

# ***Models of Life Skills***

**Model 3 : UNICEF MODEL OF LIFE SKILLS**  
*(UNITED NATIONS INTERNATIONAL CHILDREN'S EMERGENCY FUND)*

## **FORMAL**

In the formal primary or secondary school curriculum:  
Facilitated by a teacher trained in the content and methods

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- ❖ Through a relevant "carrier subject", with time designated in the schedule
- ❖ May or may not be assessed



May be complemented by:

- ❖ Guest speakers and outside resource people
- ❖ Extra-curricular projects & activities

Examples:

- ❖ Pilot Project on Life Skills and HIV/AIDS Education in Primary Schools
- ❖ AIDS Action Programme for Schools

## **CROSS-OVER**

Extra-curricular programme affiliated *with* schools but not necessarily delivered in schools

Participants may be reached through schools

School resources and facilities often used, either during or out of school time

- ❖ Facilitated by somebody trained in the content and methods, usually with teacher support; (e.g., peer educators, guidance counsellors, social workers)



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## **NON-FORMAL**

Programme delivered and participants reached through community settings and organizations, such as health centers, drop-in centers, churches, street programmes, women's/young people's groups and clubs (e.g., girl guides/boy scouts)

Typically target out-of-school youth, but may include students as educators, counselors or learners

- ❖ Curriculum typically developed by non-governmental or community-based organizations, rather than government

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## **TECHNOLOGY / MEDIA**

Educational messages, stories & activities delivered through local or national communication channels, including TV, radio, videos, comic books, storybooks, audiocassettes, posters, Internet, newspapers, etc.

- ❖ Can supplement any of the first three models
- May provide educational activities or materials that can be used in schools

Examples:

- ❖ Sara, Meena, Right to Know, Straight Talk, Sexwise, SoulCity

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**INVOLUNTARY ENVIRONMENTS**

Programmes delivered within an institution or involuntary setting such as detention centres and transition houses. Includes programmes that must be completed as a penalty (e.g. drunk-driving counselling courses)

- ❖ Maybe voluntary or involuntary
- ❖ Requires facilitators experienced in working with the participant group
- ❖ The fact that participants may not want to be there is the greatest challenge
- ❖ Useful to make links with programmes delivered outside the involuntary environment, including transition programmes and livelihood programmes (e.g. points or accreditation in the course count towards training that can be continued outside the detention centre)

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**PIGGY BACK**

Issue addressed in the context of a programme designed for another purpose. (e.g., livelihoods, vocational training)

- ❖ Best when facilitators are experienced in livelihoods and the issues of interest (perhaps using two sets of experts rather than training a single expert from one programme area to attempt to deliver the other)

**EMERGENCY SITUATIONS**

Programme delivered and participants reached in a protective environment within the emergency setting such as Child-Friendly Spaces, IDP/refugee camps, health centers, or churches.

- ❖ Learners include children, young people, women, and men, depending on the life skills topic (e.g. landmine awareness, violence prevention, conflict resolution, peace building, HIV/AIDS prevention, health and sanitation)
- ❖ Curriculum typically developed by international agencies, non-governmental or community-based organizations, rather than government

Example:

- ❖ UNICEF Southern (Operation Life Line ) LSBE for HIV/AIDS Prevention, Health/Sanitation, Peace Education and the Environment

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# *Models of Life Skills*

**Model 3 : SASKATCHEWAN NEW START**

# Saskatchewan New Start model

- The Saskatchewan New Start model of Life Skills was developed in the late sixties and early seventies in Prince Albert, Saskatchewan, as a joint initiative of the federal Department of Manpower and Immigration and the Saskatchewan Department of Education.
- The intent was to design an effective system of delivering adult basic education to disadvantaged populations.
- The designers educators, psychologists and counsellors - developed an experiential approach that incorporates specific skills, a sequence of skill development and specific problem solving systems.
- That approach has since been adapted to make the training relevant to anyone wishing to develop and improve communication and problem solving skills.

