

Life Skill Education Program for Child Friendly Surat

Scale up programme (2019-2020) – report

Facilitated by



Child Friendly Smart City Knowledge Center, Surat & city partners

A joint initiative of SMC & UNICEF – implemented by UHCRCE



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A Training Background and methods

Life skills are a large group of psychosocial and interpersonal skills which can help adolescents to make informed decisions, communicate effectively and self-management skills that may help an individual to lead a healthy and productive life.

Child Friendly Smart City Knowledge Center (CFSCKC) Surat, with its city partners has initiated life skill education activities in its phase II (2018) and piloted the model reaching 574 in-school & out of school children.

The activities of phase III include rolling out the program in Udhna-Athwa zone with an objective to integrate it with education curriculum and teach life skills to adolescents in formal schools setting.

With the scope of scaling up the initiative, CFSCKC has collaborated with The Lions Club of Surat to train more teachers based on the tested “QUEST” training module which is in accordance with CFSCKC pilot training model. It is acknowledged that quality of teaching depends on teacher’s skills, motivation and dedication. In order not to impose extra burden on the teachers, the CFSCKC training is designed to promote teaching of life skills through the incorporation of “child friendly” approach with active participation of the student.

In this context, the training objective was defined as - Upgrading of skills of teachers is needed for delivery of life skills education to adolescents in our schools. The broad objective of the training was to equip the teachers with the knowledge, attitudes, skills and professional qualities appropriate to the needs of adolescents in school.

The training workshops began with a welcome speech by Lions Club the UHCRCE team and participants. The District Governor, Mr Nipam Sheth stressed upon the important role played by teachers in providing “value-based “ education to children while and District Chairman Mr Deepak Lakhale gave a background to the work done by Lions Club worldwide and also briefed the participants about the “Quest” module. Dr. Vikas Desai gave information on UHCRCE and its activities. She also mentioned the LSE pilot training of teachers and incorporation into classroom lessons without extra burden to teachers.

No of training batch	Medium	Dates	No of Participants schools	No of participant teacher trainers	No of children in 7 th std to be covered
BATCH 1	Gujarati	25/26 Sep 2019	11	19	665
BATCH 2	Gujarati	26/27 Nov 2019	15	26	376
BATCH 3	Gujarati	28/29 Nov 2019	17	32	1137
BATCH 4	Marathi	2/3 Dec 2019	15	26	1053

BATCH 5	Hindi,Udiya,english,urdu	9/10 Dec 2019	15	23	904
		Total	73	126	4,135

Briefly, the workshop content was planned in three sections:

- Build a 'classroom environment' in the workshop – so that participants also had the experience of being students
- The participants to “teach” in the “classroom” created – as trained teachers
- Participate in planning lessons from the curriculum – so that the trained teacher was ready for teaching LSE in the class at school level

Several methods were used during the training that involved active participation of the trainees - Power Point presentations and video discussions, Life skills Games/Energizers, Life skills teaching Role plays, Brainstorming on syllabus-life skills associations and discussions, Pair-group exercises and assignments

B Workshop sessions – Activities & discussions

a) Participants' expectations from workshop

These were mapped through group sharing. The commonest were -

- Teacher-student relationship centered learning
- To be able to promote a home-school-community approach to social, emotional and academic learning as well as service learning.
- To effectively implement life skills modules according to evidence based guidelines and practices.
- To be able to teach life skills in class

Expectations shared on chart paper exercise

<i>To learn new skills</i>	<i>To make my class the best</i>
<i>To be able to move with issues of current times</i>	<i>We had not learnt LS when we were growing up</i>
<i>We face many problem with children (girls6-8 standards)so learning these skills will be helpful</i>	<i>To improve what I am doing currently</i>
<i>To feel more respect for myself</i>	<i>Be able to use skills in the classroom and with my family</i>
<i>Good that today's children get the benefit</i>	<i>Want to learn value-based skills in the workshop</i>
<i>I am teaching children from minority community and conflict backgrounds so I want to change the children's and parents' thinking</i>	<i>Hand holding</i>

b) Energizer: The Butterfly Handshake

Quote: “There are no strangers here –only friends we have yet to meet”

Start a day with new approach like new handshake activities. It will helpful to create positive and joyful environment in classroom.

Participants, as children stood in pairs and engaged in a unique handshake, making fluttering action much like a butterfly. On hearing the facilitator call out: “As the wind blows” they changed partners and repeated the same with a new person. This was done a few times for participants to get to know more people.

Reflective questioning: Why was this exercise done and where could you as a teacher do this?

Answers from participants as teachers:

- As an introduction
- ‘It is a good exercise for students’
- “Can be done at family get together, staff meetings, meetings of teachers, parents”
- “When two students have fought with each other”
- “At trainings”

Benefits of students with handshake activity:

- Make new friends
- Flexibility
- Joyful Environment
- Feel Own
- Learn new
- Confidence increase
- Mood change
- Positivity

Participants Learning:

- Communication and empathy life skills
- Makes students more confident
- Learnt a new idea
- A new way of teaching

c) Energizer: Community Building/ Understanding self as a community – Number of years as experience in teaching

The resource person asked each participant to share his/her name, the number of years spent as a teacher and experience of career span and teaching. The total number of years of experience of the whole group were recorded and calculated to be almost 400 years.

Participants Learning:

- “I had never actually thought of the years I have spent teaching”
- “Made me remember my first day as a teacher”
- The exercise got participants to reflect on the experience they already had, empowering them as “experts in the field of teaching”.
- The acknowledgment also made them feel valued at the workshop.
- This activity how to do it in different languages

Facilitator note: “We have a total of 400 years of teaching experience between us which is a lot. This is a good opportunity to share and learn together in the two days!”

It was also discussed what similar reflective questions can be discussed with children to promote the life skill of “Understanding self”

d) Empathetic Community Building - Ticklers for creating learning classroom environment

The 4 corners of the room were designated as counters for a popular food item of Surat. For example, corner 1 was “Ghari”, 2- “Locho”, 3- “Undhyu” and 4 – “Khaja” . Participants were asked to choose their favourite of the four food items and go to that counter. In this way, four groups of participants were formed each having a special liking. Within the group, the participants had to ask each other their name and why he/she liked the particular food. They had to also identify one common factor in the group.

2nd example, fire on the mountain Run...run... run..., say group 2, group 3, group 4 like that and formed groups. for effective group work it can be helpful to establish rules for group participation, and to assign people to roles within the group(e.g. timekeeper and reporter) so that everyone is considered responsible for the activities of the group. A group leader will need to give clear instructions, and will need to know how to deal with people who are not actively contributing to the group activities, as well as how to split large groups into small ones of 4 or 5, or into pairs.

Three processing questions to be asked by the teacher to encourage critical and creative thinking:

1. What?

What is the lesson about?

2. So What?

What have I learnt from the lesson? What thoughts and feelings did the lesson stimulate?

3. Now What?

What can I do with what I learned /experienced? How can I apply it to my everyday life?

