

Unit 2



Self-Management Skills

INTRODUCTION

Self-management, which is also referred to as ‘self-control’ or ‘self-regulation’, is the ability to regulate one’s emotions, thoughts, and behaviour effectively in different situations. This includes motivating oneself, and setting and working towards personal and academic goals. Students with strong self-management skills are able to do different activities effectively, including managing their timelines, focusing on their tasks, cooperating with others in school and at home and perform better in their studies. It helps in future studies, work and life.



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SESSION 1: INTRODUCTION TO SELF-MANAGEMENT

After writing an exam, have you ever felt that you should have studied more? Do you think that you could manage your hobbies, interests, and studies better if you could manage your time well?

Self-management involves understanding yourself, understanding what your interests and abilities are,



Figure 2.1: Who Am I?

having a positive attitude and grooming yourself in order to develop self-confidence (See Figure 2.1).

Self-management can also help in:

- developing good habits
- overcoming bad habits
- reaching your goals
- overcoming challenges and difficulties

Being able to manage yourself helps you to avoid stress and provides opportunities to get involved in fun activities.

Self-management skills include the following:



Fig. 2.2: Self-awareness

Self-awareness

Knowing yourself as an individual – your values, likes, dislikes, strengths and weaknesses



Fig. 2.3: Self-control

Self-control

Ability to control your behaviour, discipline, etc.



Fig. 2.4: Self-confidence

Self-confidence

Believing in yourself that you can do any task that is given to you and not scared of taking risks



Fig. 2.5: Problem Solving

Problem solving

Understanding a problem and finding a solution using step-by-step method

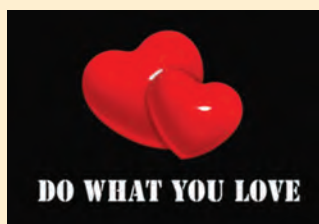


Fig. 2.6: Self-motivation

Self-motivation

Doing tasks on your own without any external motivation



Fig. 2.7: Hygiene and grooming

Personal hygiene and grooming

Keeping oneself clean, healthy and smart



Fig. 2.8: Positive Thinking

Positive thinking

Expressing certainty or affirmation even in tough situations



Fig. 2.9: Teamwork

Team work

Working together with people to accomplish shared goals.



Fig. 2.10: Time management

Time management
Achieving tasks on time and according to the plan



Fig. 2.11: Goal setting

Goal setting
Planning concrete goals to be accomplished within a set timeframe.

Practical Exercises

The practical activities will be facilitated by the teacher and necessary feedback will be provided by the teachers to the students.

Activity 1

Self-management skills

Materials required

Student textbooks, pen

Procedure

Read the following paragraph. Write in class. One volunteer can read what he/she wrote and other students can discuss.

“Manish got admission to a new school. His clothes were not clean, shoes were not polished and laces were not tied. He did not smile at anyone and looked sad. He did not look confident. What are the qualities of self-management that you think are missing in Manish?”

Activity 2

How self-aware are you?

Materials required

Student textbooks, pen

Procedure

- Form pairs of students who are friends or know each other well.
- The students to rate each other on the scale of ‘Good’, ‘OK’ or ‘Bad’, on self-management skills given in the table below.

My name		My friend's name
Self-management skill	My rating of my ability	My friend's rating of my ability

NOTES

Confident (Self-confidence)		
Positive and Cheerful (Positive Thinking)		
Neat and Clean (Personal Hygiene and Grooming)		
On-time (Punctuality)		

- Rate your partner on the same rating scale and skills.
- Compare what you thought of yourself and what your partner thought of you. If it is the same, then it means that you are aware of your skills. If the ratings are different, you can discuss why the partner thought about you differently.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Which of the following is not a self-management skill?
 - (a) Problem solving
 - (b) Bargaining
 - (c) Understanding self
 - (d) Confidence building
2. Grooming is a term associated with
 - (a) time management
 - (b) problem solving
 - (c) neat and clean appearance
 - (d) self-management

B. Short answer questions

1. Write a short note on the factors influencing self-management.
2. List any 05 self-management skills.
3. Draw an outline of your right hand and label each finger with different factors that influence you in managing yourself.

What have you learnt?

After completing this session, you will be able to

- describe self-management in your own words.
- describe the importance of self-management.
- list the various self-management skills.

