

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the Name of Allah, the Most Compassionate, the Most Merciful.)

Communication Skills and Personal Grooming

Grade -X

Web Version of PECTAA Textbook
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**PUNJAB EDUCATION, CURRICULUM,
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Chapter 1

Advanced Communication Techniques

Student Learning Outcomes:

After completion of this chapter, students will be able to:

- Analyze the principles of persuasive communication and their relevance in various contexts.
- Distinguish between effective and ineffective persuasive techniques.
- Construct compelling messages tailored to specific audiences and objectives.
- Apply persuasive strategies to influence and inspire others in professional and personal scenarios.
- Examine the dynamics of difficult conversation and their impact on relationships and outcomes.
- Interpret verbal and non-verbal cues during challenging interactions.
- Demonstrate emotional regulation and empathy when engaging in sensitive discussions.
- Resolve conflicts by employing active listening and solution-focused techniques.
- Explain the importance of constructive feedback in fostering growth and collaboration.
- Differentiate between constructive and non-constructive feedback methods.
- Develop feedback using structured frameworks that emphasize clarity and respect.
- Implement strategies for delivering and receiving feedback that encourage improvement and learning.

Communication is one of the most powerful skills that determine success in life. In Grade 9, you explored the basic components of communication: sender, message, channel, receiver and feedback. You also learned about types of communication such as verbal, non-verbal, written, and visual.

Advanced communication skills are not just about sending a message; they involve influencing, negotiating, resolving conflicts, and providing feedback in ways that build respect and trust.

Think about situations you face every day e.g., convincing your teacher to extend a deadline, or giving feedback to a classmate during a group project. These situations require more than basic communication. They demand skills in persuasion, handling difficult conversations, conflict resolution, and constructive feedback.

1.1 PERSUASIVE COMMUNICATION

Persuasive communication means using words, feelings, and reasons to influence people to believe or do something you want. Persuasion plays a role in nearly every aspect of life, for example:

- A salesperson convincing a customer.
- A lawyer presenting a case before the judge.
- A student encouraging classmates to join a social campaign.

Principles of Persuasion

1. **Clarity:** A persuasive message should be clear and easy. Difficult words can confuse people. For example, if a student wants a debate at school, he should simply say why it is good.
2. **Credibility:** The credibility of the speaker is essential. Listeners agree more with a speaker who is known to be honest and reliable.
3. **Logic:** Persuasive message is supported with facts, data, and examples. For example, if you want your parents to allow you to attend a workshop, your message must prove how it will help you to learn.
4. **Emotion:** Using emotions helps people care for others. For example, a charity worker may tell emotional stories of people in need. It encourages the listener to give donations.
5. **Character:** The personality, confidence, and ethics of the speaker make the message believable.
6. **Audience Awareness:** To persuade others, you need to know what they care about. You must speak in a way that matches their interests.

Table 1.1: Effective vs Ineffective Persuasion

Effective Persuasion	Ineffective Persuasion
• Adapts to audience needs • Shows respect for audience • Uses facts and examples • Balances emotion with logic • Builds long-term trust	• Relies on exaggeration • Uses disrespectful tone • Manipulates fears • Ignores audience's perspective • May cause resistance

Framework for Constructing a Persuasive Message

If you want to convince people, just talking with confidence is not enough. Your message should be planned to catch attention, touch feelings, make sense, and inspire people to act.

Persuasion in Practice

A class wants the principal to allow a sports week. Instead of requesting verbally, they prepare a presentation. The presentation contains facts about students' health, the emotional benefits of sports, and examples from other schools. It also contains arguments on how sports can build school spirit. The students deliver the presentation with confidence and respect. It results in the approval of their request by the principal. So, using facts, trust, and emotions make their request stronger.



Figure 1.1: Students engaged in persuasive communication

1.2 DIFFICULT CONVERSATION

A difficult conversation is a talk about sensitive, controversial or emotional topics. Such conversation often has the chance of arising conflict, discomfort, or disagreement. Difficult conversations include instances such as the following:

- A student tries to tell his friend that he has copied his homework.
- A teacher needs to tell a student about his poor performance.

Effects of Difficult Conversation

A difficult conversation can make people feel angry, sad or scared. In such conversations, people can easily misunderstand each other. The result of such difficult conversation can also affect long-term relationships.

Verbal and Non-Verbal Cues

Words only tell part of the story. A lot of meaning is conveyed through tone of voice, pauses, posture, facial expressions, and gestures such as:

- A raised voice may signal anger.
- Avoiding eye contact may show guilt or nervousness.
- Nodding may indicate agreement or understanding.
- Crossed arms may indicate defensiveness.

Handling Difficult Conversation

Staying calm is the first step to handle a difficult conversation. In such situation, you can take deep breaths, wait before answering or speak softly to control your feelings. Similarly, empathy also helps in difficult conversation. Empathy means to feel the situation from the other person's perspective. Saying, "I understand, this is difficult for you" shows care and helps the other person to feel safe.



Figure 1.2: Steps to Handle a Difficult Conversation

1.3 CONFLICT RESOLUTION

Conflict is a normal part of talking and working with others. It happens when people think differently, have different goals or do not understand each other. The conflicts cannot be avoided. The best way is to resolve conflicts in a way that makes relationships stronger.



Figure 1.3: Students in conflict

Approaches to Conflict

- Avoidance: Ignoring the issue, leaving the problems unsolved.
- Aggression: Forcing one's way, often damaging trust.

- **Compromise:** Both sides give up something to reach a middle ground.
- **Collaboration:** Working together for a win-win solution.

Example

Two students argue about workload in a group project. Instead of blaming each other, they listen to each other's concerns and agree to divide tasks fairly. This approach not only resolves the conflict but also builds teamwork.

Table 1.2: Conflict Resolution Approaches

Approach	Description	Outcome
Avoidance	Ignoring the conflict	Temporary peace, unresolved issues
Aggression	Forcing one's opinion	Winner-loser result
Compromise	Both sides adjust	Partial satisfaction
Collaboration	Joint solution	Mutual satisfaction, stronger trust

1.4 CONSTRUCTIVE FEEDBACK

Feedback is the process of giving information about someone's performance. Constructive feedback helps the receiver to improve his performance. On the other hand, non constructive feedback discourages him and damages his confidence.

Importance of Constructive Feedback

Constructive feedback is very important for the receiver because of the following reasons:

- It highlights strengths and areas for improvement.
- It builds trust and collaboration in teams.
- It encourages personal and professional growth.
- It prevents misunderstandings and promotes clear communication.

Constructive vs Non-Constructive Feedback

Let us compare the constructive and non-constructive feedback.

Constructive Feedback	Non-Constructive Feedback
Focuses on behaviour	Attacks personality
Clear and specific	Vague and general
Respectful and calm	Harsh and judgmental
Encourages growth	Discourages improvement

Frameworks for Giving Feedback

Giving effective feedback is a skill. If feedback is not given properly, it may hurt feelings, lower motivation, or even cause conflict. On the other hand, well-structured feedback helps people recognize their strengths, identify areas for growth, and continue improving.

The communication experts have designed certain frameworks to give clear and respectful feedback. Two important frameworks are the Situation–Behaviour–Impact (SBI) Method and the Sandwich Method.

(a) Situation–Behaviour–Impact (SBI) Method

The SBI Method is effective in formal and professional settings, such as schools, workplaces, and team projects. It focuses on three essential parts:

- **Situation:** Begin by describing the exact situation or context in which the action occurred. This makes the feedback specific.
- **Behaviour:** Explain the exact action or behaviour of the listener that you observed. Do not make it personal or judgmental.
- **Impact:** Describe the effect of listener's action on you, the team, or the task. This helps the listener to understand why his action or behaviour is important.

Example:

- **Situation:** "During yesterday's library period..."
- **Behaviour:** "...you interrupted your classmates several times..."
- **Impact:** "...which made it difficult for them to focus on reading."