Participants sharing:

- “Khaja”- Only available in the monsoon, nice to eat it with mango ras
- “Undhyu”- It is a mix of many vegetables so even if one does not like a particular vegetable, one would eat it in a mixture because it is so tasty
- “Locho”- Tasty and favorite of many
- “Ghari”- Sweets have sugar so we get energy fast

Learning:

- We have just built a community that has become more familiar with each other and caring
- Caring community of learners are one whose members feel valued, personally connected and committed to growth of each other

*While participating in the above exercises, the facilitator had asked participants to keep in mind and think where they could conduct the same exercises with students.

e) Relationship centered learning communities (Including LSE in classroom environment)

The facilitator next introduced the concept of ***Relationship-centered learning communities***. She explained that reaching adolescents with Life skills education entails new learning/challenge which might be perceived as a threat by them, they might even feel fearful. To overcome such a situation, it was essential to build a base that enabled adolescents' to be receptive to LSE without such issues. She asked participants to ***"brainstorm"*** how they could create a non-threatening environment for learning in the classroom:

Participants' responses

- Silent reflection exercise
- Expression through Drawing and writing
- Sharing between partners/pairs
- Small and large group games/energizers

Facilitator notes

As a teacher, how does one ensure the uptake of learning by the student?

She articulated that certain processing questions could be used to structure life skills lessons and to maintain student involvement and reflection on what was being taught. ***Three processing questions*** were to be asked to students for this purpose as shown in the box.

Message: If a person/child gets into the habit of going through such process, he/she will always be looking for it in new experiences encountered and develop a higher order of thinking.

A brief exercise was undertaken to define "Life Skills" which teachers were already familiar with since they had undergone an earlier training on LSE.

f) Creating a learning community of High Expectation for Positive Behavior
Quote for discussion: "When you are good to others you are best to yourself"

The facilitator started this session by posing a question to the participants which facilitated critical thinking and identified skill(s) each felt they lacked at a personal level in order to be better teacher/trainer in the classroom.

List of skills identified by participants/need to learn from workshop

Communication skills	Positive thinking
Teaching through activities	Time management
Self-motivation –getting disheartened easily	To be able to hold students attention
Self-discipline –also want students to learn it	Confidence building

In the discussion that followed this exercise, participants were made aware about their own expectations from the students in class. An example was given which clarified the point – A teacher gets angry very fast, lacks self-control and does not have patience with a student who

is slow in learning. Is the expectation of the teacher realistic regarding the student's learning?

The list prepared served a dual purpose – participants' expectations/commitment from the facilitator and the facilitator's commitment from the participants.

During the discussion which followed, participants were asked to reflect on the 3 key process questions: **what? – So what? – Now what?**

INPUT	PROCESS	OUTCOME
Environment	Self-Perception	Self-Discipline
Instructions	Motivation	Responsibility
Infrastructure	Intelligence	Awareness

Participants Learning

- Participants were able to identify their own deficiencies and learnt that a similar exercise could be done in the classroom to identify students' likes and dislikes, what they wanted to learn and make a similar list.
- They understood that the exercise entailed extracting "Agreements" on both sides (Teacher and students).
- If the exercise was done in the classroom, they could also identify students according to their interests (e.g those who do not like Maths, like drawing, games etc.) – SWOT analysis, which would facilitate design of lesson plans.
- When students participated in the planning they were more likely to be committed and less likely to break rules.

Tip from facilitator - Let the child begin learning in the language he/she is most comfortable with.

The second session began with an interesting game, a variation of musical chairs and played by all, with the facilitator saying 'Janee , Janee, Janee....".followed by a command. This created a fun environment and got everyone ready for the next session.

A major part of the session was dedicated to creating an ***understanding and confidence building*** among participants about their role merely as "**Facilitators**" in the classroom. They could use the skills to adopt fun, "child friendly" and creative way of learning to empower a student with LSE to promote correct choices and practice positive behavior regarding his/her life.

Some of the key points that emerged from this session were:

- The teacher was a facilitator and only played the role to prepare the stage for " My life, my choices, my responsibilities" in the student
- An example was given about the common situation faced by many teachers regarding students who hardly ever did their homework. The participants discussed ways in which they could deal with the problem. Issues of time management, individual responsibility, motivation etc were discussed.

- Participants were asked to imagine their first day in classroom- the lack of confidence and fear they may have experienced at the time. Similarly, students may also go through the same situation but if the teacher was confident he/she could create the same feeling in the student.

g) Inclusion of LSE in school curriculum with the help of QUEST education

The main question in participants' minds was how they could **plan and teach in the classroom**.

The QUEST curriculum comprises of the following 4 components:

1. Classroom curriculum – teaches skills and values such as self-discipline, healthy lifestyle, Responsibility, Kindness, Respect, Honesty
2. Family involvement- - Support, Parents meeting, shared meeting
3. Positive school climate – Creating an enabling environment
4. Community Involvement – Skills to teach children to move from a focus on “self” to “others”, application of skills to real life issues

Each participant was given the ***training module cum curriculum comprising a set of 7 books, in Gujarati***.

The facilitator then gave an introduction to each of the seven books to familiarize participants to the contents and made the following main points:

- The acquisition of skills is based on learning through active participation.
- Life skills lessons need to be designed to allow opportunities for practice of skills in a supportive learning environment.
- Life skills lessons use active methods such as brainstorming, group discussion and debates
- And experiential methods based on actual practice of what is being taught, for example, using games and role play.

Classroom teaching - Designing a lesson

Group Exercise – Independent Materials Review

Participants were divided into 7 groups each having 3 persons. Each group was given one book from 7 in the curriculum, and each person in the group was assigned a specific role such as facilitator, recorder, reporter, time keeper etc and instructed to select a short paragraph from any chapter and read it to other members in the group. The group then had to review internally for content, language and subject matter, each given specific time period of 10 minutes. Finally, all 7 groups presented their research to others

Participants learning:

- Learnt how to use the 7 books and their content
- Understood each was designed for a specific target and purpose – teacher, student, parent,
- The interlinking of the lessons and learning

The exercise also led participants to begin thinking about where, when and how they would implement the curriculum.

Facilitator

*Several tips were shared by the facilitator.

Example- Not all parents usually attend “Vaali Samelaan”. So what could be done to motivate parents to attend? Could meetings be held in a different location such as a garden instead of in school? Could those who attended regularly be appreciated? Introduction of fun element in the meetings such as games?

Example- To introduce new skills to students, how does the teacher facilitate it? Asking open ended questions steers the student into a critical thinking process, role plays also are useful

Overall, the participants learnt that even though they did independent reviews of the material, because they worked in teams, they could cover 21 topics from the curriculum. Each team covered three topics in 30 minutes. This was because of “Saath and Sahakar” of each other. Students could also learn this technique.

