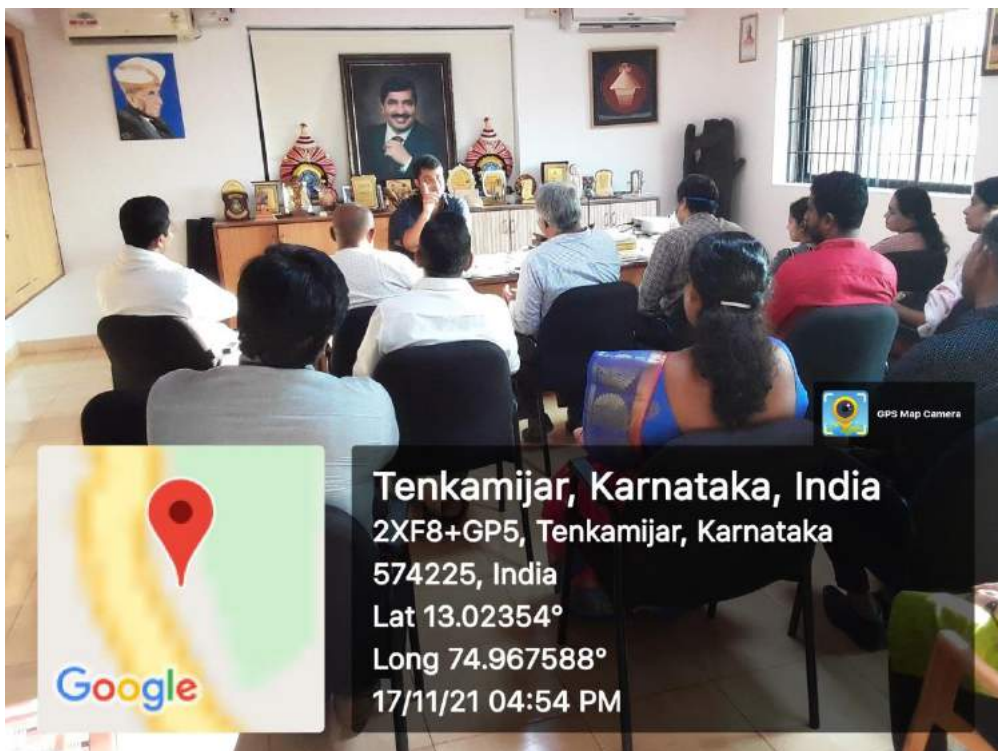
LIFE SKILLS TRAINING PROGRAM

Department of Artificial Intelligence and Machine learning, Alva's Institute of Engineering and Technology, Mijar in association with Department of Epidemiology, Center for Public Health, National Institute of Mental Health and Neurosciences (NIMHANS), Bengaluru organised 3 days Life Skills training program for all the Engineering students from 15th November, 2021 to 17th November 2021.

The aim of this program is to provide life skill and counseling services to youth through trained NSS officers, coordinators, teachers across Karnataka.

No. of Participants:

- First Day (15th November 2021) – Second year students from various Departments of Alva's Institute of Engineering and Technology, Moodubidire (386 students were benefited)
- Second Day (16th November 2021) – Third year students from various Departments of Alva's Institute of Engineering and Technology, Moodubidire (381 students were benefited)
- Third Day (17th November 2021) – Fourth year students from various Departments of Alva's Institute of Engineering and Technology, Moodubidire (304 students were benefited)





HOD-AIML ALVA'S IT MIJAR <aletaiml08@alet.org.in>

Life Skills training program - ALVA'S IT MIJAR, Mangalore

6 messages

Swati Shahane <swatishahane.lscph@gmail.com>

Thu, Oct 28, 2021 at 10:00 AM

To: aletaiml08@alet.org.in, harishkunder@alet.org.in

Cc: Pradeep BS <doctorpradeepbs@gmail.com>, aravind_baa@yahoo.co.in, virupaksha HG <virupaksha67@gmail.com>

Greetings from the Department Of Epidemiology, Center for Public Health, NIMHANS!

Dear Sir,

Hope this email finds you well. Thank you for approaching us for the workshop to avoid stress and strain among students.

In continuation with our phone call conversation, we would like to conduct sessions from 15th (Monday) November to 17th (Wednesday) November 2021. Since the student strength is 900, we would like to focus on the quality of the training program as well. Hence we are dividing students into 6 batches everyday with 50 students in each batch. We will be taking the sessions for three days covering all the 900 students. Kindly divide the students into 18 batches of 50 students each beforehand so that we can immediately start the program on Monday for the first 6 batches.