Notice how this method avoids personal attacks like "You are rude" and instead focuses on the behaviour and its impact. This makes the feedback constructive and fair.

(b) Sandwich Method

The Sandwich Method is very popular in education and training settings because it

strikes a balance between positive and corrective comments. Just like a sandwich has bread on both sides with a filling in the middle, this method begins and ends with positive remarks, with the suggestion for improvement placed in between.

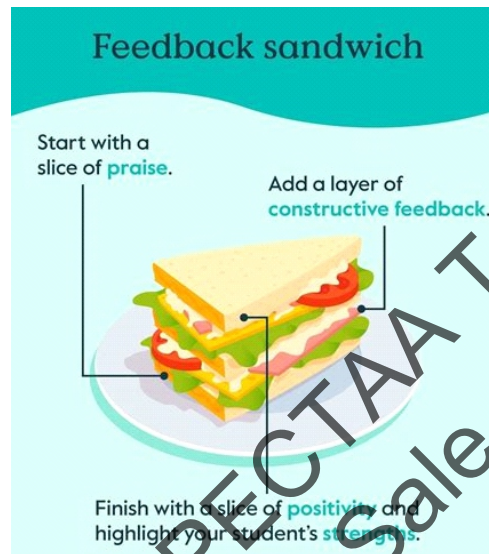


Figure 1.4: Sandwich method of giving feedback

Example: "You presented your project very confidently. If you could also make better eye contact with the audience, it would improve your impact. Overall, you have excellent speaking skills, and I am sure you will continue to get better."

Receiving Feedback Gracefully

Receiving feedback is also an important skill. Many people become defensive or upset when they hear suggestions for improvement. On the other hand, some people accept feedback with an open mind. This shows their maturity and eagerness to grow. It also builds stronger relationships of trust.

Here are some ways to receive feedback effectively:

- Listen attentively and stay calm: Avoid interrupting or justifying yourself immediately.
- Ask clarifying questions: Make sure you fully understand what the other person means.

- Thank the person giving feedback: Show appreciation for their effort to help you grow.
- Apply the suggestions for improvement: Use the feedback as a tool for learning rather than criticism.

KEY POINTS

- Persuasion is built on clarity, credibility, logic, emotion, and respect.
- Effective persuasion requires audience's awareness and appropriate techniques.
- Ineffective persuasion, such as exaggeration or manipulation, reduces trust.
- Constructing a persuasive message involves setting a goal, knowing the audience, organizing ideas, and presenting with confidence.
- Difficult conversations require empathy, emotional control, and active listening.
- Verbal and non-verbal cues play a major role in interpreting the feelings of others.
- Conflict, when managed well, can build stronger trust and collaboration.
- Active listening and solution-focused dialogue are essential tools in conflict resolution.
- Constructive feedback supports growth, improves teamwork, and fosters healthy communication.
- Non-constructive feedback can discourage and harm relationships.
- Frameworks like Situation-Behaviour-Impact (SBI) and Sandwich Method help in giving feedback respectfully and clearly.
- Receiving feedback gracefully—by listening, clarifying, thanking, and applying suggestions—is as important as giving it.

EXERCISE

A. Choose the most appropriate answers of the following questions.

1. The principle of persuasion that ensures trust most is:

- | | |
|-------------|-----------------|
| (a) clarity | (b) credibility |
| (c) emotion | (d) humour |

2. The least effective persuasion method is:

- | | |
|------------------|------------------------|
| (a) storytelling | (b) manipulation |
| (c) facts | (d) audience awareness |

3. The non-verbal cue that may show defensiveness is:

- | | |
|-------------|------------------|
| (a) nodding | (b) crossed arms |
| (c) smiling | (d) eye contact |

4. The method that creates win-win outcomes in a conflict is:

- | | |
|-------------------|----------------|
| (a) avoidance | (b) aggression |
| (c) collaboration | (d) compromise |

5. Feedback should focus on:

- | | |
|-----------------|-----------------|
| (a) personality | (b) behaviour |
| (c) emotions | (d) assumptions |

B. Answer the following questions briefly.

1. Define communication in your own words.
2. Define persuasive communication with one example.
3. Why are non-verbal cues important in difficult conversations?
4. How does active listening help to resolve conflicts?
5. Differentiate between constructive and non-constructive feedback with examples.
6. List two frameworks for receiving feedback positively.

C. Answer the following questions in detail:

1. Explain the principles of persuasion with examples from school life.
2. Describe a difficult conversation you experienced. How could you improve it?
3. Suggest techniques to manage conflict in a group project.
4. Compare Situation-Behaviour- Impact (SBI) and Sandwich feedback methods. Which one do you prefer and why?
5. As a class monitor, prepare a persuasive message to request a new library facility.

Chapter 2

Professional Dressing and Grooming

Student Learning Outcomes:

After completion of this chapter, students will be able to:

- Explain the importance of dressing appropriately for different professional, social, and casual settings.
- Compare the characteristics of formal, business casual, and casual dress codes.
- Select appropriate attire that aligns with specific dress codes and situational expectations.
- Demonstrate the ability to adapt personal style to suit various environments while maintaining professionalism.
- Describe the role of accessories in enhancing personal style and maintaining appropriate appearances.
- Distinguish between suitable and unsuitable accessories for formal, semi-formal, and casual occasions.
- Combine accessories effectively to create cohesive and context appropriate looks.
- Apply principles of balance and subtlety to ensure accessories complement the overall outfit.
- Identify the influence of cultural norms on grooming practices and their significance in various settings.
- Analyze how grooming expectations vary across cultures and their impact on interpersonal relationships.
- Demonstrate culturally sensitive grooming choices in both personal and professional contexts.
- Adapt grooming practices to respect and honour cultural diversity and values.

Before a person says anything, his appearance gives a message. Person's clothing, hairstyle, grooming, and accessories show his personality and values. It also shows how much he respects the situation. In schools, offices, and social events, our appearance and presentation affects our first impression.

Dressing appropriately is not about expensive brands or the latest fashion. Instead, it is about choosing neat, modest, and suitable dress (attire) for each occasion. Professional dressing and grooming are crucial not only for academic life but also for student's future professional and social responsibilities.

2.1 DRESSING FOR DIFFERENT SETTINGS

Different environments demand different dress codes. A dress code is a rule or guideline about what people should wear in a certain situation. A wise person wears attire according to the situation and stays neat and comfortable.

1- Professional/Formal Setting

A professional setting is a formal environment where individuals engage in work, business, or academic duties. Such setting requires formal dress that conveys professionalism. Examples include suits, collared shirts, ties, or neat shalwar kameez with waistcoat. Shoes must be polished, and colours should generally be sober.

Do You Know?
First impressions are made within the first 7 seconds of meeting someone — and most of that impression is based on appearance, not words.

2- Social Setting

A social setting is a semi formal environment where people gather to connect, celebrate, or share experiences. This setting allows more flexibility but still demand modesty and neatness. For weddings or cultural gatherings, traditional dresses such as embroidered shalwar kameez or kurta (for boys) and kurta with dupatta (for girls) may be chosen.

3- Casual Setting

A casual setting is an informal relaxed environment where comfort takes priority over formality, like outings or friendly get-togethers. Jeans, simple kurtas, or t-shirts are acceptable, but even casual clothing should be clean, ironed, and appropriate.