The day ended with a group dance.

h) Knowing the LSE audience (Adolescents)

Exercise: Ask the Experts was a knowledge building session covering the topic of “Changes in Adolescence” – for lesson on “Kishor Awastha ni safar”. Participants identified the physical, social, emotional and intellectual changes during adolescence (10-19 years) and learnt how it was a phase when social and emotional factors played a significant role and feelings ,ego centric nature , the need to make one’s identity , peer influences , to have a certain look, attraction for the opposite sex became prominent. Social and emotional skills also play a role in understanding the overall environment equally, the brain influenced behaviors such as dreaminess, abstract thought, creativity, curiosity etc. in the adolescent.

Participants understood that each child comes from a unique environment (domestic violence, unstable relationships with parents etc.) and these influenced his/her academic performance. The challenge was to create an **enabling classroom environment**.

Physical	Social
Increase Height Change the voice Strength increases.	Increase the influence of friends. Decrease family influence. Being self-centered.
Intellectual	Emotional
Increase in vocabulary Increase in logical power. Increase in memory.	Self –identification. Awareness of self-esteem Aggression.

1) Lesson Plan for Teachers

A large part of the second day of training was spent on building skills and confidence of the teachers for preparing lessons for the classroom teaching and facilitating the learning - basically a “How to ...?” session.

The main queries participants had were: “How do I start a lesson?”, “What questions do I ask?”

The facilitator proceeded to explain the key stages of designing lessons for the classroom.

Phases for planning a classroom lesson



These phases were demonstrated with several practical examples which involved group exercise and discussions. For example, to teach a session on “Directions” to students in 1-3 standards, participants did a group exercise wherein they were to find or “discover” the various directions (North, South East, West) from the position of the sun by making relevant ‘connections” with the position in each participant was standing during the exercise . This was a practical exercise which could be done with students in the classroom scenario and be applied to other situations.

Example: How to ask questions for teaching a lesson on Directions?

Facilitator asked participants: Where is the sun coming from?
(Open-ended question), followed by other such question

Participants’ response:

- Through the window
- Shining from the door
- Through the hole in roof ...and so on

This is the ***Discovery Phase (Also answers “What?”)***

If done in the classroom, the teacher could take the students outside the classroom and do the above exercise by connecting the position of the sun with directions.

Once outside the classroom, students understand directions in relation to the sun by **Connecting** positions (***“So what?”***)

To ***Practice*** and ***apply*** this new knowledge and skills (***“Now What?”***), the teacher could give assignment to the students as illustrated below:

Example of assignment – Find out the direction of the Principal’s office? OR Where is Surat Railway station situated?

Tips shared by Facilitator

- Ask open-ended questions
- Be respectful and accept all answers
- Do not stop asking other students once you get the correct answer
- Allow everyone a chance to speak – even the “shy” student
- Limit “Teacher Talk” and encourage student participation
- Remember to ask

This involves practicing and applying the knowledge and skills learnt earlier,” learning by doing “.

Facilitator’s note: As a teacher one could also be innovative and introduce concepts such as “Google Maps” with this lesson and link the two to enhance the quality of learning.

Exercises such as this facilitate the four stages: **Discover- Connect-Practice- Apply**

Each stage brings out various skills such as **problem solving, creative thinking, critical thinking, analysis, decision making** etc. depending on the lesson planned.

Participants Learning

- Two main methods used in teaching life skills lessons - brainstorming and role play
- Brainstorming was a creative technique for generating ideas and suggestions on a particular subject. Any topic can be explored using brainstorming
- It gave an opportunity for everyone's ideas to be valued and accepted without criticism. Brainstorming was a good technique for the life skills teacher to learn from the children how much they understand about a subject and to see how they describe it in their own terms
- Role play was the acting out of a scenario, either based on text or based on example situations described by the teacher or students
- Role play was an important method in life skills teaching, since the students involved could experience for themselves the use of a new skill in different situations.
- Role play was valuable for dealing with sensitive issues that may cause anxiety in real encounters
- Processing questions could be used to structure life skills lessons and to maintain student involvement and reflection on what is being taught.
- The three processing questions are:
 - What?
 - What is the lesson about?
So What?
 - What have I learnt from the lesson? What thoughts and feelings did the lesson stimulate?
Now What?
 - What can I do with what I learned/experienced? How can I apply it to my everyday life

So when you are listening to somebody completely, attentively then you are listening not only to words but also to the feeling of what is being conveyed to the whole of it, not part of it

i) The Gift of Listening (with respect to life skills communication, understanding emotions and empathy)

Listening is an active process of “receiving”, “understanding”, “remembering”, “evaluating” and “responding”. Listening is cyclic, responses of one person serves as the stimuli for other.

The facilitator clarified the concept of “active listening” which involved not just words as sounds heard but also the feelings, emotions, body language, expressions being conveyed. She urged participants to make more use of these skills during communication with students.

1)Art of Listening skills

Attend to speaker

Recognize the speaker’s point of view

Take time to ask and comment

Look interested – get interested

Involve yourself by responding

Stay on target

Test your understanding

Evaluate the message

Neutralized your feelings.

Exercise – Three topics were given to participants who were in pairs and they were asked to share with each other about the topics. They were asked to keep ART in mind while doing the exercise.

Topics given were:

“If I were in charge of a school, I ...”

“The present I received was....”

“I will never forget the day I....”

Feedback from Participants (as sharer and listener)

- No eye contact from my partner
- If we listen to children in this way, we
- Did not feel comfortable
- can also “listen” to the feelings, emotions
- Felt like sharing more
- Felt confident

The facilitator then discussed the concept of “**Social and Emotional Learning**” (SEL). It provides the structure and process for adults and students to develop emotional and social competencies and experiences to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

Facilitator’s Tip: As a teacher you could develop your social (SQ), emotional (EQ) and intellectual (IQ) to be a better teacher.

She also discussed that one of the reasons for children dropping out of school was because their social and emotional development may be lacking.

It was pointed out that teachers need to focus more on the students at the bottom of the class as it reflects either social, personal or emotional problems

j) Planning lessons – schedule for teaching

Sl. No.	Topic	Method	Content
1	Changes and challenges (પરિવર્તન અને યુનોતીઓ)	Hand holding to ensure teachers are understood the module properly	Entering adolescence, skill building, service education, management of emotions, improve relationships with friends, strengthen family relationships, towards healthy alternatives
2	Adolescent skills (કિશોરાવસ્થા કૌશલ્ય)part 1	Hand holding to ensure teachers are understood the module properly	management of emotions, improve relationships with friends,
3	Adolescent skills (કિશોરાવસ્થા કૌશલ્ય)part -2	Hand holding to ensure teachers are understood the module properly	strengthen family relationships, towards healthy alternatives
4	Parents meeting guide	Hand holding to ensure teachers are understood the module properly	

Most of the afternoon on the second day was spent on helping the teachers plan lessons to be implemented between November and December. Participants were encouraged to start their plans a group exercise was done to come up with a schedule.

Exercise

5 groups were formed and they were each assigned to take up 1 book from the module of 7 , and choose a particular unit and a lesson. Each person in the group had a specific role and each had to read a short paragraph. As a group, they had to identify the topic “ Shodh”, connect it with a situation “Jodan”, conduct an activity with students “ Abhyas” and finally ask the three key questions. The group presentation was followed by a discussion.

