

# Integrating Life skills with Environment Education Lessons Learnt from Surat city Experience

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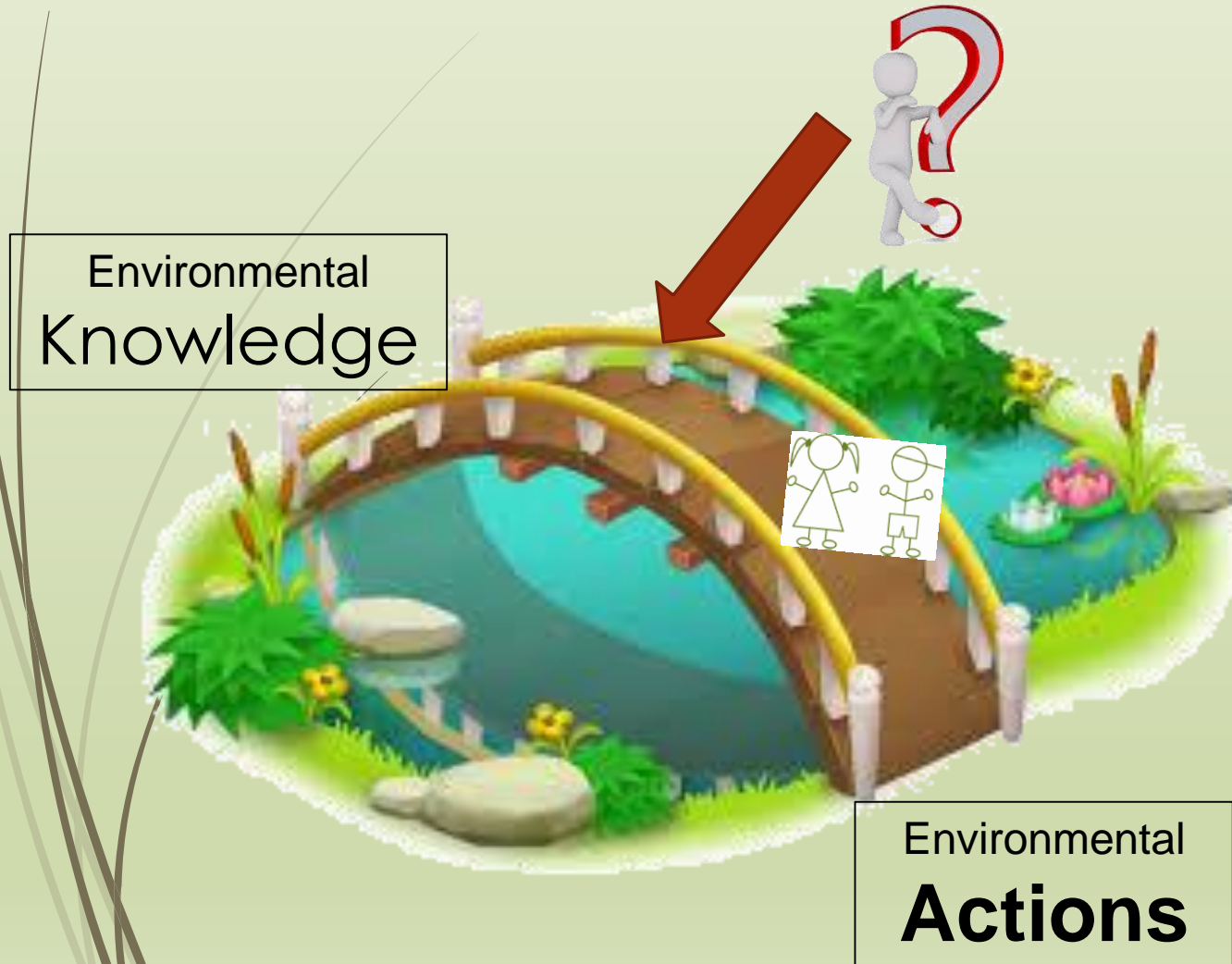
*(Urban Health & Climate Resilience Centre of Excellence)*