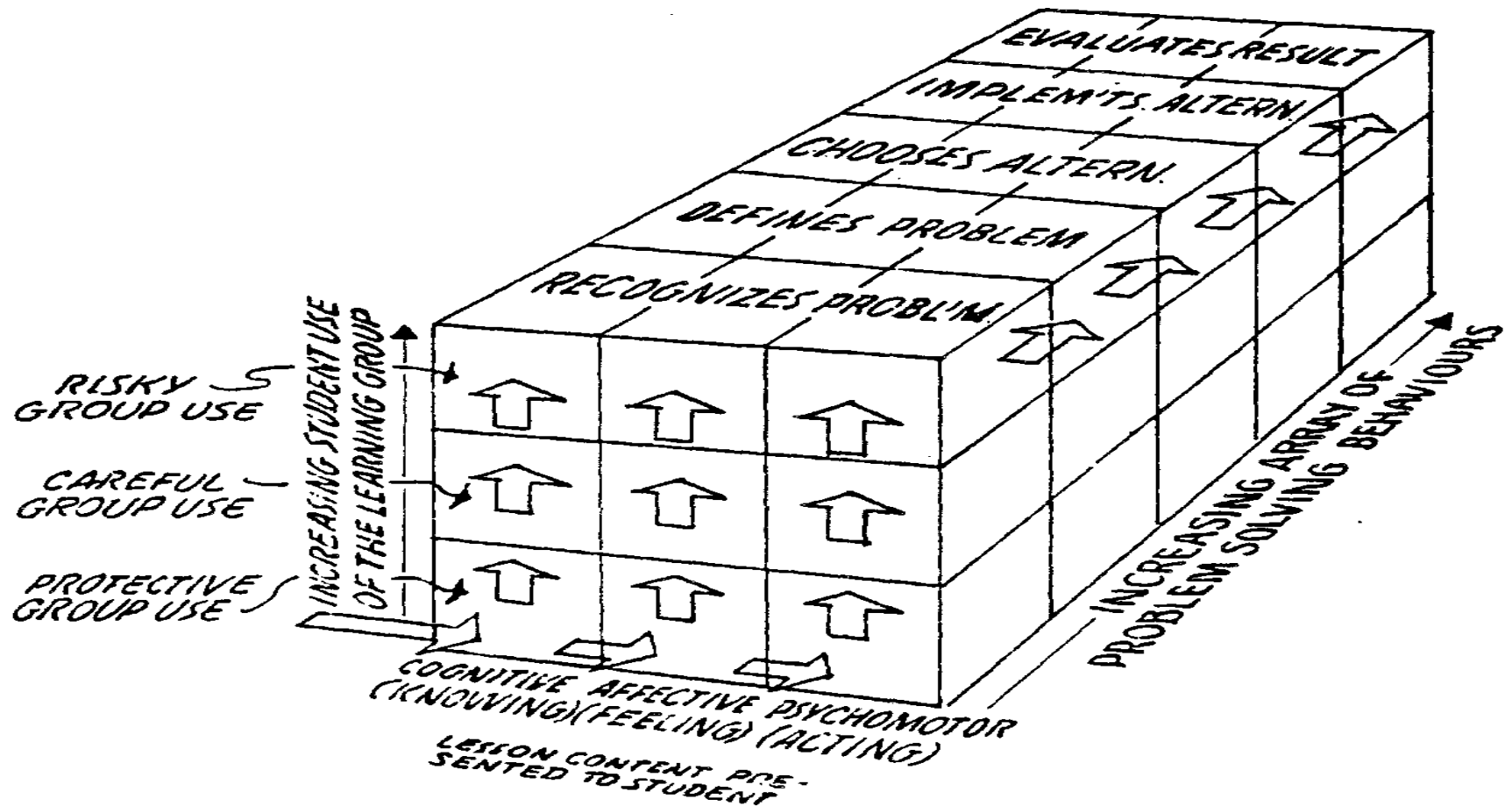
# Saskatchewan New Start model

- Many people were involved in the initial development of NLS in Saskatchewan in the late 1960s and early 1970s. The following developers played key roles and their works are cited:
- Stuart Conger, former Chairman and Executive Director, Saskatchewan NewStart Inc., co-editor of the Life Skills Coaching Manual (Conger & Himsl, 1973), contributor to Readings in Life Skills (Mullen, 1973)
- Paul Curtiss, developer of Life Skills Coach training procedures, coauthor of The Dynamics of Life Skills Coaching (Curtiss & Warren, 1973), contributor to Readings in Life Skills (Mullen, 1973)

# NLS Theory

- The NLS concept came to encompass problem solving in the five life areas of self, family, community, job, and leisure (Himsl, 1973c, pp. 15-16).
- *NLS theory is approached by explaining*
  - A. The Life Skills Process/Content Model
  - B. The Life Skills Integration Model
  - C. Life Skills and Evaluation.