SESSION 2: STRENGTH AND WEAKNESS ANALYSIS

Have you ever wondered why you get good marks in one subject and not so good in another subject? Knowing what you do well or not so well, will help you in converting your weaknesses into strengths and strengths into an exceptional performance. The strength and weakness analysis helps you in this process. Strength and weakness analysis begins with knowing yourself first.

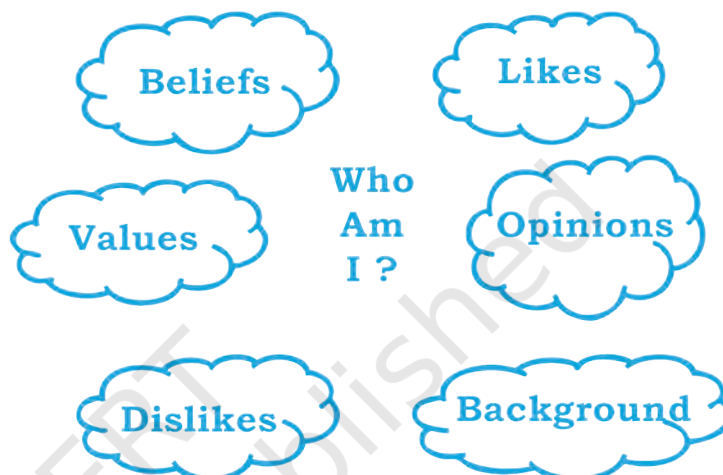


Figure 2.12: Knowing Yourself

Knowing yourself

It means understanding who you are, what you like, what you do not like, what are your beliefs, what are your opinions, what is your background, what you do well and what you do not do well? It is important to know who you are, because only then can you measure your strengths and weaknesses (See Figure 2.12).

Strength and weakness analysis

Being 'self-aware' or understanding 'Who am I?' means looking outside our usual characteristics, such as our name, qualifications, and the relationship we have with others. It actually means knowing our inner strengths, hidden talents, skills and even weaknesses. Let us look at what could be our strengths and weaknesses.

Examples of strength

- I am good at understanding other people's emotion.
- I am confident in dealing with strangers while keeping myself safe from any harm.
- I help my parents in household chores.
- I play cricket very well.

Examples of weakness

- I am unable to resist junk food when my friends suggest.
- I would like to learn more about computers.



Strengths are what we do well and are good at. Everyone has some strengths.



Weaknesses, also known as 'areas of improvement' are what we do not do well and are not good at. Everyone has some weaknesses too.

Fig. 2.13: Strength and Weakness

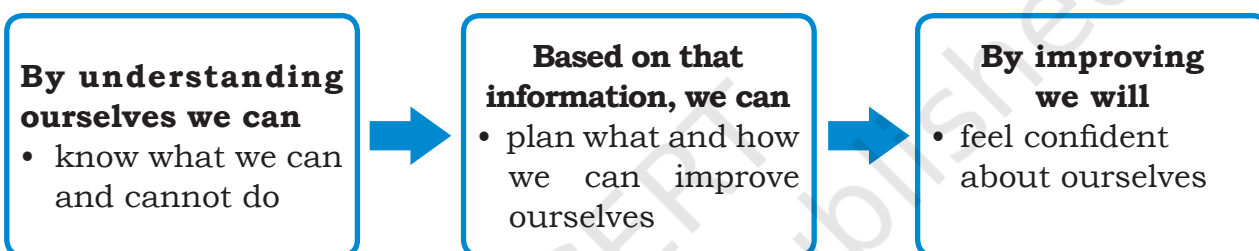


Fig. 2.14: Identifying Strengths and Weaknesses

Identifying strengths

- Take time off to think about what you do well
- Think of anything that you are always good at
- Think about what others appreciate about you

Identifying weaknesses

- Point out the areas where you struggle and what you find difficult to do
- Look at the feedback you receive from others
- Be open to feedback and accept your weaknesses without feeling small about it. Look at it as an area of improvement.

Here are few questions that can help you find your strengths and weaknesses (Figure 2.15).