Tips from facilitator

- When you join each link it is easier to teach a lesson from the module, so need to study the books/ module
- We were able to complete many lessons in a short time because we worked in groups and each person contributed learning. This same principle applied in class will help you to complete all the lessons in units in the module.
- The life skills teaching should have continuity and sequence over time, ie. life skills lessons should, to some extent, relate to and build upon previous lessons. One-off life skills lessons are unlikely to be effective

C Teachers Feedback

Teachers' testimonials about workshop

- I was planning my retirement and this training has given me a direction to pursue. I will not be focusing on syllabus but on value based education for children to become responsible citizens.
- I would like to train more teachers in my school as I feel this is extremely useful for us (* The facilitator cautioned that those who had attended the workshop were certified to train children only).
- The training was very good and I learnt many new methods for teaching
- I will be sharing this program with my Principal
- સ્કૂલ નં-૧૦૧ મીનાબેન શિક્ષિકાનું કહેવું છે કે તેમના ૩૬ વર્ષના અનુભવમાં પણ એવું લાગે છે કે હજુ પણ મારામાં ખામીઓ છે.એ ખામીઓ પુરી કરવા માટે મારી પાસે નિવૃત્તિ માં હજુ ૨.૫ વર્ષ છે તો એ ખામીઓ દૂર કરી મારી શિક્ષણ પદ્ધતિને વધુ ન્યાય આપી શકું તેમજ આ તાલીમમાં કરાવેલ પ્રવૃત્તિઓ દ્વારા ડ્રોપઆઉટની સંખ્યા ઓછી કરી શકું અને માનવીય સંબંધોને કેળવી શકું.
- -અમિતાબેન સ્કૂલ નં -૩ -આ તાલીમ દ્વારા હું પોતામાં આત્મવિશ્વાસ વધારી શકી અને મારા વિદ્યાર્થીઓ પણ આત્મવિશ્વાસ વધારવામાં મને મદદ થશે.
- બલવંતસાહેબ સ્કૂલ નં -૧૩ - આ તાલીમ દ્વારા વિદ્યાર્થીઓમાં સર્વાંગી વિકાસ કેવી રીતે કરી શકાય,વાલીઓ સાથે કેવી રીતે વર્તન કરવામાં આવે તો વાલીઓ વાલી મિટિંગ માં આવવા પ્રેરાય તે બબતોને વણી લેવામાં આવી છે.તેમજ આ તાલીમ વિદ્યાર્થીઓ માટે, અને પોતાના માટે પણ ખૂબ ઉપયોગી છે.
- સ્કૂલ નં - ૧૮- હું તાલીમમાં નહીં પણ પાર્ટીમાં જાવ છું અને ખૂબ એંજોય કરું છું અને એંજોય પણ રસપ્રદ તેથી હવે હું મારા આચાર્યશ્રી ને કહીશ કે આવી તાલીમ હોય તો મને જ મોકલજો.
- રાજેશભાઈ સ્કૂલ નં ૨૬૫- હું આ તાલીમ પછી જ્યારે એક્ટિવા પર ઘરે જતો હતો ત્યારે મે મેહસૂશ કર્યું કે હું આટલો ખુશ આ ટ્રેનિંગના લીધે જ હતો. કેમકે આ ટ્રેનિંગમાં હું બહુજ ખુશ હતો એટલે.

Post-test evaluation of participants' feedback

All participants reported understanding the overall objective of the programme while 94.3% reported that they found the tools used in the presentation were useful and that there was enough time given to understand the subject.

93.5% Participants have given trainer remark as “excellent in ability to fulfill workshop objective”. 82.11% participant rate excellent for creating a support and productive learning environment for all participants.

The trainers 'strengths reported by participants were – respect for participants, positive attitude, and expertise in exchanging the ideas and Involvement and interactive methods with participants.

92.68% Participants consider coming in workshop is time well spent and they are equipped to include life skills in their school routine. 89.43% Participants would like to adopt their learning in their work once they go back.

Some suggestions for improvement of the workshop by participants were -Time should be increased, refresher training, more video presentations, Need the workshop for all rest of the teachers & Parents.

Possible Challenges to be considered for LSE of students as a next step

- The introduction of life skills education will require input from the school and education authorities, and also for teacher training
- Requirement for the ongoing support of teaching programmes once they are in place.

Life skill education training Book distribution:

Students' book lesson includes:

- Lesson 1 – Early adolescence : experience sharing
- Lesson 2 – Building self-confidence & ability to hold discussions
 - Education services
- Lesson 3 – Positive perspective vision towards everything
- Lesson 4 - Bonding with friend
- Lesson 5 – sharing strong bond with family
- Lesson 6 – opting for healthy options
- Lesson 7 – deciding goal for a healthy life

D The way forward

Teachers endorsed to include life skills in their regular school routine as per the plan below

તારીખ /અઠવાડિયું	બુક નંબર	યુનિટ	પ્રકરણ	ટોપીક પૂરા કરવા	પેજ નંબર
14 નવેમ્બર	૧			ચિકન ડાંસ,પ્રેચર,બટરફ્લાય હેન્ડસેક	
18 થી 22 નવેમ્બર	૧	૧	૧	કૌશલ્ય વિકાસ	૧૧
૨૫ થી ૨૯ નવેમ્બર	૧	૧	૧	જનખોજ	૧૨
૨ થી ૬ ડિસેમ્બર	૧	૧	૨	વર્ગખંડ કરારનામું	૧૩
૯ થી ૧૪ ડિસેમ્બર	૧	૧	૩	વર્ગમિત્રોનું મુલાકાત પત્ર, પુસ્તકવચની વ્યક્તિનું મુલાકાત પત્ર	૧૪ ,૧૫
૧૬ થી ૨૦ ડિસેમ્બર	૧	૧	૪	શારીરિક ફેરફારો	૧૭
૨૩ થી ૨૭ ડિસેમ્બર	૨	૧	૫	સકારાત્મક મૂલ્યો	૪૬
૨ થી ૪ જાન્યુઆરી	૧,૨	૧	૬	ચિંતન /પ્રકરણ ૧ ની કસોટી	૨૮,૫૭(બુક ૨)
૬ થી ૧૧ જાન્યુઆરી	૧	૨	૧	આત્મવિશ્વાસના ત્રણ પાયા	૩૧
૧૪ થી ૧૮ જાન્યુઆરી	૧	૨	૨	પ્રવાસ ના મુદ્દા	૩૩
૨૦ થી ૨૫ જાન્યુઆરી	૧	૨	૩	સાંભળવાની કળા	૩૪,૩૫