For each session, there will be a facilitator and a co-facilitator for the entire day covering all the 10 life skills namely Self awareness, empathy, communication skills, interpersonal skills, coping with emotions, coping with stress, critical thinking, creative thinking, decision making and problem solving. Please find the list of the materials to be organised for every day.

- Projector and laptop
- Note pad and a pen with all the participants
- 10 pair of things and a screen (can be clarified over a phone call)
- Balloons and pins
- Chart papers and sketch pens
- Newspapers
- 60-80 marbles in a 4.5 inch transparent box for each batch
- Board and a marker

Please contact us for clarification in arranging for the above materials and any other doubts. If there is anything further required we will let you know immediately.

We request you to arrange accommodation for 20 persons as there will be 12 facilitators and 8 team members coming from NIMHANS, Bengaluru. We will be coming on 14th evening and will be leaving on 18th early morning. Let us know the possibilities of arrangements for the same and confirm.

Thank you

Regards,
Swati Shahane
Project Coordinator
Life Skills project
Department of Epidemiology
Center for Public Health
NIMHANS
Bengaluru

Swati Shahane <swatishahane.lscph@gmail.com>

Mon, Nov 8, 2021 at 1:15 PM

To: aletaiml08@alet.org.in, harishkunder@alet.org.in

Cc: Pradeep BS <doctorpradeepbs@gmail.com>, aravind_baa@yahoo.co.in, virupaksha HG <virupaksha67@gmail.com>

Dear Sir,

Please find the details of people coming to the Life Skills program from 15th to 17th November 2021. We will be arriving on the 14th evening and leaving on the 18th early morning. Please let us know if you need any other information.

Thank you

Regards,
Swati Shahane
Project Coordinator
Life Skills project
Department of Epidemiology
Center for Public Health
NIMHANS

The resource persons for the program were:

Sl No.	Name	Designation	Male/Female
1	Dr. Pradeep B S	HOD and Professor Department of Epidemiology	Male
2	Dr. Gautham M S	Additional Professor	Male
3	Dr. Arvind B A	Associate Professor	Male
4	Dr. Virupaksha	Project Coordinator	Male
5	Mrs. Swati Shahane	Project Coordinator	Female
6	Ms. Srividya	Research Coordinator	Female
7	Ms. Vani	Training coordinator	Female
8	Mr. Sathrajith Bhargav	Training coordinator	Male
9	Ms. Veeksha Rai	Training coordinator	Female
10	Ms. Anusha Shenoy	Statistician	Female
11	Mr. Sathya Velu	M & E Officer	Male
12	Ms. Rajeshwari	IEC Officer	Female
13	Mr. Ravichandar	Media Manager	Male
14	Mr. Yogish	Admin	Male
15	Mr. Nagraj R.	Field Coordinator	Male
16	Ms. Sweedal D'Souza	Field Coordinator	Female
17	Ms. Pooja	Field Liaison Officer	Female
18	Ms. Sahana	Field Liaison Officer	Female

The session started by taking a detailed survey of various daily life aspects of individual in a physical copy which had 15 sections like life skills, family life, physical activities, media usage, social exposure etc. Here students got an opportunity to do their self-assessments and they got clear idea on their daily life routine.

In the next activity, students were divided into groups and each group is assigned with an animal name. Whenever a team is pointed out, the group members need to make those animal sounds. This activity was focused on team strength, building confidence and as a warm up task.

Next, students were given with a self-awareness task where the trainer asked them to close their eyes and recall all memories of past, like school days, college days, and present days etc. later asked them to relate their life style or self to a logo or animal or bird or any other thing so that others can identify them by looking at the properties of that element. Here students were given an opportunity to express their views on how they felt by looking at their past and present.

Later a discussion was done on various types of “Self” like public self, private self, blind self and undiscovered. Trainer explained all types with examples and detailed on how human thought process works in those scenarios.

To explain the scenario of how people spread rumors and how it turns into controversy, a game was played “Passing the phrase”. Where 10 students were lined up and trainer told a phrase with the first student and he need to pass it to next and so on. When it came to the last student, he need to say it loud. Here they observed that many things from the original phrase was omitted in passing stage, they learnt a message that, never trust anything until we verify its legitimacy.