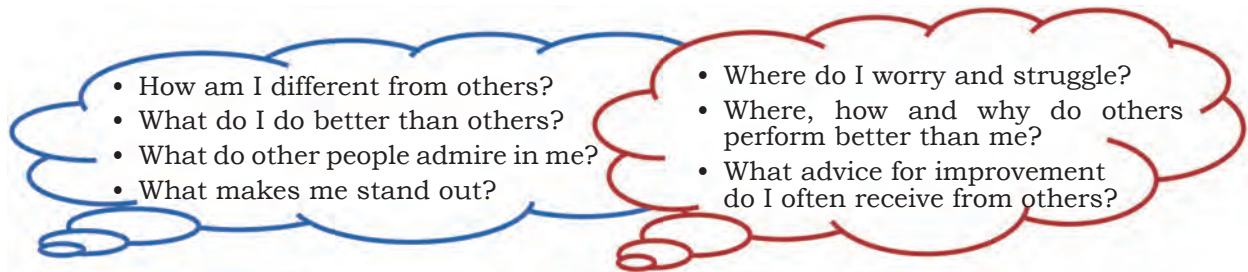


Figure 2.15: Finding Strength and Weakness

Difference between interests and abilities

Interests are the things that we enjoy doing. Interests may include:

- Activities you like to do at school and in your free time that make you happy.
- Activities you are curious about or would do even if no one asked you to do it.
- Activities you want to learn or would like to do in the future.

Ability, on the other hand, is an acquired or natural capacity that enables an individual to perform a particular job or task with considerable proficiency. Sometimes interests may not match abilities. In those cases, you can either improve your abilities or follow some other path. For example, you may like cricket (*interest*), but you may not be able to play due to the necessary power or skill (*ability*) required to play the game. In that case, it is not necessary to try to become a cricketer!

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

NOTES

After watching the initial video in the e-learning lesson, write down the points that you will use from the video to understand your own strengths and weaknesses.

Activity 1

Aim in life

Materials required

Pen/pencil, notepad or sheets of paper

Procedure

- Form pairs of students. Make a list of tasks/activities you can do well.
- Write your main aim in life.
- Share your notes with your partner and discuss your personal characteristics.
- Fill in the table given below

List what you believe as a person by starting the sentences with 'I am' (I am a sensitive person).	
List all you can do well by starting the sentences with 'I can' (I can identify safety aspects and seek support when witnessing or experiencing violence and abuse).	
List what you plan to do by starting the sentences with 'I will' (I will train myself in yoga).	
State your aim in life. Start the sentence with 'My aim is' (My aim is to become an accomplished sportsperson).	

Activity 2

Interests and abilities

Materials required



Student textbooks, pen, worksheets

Procedure

Each student has to complete two worksheets, each containing a list of statements. First worksheet is for interests and the second is for abilities. Each student has to be real and honest when marking the statements in the two worksheets if he/she is not real and honest, they will get incorrect results about their own interests and abilities.


WORKSHEET 1: WHAT ARE MY INTERESTS?

NOTES


S.No.		Yes	No
	 <p>Group 1: Interests</p>		
1.	I enjoy working with a group of people.		
2.	I love to make new friends.		
3.	I feel comfortable around new people.		
4.	I like listening to people who have thoughts different than mine.		
5.	I like to report the problems in my locality to the Municipality/Panchayat.		
6.	I like responding to people enthusiastically.		
7.	I like organising events.		
8.	I want to resolve conflicts between people.		
	 <p>Group 2: Interests</p>		
1.	I like working with tools.		
2.	I enjoy making things with my own hands.		
3.	I like to move around a lot.		
4.	I like to use gestures and non-verbal cues when I communicate.		
5.	I like to learn by doing.		
6.	I like playing sports everyday.		
7.	I like assembling parts of instruments or machine using instructions.		

NOTES


S.No.			Yes	No
	Group 3: Interests			
1.	I enjoy learning about numbers.			
2.	I like to do experiments at home.			
3.	I want my things to be organised.			
4.	I like to see a pattern or logic in things that happen around me.			
5.	I like to save out of my pocket money.			
6.	I enjoy collecting coins/stamps.			
7.	I like to make and follow a plan.			


S.No.			Yes	No
	Group 4: Interests			
1.	I like giving directions to people.			
2.	I want to learn new concepts and express my ideas visually.			
3.	I enjoy creating new product designs.			
4.	I prefer pictures over text in a magazine.			
5.	I enjoy drawing.			
6.	I like solving jigsaw/visual puzzles.			
7.	I like redecorating the room for fun.			
8.	I enjoy working with different colours.			


WORKSHEET 2: WHAT ARE MY ABILITIES?

S.No.			Yes	No
	Group 1: Abilities			
1.	I can resolve problems between friends.			

2.	People seek my advice.		
3.	I am good at organising events.		
4.	People call me a good listener.		
5.	I make new friends easily.		
6.	I can work with a group of people.		