૨૭ થી ૩૧ જાન્યુઆરી	૧	૨	૫,૬	આપવાની ક્ષમતા ,સારા નિર્ણયો તરફ આગળ વધો	૩૮,૩૯
૩ થી ૮ ફેબ્રુઆરી	૧	૨	૬	નિર્ણયો ! નિર્ણયો !	૪૦ ,૪૧
૧૦ થી ૧૫ ફેબ્રુઆરી	૧	૨ (પેટા વિભાગ)	૧	સેવા યોજના	૪૩,૪૪
૧૭ થી ૨૨ ફેબ્રુઆરી	૧	૨(પેટા વિભાગ)	૧	સેવા યોજના સર્વેક્ષણ,સેવા શિક્ષણ યોજના પસંદગી	૪૬,૪૭ ૪૮ થી ૫૨
૨૮ફેબ્રુઆરી				છેલ્લી તારીખ સુધીમાં પૂરું કરવું	

Training application initiated by teachers -


Sr. no	School no	Activities	Life skill message & video post on CFSCKC social media handle for glimpses
1	207	Chicken dance	Communication & understanding emotion (Connecting with children) https://www.facebook.com/1575612805862140/posts/2587722784651132/
	45	Butterfly handshake	Communication & understanding emotion (Connecting with each other) https://www.facebook.com/1575612805862140/posts/2590512587705485/
3	7	Welcome greet	Creative thinking & motivation (Connecting with each other) https://www.facebook.com/1575612805862140/posts/2624672110956199/
4	2	Remove stage fear and dialogues	Communication & Effective listening https://www.facebook.com/1575612805862140/posts/2633743283382415/
5	1	Routine lessons plan	Critical & creative thinking https://www.facebook.com/1575612805862140/posts/2635299729893437/
6	282	Supportive school	Creative & critical thinking (Joyful learning with peer teachers)

		environme nt	https://www.facebook.com/1575612805862140/p osts/2636039076486169/
7	7	Self- reflection	Critical thinking https://www.facebook.com/1575612805862140/p osts/2637318549691555/
8	7	Group work	Communication & understanding emotion https://www.facebook.com/CFCSurat/videos/1020 750191593744/

Annexure 1

I Permission Letter from SMC School Board to conduct life skills Trainings

કચેરી :- ૦૨૬૧-૨૪૫૫૩૦૧ શ્રી રૂપપ૩૦૪
અવસાથી :- ૦૨૬૧-૨૪૨૦૩૦૦
શાખાધિકારી :- (જી) ૦૨૬૧-૨૪૨૦૩૦૪
ઈ-મેઇલ :- msbsmc@gmail.com
વેબસાઇટ :- www.municipalschoolboardsurat.org



નગર પ્રાથમિક શિક્ષણ સમિતિ, સુરત.

ગોપીપુરા, પારસીવાડ, સુરત. - ૩૯૫૦૦૧

જાવક નં.- ૭૩૪૩
તારીખ/૦૧/૨૦૧૯

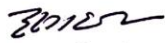
પ્રતિ,
ડૉ.વિકાસ દેસાઈ,
ટેકનીકલ ડાયરેક્ટર,
URBAN HEALTH AND CLIMATE
RESILIENCE CENTRE OF EXCELLENCE,
૧ માળે, પનાસ, સુરત.

વિષય : નગર પ્રાથમિક શિક્ષણ સમિતિ, સુરતની શાળામાં “ ચાઇલ્ડ ફ્રેન્ડલી
સ્માર્ટ સીટી “ દ્વારા પ્રવૃત્તિઓ કરાવવા માટે મંજૂરી આપવા બાબત.

જત ઉપરોક્ત વિષય અનુસંધાને આપ સહુને જણાવવાનું કે, સુરત મહાનગરપાલિકા તથા યુનિસેફ તથા યુએચસીઆરસીઈ ની સંયુક્ત પહેલ “ ચાઇલ્ડ ફ્રેન્ડલી સ્માર્ટ સીટી “ અન્વયે નગર પ્રાથમિક શિક્ષણ સમિતિ, સુરતની ઉધના ઝોન અને અઠવા ઝોનમાં આવેલી યુ.આર.સી.સ્કુલોની યાદી મુજબની શાળાઓ કાર્યક્ષેત્રમાં આવેલી તમામ શાળાના અભ્યાસ અને કેટલીક પ્રવૃત્તિઓ કરાવવા માટે મંજૂરી આપવામાં આવે છે. છે.

તેમજ શાળાના આચાર્યશ્રી સાથે પ્રોજેક્ટ ડિરેક્ટર ડૉ. વિકાસ દેસાઈ પ્રત્યક્ષ મુલાકાત લેશે. તેમજ તમારી સાથે રહીને પ્રવૃત્તિનું આયોજન કરશે. આ અંગે શાળા તરફ કોઈ નાંણાકીય વ્યવહારની જવાબદારી રહેશે નહીં.

વધુમાં, જણાવવાનું કે, આ પ્રવૃત્તિઓમાં તમારા સ્ટાફ તરફથી સાથ અને સહકાર આપવા તથા સહભાગી બનવા સૂચના આપવામાં આવે છે.


શાસનાધિકારી
નગર પ્રાથમિક શિક્ષણ સમિતિ,
સુરત.

બિડાણ : શાળાઓનું લીસ્ટ આ સાથે સામેલ છે.
નકલ રવાના : પ્રતિ, આચાર્યશ્રી, ઉધના ઝોન અને અઠવા ઝોનની શાળા તરફ જાણ તથા અમલ સારું.

Annexure 2

Agenda

Day 1		
Sr.no	Activity	Time
1	Breakfast / Registration	9:30 am to 10 am
2	Opening ceremony and Introduction of CFSCKC and Life skill Education	10 am to 11 am
3	Creating a learning community of caring relationships	11 am to 12 am
4	Creating a learning community of high expectations for positive behaviour and program overview and materials review	12 am to 1 pm
5	Lunch	1 pm to 2 pm
6	Materials review jigsaw group and implementation discussion	2 pm to 2:45 pm
7	Quick stretch	2:45 pm to 3: 50 pm
8	The four- phase lesson design and instructional strategies for teaching social and emotional skills	3:50 pm to 4:15 pm
9	Classroom implementation question and answers/ closing circle	4:15 pm to 5 pm
Day -2		
10	Breakfast	9:30 am to 10 am
11	Welcome, reflection on day one, and opening activity	10 am to 10:30 am
12	Building social and emotional competencies	10:30 am to 11am
13	Setting up now it's your turn	11am to 12am
14	Now it's your turn / lessons plan and discussion	12am to 1 pm
15	Lunch	1 pm to 1:45 pm
16	Energizer, groups and group discussion	1:45 pm to 4 pm
17	Implementation	4 pm to 4:30 pm
18	Evaluation and closure	4:30 pm to 5 pm

Annexure 3 Lesson plan



Butterfly handshake



Group devision



Sharing learning



Group Comitment



Group prsentation



Planning a class session



Lesson plan and presentation



Chikan dance



Group work and sharing/ learning activity



Book reading and understanding chapter



Motivation to group



Communication to each other



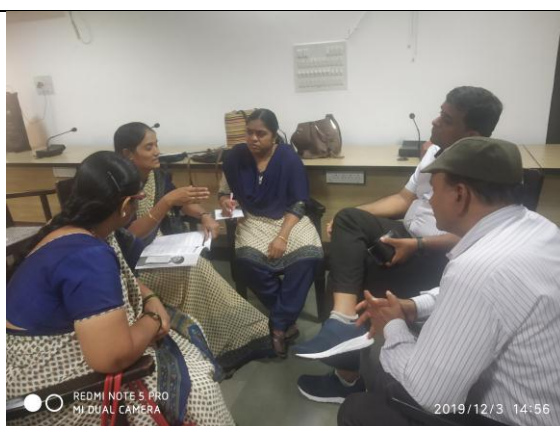
Experience sharing



Clock game



Group appreciation



Book reading and lesson plan



Understanding importance of life skill education



Class participation



Givan thank you to each other

Lesson plan page no 2 – sneha maam
from school no. 07
(critical & creative thinking)

પ્રશ્ન નામ : તમા વર્ષના અંગુલો.
 લેખક : બાલુત ત્રિપાઠી.