Figure 2.1: Different dressings

Table 2.1: Dress Codes for Different Settings

Setting	Occasions	Dress Code
Professional/Formal	Interviews, presentations, official events	Formal Shalwar kameez with waistcoat; suits, ties, blazers, polished shoes; sober colours
Social	School functions, semi-formal meetings, social events, weddings	Semi Formal Collared shirts, trousers, modest dresses, shalwar kameez, simple shoes
Casual	Picnics, outings with friends, relaxed family gatherings	Casual Trousers, jeans, t-shirts, informal kurtas, light shalwar kameez, sandals, joggers

Examples:

- Interview**
- Taimoor wore jeans and sneakers to his internship interview at a bank. Though he was intelligent, the interviewers felt his casual appearance showed a lack of seriousness. His friend Bilal, who wore a simple suit, made a stronger impression.
- Wedding**
- At a friend's wedding, Sana wore a plain shirt with trousers. She looked different because others were in traditional attire. At the next wedding, she chose a neat kurta with dupatta, which looked respectful and suitable.
- Picnic**
- During a picnic, Ahmad arrived in a full three-piece suit. He looked uncomfortable and out of place. Casual, comfortable clothes might be better for this occasion.

2.2 ADAPTING PERSONAL STYLE

Dress codes give us rules to follow, but people can still show their own style. Adopting your personal style to match the occasion shows that you are mature. For example, a student who likes bright colours can wear a bright tie, scarf, or dupatta with formal clothes. Similarly, if a person likes traditional

clothes, he can wear clean and well-ironed shalwar kameez in professional places.

When you adapt your personal style at a professional setting, you actually balance your individuality with professionalism. It shows that you respect rules still maintaining your identity.

Examples

- (i) Abdullah enjoys wearing bright-collared shirts. For his presentation, he chose a light blue shirt with a bright navy tie. The tie colour reflected his personal liking, but it was still professional.
- (ii) Urwa loves bangles, but during a debate competition, she wore just one elegant bracelet instead of many noisy bangles. This way, she maintained her style without distracting the audience.
- (iii) At a cultural exchange program, Pakistani students proudly wore traditional shalwar kameez. Their clothes reflected their identity while still being comfortable and professional.

These examples show that while personal style is important, it must adapt to the situation. This flexibility is valuable in both academic and professional life.

2.3 ROLE OF ACCESSORIES

Accessories include the extra items that complete, enhance, or personalize your dressing. Examples are watches, belts, scarves, ties, jewellery, bangles, handbags, sunglasses etc. Accessories should be used carefully. Good accessories make your dressing look better, while too many or unsuitable ones can spoil the look.

Principles of Balance and Subtlety

- Choose a few accessories that complement, not compete with, the outfit.
- Avoid mixing too many bright or heavy items.
- Ensure accessories match the occasion's formality.

i. Formal Occasions

Limited and elegant accessories such as wristwatch, neat tie, or simple jewellery are suitable options.

ii. Semi-Formal Occasions

Slightly more flexible choice of accessories such as elegant bangles, scarves, cufflinks, or modest jewellery may be added.

iii. Casual Occasions

Informal items like caps, bracelets, or colourful jewellery are fine.

Examples

- At an interview, Hamza wore a simple black wristwatch. It silently communicated punctuality and professionalism.
- During a formal debate, a student wore oversized sunglasses indoors. Instead of looking stylish, he distracted the audience and lost credibility.
- On a school trip, students wore caps and bracelets. This added fun and colour. However, those who wore too many chains looked showy.

2.4 GROOMING AND CULTURAL NORMS

Grooming means taking care of one's appearance to look clean, neat, and presentable. It includes personal hygiene, hair care, clean nails, clean clothes, fragrance and good manners. For presenting yourself at a setting, grooming is as important as clothing. A well-dressed student with messy hair or poor hygiene leaves a negative impression.

Do You Know?

In many professional settings worldwide, grooming is considered more important than expensive clothing. Cleanliness and hygiene often matter more than brand names.

Cultural norms strongly shape grooming practices. In Pakistan, modest clothing, neatly trimmed hair, and clean shoes are seen as signs of respect. In some cultures, beards are a symbol of maturity, while in others, clean-shaven looks are preferred. Similarly, women in different societies follow different traditions regarding head coverings, hairstyles, or use of cosmetics.

By knowing the cultural norms, you can follow best grooming practices that respect diversity. This sensitivity promotes harmony and avoids offending others in international or multicultural settings.



Figure 2.2: Grooming across cultures

Examples

- (i) A student came to an oral examination in neat clothes but with uncombed hair and untidy nails. The examiners noticed and felt disappointed despite his good performance.
- (ii) In Pakistan, neat shalwar kameez is respected in professional spaces as much as a Western suit. Both show professionalism if they are well-groomed.
- (iii) In Japan, neat black suits symbolize discipline, while in Silicon Valley in US, casual dressing is allowed but grooming (cleanliness and neatness) is strictly expected.

KEY POINTS

- Dressing appropriately communicates professionalism and respect.
- Formal, social, and casual attire differ in style and purpose.
- Selecting the right dress for the right setting creates positive impressions.
- Personal style can be expressed within the limits of professionalism.
- Accessories should enhance, not overpower, appearance.
- Balance and subtlety prevent accessories from becoming distracting.
- Grooming is essential and includes hygiene, hair, nails, and fragrance.
- Cultural norms shape expectations of dressing and grooming.
- Respecting diversity in grooming choices builds inclusivity and harmony.

EXERCISE**A. Choose the most appropriate answers.**

1. Which outfit is most suitable for a job interview?
(a) Jeans and t-shirt (b) Shalwar kameez with waistcoat
(c) Sports tracksuit (d) Party dress
2. Casual attire usually includes:
(a) Collared shirt with trousers (b) Jeans and t-shirts
(c) Three-piece suit (d) Bright party wear
3. Which accessory is inappropriate for a formal meeting?
(a) Elegant tie (b) Simple wristwatch
(c) Loud, oversized bangles (d) Polished shoes
4. Grooming includes:
(a) Only clothing (b) Hair, nails, hygiene, and fragrance
(c) Just hairstyle (d) Only accessories
5. Respecting cultural diversity in grooming means:
(a) Ignoring traditions (b) Wearing expensive brands
(c) Honouring cultural values (d) Avoiding neatness
6. In Pakistani culture, which of the following is considered professional dressing?
(a) Shalwar kameez with waistcoat (b) Pajamas and sandals
(c) Jeans with t-shirt (d) Sports kit

B. Answer the following questions briefly.

1. Why is dressing appropriately important in professional life?
2. Compare formal and casual dress codes with examples.
3. How can accessories enhance personal appearance?
4. What role does cultural sensitivity play in grooming?
5. List two principles of balance in using accessories.

C. Answer the following questions in detail.

1. Discuss how professional dressing influences first impressions.
2. Explain differences between formal, social, and casual attire.
3. Describe how accessories can be used effectively.
4. Analyze how cultural norms shape grooming expectations.
5. Suggest a personal grooming routine suitable for both professional and social occasions.

Chapter 3

Interview Skills

Student Learning Outcomes:

After completion of this chapter, students will be able to:

- Explain the steps involved in effectively preparing for an interview, including research and self-assessment.
- Identify the importance of understanding the role, organization, and industry before an interview.
- Develop personalized preparation plans tailored to specific job roles and organizations.
- Organize relevant documents and resources, such as resumes, portfolios, and references, for a seamless interview experience.
- Classify common types of interviews and interview questions such as behavioural, situational and technical.
- Analyze the purpose behind frequently asked questions to anticipate interviewer expectations.
- Formulate clear, concise, and relevant answers to a variety of interview questions.
- Demonstrate the ability to use structured response techniques for behavioural questions.
- Recognize the value of mock interviews in building confidence and improving interview performance.
- Evaluate feedback from mock interviews to identify areas for improvement.
- Simulate real interview scenarios by participating in mock interviews.
- Apply constructive feedback from mock interviews to refine responses, body language, and communication skills.

Interview skills are the set of abilities, techniques, and behaviours to present oneself confidently in interview. An interview is often the deciding stage in a selection process. For example, for a job, an internship, a scholarship, or an academic opportunity, interview provides a chance for candidates to



Figure 3.1: An interview

showcase not just their qualifications but also their confidence, personality, and communication skills.

This chapter will guide you through preparation strategies, types of interviews, answering techniques, and the importance of practice through mock interviews.