ICSE 2019 – 9<sup>th</sup> & 10<sup>th</sup> Sept 2019



& City  
Partners

# 1 Introduction



The Probable Answer –

## Life Skills Education

Understanding emotions

Understanding Self

Empathy

Effective Communication skills

Decision making

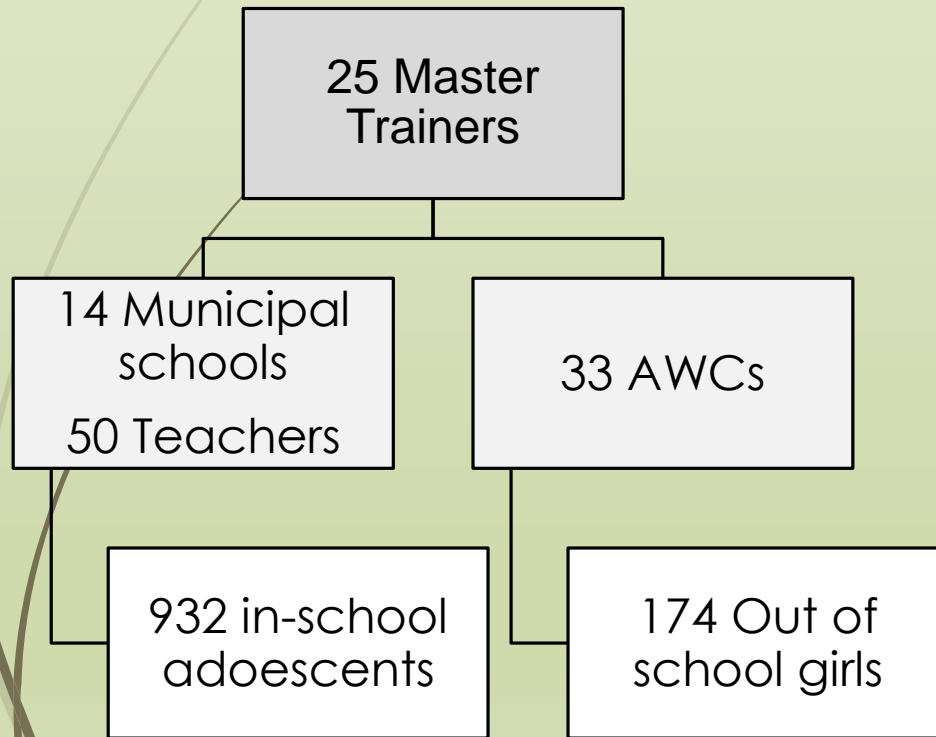
Problem solving

Critical thinking

Creative thinking

## 2 Life Skills Education Program- Surat

- Child Friendly Smart City Knowledge Centre & 10 City Partners– Collaborative pilot effort



Qualitative  
Research



Lessons learnt  
LSE  
+  
Environmental  
Education

## Lesson # 1

Relating **environment education themes** with **appropriate life skills** was the key

### Some Examples emerged -

Theme	Life skill
Discouragement & helplessness to take actions	Understanding emotions, Understanding self
Connection with birds and animals	Empathy
Finding Mosquito Breeding sites in school	Problem solving
Waste segregation	Critical thinking
Saving electricity	Decision making
Waste out of Best	Creative thinking



## Lesson # 2

# Integrating the program in school routine

**Table 2 - 7<sup>th</sup> Standard 1<sup>st</sup> Semester Curriculum & Life skills associated for environmental education**

Sr. No.	Subject	Index	Content title & description	Life skill associated
1	Hindi	Unit 1 Pg 2	<u>Tire burst picture story</u> Discussion on what happens after tire burst accident on road	Critical thinking- during disaster management
		Unit 4 Pg 19	<i>Kathani aur karni</i> Examples of how people do certain things bad for society (Like smoking in public place, spitting on road etc. ) and how someone asks them not to do those	Effective communication skills- assertiveness to peer pressure
2	Social science	Unit 9, Pg 45	Deaths in Surat due to Cholera water borne disease- question-answers	Problem solving
3	Science	Unit 2 Pg 9	<u>Constituents of Diet</u> Balanced diet information	Decision making of healthy food
		Unit 4 Pg 36	<u>Properties of water</u> Water purification at home	Decision making for pure water
		Unit 9 Pg 97	<u>Sources of energy</u> Ways to save electricity	Decision making/creative thinking for environment

(Source – Teachers training sessions dated 18<sup>th</sup> to 25<sup>th</sup> December 2018)



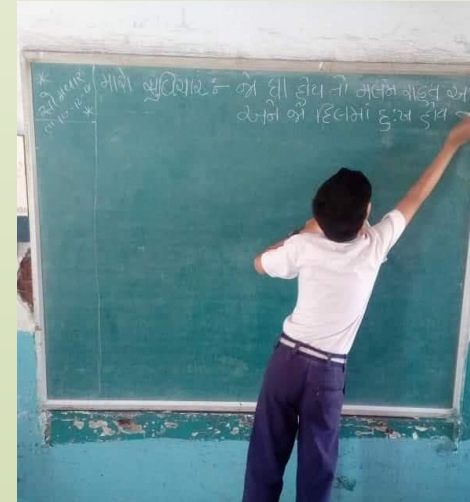
## Lesson # 3

# Peer education model works better than “Adults to adolescents” model

*“Let’s start from this room. Why we have kept so many tube-lights on if we don’t need these many? Let’s switch them off and then start a conversation.”*

*“What do we eat outside? Vada-pav, Samosa or Aalupuri? Do we really like eating it? Can we try to switch ourselves to healthy food like fruits and leafy vegetables?”*