પાકની લિપિયુ રાઈ યામયા માટે લુકિંગ :-
"બડુવાનો મંદુલ"

HOT Question → તાલિ બદલા દિવસને તમે કઈ પ્રયોગ કરી /
શું કર્યું? જાણીને તમારા યાત્રાને / દિવસને
અનુભવી યાત્રાને બાંધ્યું?

Now WHAT - કોણે તમે જાણાઈ કહ્યો હશે
 એકલ મિત્રો? અથવા
 તમારી કઈ અથવા રૂબરૂમાં
 સુકિત મેળવ્યો?

Lesson plan page no 2– Deepika maam
from school no. 07
(critical & creative thinking)

ਜਾਇ- ਆਇਜੀਓ ਪਰ ਪ੍ਰਿਥਵੀ ਜਾਇਓ ਗਲਾਧੀਏ।

Now what:- દસેલી તમે તમામ આજીવિનું સારું જીવન જીવવાનું શરૂ કરો અને તમામ જીવન જીવવાનું શરૂ કરો

Lesson plan page no 2– Vijay sir from
school no. 07(critical thinking)

UNICEF - CFSKC - Life Skills Education Training

Venue: - CFS

Date: 23rd September 2023

No.	Teacher's Name	School Number	Contact	Mail id	Day 1 Sign	Day 2 Sign
1	Vikas D. Marathe	208	7878409885	marathe574@gmail.com		
2	Mukesh B. Patel	220	7778055565	mukeshpatel1904@gmail.com		
3	Sudhanshu K. Gavit	219	7878565558	Sudhanshu077@gmail.com		
4	Sanjay S. Chaudhari	209	7878665544	sanjaychoudhari19@gmail.com		
5	Amal A. Patel	209	7878665544	AmalPatel31@gmail.com		
6	Kamlesh A. Gavit	46	7878665544	Kamleshgavit1980@gmail.com		
7	Pravin A. Chaudhari	46	7878665544	pravinchaudhari19@gmail.com		
8	Vaishali S. Patel	49	7878665544	aishvini1@gmail.com		
9	Simran B. Patel	49	7878665544	Simranpatel110@gmail.com		
10	Pravin A. Chaudhari	207	7878665544	pravinchaudhari19@gmail.com		
11	Pravin A. Chaudhari	207	7878665544	pravinchaudhari19@gmail.com		
12	Pravin A. Chaudhari	173	7878665544	pravinchaudhari19@gmail.com		
13	Pravin A. Chaudhari	118	7878665544	pravinchaudhari19@gmail.com		
14	Pravin A. Chaudhari	45	7878665544	pravinchaudhari19@gmail.com		
15	Pravin A. Chaudhari	45	7878665544	pravinchaudhari19@gmail.com		
16	Pravin A. Chaudhari	208	7878665544	pravinchaudhari19@gmail.com		
17	Pravin A. Chaudhari	219	7878665544	pravinchaudhari19@gmail.com		
18	Pravin A. Chaudhari	220	7878665544	pravinchaudhari19@gmail.com		
19	Pravin A. Chaudhari	197	7878665544	pravinchaudhari19@gmail.com		

Attendent sheet batch- 2 page 1

UNICEF - CFSKC - Life Skills Education Training

Venue: - CFS

Date: 23rd September 2023

No.	Teacher's Name	School Number	Contact	Mail id	Day 1 Sign	Day 2 Sign
1	Vikas D. Marathe	208	7878409885	marathe574@gmail.com		
2	Mukesh B. Patel	220	7778055565	mukeshpatel1904@gmail.com		
3	Sudhanshu K. Gavit	219	7878565558	Sudhanshu077@gmail.com		
4	Sanjay S. Chaudhari	209	7878665544	sanjaychoudhari19@gmail.com		
5	Amal A. Patel	209	7878665544	AmalPatel31@gmail.com		
6	Kamlesh A. Gavit	46	7878665544	Kamleshgavit1980@gmail.com		
7	Pravin A. Chaudhari	46	7878665544	pravinchaudhari19@gmail.com		
8	Vaishali S. Patel	49	7878665544	aishvini1@gmail.com		
9	Simran B. Patel	49	7878665544	Simranpatel110@gmail.com		
10	Pravin A. Chaudhari	207	7878665544	pravinchaudhari19@gmail.com		
11	Pravin A. Chaudhari	207	7878665544	pravinchaudhari19@gmail.com		
12	Pravin A. Chaudhari	173	7878665544	pravinchaudhari19@gmail.com		
13	Pravin A. Chaudhari	118	7878665544	pravinchaudhari19@gmail.com		
14	Pravin A. Chaudhari	45	7878665544	pravinchaudhari19@gmail.com		
15	Pravin A. Chaudhari	45	7878665544	pravinchaudhari19@gmail.com		
16	Pravin A. Chaudhari	208	7878665544	pravinchaudhari19@gmail.com		
17	Pravin A. Chaudhari	219	7878665544	pravinchaudhari19@gmail.com		
18	Pravin A. Chaudhari	220	7878665544	pravinchaudhari19@gmail.com		
19	Pravin A. Chaudhari	197	7878665544	pravinchaudhari19@gmail.com		

Attendent sheet batch- 2 page 2

UNICEF - CFSKC - Life Skills Education Training

Venue: - CFS

Date: 26/11/2023

No.	Teachers name	School no.	Contact no.	Mail id	Sign Day 1	Sign Day 2
1	Namita N. Agait	12	926982876			
2	Kabir M. Dhiraj	129	926982876			
3	Pravin A. Jadhav	101	926982876			
4	Hrushika S. Kumbhar	14	926982876			
5	Sanjay A. Salunkhe	13	926982876			
6	Dr. Balwant R. Kumbhar	13	926982876			
7	Snigdha N. Patel	04	926982876			
8	Pratik R. Raut	04	926982876			
9	Pravin A. Salunkhe	103	926982876			
10	Tarun K. Gadgil	324	926982876			
11	Kiran B. G. Gadgil	324	926982876			
12	Pravin A. Salunkhe	325	926982876			