Later one activity was done with 4 students to study the understanding between two people in two scenarios, where one person need to explain the items organized in front on him to other and other person should arrange it from how he explains. In the 1st round only 1st person can

explain but the other person can only listen and arrange. And in the 2nd round both can discuss. Here they observed that discussion helped to get the job done in easier way.

Later, to bring out the creativity from each students a group task was given to do “Best out of waste”, where old newspapers were given to each team and students prepared various costumes and explained they meaning of those.

As a whole the program helped students to level up their interpersonal skills and build confidence, learn team-work, be creative and learn basic life skills. Students enjoyed all activities which were done throughout these 3 days.



Activities conducted during 3 days Life skill Training:

1. Filling Q paper
2. Making groups and try to make animal sounds
3. Creating innovative symbols and explain the meaning
4. Life skill- self awareness
5. Passing sentence from first to last person and check the difference made in communication after passing through numbers of persons.
6. Making groups of 10 members and giving task to the selected members, tasks are dancing, singing, dialogue, drawing etc.
7. Making a groups of 6 to 7 members and select one of team leader. Organizer will give some newspaper to group to make a dress.
8. Check the time of stability of hand by keeping hand straight by holding phone or pen.
9. Remembering olden past days of childhood, school and college days by closing eyes.
10. Filling all our emotions in the form of air in balloons and blasting in our own ways.

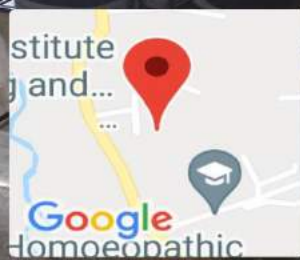








GPS Map Camera



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Life skills are defined as “a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. Life skills may be directed toward personal actions or actions toward others, as well as toward actions to change the surrounding environment to make it conducive to health.” according to World Health Organization (WHO). Bearing the WHO definition in mind, the Basic Life Skills curriculum offers youth the emotional, social and intellectual tools needed to achieve success in life – on a personal level, an interpersonal level, and within their community and work places. LifeSkills provides a full continuum of services for substance use concerns.

In Morning session, questionnaire was given to the students to answer. The questions were based on general conditions what they face in the real world. Then the introduction to life skills and their importance in life presented to students. They gave overview on different life skills like controlling emotions, empathy, creative thinking, problem solving, Interpersonal Skills, self-awareness, Negotiation etc. Balloon blowing activity was conducted in order to give self-awareness by filling the emotions in the form of air.



INTRODUCTION ON LIFESKILLS WAS GIVEN BY THE SPEAKER



STUDENTS WERE ASKED TO GIVE INTRODUCTION BY THE SPEAKER



BALLOONS BURSTING ACTIVITY TO BURST OUT EMOTIONS

In afternoon session, Speakers addressed on Creative thinking which refers to using abilities and soft skills to come up with new solutions to problems. Creative thinking skills are techniques used to look at the issue from different and creative angles, using the right tools to assess it and develop a plan. The focus on creativity and innovation is important because most problems might require approaches that have never been created or tried before. It is a highly valued skill to have individually and one that businesses should always aspire to have among their ranks. After all, the word creativity means a phenomenon where something new is created.

In afternoon session, students were given an activity which enhances the creative thinking, they given the papers and the task of the students was to prepare the paper dress with suitable theme without the usage of gum. Many students came up with the unique themes in this session.



PAPER DRESS ACTIVITY WITH SPECIFIC THEME

In afternoon session, they also focused on Coordination skills which are the ability to see many moving pieces and make a plan for all the pieces to come together. They also told that Coordination skills are used in nearly every position, not just by project managers and supervisors having good coordination skills means that you are a more productive employee, able to do quality work as fast as possible, minimizing hiccups and setbacks. Because of this, coordination skills are especially sought after by supervisors and employers, as those with coordination skills make it easier for a big group to work together, especially when completing a large-scale task. Coordination is one of the many skills employers look for when trying to decide who gets more responsibility. In afternoon session, the mirror game activity was conducted where both the students don't see each other but have to communicate with each other. Many students participated in this unique activity and enhanced their communication skills



MIRROR GAME ACTIVITY TO ENHANCE COORDINATION

Day 2 : 16th November 2021:

Event begins at 9.00am with a talk based on life saving skills and planning about life. Key features what students and general peoples suffer during their personal and professional environment they are facing.