S.No.			Yes	No
	Group 2: Abilities			
1.	I am good at athletics/sports.			
2.	I am physically active.			
3.	I learn better by doing.			
4.	I have a sense of balance and coordination.			
5.	I can assemble parts of an instrument or machine by following instructions.			
6.	I work well with tools.			
7.	I use a lot of gestures and non-verbal cues to communicate.			
8.	I can make things using my hands.			
9.	I move around a lot.			

S.No.			Yes	No
	Group 3: Abilities			
1.	I plan my activities for the day.			
2.	I keep my things in an order.			
3.	I see logic in things that happen around me.			
4.	I save some percentage of my pocket money.			
5.	I conduct a variety of experiments at home.			
6.	I can quickly calculate the total of a list.			
7.	I follow a step-by-step approach to solve problems.			

S. No.			Yes	No
Group 4: Abilities				
1.	I am good at solving jigsaw/visual puzzles.			
2.	I can give clear and precise directions.			
3.	I draw well.			
4.	I look at pictures in the magazine than reading the text.			
5.	I learn concepts and express my ideas visually.			
6.	I can arrange a room for various occasions.			
7.	I can make models.			

Check Your Progress

Fill in the table given below which can help you to prepare an action plan to overcome your weakness. Identify and list the activities that you would like to undertake to improve upon your weaknesses and continue to build your strengths.

Strengths	Weaknesses	Action plan to overcome your weaknesses
For example, <i>I can speak many languages</i>	For example, <i>I do not understand computers</i>	Improve on computer skills by attending extra classes after school.

What have you learnt?

After completing this session, you will be able to

- list your own strengths and weaknesses.
- list your interests.
- list your abilities.

SESSION 3: SELF-CONFIDENCE

Self-confidence is a sense of trusting own's abilities and self. If you are an intelligent, hardworking and

talented person, but lack confidence, and avoid taking initiative, then it may be difficult for others to recognise your talent. Self-confidence can be developed through changes in attitude and practice.

Niraj had difficulty in speaking English.

He, therefore, avoided talking to his classmates. He believed that he can learn English by joining English speaking classes and in few days he was able to speak English fluently.



Shalini, was preparing for her final board exams. She feared that she will not get good marks in English because of her poor memory.

This made her nervous before the exam and she actually got poor marks in the exam.



Figure 2.16: Examples of confidence and lack of confidence

Self-confidence is a quality we build when we believe in our strength to succeed in anything we do in life. People who are confident believe that they can do anything given to them in any situation.

Qualities of self-confident people

Self-belief

Thomas Edison made thousands of prototypes of the incandescent light bulb, before he could finally invent the bulb. In spite of struggling with repeated failures, his resilience and belief in self gave the world one of the most amazing products, i.e., bulb.

Hard Work

Dipa Karmakar, despite having a flat foot at the age of six, worked hard to become the first Indian female gymnast ever to compete in the Olympics.

Positive Attitude

Positive attitude is nothing but focusing on the positives even in the time of adversity. For example, the situation of losing a game can be perceived as losing something or as an opportunity to review the game strategies and improve to win in the future.

Commitment

Mahatma Gandhi, the leader of Indian Independence Movement, was highly committed to the cause of making India free from the British Raj. He employed non-violent civil disobedience to get India independence.

Building self-confidence

The three steps to building self-confidence are as follows:

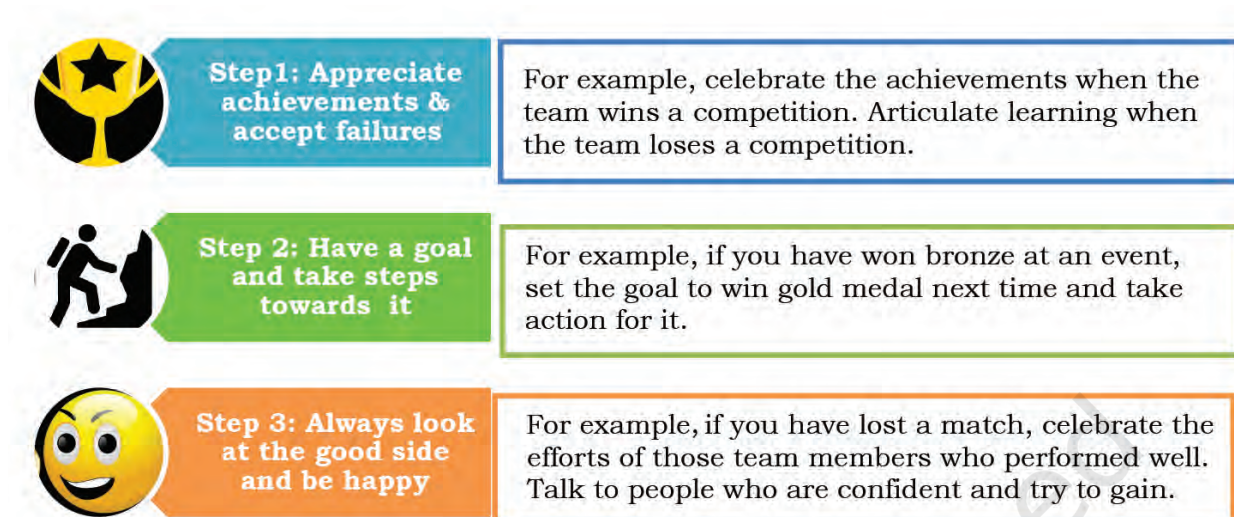


Figure 2.17: Building Confidence

Given below are some of the factors that may decrease self-confidence.

- (a) When we think we cannot do a particular work.
- (b) When we keep thinking of our past mistakes and feel bad about it, instead of learning from them.
- (c) When we expect to be successful at the first attempt itself and do not try again.
- (d) When we are surrounded by people who have a negative attitude, which is reflected in their speech.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video 'Becoming Self-confident' in the

e-learning lesson. Discuss how Ranjith developed confidence before his interview day.

Activity 1

Role-Play: Building self-confidence

Materials required

Pen/pencil, notepad or sheets of paper

Procedure

- Form groups of four students in each group. Choose from one of the below given situations.
- List the steps you would take to handle the situation confidently.
- One group volunteers to present in front of the class.
- Discuss and ensure that the three steps above are followed.

Choose from one of the below given situations.

- You have to deliver a speech on health, hygiene and cleanliness. As this is the first time you may be doing this, how will you build your confidence?
- Two of your classmates often get into fight and damage school tables. As you are the class representative, you need to talk to them to make them realise their mistake and learn how to improve upon them. What qualities and abilities do you need to do this?
- You have to a model of the school with your team in five days. How will you build confidence in your team?

Activity 2

Building confidence through positive words

Materials required

Pen/pencil, notepad or sheets of paper

Procedure

Make a list of feel-good sentences that you will say to yourself every day when you wake up in the morning and before you go to bed. For example, you can think of

- something that you are really proud of,
- a compliment you have received from someone that day or the previous day,
- a learning that you had after reflecting upon your failure.

Activity 3

Practice activity: Self reflection on becoming more confident and goal driven

NOTES

Materials required

Pen/Pencil, note pad or sheets of paper

Procedure

Write down three qualities about yourself, your goals in life and your plan to achieve them.

My qualities	My goals	My plans
For example, I have the ability to run 100 metres race.	For example, I want to become a nationally recognised sportsperson.	For example, I will start my day by exercising and eating a balanced diet. I will regularly run in a stadium under the guidance of coach.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

- What steps should one take to build confidence?
 - Set goals in life
 - Appreciate oneself for all the achievements
 - Always think positively
 - Talk to people who are confident
- Which of the following is a quality of a self-confident person?
 - Patient
 - Compassionate
 - Committed
 - Passionate

B. Short answer question

- What are the factors that affect self-confidence?

What have you learnt?

After completing this session, you will be able to

- describe the meaning of self-confidence.
- list the qualities of self-confident people.
- identify ways in which you can build your self-confidence.
- list factors that influence self-confidence.

SESSION 4: POSITIVE THINKING

What would happen if ants, one of the smallest creatures of nature, thought that they are so small that they cannot do anything? They would probably be extinct by now. But ants have never considered being small as a weakness, instead they work really hard to get through each day. An ant can lift up to 20 times its own body weight. A positive attitude to life can help us succeed like ants. Similarly, if an individual has a positive attitude towards life and its challenges, he/she can overcome them and grow positively in life and work.



Figure 2.18: Positive Thinking

Positive thinking and its importance

A person's attitude can be considered either 'positive' or 'negative'. Positive thinking requires a person to look at the good in things, observe, understand and patiently work towards improving them rather than worrying and/or looking for the bad in things.

Positive thinking leads to good results for you like

- overcoming challenges,
- making you do well or making you an energetic individual,
- helping you get better at work, and
- making you and people around you happy.