Attendent sheet batch- 2 page 1

UNICEF - CFSKC - Life Skills Education Training

Venue: - CFS

Date: 26/11/2023

No.	Teachers name	School no.	Contact no.	Mail id	Sign Day 1	Sign Day 2
1	Vikas K. Kumbhar	109	926982876	vikaskumbhar19@gmail.com		
2	Pravin A. Salunkhe	148	926982876	pravin.salunkhe@gmail.com		
3	Pravin A. Salunkhe	134	926982876			
4	Pravin A. Salunkhe	03	926982876			
5	Pravin A. Salunkhe	03	926982876			
6	Pravin A. Salunkhe	64	926982876			
7	Pravin A. Salunkhe	101	926982876			
8	Pravin A. Salunkhe	325	926982876			
9	Pravin A. Salunkhe	121	926982876			
10	Pravin A. Salunkhe	121	926982876			
11	Pravin A. Salunkhe	78	926982876			
12	Pravin A. Salunkhe	14	926982876			
13	Pravin A. Salunkhe	64	926982876			
14	Pravin A. Salunkhe	13	926982876			

Attendent sheet batch- 2 page 2

UNICEF - CFSKC - Life Skills Education Training

Venue: - CFS

Date: 28/11/2023

No.	Teachers name	School no.	Contact no.	Mail id	Sign Day 1	Sign Day 2
1	Sanjay K. Kumbhar	297	926982876	Sanjay.Kumbhar@gmail.com		
2	Kiran K. Kumbhar	76	926982876	Kiran.Kumbhar@gmail.com		
3	Vaishali S. Kumbhar	76	926982876	Vaishali.S.Kumbhar@gmail.com		
4	Pravin A. Kumbhar	213	926982876	Pravin.A.Kumbhar@gmail.com		
5	Kiran K. Kumbhar	213	926982876	Kiran.K.Kumbhar@gmail.com		
6	Pravin A. Kumbhar	26	926982876	Pravin.A.Kumbhar@gmail.com		
7	Pravin A. Kumbhar	296	926982876	Pravin.A.Kumbhar@gmail.com		
8	Pravin A. Kumbhar	296	926982876	Pravin.A.Kumbhar@gmail.com		
9	Pravin A. Kumbhar	184	926982876	Pravin.A.Kumbhar@gmail.com		
10	Pravin A. Kumbhar	124	926982876	Pravin.A.Kumbhar@gmail.com		
11	Pravin A. Kumbhar	5	926982876	Pravin.A.Kumbhar@gmail.com		
12	Pravin A. Kumbhar	5	926982876	Pravin.A.Kumbhar@gmail.com		
13	Pravin A. Kumbhar	2	926982876	Pravin.A.Kumbhar@gmail.com		
14	Pravin A. Kumbhar	01	926982876	Pravin.A.Kumbhar@gmail.com		

Attendent sheet batch- 3 page 1

UNICEF - CFSKC - Life Skills Education Training

Venue: - CFS

Date: 28/11/2023

No.	Teachers name	School no.	Contact no.	Mail id	Sign Day 1	Sign Day 2
1	Pravin A. Kumbhar	295	926982876	pravin.a.kumbhar@gmail.com		
2	Pravin A. Kumbhar	295	926982876	pravin.a.kumbhar@gmail.com		
3	Pravin A. Kumbhar	295	926982876	pravin.a.kumbhar@gmail.com		
4	Pravin A. Kumbhar	295	926982876	pravin.a.kumbhar@gmail.com		
5	Pravin A. Kumbhar	214	926982876	pravin.a.kumbhar@gmail.com		
6	Pravin A. Kumbhar	294	926982876	pravin.a.kumbhar@gmail.com		
7	Pravin A. Kumbhar	214	926982876	pravin.a.kumbhar@gmail.com		
8	Pravin A. Kumbhar	297	926982876	pravin.a.kumbhar@gmail.com		
9	Pravin A. Kumbhar	10	926982876	pravin.a.kumbhar@gmail.com		
10	Pravin A. Kumbhar	10	926982876	pravin.a.kumbhar@gmail.com		
11	Pravin A. Kumbhar	7	926982876	pravin.a.kumbhar@gmail.com		
12	Pravin A. Kumbhar	294	926982876	pravin.a.kumbhar@gmail.com		
13	Pravin A. Kumbhar	297	926982876	pravin.a.kumbhar@gmail.com		
14	Pravin A. Kumbhar	3117	926982876	pravin.a.kumbhar@gmail.com		

Attendent sheet batch- 3 page 2

UNCRCE-CPSCRC - life skill education training Venue - CSS Date - 24.8.2020 December 2019

No.	Teachers name	School no.	Contact no.	Mail id	Sign Day 1	Sign Day 2
1	Dinesh Ahire	06	9974100815	ahire.dinesh123@gmail.com	Ah	De
2	Ravindra Kishoregar	82	972511253	ravindra.kishoregar77@gmail.com	De	De
3	Satish Arjun Panfali	262	991152843	Satish.Arjun.Panfali@gmail.com	De	De
4	Bhushan P. Patil	262	997450275	bhushanp1183@gmail.com	De	De
5	Kirti V. Kolhe	222	972402609	Kirtikolhekar@gmail.com	De	De
6	Geetaben R. Shimpi	264	9904379714	geetashimpi88@gmail.com	De	De
7	Ramabhatra O. Jagdale	223	9725546037	rajimhatra@gmail.com	De	De
8	Ramabhatra N. Joshi	264	9725546037	ramabhatra.n.joshi@gmail.com	De	De
9	Smriti D. Bhongale	223	9725546037	SmritiD.Bhongale@gmail.com	De	De
10	Arvinder A. Gaudkulkarni	52	9749087983	Arvinder.A.Gaudkulkarni@gmail.com	De	De
11	Dnyaneshwar T. Poddar	216	9724936683	dpoddar1121@gmail.com	De	De
12	Sanjay Suryawanshi	223	9695662199	sanjay.suryawanshi@gmail.com	De	De
13	Hareesh Shyam Wagh	212	9725383426	hareeshshyamwagh@gmail.com	De	De
14	Pratik S. Kolhe	1412	9514650161	pratikkolhe11@gmail.com	De	De

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UNCRCE-CPSCRC - life skill education training Venue - CSS Date - 24.8.2020 December 2019

No.	Teachers name	School no.	Contact no.	Mail id	Sign Day 1	Sign Day 2
15	Rohini Prathap Pandit	215	9427793987	rohinipandit55@gmail.com	De	De
16	Umesh V. Solanki	217	972511253	umeshsolanki55@gmail.com	De	De
17	Savitri Lata Shinde	212	880938388	Savitripd123@gmail.com	De	De
18	Nandana G. Patil	224	9916402397	Nandana.G.Patil@gmail.com	De	De
19	Dipesh R. Sankar	202	9725546037	dipeshsankar@gmail.com	De	De
20	Pooja A. Chaudhari	211	9725546037	pooja.chaudhari21@gmail.com	De	De
21	Kamlesh M. Patil	211	9725546037	kamlesh.patil@gmail.com	De	De
22	Kalal Hemant N. N. N.	216	9725546037	kalalhemantn@gmail.com	De	De
23	Kishor Datta B. B. B.	223	9725546037	kishordatta@gmail.com	De	De
24	Sushma Kantilal N. N.	52	9425148054	sushmakantilal@gmail.com	De	De
25	Maheshwar R. B. B.	215	832072977	maheshwar@gmail.com	De	De
26	Rajendra A. A.	217	9725546037	rajendraa@gmail.com	De	De