3.1 PREPARING FOR AN INTERVIEW

An interview is not just about answering questions, it is about presenting yourself as the right choice for the opportunity. This requires careful preparation well before the actual day. Preparing in advance reduces nervousness, increases confidence, and allows you to present your strengths effectively.



Figure 3.2: Preparing for an interview

Example: A student applying for an internship in a bank should study not only the bank's services but also recent developments in Pakistan's banking sector.

Do You Know?

Candidates who research the company before an interview are 40% more likely to succeed.

3.2 CREATING A PREPARATION PLAN

Each interview is unique. For instance preparing for a teaching role is different from preparing for a software internship. That is why candidates should develop a personalized preparation plan that matches the role of organization.

3.3 ORGANIZING DOCUMENTS

The impression you create also depends on how organized you are. Carrying complete and neatly organized documents reflects professionalism and seriousness. Employers expect candidates to come prepared with necessary documents.

Essential Documents

- Resume or CV (updated)
- Certificates and transcripts
- Portfolio (for creative fields)
- Reference letters
- Identification (such as CNIC)

3.4 TYPES OF INTERVIEWS AND QUESTIONS

Interviews are not always conducted in the same way. The structure and style of an interview depend on the organization, the role, and the purpose of the selection process.

Types of Interviews Based on Purpose

These interviews are designed to check what a person knows, how he thinks, and how he behaves in different situations. The following are the types of such interviews:

1- Behavioural Interviews

Behavioural interviews are designed to evaluate how a candidate acted in the past. Such interviews are based on the belief that past behaviour predicts future performance. Interviewers ask questions such as "Tell me about a time when you worked in a team" or "Describe a situation where you overcame a

challenge". These questions reveal qualities such as teamwork, leadership, problem-solving, and adaptability.

2- Situational Interviews

Situational interviews focus on supposed scenarios. The interviewer presents a situation and asks how the candidate would handle it. This type of interview assesses problem-solving, critical thinking, and decision-making skills.

An interviewer may ask: "What would you do if a group member refused to complete his part of a project?" The candidate's answer shows his ability to handle conflict, negotiate solutions, and maintain team harmony.

3- Technical Interviews

Technical interviews test the candidate's subject knowledge and ability to apply skills to practical problems. These are common in fields such as medicine, IT, and engineering. Such interviews can also appear in specialized areas like accounting or teaching.

An IT candidate may be asked: "Explain the difference between hardware and software." A teaching candidate may be asked: "How would you explain photosynthesis to grade 6 students?" Such questions measure both knowledge and communication ability.

Types of Interviews Based on Setting

These are the types of interviews on the basis of how and where they take place. For example:

1. One-to-One Interviews

In a one-to-one interview, a single interviewer interviews the candidate. This feels less stressful because only one person is asking questions. It helps the interviewer focus closely on the candidate's answers, personality, and confidence.

2. Panel Interviews

In a panel interview, several interviewers sit together and ask questions. This can be more challenging but it is used to assess how a candidate handles pressure and communicates with multiple people at once. Each panel member may focus on a different aspect e.g., subject knowledge, personality, or communication skills.

A scholarship applicant may face a panel of three teachers: one asking about academics, another about extracurricular activities, and a third about career goals.

3. Virtual/Online Interviews

With increasing use of technology, many interviews are now conducted online through platforms such as Zoom, Teams, or Google Meet. These interviews require the same preparation as face-to-face interviews, but also demand technical readiness. A stable internet connection, a quiet environment, and professional appearance on camera are essential.

A student shortlisted for an international exchange programme may attend an online interview. Looking directly into the camera, dressing professionally, and ensuring a clean background make a positive impression.

3.5 ANSWERING INTERVIEW QUESTIONS

Strong answers show clarity and confidence. Interviewers prefer responses that are short, relevant, and structured. Poor answers, such as those that are vague or memorized, leave a negative impression.

Example:

Q: Why should we hire you?

Ans: I have strong problem-solving skills developed through school projects, and I am eager to apply them in practical settings. I adapt quickly, which will help me adjust to new challenges.



Figure 3.3: Techniques for answering interview questions

3.6 STRUCTURED RESPONSE FOR BEHAVIOURAL QUESTIONS

Many candidates struggle with behavioural questions. A structured method like the STAR technique helps in giving complete and logical answers. This ensures that you share not only what you did but also the outcome of your actions.

3.7 Mock Interviews

As practice makes perfect, mock interviews provide an opportunity to rehearse in a safe environment. They simulate real interviews and help the candidate to experience what it feels like to be questioned under pressure.

Benefits of Mock Interview

- Mock interviews provide candidates with an opportunity to practise in a safe and supportive environment before facing a real interview.
- By replicating the actual experience, it helps candidates understand what to expect and how to present themselves in real interview situation.
- Mock interviews build confidence in candidates. They rehearse their answers and become familiar with the process. So, they are more likely to enter the real interview room with self-assurance. This confidence allows them to focus on showcasing their skills instead of worrying about the unknown.



Figure 3.4: STAR technique of giving response

Do You Know?

Interviewers often form their first impression within 5 minutes, based largely on body language and initial answers.



Figure 3.5: Benefits of Mock interview

- Many candidates feel anxious about being judged or making mistakes. When they practise in front of teachers, peers, or mentors, they experience and manage this nervousness in advance.
- Mock interviews also highlight strengths and weaknesses. Feedback from mock interviews helps candidates recognize the areas where they are performing well and where improvement is needed.
- Mock interviews help to improve body language and communication skills. Candidates learn to maintain eye contact, sit with confidence, use polite gestures, and express themselves clearly. Over time, repeated practice strengthens both verbal and non-verbal communication.

Using Feedback to Improve

Mock interviews are useful only if feedback is carefully applied. Listening to suggestions helps candidates refine their performance for real interviews.

How to Use Feedback?

- Note common points mentioned (e.g., "speak slower").
- Practise again with corrections.
- Monitor improvement over time.

Example: A student is told he avoids eye contact. By practising in front of a mirror and peers, he learns to maintain eye contact confidently.

KEY POINTS

- Effective interview preparation begins with self-assessment of skills, strengths, and weaknesses.
- Researching the role, organization, and industry is essential for giving informed and relevant answers.
- A personalized preparation plan helps candidates focus on the requirements of a specific job or opportunity.
- Documents such as resume, certificates, and portfolios must be neat, updated, and organized.
- Interviews can take different forms, including behavioural, situational, technical, panel, and virtual/online.
- Behavioural interviews explore past experiences to predict future performance.

- Situational interviews test how candidates would respond to hypothetical challenges.
- Technical interviews assess subject knowledge and problem-solving abilities.
- Panel interviews involve multiple interviewers and require confidence to address a group.
- Virtual interviews demand technical expertise and professional online etiquette.
- Common interview questions often have a purpose behind them, and understanding this purpose helps anticipate expectations.
- Good answers should be clear, concise, and relevant, avoiding vague or memorized responses.
- Structured techniques like the STAR (Situation, Task, Action, and Result) method are effective for answering behavioural questions.
- Practising with mock interviews helps reduce nervousness and improve performance.
- Mock interviews also build confidence, highlight strengths, and reveal weaknesses.
- Feedback from practice sessions should be evaluated carefully to identify improvement areas.
- Applying constructive feedback helps refine body language, tone of voice, and communication skills.
- Non-verbal cues such as posture, eye contact, and facial expressions strongly influence interviewer's impressions.
- Professional dressing and grooming complement interview skills and strengthen first impressions.