Event progressed with a pre-test. A questionnaire booklet was given to the students and asked them to fill it for the next 30 minutes. Nothing was discussed about the answers later onwards. After the test break was given for 10 minutes.

Study ID

CONFIDENTIAL: FOR RESEARCH PURPOSES ONLY**LIFE SKILLS TRAINING PROGRAM - Pre-test****SECTION 1: INTERVIEW INFORMATION**

Unique ID: Your Date of Birth and last digit of your phone number	
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Consented for the study	Yes 1 No 2

I have been informed about the study and the data which is going to be collected from me in detail. I have understood that I have the right to refuse my consent or withdraw it any time during the study. By giving consent to the study, I understood that I will have to devote extra time for the study and I will no way be concerned with the outcome of the study in any manner.

I have been explained the contents of the informed consent form in a language understandable to me and I am signing this document on my own.

I,, the undersigned, give my consent to be a participant of this study.

Signature of the participant

Signature of the witness

(Name and address)

(Name and address)

Date:

Place:

After a short break, in the next level of session students were taken to their imaginary life. One has to imagine themselves with respect to their past, present and future and defines themselves with an imaginary picture to be drawn on an empty sheet. The pictorial images that they draw will be deciding what hidden inner of them is. Few students' opinion based on it was discussed.



At 11.20am an activity was initiated for students on communication skills, where students are take part in one way and two way communication actions. A task called mirroring was given to them where students are sitting opposite to each other with a curtain at the center and they have to arrange the items given to them in ordered manner by having proper communication. It was a fun filled session where students miserably failed to succeed. That's how communication gap identified and rectified.





In connection to the previous activity of communication skills, activity based on feeling was conducted where all the students are given with a balloon and asked them to blow them with their feelings and asked them to preserve it for long time. As the activity

progressed all students rushed to popout the balloons of their friends next to them and enjoyed by doing it. Finally a few are left out with preserving it. Ultimately session speaker opened the platform to discussions as the feelings play a major role in one's life and we have to preserve it any cost. Sometimes the persons around us may hurt our feelings as you did to your friends. Shattered smile in the crowd. Lunch break followed and all students' feelings resumed merging in the path towards the door.





After the lunch break session resumes with the briefing afternoon session followed by an activity of designing contest. 6 girls and 6 boys are participated in it. Newspapers are given as property material. With the imagination of king and queen they have to design one of their friends. The task enlightened them for using available resources in better way and

reaching the goal in right time. The students enjoying the session by witnessing the king and queen of their team, with a round of applause.



In the next skill session all students are asked to participate by keeping the concept of sympathy and empathy. Here, all the students have to share their feelings and importance of them in their friend life and how much they are enjoying their company. Asked them how they treat their friend who needs a handful of help, fearless bond, joyfulness shoulder etc. if his friend suddenly gets blind how they treat them. How they behave when they reach to

higher level or get lowered. Session made the students to get understood the difficulties and dependency.



Day 3: 17th November 2021

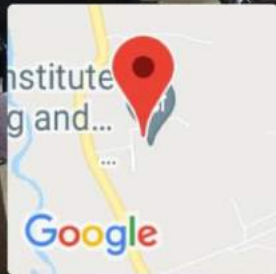
The session started with the introduction of the trainers and a brief introduction about the program. Then the trainers took the pre-test from the students.



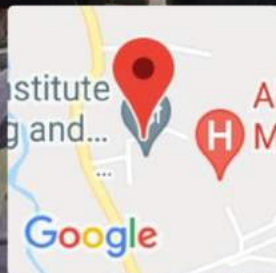
Ten boys and girls are made to stand on a separate lines and a sentence is given to the first person secretly and made to pass on to the next person and thereby made the students to understand the importance and their level of communication.



Two people are made to sit down facing each other and same sets of materials are given to each of them. A desk is placed in between them so that they cannot see those materials present in the opposite side. Then, the trainer arranged these materials in a certain way on one side. Now the activity is to make the student present on the other side just by giving oral instructions without any actions. This, the students get to understand the importance of communication and interpersonal skills.



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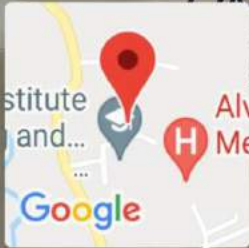
All the students are given one empty balloon and instructed to close their eyes for two minutes and think of any emotion of theirs. Then they are told to fill the balloon with their emotions through breath. And left those saying you can do whatever you want with your emotions.