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Attendent sheet batch- 4 page 1

Attendent sheet batch- 4 page 2

UNCRCE-CPSCRC - life skill education training Venue - CSS Date - 24.8.2020 December 2019

No.	Teachers name	School no.	Contact no.	Mail id	Sign Day 1	Sign Day 2
1	Pooja R. Gaud	71	9904379714	pooja.r.gaud@gmail.com	De	De
2	Tatish R. Chaudhari	337	972511253	tatishr.chaudhari@gmail.com	De	De
3	Kishor N. N.	275	955813218	kishorn.n.n@gmail.com	De	De
4	Anura H. N.	265	9727181053	anurah.n.n@gmail.com	De	De
5	Patil Jyoti Z.	205	9838369	patiljyoti@gmail.com	De	De
6	Vijay Anil R.	205	9405321252	vijayanilr@gmail.com	De	De
7	Ratish M. M.	199	9900655208	multiTeacher099@gmail.com	De	De
8	Satish R. B. B.	12	9729407645	satishr.b.b@gmail.com	De	De
9	Shruti M. S.	37	9729407645	shruti.m.s@gmail.com	De	De
10	Shruti M. S.	37	9729407645	shruti.m.s@gmail.com	De	De
11	Sudha M. S.	221	991920128	sudham.s@gmail.com	De	De
12	Gajendra K. P.	221	962096344	gajendrak.p@gmail.com	De	De

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UNCRCE-CPSCRC - life skill education training Venue - CSS Date - 24.8.2020 December 2019


No.	Teachers name	School no.	Contact no.	Mail id	Sign Day 1	Sign Day 2
1	Pooja R. Gaud	265	9904379714	pooja.r.gaud@gmail.com	De	De
2	Satish R. Chaudhari	275	955813218	satishr.chaudhari@gmail.com	De	De
3	Anura H. N.	19	9727181053	anurah.n.n@gmail.com	De	De
4	Chaudhari Jyoti	255	955668222	chaudharyjyoti@gmail.com	De	De
5	Gajendra K. P.	221	962096344	gajendrak.p@gmail.com	De	De
6	Maheshwar R. B.	215	832072977	maheshwar@gmail.com	De	De
7	Sushma Kantilal N.	221	9425148054	sushmakantilal@gmail.com	De	De
8	Patil Jyoti Z.	205	9838369	patiljyoti@gmail.com	De	De
9	Umesh Ch. A.	254	9725546037	umeshchandra@gmail.com	De	De
10	Prakash Kumar P.	254	8160247942	prakashkumar@gmail.com	De	De
11	Shakti A. S.	257	709192818	shakti.a.s@gmail.com	De	De
12	Tarashwini S.	258	99984609	tarashwini.s@gmail.com	De	De
13	Rachana K.	77	876583381	rachana.k@gmail.com	De	De
14	Ratish M. M.	199	9900655208	multiTeacher099@gmail.com	De	De

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Attendent sheet batch- 5 page 1

Attendent sheet batch- 5 page 2


THE INTERNATIONAL ASSOCIATION OF LIONS CLUBS
District : 3232F2 2619-20



Lions Quest
Social & Emotional Learning
for the 21st Century
website : www.lionsquestindia.org



LIONS QUEST



Lion Deepak Pakhale
District Chairperson Lions Quest
Mo. 98259 75700
email : deepakpakhale@yahoo.com

FORMA : D-1

TTW EVALUATION BY PARTICIPANTS

PARTICIPANT'S NAME

Trainer's Name	Club	Place of Workshop	Dates of Working
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Participant's current occupation

Teacher	Counselor	Social Worker
Administrator	Parent/Guardian	Other, specify

Trainer's Evaluation :

A. Please provide your answers in "Yes OR No"

	Yes / No
1. Have you understood the overall objectives of the programme ?	
2. Have you felt encouraged to participate during the workshop ?	
3. Did you find the tools used in the presentation to be useful in your understanding ?	
4. Was there enough time given to understand the subject ?	
5. Were you encouraged to ask questions and clarify doubts ?	

B. Please rate (for trainer) this on the given scale

	Poor	Fair	Good	Excellent
1. Ability to fulfill workshop objectives				
2. Creating a supporting and productive learning environment for all participants				
3. Use of presentation tools to communicate ideas				
4. Effective use of time				
5. Answering of queries and clarifications of doubts				
6. Modeling various roles required in the workshop				

C. What would you perceive as your trainer's strength ?

D. What would you perceive as your trainer's areas of improvement ?

E. Your oval evaluation of the trainer on the given scale

	Poor	Fair	Good	Very Good	Excellent

Lion Neepam Sheth
District Governor
98241 59004

Lion Piyush Patel
Coordinator Region 1
73833 83432

Lion Deepak Pakhale
District Chairperson
98259 75700

Lion Dr. Dilip Varsani
Coordinator Region 2
98259 89068

Lion Shaheerzad Bodila
District Coordinator
98983 05786

Lion Heena Patel
Coordinator Region 3
98984 17292

Lion Chandresh Mehta
Additional District Coordinator
98245 64973


Lion Sanjiv Borse
Coordinator Region 4
98241 28850

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THE INTERNATIONAL ASSOCIATION OF LIONS CLUBS
District : 3232F2 2619-20



Lions Quest
Social & Emotional Learning
for the 21st Century
website : www.lionsquestindia.org



LIONS QUEST



Lion Deepak Pakhale
District Chairperson Lions Quest
Mo. 98259 75700
email : deepakpakhale@yahoo.com

FORMA : D-2

Workshop Evaluation :

A. Please provide your answers in "Yes or No"

	Yes / No
1. Do you consider coming here is time well spent ?	
2. Do you find the themes of the workshop relating to your day to day work ?	
3. Does the content of the programme makes you feel "more" enabled in your profile ?	
4. Do you find instructional strategies useful ?	
5. Would you like to adopt your learning in your work once you go back ?	

B. Your evaluation about physical environment of the workshop on the given scale

	Poor	Fair	Good	Very Good	Excellent
1. Hall arrangement					
2. Audio Visual equipment					
3. Power Point Presentations					

C. Your overall evaluation of the workshop on the given scale

	Poor	Fair	Good	Very Good	Excellent

D. What did you enjoy most in the workshop ?

E. What are your suggestions for improvement of the workshop ?

(The organizer will sent this form to LQIF Ahmedabad within a week of TTW Completion)

Lion Neepam Sheth
District Governor
98241 59004

Lion Piyush Patel
Coordinator Region 1
73833 83432

Lion Deepak Pakhale
District Chairperson
98259 75700

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98984 17292

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98245 64973

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