EXERCISE

A. Choose the most appropriate answers of the following questions.

1. Which is the first step in preparing for an interview?
 - (a) Preparing questions
 - (b) Researching the organization
 - (c) Self-assessment
 - (d) Writing the resume
2. Researching the organization before an interview helps to:
 - (a) memorize its employees' names
 - (b) understand its values, culture, and goals

- (c) find ways to criticize it
- (d) impress interviewers with irrelevant facts

3. The most essential document in every interview is:

- (a) Storybook
- (b) Resume
- (c) Family photos
- (d) Calculator

4. Which type of interview asks about past experiences?

- (a) Situational
- (b) Behavioural
- (c) Technical
- (d) Virtual

5. Which type of interview tests the candidate's ability to handle a problem?

- (a) Behavioural
- (b) Situational
- (c) Technical
- (d) Panel

B. Answer the following questions briefly.

1. Why is self-assessment important before preparing for an interview?
2. What are the advantages of researching the organization before attending an interview?
3. List three essential documents that should be carried to an interview.
4. Differentiate between behavioural and situational interview questions with one example each.
5. Why is feedback from a mock interview valuable?

C. Answer the following questions in detail.

1. Explain the steps of preparing for an interview with examples.
2. Compare behavioural, situational, and technical interviews.
3. Describe the STAR method in detail. Give an example of its use in answering a question.
4. Discuss the benefits of mock interviews and explain how feedback improves performance.
5. Prepare a personalized plan for an interview at a university scholarship panel, including research, documents, and practice.

Chapter 4

Self-Awareness

Student Learning Outcomes:

After completion of this chapter, students will be able to:

- Explain the difference between eustress and distress.
- Explain the physiological and psychological aspects of stress and its impact on overall well-being.
- Analyze common stressors and their triggers in personal and professional contexts.
- Evaluate the effectiveness of stress management techniques (mindfulness, time management, relaxation).
- Identify their own stressors and assess their personal responses.
- Apply stress management techniques to reduce stress in specific situations.
- Develop a personalized stress management plan using evidence-based strategies.
- Define emotional regulation and its significance.
- Analyze the impact of unregulated emotions on decision-making, relationships, and performance.
- Evaluate techniques for managing intense emotions like anger, frustration, and anxiety.
- Recognize emotional triggers and patterns.
- Practice emotional regulation strategies (mindfulness, cognitive reframing, grounding).
- Apply regulation skills in challenging situations to enhance self-control and resilience.
- Explain the concept of positive thinking and its role in enhancing mental health and productivity.
- Analyze the relationship between thought patterns, emotions, and behaviour.
- Evaluate benefits and limitations of positive thinking in different situations.
- Develop the vocabulary of positive words (100–200 words).
- Identify negative thought patterns and replace them with positive alternatives.
- Practice techniques to cultivate a positive mind-set (gratitude, affirmations, visualization).
- Develop strategies to maintain positivity in adversity.
- Define self-esteem and its link with self-concept and self-worth.
- Analyze factors influencing self-esteem (upbringing, experiences, society).
- Evaluate effects of high and low self-esteem on life outcomes.
- Assess their own self-esteem levels and identify areas for growth.
- Practice techniques to build self-esteem (self-compassion, realistic goals, celebrating achievements).
- Apply strategies to sustain healthy self-esteem and overcome negative self-perceptions.

Self-awareness is the ability to understand your own emotions, thoughts, behaviours, and values. It is the foundation of personal growth and emotional intelligence. Without self-awareness, people struggle to manage stress, regulate emotions, maintain a positive outlook, and build healthy self-esteem. In this chapter, we will explore four key areas of self-awareness: Stress Management, Emotional Regulation, Positive Thinking, and Self-Esteem.

Do You Know?

A small amount of stress sharpens focus, but long-term stress weakens the immune system.

4.1 STRESS

Stress is a natural response of the body when faced against challenges or demands. Stress happens when we feel that the challenges demand more than what we can handle.

Types of Stress

There are two types of stress.

- 1. Eustress:** It refers to positive stress that motivates action and performance. For example, feeling pressure before an examination can push you to study harder.
- 2. Distress:** It is harmful stress that causes anxiety, worry, and poor performance. For example, constant fear of failure may cause headache, anxiety, or poor performance. There are two types of its effects:
 - (i) Physiological
 - (ii) Psychological



Figure 4.1: Eustress and distress

Effects of Stress

It can be helpful or harmful, depending on its intensity and duration. Some level of stress can be useful in motivating action but constant or overwhelming stress can harm health and performance.

1. **Physiological effects:** Stress can have many effects on body of a person. These include fast heartbeat, sweaty palms, muscle stress, headache and disturbed sleep.
2. **Psychological Effects:** In addition to human body, stress can have negative or adverse effects on human mind too. Worry, irritability, low focus and feelings of helplessness are some of the examples of such adverse effects.

Stress is different for every person. What encourages one person may upset another. For example, a debate competition may excite one student but terrify another so much that he forgets the speech on stage. Excitement is eustress while terrification is distress.

4.2 STRESSORS AND TRIGGERS

Stressors are the specific situations or events that cause stress. They are the sources of stress. Examples include examination, deadlines, financial problems, or conflicts with others. Triggers are the specific cues or reminders that activate a stress reaction. For example, a loud noise might trigger anxiety in someone who has faced an accident. Stress may be personal, social, academic and professional.

Types of Stressors

- (i) Personal stressors** are the problems related to family and personal life. For students, these may include study pressure, parents' expectations, and financial problems. For example, a student struggling to meet family expectations of securing top grades may constantly feel under pressure. Similarly, another student may be worried about paying school fee or affording study materials.
- (ii) Social stressors** come from relationships and social environments. These include peer pressure, conflicts with friends, bullying, or the absence of supportive relations. For instance, being left out of a group activity or



Figure 4.2: Types of stressors

feeling pressured to conform to peers' behaviour can be highly stressful for teenagers.

- (iii) **Academic and professional stressors** are related to performance and expectations in school, college, or workplace. These include examination preparation, strict deadlines, heavy workloads, and competition with classmates. For example, an upcoming examination, multiple assignments or competing for top ranks can all create anxiety and tension.

4.3 STRESS MANAGEMENT TECHNIQUES

Stress and trigger are the facts of life. To overcome these we need management. This includes mindfulness, time management, relaxation strategies and healthy life style.

a) Mindfulness

Mindfulness means staying in the present moment instead of worrying about the past or future. It includes simple practices like deep breathing, meditation, or focusing on your surroundings. Mindfulness helps reduce stress and increase calmness. For example, taking a few minutes to breathe slowly before an examination can improve focus.

b) Time Management

Poor planning often increases stress. Time management means making schedules, doing important tasks first, and not delaying tasks. Dividing big tasks into smaller ones, makes them easier to complete. It reduces last-minute stress.

c) Relaxation Strategies

Relaxation helps the body and mind to recover from stress. Activities like exercise, listening to Quran or playing music or listening poetry, writing your feelings, or offering prayer can create peace and give you energy. Even a short walk outside can help you feel better.



Figure 4.3: Stress management

d) Healthy Lifestyle

Balanced diet, proper sleep, and regular physical activity protect the body and brain against stress. Students who take balanced diet, sleep 7–8 hours, and do exercise are usually more energetic. They become better to cope with challenges.

Example: Seema, a student of class 10, used to feel very stressed before examinations. She planned a study timetable, practised short breathing exercises, and took small breaks. These strategies helped her to control stress well.

Developing Stress Management Skills

Students should practise self-reflection to identify personal stressors and develop individual strategies. A personal stress management plan could include:

- (i) Identifying top 3 stress triggers.
- (ii) Writing coping strategies (e.g., journaling, exercise).
- (iii) Committing to daily relaxation practice.

4.4 EMOTIONAL REGULATION

Emotional regulation is the skill to understand, control, and show emotions in the right way. It does not mean hiding feelings, but using them in a healthy way. Students who manage their emotions well, stay calm under pressure and handle relationships better.

Impact of Unregulated Emotions

If the emotions are not regulated, their impact may be fairly negative. Some of the impacts are such:

(a) Poor Decision Making

When emotions are not controlled well, they can lead to bad decisions. For example, anger can cause a student to act without thinking and later feel sorry for what he said or did.