How to keep your thinking positive?

There are few simple steps to cultivate a positive attitude in life. Let us understand this with the help of the abbreviation 'SMILE'.

Examples of negative thinking

- I did not get enough marks to choose the Science stream. My life is ruined.
- My team lost the match because of me.

Examples of positive thinking

- I did not get enough marks to choose the Science stream, but that's not the end of my life. I can consider options in other streams.
- My team lost the match today, but we can see how we can do better next time.



Start your day in a positive way

For example, exercising, reading or watching something motivating; talking to people who are positive and make you smile.



Manage time to relax

For example, sit in a relaxed position and just feel how you are breathing. You can do Yoga and meditation or listen to music to relax and stay calm.



Imagine the best in any situation

For example, do not keep thinking of things that are going badly, instead think how you can make things better.



Learn to take feedback in a positive way

For example, if someone gives you feedback, objectively think how it will help you to improve and start working on it.



Express gratitude

For example, be thankful for all the good things you have, to people who have helped you or pat your back for the good things you have done.

Figure 2.19: SMILE model

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic, write down what went wrong in the video?

Activity 1

Story telling:

Procedure

- Form a circle around the teacher.
- Discuss a story about
- Positive attitude
- How does the story connect to positive attitude? What role does attitude play in our lives? If you would have been in similar situations what would have been your attitude/ approach towards the situation? What kind of approach will help you come out of this situation?

Activity 2

Follow the Class rules

Materials required

Pen/pencil, notepad or sheets of paper

Procedure

- Form groups of three students.
- Each group prepares a role-play on the situation given below. Two people in each group act out the situation and the third member observe and makes notes on questions, such as what went well in terms of dealing with the situation positively? What could have been better?
- A volunteer group presents in front of the whole class which would be followed by discussion.

Situation

You are the monitor of your class. Some of your classmates do not follow the class rules. You have to talk to them and ask them to follow the rules.

Activity 3

Using positive words:

Materials required

Pen/pencil, notepad or sheets of paper

Procedure

- Use same groups as above. Look at the below statements and make them positive by using positive words/thinking, such as 'I can' instead of 'I cannot'
- (a) I cannot give speech in school assembly.
- (b) I made a lot of errors in my computer work.
- (c) I did not like the school project.
- Once written in notebook, discuss within your group.

Activity 4

Self-reflection on how you will follow positive attitude practices

Materials required

Pen/pencil

Procedure

- Make a list of things you will do from today to start thinking positively in your daily life.

Start your day in a positive way	
Make time to relax	
Imagine the best in any situation	
Learn to take criticism in a healthy way	
Express gratitude	

Activity 5

Home activity: Helping others/working for the community
Social work makes you feel good and happy and helps you to be positive. Think of a situation that you see every day in your neighbourhood

- Dirty streets or
- A hungry cow or
- A big hole on the road

Go home and do something to help in that situation. Write what you did in your notebook and submit it to your teacher in the next period for review.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. What is the best way to start our day positively?
 - (a) Think about all that can go wrong.
 - (b) Think about the difficult test you will face during the day.
 - (c) Think about all your accomplishment so far and feel good about it.
 - (d) Think about the traffic on the road and feel stressed.
2. Rahul gets feedback on his project work from his class teacher. Which of these options demonstrates positive attitude in this situation?
 - (a) Rahul ignores the feedback.
 - (b) Rahul takes the feedback but does not use it.
 - (c) Rahul tells others that the teacher is wrong.
 - (d) Rahul learns from the feedback and makes his project work better.
3. What can you do to get rid of negative thoughts or feelings?
 - (a) Meditate to calm down and feel positive.
 - (b) Ignore them and move on in life.
 - (c) Act based on the negative thoughts or feelings.
 - (d) Talk to a friend and share all your negative feelings.

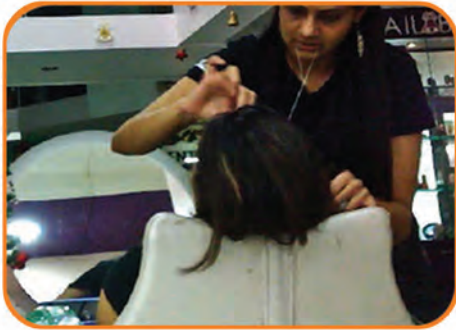
What have you learnt?

After completing this session, you will be able to

- define positive attitude.
- list the benefits of having a positive attitude.
- identify ways in which you can develop a positive attitude.

