

## Appendix D : Teachers' Training Workshop

A one day training workshop was conducted for the teachers. Initially the workshop was planned for two days; however, it was reduced to one day due to unavailability of time with the school administration. The objective of the workshop was to orient the teachers with the basic concept of life skills and impart training on the life skills program implementation. The following topics were covered giving a background on adolescents and the necessity of the development of life skills among them:

### Teachers' Training Workshop for Life Skills program

Day 1	Time	Content
	9.00 - 10.00 a.m.	<b>Introduction:</b> <ul style="list-style-type: none"><li>· Adolescence: definition, needs, and changes in adolescence, Changing global context and adolescents</li><li>· Need for life skills for adolescents</li></ul>
	10.45 - 1.45 pm	Life skills for adolescents: Definition and components The life skills intervention programs in India and abroad: An overview
	2.00 - 5.00 pm	Modules and sessions of the life skills program
	5.15 - 6.30 pm	Evaluation of the life skills program and The teachers' training workshop

### Professional Skills and Competencies in Teachers

Teachers and other facilitators of learning involved with skills-based health education need to employ interactive teaching methods. The following characteristics are necessary for the same:

- » Affectionate, supportive, and full of enthusiasm
- » Ability to play different roles- to support, focus, guide or direct the group as required
- » Respect for the adolescent and his or her freedom of choice and individual self-determination
- » Ability to deal with sensitive issues, such as hygiene, sexual and reproductive health, friendships, and difficult decisions about the future.
- » Appropriate personal and professional attitudes and practices such as assertiveness, stress management, and problem-solving.
- » Practice what you preach. Teachers and other facilitators need extensive opportunities to practice participatory learning methods such as open discussion, role- plays and cooperative group work.
- » Accurate knowledge of and adequate personal comfort with the issues being addressed; and the ability to refer to other sources of expertise where necessary.

(Source: WHO & UNICEF, 2006)