(b) Disturbed Relationships

Uncontrolled emotions also strain relationships. Outbursts of anger or frustration can hurt friends, classmates, or family members. This can lead to misunderstandings and broken trust.

(c) Decline in Performance

Emotions such as anxiety or frustration can cause a decline in school or work performances. Constant worry makes it hard to focus it, decreases confidence and affects performance negatively.

Example: A student loses marks in an examination and shouts at classmates. This damages friendship and increases stress. That is not a good emotional regulation. Another student, though upset, takes a short walk to calm down before speaking to the teacher. The second student demonstrates better emotional regulation.

Techniques for Emotional Regulation

Emotional regulation may be achieved by so many techniques. They may be:

(a) Mindfulness: Noticing your feelings without judging them helps to reduce over-reaction. Simple breathing or meditation practices can calm the mind.

(b) Cognitive Reframing: Negative thoughts like “I am useless” can be changed to positive ones like “*I can try again*”. This change helps to improve both emotions and behaviour.

(c) Grounding Techniques: These are the methods used to bring a person's attention back to the present moment, especially when he feels strong emotions such as anxiety, anger or fear. Examples include the 5,4,3,2,1 method. It is a simple method to manage emotions. It works by engaging the five senses to shift focus away from stressful thoughts. It works as:

- 5: Look around and name five things you can see.
- 4: Notice four things you can touch.
- 3: Identify three things you can hear.
- 2: Focus on two things you can smell.
- 1: Recognize one thing you can taste.

TECHNIQUES FOR EMOTIONAL REGULATION



MINDFULNESS



COGNITIVE REFRAMING



GROUNDING TECHNIQUES



JOURNALING

Figure 4.4: Emotional regulation

- (d) Journaling:** Writing down emotions is a safe outlet. Instead of reacting in anger, you can express thoughts in a diary to release stress.
- (e) Deep Breathing and Relaxation Exercises:** Slowing down breathing and relaxing the body helps calm the nervous system and reduce emotional intensity.
- (f) Physical Activity:** Exercise releases some hormones, which improve mood and help manage stress and anger.
- (g) Seeking Social Support:** Talking to friends, family, or mentor helps release emotions and gain emotional balance.

Applying Emotional Regulation Skills

Students can use emotional regulation skills to manage stress, stay focused, and handle challenges calmly. When feeling anxious before examinations, they can practise deep breathing or mindfulness. After disappointment, they can reframe negative thoughts into positive ones. During conflicts, they can use self-control and empathy against anger. Writing in a journal, doing physical activities, or talking to friend also support emotional balance. These strategies help students stay confident, calm, and resilient in daily life.

Do You Know?

Leaders with strong emotional regulation are more respected and trusted by their teams.

4.5 POSITIVE THINKING

Positive thinking is a mind-set that focuses on solutions and opportunities rather than problems. It helps to build resilience, improve mental health, and increase productivity.

However, positive thinking does not mean ignoring problems. It means facing them with optimism and taking practical steps positively.

Relationship among Thoughts, Emotions, and Behaviour

Our thoughts have a strong effect on how we feel and behave. Negative thinking leads to negative emotions, which can cause harmful actions. For example, thinking "*I am not good enough*" again and again can create sadness, worry, or fear. It may result in delaying the tasks or giving up altogether.

On the other hand, positive thoughts create hopeful and uplifting emotions that encourage constructive behaviour. When a student thinks, "I will try step by step", he feels motivated and confident, which leads to hard work and progress.

This cycle shows that changing our thoughts is the first step toward changing emotions and behaviours. Being aware of our thought patterns, we can prevent negative spirals and promote healthier actions.

Example: Thinking "I cannot do this assignment" leads to delay of the work. Thinking "I will try and improve step by step" builds confidence and effort to complete work on time.

Benefits and Limitations of Positive Thinking

Positive thinking has many benefits. It improves overall mood, reduces stress, strengthens resilience during challenges, and enhances performance in studies, sports, and relationships.

However, positive thinking also has some limitations. If it becomes a blind optimism without preparation or effort, it can lead to disappointment. For example, a student who keeps saying "I will pass the examination" but never studies is actually relying on false positivity. Thus, thinking must be balanced with realistic planning and hard work.

Building a Positive Vocabulary

One way to practice positive thinking is to use positive words in daily life. Words carry energy, and speaking or hearing positive words repeatedly helps shaping optimistic thought patterns.

Practices for Positive Thinking

- (i) Gratitude Journaling: Writing three things you are thankful for every day shifts focuses from problems to blessings. This practice reduces stress and increases happiness.
- (ii) Affirmations: Repeating positive statements such as "*I am capable*" or "*I am improving*" builds confidence. Affirmations reprogramme the mind to believe in growth and possibility.

- (iii) **Visualization:** Imagining the process of activity before a real task helps the brain prepare for achievement. For instance, before a debate competition, a student can visualize speaking confidently and receiving applause. This mental rehearsal can improve performance in reality.

4.6 SELF-ESTEEM

Self-esteem means how much confidence, respect, and value you have for yourself. It is linked to two things:

- **Self-concept:** how you see yourself and your abilities.
- **Self-worth:** how much you believe you deserve respect and care.

These together shape how you think, feel, and act in the world.

- (i) **High Self-Esteem:** It refers to having a positive and confident view of oneself. Individuals with high self-esteem believe in their abilities, analyse and accept their strengths and weaknesses, and handle challenges with optimism. They maintain healthy relationships, take responsibility for their actions, and are open to learning from mistakes.
- (ii) **Low Self-Esteem:** It refers to having a negative or doubtful view of oneself. People with low self-esteem often lack confidence, feel unworthy, and are more critical of themselves. They avoid challenges, fear failure, and rely heavily on others' approval. Low self-esteem can affect motivation, relationships, and overall emotional well-being.

Factors Influencing Self-Esteem

Self-esteem does not develop overnight. It is shaped by different factors from childhood to adolescence. Some of the most important factors that influence include:

- (i) **Upbringing and Family Environment:** Children who receive love, encouragement, and support from parents often develop higher self-esteem. In contrast, constant criticism or neglect may lower self-esteem.
- (ii) **Achievements and Failures:** Success in academics, sports, or other activities boosts confidence. On the other hand, repeated failures

without emotional support, proper guidance and catharsis may damage self-esteem.

- (iii) **Peer Comparisons and Friendships:** Friends who are supportive and encouraging help in building self-esteem. However, comparing oneself negatively with peers in terms of grades, appearance, financial status often lowers self-esteem.
- (iv) **Media Influence and Societal Expectations:** Social media and advertisements often present unrealistic standards of beauty, success, or wealth. Students who measure themselves against these social standards may develop inferiority complex and low self-esteem. While the other who value their own progress develop higher self-esteem.

Effects of High and Low Self-Esteem

Students with high self-esteem tend to be more confident, optimistic, and resilient. They handle setbacks as learning opportunities rather than failures. They also build healthier relationships, as they respect themselves and others.

On the other hand, students with low self-esteem often struggle with anxiety, lack of motivation, and negative self-image. They depend heavily on others' approval and may find it difficult to make decisions independently. In the long run, this may result in losing opportunities, broken friendships, or mental health issues.

A confident student who loses in a competition says, "I will try harder next time." A student with low self-esteem, in the same situation, might think, "I am useless" and may avoid future competitions.

Do You Know?

Research shows that students with healthy self-esteem perform better in academics and are more likely to take on leadership roles in school.

Skills to Build Self-Esteem

These are strategies and habits that help individuals develop self-esteem like: confidence, self-respect, and a positive sense of self-worth. Some key skills include:

- **Self-awareness:** Understanding your strengths, weaknesses, emotions, and values help to build a real and balanced self-image.