# A. The Life Skills Process/Content Model

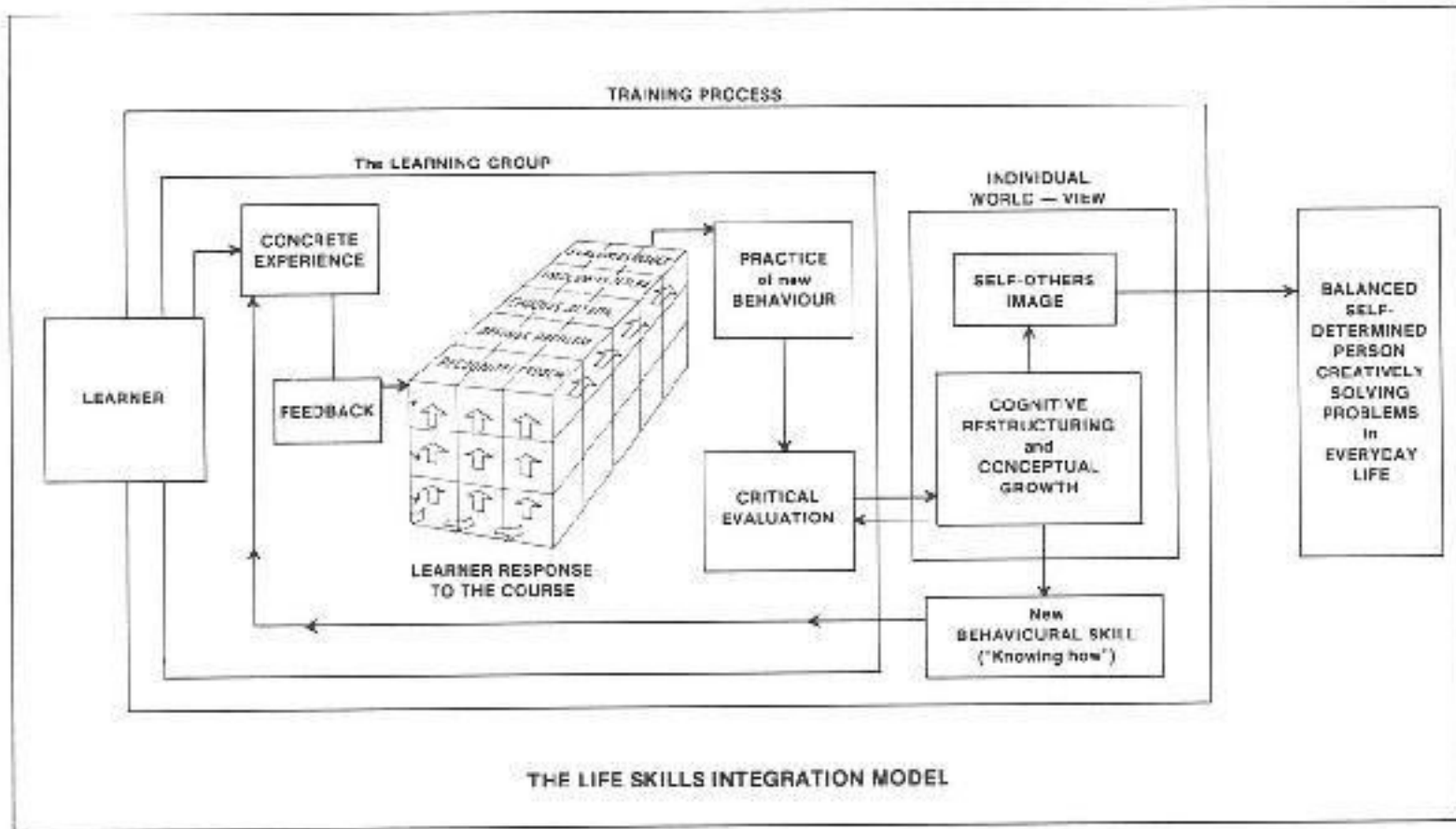




## **A. The Life Skills Process/Content Model**

“The ideal student responds to the course content knowingly, feelingly, and by action: he uses the group to refine his response to the content; he applies a complete range of problem solving skills to the situations in the content” (Himsl, 1973c, p. 22).

# B. The Life Skills Integration Model



## **B. The Life Skills Integration Model**

- The title “Life Skills Integration Model” has been chosen because it encapsulates the notion that the learning of life skills is a process of integrating sub-skills, manifested outwardly as observable behaviours, into cognitive structure. These sub-skills are successively subsumed into higher-order life skills, which in turn are manifested as observable problem solving and interpersonal behaviours of an increasingly complex nature.

## **B. The Life Skills Integration Model**

Life Skills Integration model (Figure 2) shows a training process that begins with an individual learner who uses the learning group experience – represented by Himsl's (1973b) Process/Content model – to expand cognitive restructuring and conceptual growth. The expected outcome of the training process is a Balanced Self-Determined (BSD) person.

# C. Life Skills and Evaluation

- The NLS literature includes a number of short-term student group evaluations (Conger, 1973a; Darou, 1977a, 1978a; Hearn, 1985b; Korzeniowski & Gander, 1974; Mitchell, 2003; Riediger, 1973) that speak to attitudinal changes on the part of the students but do not directly address coach effectiveness. Richmond (1974) and Dunkley (1977) did longer-term follow-up studies with student group graduates, though again there was no mention of coaches.

*Thank a lot.....*