SESSION 5: PERSONAL HYGIENE

It is the habit or practice of keeping ourselves clean. Cleanliness helps us to maintain our health and well-being. Being healthy allows you to be regular at school, college or work.



Rashmi is a beautician and takes special care that she does not have a bad breath, because she works closely with customers.



Prashant is a receptionist at a four-star hotel. He makes sure his clothes are always clean with no sweat or food stains.

Figure 2.20: Examples of Personal Hygiene

Personal hygiene is important because, it helps us

- stay healthy.
- create a good image of ourselves.
- avoid feeling ashamed in public due to our bad breadth, body odour, etc.

Three steps to personal hygiene



CARE

- Keep your hair free of dandruff
- Rub oil/cream to take care of your skin
- Brush your teeth daily
- Change your toothbrush as soon as it deshapes
- Cut your nails every week



WASH

- Wash your hands frequently
- Take bath every day
- Wash your clothes regularly
- Wash your hair at least every second day
- Wash your feet often



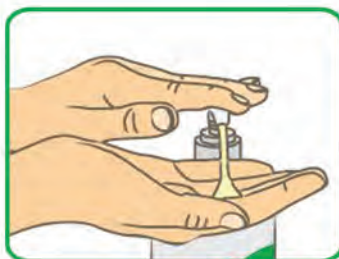
AVOID

- Blow your nose/cough into a handkerchief to avoid spreading germs
- Keep your feet dry and change your socks every day

Essential steps of hand washing



Wet hands with water



Apply enough soap to cover all hand surfaces



Rub hands palm to palm



Right palm over left dorsum and vice versa



Palm to palm with fingers interlaced



Back of fingers to opposing palms with fingers interlocked



Rotational rubbing of left thumb clasped in right palm and vice versa



Rub inner surface of palms



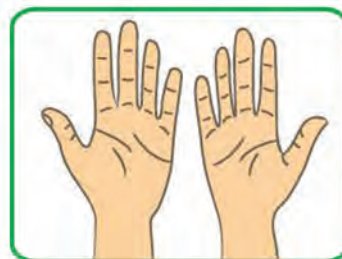
Rub inner surface using the thumb



Rinse hands thoroughly with water



Use towel to dry



Your hands are now clean.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities given ahead.

Initial thinking activity

After watching the initial video 'Importance of Personal Hygiene' in the e-learning lesson, write down your advice to a restaurant staff on CARE, WASH and AVOID.

Activity 1

Using personal hygiene steps

Materials required

Pen/pencil, notepad or sheets of paper

Procedure

- Form groups of three. Each group prepares a role-play on any one of the following situations.
- Within each group, two members act out the situation and the third member observes and makes notes on what went well, what could have been better and what parts of CARE, WASH and AVOID were displayed in the role-play.

Situations

- (a) One of your classmates often gets left out from activities and games in school. He/she has body odour (bad smell) issues, so other classmates avoid including him/her in classroom activities and games. You have decided to help by talking to him/her about personal hygiene and grooming.
- (b) You have recently gone through the lesson on personal hygiene and sanitation and have understood its importance. You have a neighbour who often throws garbage in public areas and you decide to teach him/her about the importance of health, hygiene and sanitation.
- (c) You are the class monitor. One of your classmates is very sick and sometimes ends up spreading the germs in the class. You have to talk to your classmate about his/her personal hygiene and cleanliness practices.

Activity 2

Personal Hygiene Practices

Materials required

Pen/pencil, writing/notepad

Procedure

- Answer the statements with a 'Yes' or a 'No'. If your answer is 'Yes', you are already following personal hygiene standards. If your answer is 'No', then you have to start following the personal hygiene standard immediately.
- Write your plan to improve for all the 'No' answers in the space provided.

NOTES

Statements	Yes/No	My plan for improvement
I wash my hands with soap every time I use the toilet.		
I do not bite my nails. They are always clean and clipped.		
I cover my mouth every time I cough or sneeze in public places.		
I regularly take bath to avoid body odour.		
I do not have dandruff or dirt in my hair.		
I never wear dirty clothes.		
My feet are smooth and not dry.		
My hair is clean, non-greasy/not oily and it smells fresh all the time.		