- **Self-Compassion:** It refers to treating yourself with kindness during difficult times, instead of harsh judgment. It helps to maintain self-worth and emotional health.
- **Realistic Goal Setting:** Focusing on progress over perfection and being flexible enough to adjust your goals are important for maintaining positive mind-set and building self-esteem.
- **Celebrating Achievements:** Recognizing and rewarding yourself for even small successes - such as completing an assignment on time or improving in sports practice - can build self-esteem.
- **Support Networks:** Spending time with positive and supportive people fosters encouragement and confidence.
- **Resilience:** Learning to recover from failures and criticism strengthens emotional balance and determination.
- **Self-care:** Paying attention to your physical, emotional, and mental well-being reinforces the idea that you deserve care and respect.

KEY POINTS

- Stress can be positive (eustress) or negative (distress).
- Stress affects both body (physiological) and mind (psychological).
- Common stressors include academics, family, finance, and peer pressure.
- Stress can be managed with mindfulness, relaxation, and planning.
- Each student should develop a personal stress management plan.
- Emotional regulation means controlling emotions without suppressing them.
- Uncontrolled emotions damage decisions, relationships, and performance.
- Emotional triggers must be recognized and handled calmly.
- Techniques like reframing, mindfulness, and grounding build self-control.
- Positive thinking improves resilience and reduces stress.
- Negative thoughts must be replaced with constructive alternatives.
- Gratitude, affirmations, and visualization encourage positivity.
- Positive vocabulary strengthens hopeful thinking.
- Self-esteem reflects self-concept and self-worth.

- High self-esteem builds confidence; low self-esteem causes self-doubt.
- Self-esteem is shaped by upbringing, peers, and society.
- Self-compassion, realistic goals, and achievements build self-esteem.
- Healthy self-esteem supports decision-making and relationships.
- Self-awareness is the foundation of stress management, emotional regulation, positivity, and confidence.

EXERCISE

A. Choose the most appropriate answers of the following questions.

1. One of the examples of eustress is:
 - (a) worrying so much that you cannot sleep before an examination
 - (b) motivation to study harder before a competition
 - (c) feeling anxious and giving up during a debate
 - (d) constant headache due to academic pressure
2. A physiological effect of stress is:
 - (a) forgetfulness
 - (b) headache and muscle tension
 - (c) anxiety and sadness
 - (d) irritability and anger
3. The technique that helps reduce stress by staying present in the moment is:
 - (a) mindfulness
 - (b) overthinking
 - (c) avoidance
 - (d) criticism
4. Emotional regulation means:
 - (a) ignoring emotions completely
 - (b) expressing emotions in harmful ways
 - (c) managing and expressing emotions appropriately
 - (d) avoiding emotional situations
5. An example of positive thinking is the practice of:
 - (a) complaining about difficulties
 - (b) journaling
 - (c) comparing yourself with others
 - (d) expecting failure
6. A student with high self-esteem is more likely to:
 - (a) avoid challenges due to fear of failure
 - (b) depend completely on others' approval
 - (c) take decisions confidently and independently
 - (d) criticize himself constantly

7. A strategy that helps in building a self-esteem is:

- (a) setting unrealistic goals
- (b) celebrating achievements
- (c) comparing with others
- (d) Ignoring your strengths

B. Answer the following questions briefly.

1. Differentiate between eustress and distress with one example each.
2. List two physiological and two psychological effects of stress.
3. Explain why emotional regulation is important for students.
4. Write three benefits of positive thinking.
5. Mention two factors that influence self-esteem.

D. Answer the following questions in detail.

1. Describe the physiological and psychological aspects of stress and their impact on well-being of a person.
2. Discuss the techniques of emotional regulation with two examples which can be applied in daily life.
3. Explain the relationship between thoughts, emotions, and behaviour. How can positive thinking change outcomes?
4. Compare the effects of high and low self-esteem on decision-making and relationships.
5. Develop a personalized stress management plan, including strategies for relaxation, time management, and lifestyle choices.

Chapter 5

Emotional Intelligence

Student Learning Outcomes:

After completion of this chapter, students will be able to:

- Explain the role of emotions in influencing thoughts, behaviour, and decision-making.
- Identify different types of emotions and their triggers in various situations.
- Recognize and articulate emotions accurately in oneself and others.
- Analyze emotional responses to develop better self-regulation strategies.
- Define empathy and self-awareness and their significance in emotional intelligence.
- Examine the connection between self-awareness and the ability to empathize with others.
- Demonstrate active listening and empathetic responses in interpersonal interactions.
- Reflect on personal emotional patterns to enhance self-awareness and growth
- Discuss how emotional intelligence contributes to building stronger and healthier relationships.
- Analyze the impact of emotional management on conflict resolution and collaboration.
- Apply emotional intelligence strategies to improve communication and foster trust in relationships.
- Resolve interpersonal challenges using empathy, understanding, and effective emotional regulation techniques.

Emotional intelligence is defined as the way we understand, manage, and use emotions effectively. For students, developing emotional intelligence is essential not only for academic success but also for building healthy friendships, resolving conflicts, and preparing for future careers. This chapter explores the concept of emotional intelligence and its role in improving relationships.

5.1 EMOTIONS

Emotions are physical and mental states associated with our thoughts, feelings, and behavioural responses. Emotions influence how we think, how we behave, and how we interact with others. For example, anger may lead to impulsive decisions, while joy can encourage cooperation and creativity.

Types of Emotions

Psychologists generally classify emotions into two categories: basic emotions and complex emotions.

a- Basic Emotions

These are universal feelings that all humans experience regardless of culture or background. Such quick mental reactions to situations are:

- (i) **Happiness:** A feeling of joy and satisfaction, often triggered by success, appreciation, or spending time with loved ones.
- (ii) **Sadness:** A feeling of loss or disappointment, triggered by failure, rejection, or missing someone.
- (iii) **Anger:** A strong reaction to unfairness, injustice, or being hurt.
- (iv) **Fear:** A response to danger or threat, such as before examinations or when facing an unfamiliar challenge.
- (v) **Surprise:** A sudden emotional reaction to unexpected events, either positive (a birthday gift) or negative (bad news).
- (vi) **Disgust:** A feeling of dislike or rejection, triggered by unpleasant sights, smells, or behaviours.

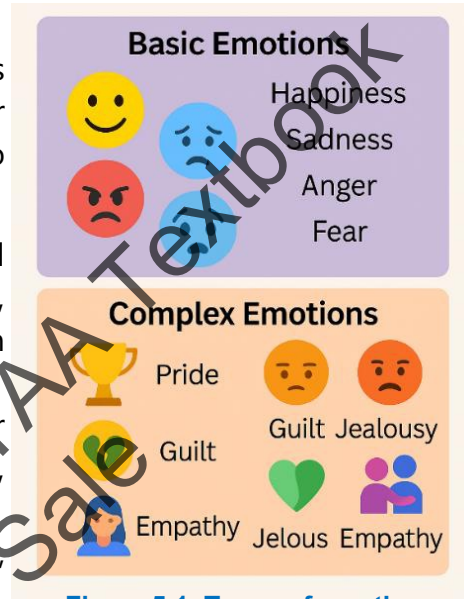


Figure 5.1: Types of emotions

b- Complex Emotions

These emotions are a combination of basic emotions and develop social or cultural influences. They are more advanced and often require self-awareness to recognize them.

Pride	A sense of satisfaction in one's achievements, such as doing well in school or sports.
Guilt	Feeling responsible or regretful for doing something wrong, like lying to a friend.
Jealousy	A mix of fear and insecurity when someone else receives attention or success that you desire.

Empathy

The ability to share and understand another person's feelings, such as comforting a classmate who is upset.

Triggers of Emotions

Different situations can trigger different emotions:

- Examinations may cause anxiety or fear in one student but may spark motivation in another.
- Appreciation from teachers or parents can trigger happiness and pride.
- Unfair treatment from peers or teachers may trigger anger or sadness.
- Helping a friend in trouble can trigger empathy.

Understanding these emotions and their triggers allow students to identify their own feelings and respond in healthier ways.