*“How do we travel to school? One vehicle per student, per house...? Can we make pairs among ourselves and figure out some bike or car pooling options?”*



## Lesson # 4      **Life skills & environmental education will be more accepted if it is interwoven with the livelihood education skills**

- Their aspirations – Priority for livelihood skills
- Participation of in existing schemes like KSY – AWWs capacity based
- Socio-economic context

*Parental neglect (52)*

*Child's weakness in studying (48)*

*Child's life style and behavioral issues (14)*

*Neighborhood conditions and behavior of people around (12)*

*School associated challenges (4)*

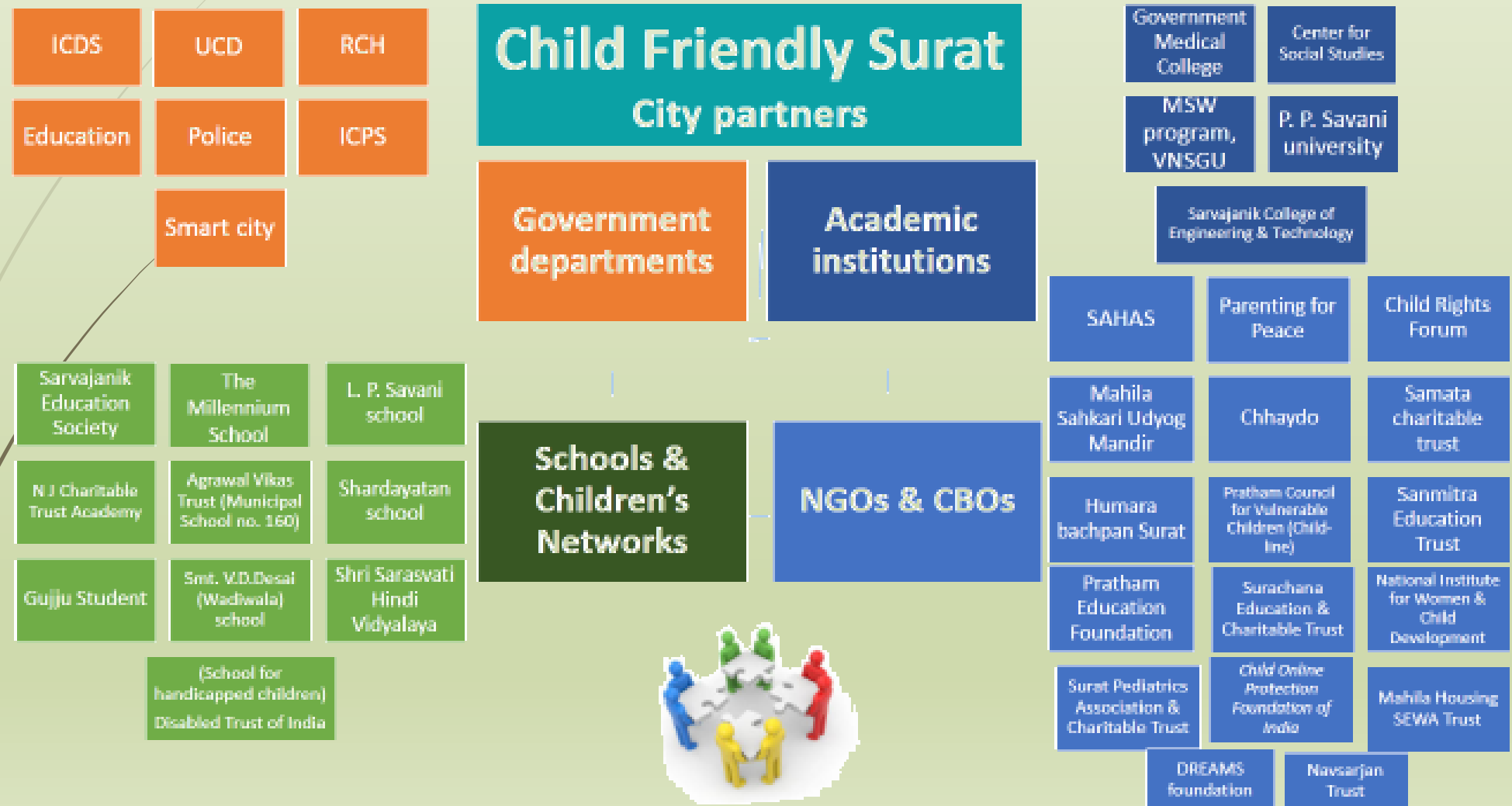


Source – Teachers perspective  
mapping under Life skills program

(2018), N=52, Multiple responses

## Lesson # 5 areas

# Multi-stakeholder collaborations in urban are must





# Recommendations useful for -

- In & out of school adolescents themselves
- Schools & teachers, Anganwadis
- Development NGOs & CBOs
- Curriculum development
- Existing missions & programs
- Research & academicians



Thank you!

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