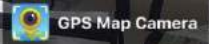
The afternoon session started at 2:00 PM with a warm up activity. In the warm up activity a circle of students were made and a pen was passed from one student to another student of his choice at once. Students were told to remember from whom they got a pen and to whom they passed it. At the end passing was done in reverse order to check the remembrance capability of each student.



5 groups of students were made and a situation was given to them. Each group was told to come up with answers and solutions. The situation given was about rescuing one person out of a Soldier, Teacher, Doctor, Pregnant women and a child. A student from each group was told to give the answer of their group with the solution. Each group came up with different answers and solutions. Later they were told to discuss and come to the same answer. The activity focused on the student experience while making the decisions and explained about how one should not give up easily their decisions made in life.



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An individual activity of connecting the dots was given to the students. Students were told to join the 9 dots marked in 3 rows and columns. Dots need to be joined using just 4 straight lines without lifting and over writing the lines. This activity explained how one should adapt to critical analysis, think out of the box and improve mental ability.



Self introduction of Students at Room No.412



Students involving national Symbol/ Character identity activity

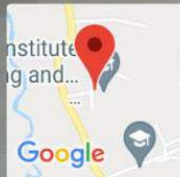
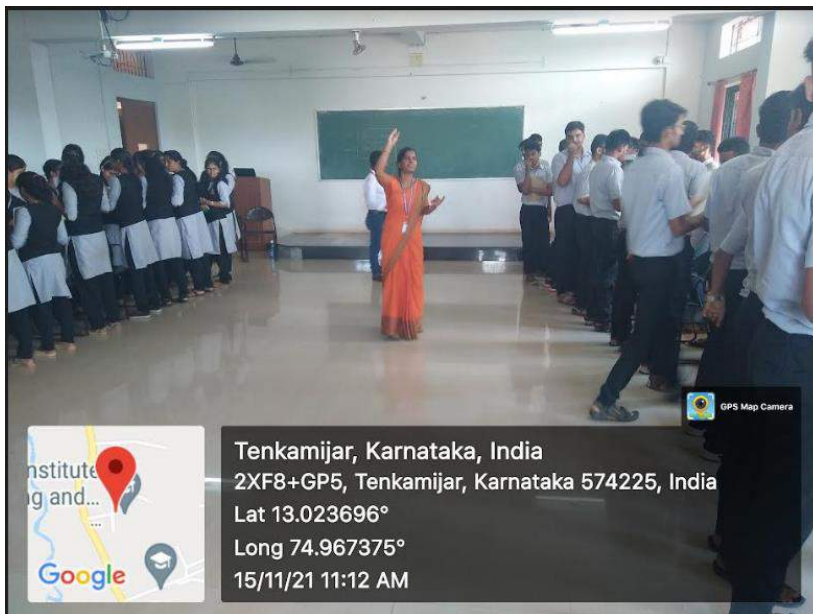




The speaker also talked about Yuva Spandana Kendra by the State Govt. which aims at helping youths by giving opportunity, relationship, personal life guidance without leaking the information. The trainers ended the session with the collection of feedback and post test assessment.



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Time Schedule			
SL.No	Timings	Events	No of students Enrolled
1	9:30am - 10:30pm	Pretest: Pretest consisting questions related following topics: Interview information, editing and data entry, Socio demographic Characteristics, Family Environment, Physical and Family Health, Diet and Eating Habits, Screening Questions, Physical Activity, Sexual practices, Peer group and Social Capital, life Skills, Quality of life, Exposure to media and related	Day 1 : 386 Day 2 : 381 Day 3 : 304
2	10:40am- 10:55am	meditation	
3	11:00— 12pm	Self-awareness, empathy	
4	12pm-1pm	Creative Thinking	
5	2:00pm- 3:15pm	Problem solving, Group Discussions	
6	3:15pm- 4:00pm	Communication, emotion Handling, stress management	
7	4:00pm- 4:40pm	Decision making, interpersonal relationship	

All the trainers emphasized on importance of life skills. They addressed that Basic Life skills provides readily available tools to deal with challenges/demands of daily lives the youth face, from managing their emotions to make an informed decision. It also helps develop children's personality, talents, and mental and physical abilities, and realize their true potential through learning to know oneself and others, and make effective decisions to live harmonically together in the society.