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

- Do you think people living in hill stations can skip taking a bath for many days?
 - No, irrespective of the climate, one should take a bath regularly.
 - Yes, not taking bath for many days is acceptable for people staying in cold climate.
 - Yes, if they wipe themselves with a wet cloth, then it is fine.
 - None of the above
- Radha wants to grow her hair and she applies a lot of hair oil. She does not wash her hair for days and sometimes it smells bad too. What would be your suggestion to her?
 - She can leave the oil in her hair, after all it helps her hair to grow.
 - She can leave it on at night and wash her hair every day before leaving home.
 - She should not apply the oil at all.
 - She can apply the oil and pour a little water on her hair before leaving home to reduce the smell.

B. Short answer question

- List three things you will do for personal grooming in each of CARE, WASH and AVOID to keep clean.

What have you learnt?

After completing this session, you will be able to

- list the benefits of maintaining personal hygiene.
- list the habits you need to avoid to maintain a good hygiene.
- demonstrate the techniques to wash your hands effectively.

SESSION 6: GROOMING

Grooming and its Importance

Dressing is the action of putting on clothes. Grooming is the process of making yourself look neat, tidy and smart. The way you dress, and groom can either send the message that you are confident, smart and sincere or possess opposite qualities.

Dressing and grooming are important because they help us

- look smart
- feel confident about ourselves
- make a good impression of ourselves

Guidelines for dressing and grooming



CLOTHES

- Clothes should be clean, neat, and ironed
- Shoes should be clean and polished
- Change socks everyday and always wear clean socks
- Keep accessories like belts, jewellery, etc., simple
- In certain jobs display of bodily tatoos and piercing is not accepted



HAIR

- Hair should be washed regularly to keep clean
- Simple hair styles and well combed hair gives a smart look



FACE

- Face looks clean if you shave regularly
- Moustache should be neatly trimmed
- Teeth should be kept clean, without any stains
- Brush the teeth twice a day to maintain dental hygiene
- Avoid eating *Paan* or chewing betle.

Examples of good dressing and grooming

- Clean clothes
- Clean face, short hair for boys and neatly tied hair for girls
- Minimum or no flashy things in your dress to school

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video 'A dressing disaster' in the e-learning lesson for this topic, write down what went wrong in the video.

Activity 1

Role-play: Using dressing and grooming standards

Materials required

Pen/pencil, notepad or sheets of paper

Procedure

- Form groups of three.
- Each group prepares a role-play on any one of the following situations. Within each group, two members act out the situation and the third member observes and makes notes on what went well, what could be better and the dressing and grooming displayed in the role-play.

Situations

- (a) You have to participate in an interschool debate competition. Discuss with your friend what all will you do to create a good first impression.
- (b) You have noticed that your classmate does not wear appropriate clothes to school. You have to educate him about the dressing and grooming standards.

Activity 2

Self-reflection on dressing and grooming well

Materials required

Pen/pencil, notebook

Procedure

- Answer the statements with a 'Yes' or a 'No'. If your answer is 'Yes', you are already following the desired norms of grooming. If your answer is 'No', then you have to start working on the various aspects of personal grooming.

Statements	Yes/No	My plan for improvement
Wear clothes that fit you		
Make sure your clothes are neat and ironed		
Hair is clean and always combed		

Teeth are always clean and brushed every day

Wear shoes that are clean and polished

- Write your plan to improve for the 'No' answers in space provided.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Dressing and grooming are important because they help us to look_____.

- (a) smart
- (b) untidy
- (c) shabby
- (d) All of the above

2. The following image is an example of _____ shirt.

- (a) informal
- (b) formal
- (c) Both of the above
- (d) None of the above



3. The following image is an example of _____ T-shirt.

- (a) informal
- (b) formal
- (c) Both of the above
- (d) None of the above



What have you learnt?

After completing this session, you will be able to

- list the benefits of personal grooming.

GLOSSARY

Ability: a special skill or talent that a person has

Attitude: a way of thinking or feeling about something

Beautician: a person whose job is to give people beauty treatment

Compassion: feeling the other person's pain

NOTES

Compliment: *a polite way of saying something good about someone*

Express: *to show*

Goal Setting: *a way of finding out what we want to achieve in life*

Gratitude: *being grateful towards something or someone*

Grooming: *the things that you do to make your appearance clean and neat*

Guidelines: *a general rule, principle or piece of advice*

Imagine: *forming a picture of or about something in your mind*

Impression: *an idea, a feeling or an opinion about something or someone*

Presentable: *clean, smart and decent enough to be seen in public*

Qualities: *a distinctive attribute or characteristic possessed by someone or something*

Receptionist: *a person who is employed to receive and help the guests in a hotel*