5.2 EMOTIONAL INTELLIGENCE (EI)

Emotional intelligence (EI) is the ability to recognize, understand, and manage emotions. It affects how we handle stress, make decisions, and communicate with others. People with high EI remain calm under pressure, inspire others, and solve problems more effectively.

Skills of Emotional Intelligence

There are several important skills that develop emotional intelligence. They may be:

1. Recognizing Emotions

The first step is to notice what you are feeling in different situations. For example, before a test, you might feel nervous or excited.

2. Expressing Emotions Clearly

It is important to express your emotions in a calm and respectful way. Instead of hiding or reacting angrily, you can say, "I feel nervous because I am not prepared."



Figure 5.2: Emotional intelligence

3. Managing Emotions

This skill involves controlling strong emotions such as anger, fear, or sadness. Simple strategies like deep breathing, mindfulness, or taking a short break can help you respond calmly instead of reacting impulsively.

4. Understanding Others' Emotions (Empathy)

Listening to others carefully and observing their expressions or tone of voice helps you respond with kindness and support.

5. Analyzing Your Responses

Emotional intelligence also involves reflecting on your reactions. Ask yourself why you felt or behaved in a certain way and how you can handle similar situations better next time.

Do You Know ?

Psychologists say, emotions act like "signals". They alert us to opportunities or dangers and guide decision-making.

Example: During a sports match, a student feels frustrated after losing a point. Instead of shouting at team-mates, he pauses, recognizes the emotion, and focuses on motivating the team. It shows her emotional intelligence.

5.3 EMPATHY AND SELF-AWARENESS

Empathy means understanding and sharing the feelings of others. It is more than just feeling sorry for someone, it is about imagining yourself in his situation. Empathy helps in making friends, avoiding conflicts, and working well in groups. When you show empathy, you respond with kindness and care. It makes others feel respected and valued.

You have learnt about self-awareness. Self-awareness means recognizing your own emotions, thoughts, and behaviours. It is about being honest with yourself and understanding how your moods and actions affect others. A self-aware student knows when he is angry, nervous, or happy and can think about how to respond appropriately. Empathy and self-awareness are important parts of emotional intelligence. A person who is self-aware can manage his own emotions. If the same person is also empathetic, he can understand

the emotions of others. When these skills work together, they create emotional balance. Self-awareness ensures that you do not over-react to your own feelings, and empathy ensures you to treat others with respect and compassion.



Figure 5.3: Empathy

Skills to Improve Empathy and Self-Awareness

- i. **Active Listening:** Paying close attention when someone speaks, maintaining eye contact, and showing interest through nods or body language makes the other person feel heard and valued.
- ii. **Empathetic Responses:** Expressing understanding by saying words like *“I can see this is difficult for you”* or *“I understand how you feel”* reduce tension and build stronger connections.
- iii. **Self-Reflection:** Self-reflection is taking time to think about your own behaviour and emotions. For example, noticing that you get irritated when tired or anxious before deadlines helps you adjust your responses and improve self-control.

Example: While working on a group project, an empathetic and self-aware student notices that one team member is quiet. He asks, *“Are you feeling okay? Would you like help with your part?”* In this way, he shows empathy. At the same time, he reflects his own tendency of co-operation.

5.4 IMPROVING RELATIONSHIPS THROUGH EMOTIONAL INTELLIGENCE

Relationships with friends, classmates, teachers or family are an important part of life. Emotional intelligence helps to make these relationships stronger. It allows people to understand one another, communicate well, and resolve differences peacefully. When students manage their emotions, they build trust

and respect. Instead of letting anger or frustration break friendship, emotionally intelligent students find ways to cooperate, listen, and support one another.

Emotional intelligence strengthens relationships in three important ways i.e., by building stronger bonds; by helping with conflict resolution; and by supporting collaboration in group tasks.

a- Building Stronger Relationships

Emotional intelligence encourages to show patience and regard for the feelings of others. Small acts such as listening carefully, using polite language, or showing appreciation for someone's efforts can make relationships strong. Respecting differences in opinions, backgrounds, and personalities is also very important.

Example: One student may be very quiet in class, while another likes to speak often. An emotionally intelligent friend finds these differences and encourages the quieter classmate to express his opinions or share views, instead of ignoring or making fun of his quietness. This builds trust and inclusivity.

b- Conflict Resolution

Conflicts are a natural part of life. These can arise in schools where students work together on projects, sports, and academic activities. Emotional intelligence helps in resolving conflicts. It promotes calm communication and empathy. Instead of shouting, blaming, or ignoring the problem, emotionally intelligent students use respectful dialogue to understand each other's perspectives.

Example: Two classmates may disagree over how to complete a science project. With emotional intelligence, they avoid insulting each other. One says, "I understand your idea, but can we try combining it with mine?" This approach prevents arguments from growing and creates a cooperative solution.

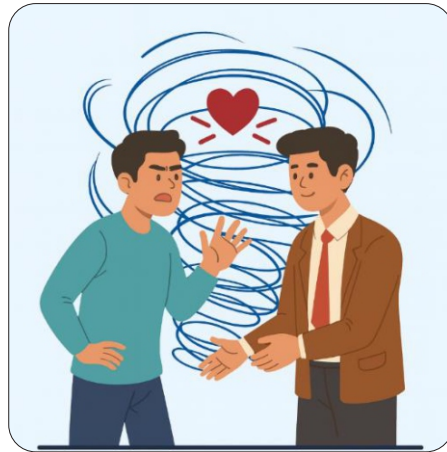


Figure 5.4: Conflict resolution

c- Collaboration and Teamwork

Emotional intelligence strengthens relationships by improving collaboration and teamwork. When people understand their own emotions and those of others, they can communicate more clearly and work together smoothly. Team members with emotional intelligence listen to each other, show respect, and handle disagreements calmly. They focus on shared goals rather than personal conflicts. In schools, emotionally intelligent students cooperate better in group projects, support one another, build stronger and more positive relationships.

Example: During a group science project, one member becomes frustrated because others are working slowly. An emotionally intelligent classmate calmly suggests dividing tasks according to everyone's strengths. This helps the group to stay focused, reduces tension, and allows them to complete the project successfully as a team.

Skills for Relationship Building

To put these ideas into practice, students can develop following specific skills that improve their relationships:

- (i) **Applying EI in Communication:** Communication is not only about words but also tone, volume, and body language. Speaking politely, making eye contact, and using calm gestures create positive interactions. Even in disagreements, respectful language helps maintain dignity.
- (ii) **Fostering Trust:** Trust is built over time through honesty, reliability, and consistency. Students who keep their promises, respect confidentiality, and show consideration for others' feelings become trustworthy friends and partners.
- (iii) **Resolving Challenges:** Challenges and disagreements are unavoidable. Emotionally intelligent students handle them constructively. They listen actively, validate others' emotions, and find fair solutions. In this way, challenges do not become long-term problems.

Example: Two friends are working on a group project. One feels the workload is unfair and becomes frustrated. Instead of arguing or ending the friendship, both students decide to sit together and discuss the problem. They listen to each other's concerns, acknowledge the stress of deadlines, and then divide

the tasks fairly. By doing so, they not only complete the project successfully but also strengthen their friendship.

This example shows how emotional intelligence, through calm communication, empathy, and fairness, transforms a potential conflict into an opportunity for stronger bonds.

KEY POINTS

- Emotional intelligence is the ability to recognize, understand, and manage emotions.
- Emotions influence thoughts, behaviours, and decisions.
- Basic emotions include happiness, sadness, anger, fear, surprise, and disgust.
- Emotional intelligence involves recognizing, articulating, and analyzing emotions.
- Empathy means understanding and sharing the feelings of others.
- Self-awareness is knowing your own emotions and their effects.
- Empathy and self-awareness together strengthen emotional intelligence.
- Active listening and empathetic responses build trust.
- Emotional intelligence improves relationships by promoting respect and collaboration.
- Managing emotions helps resolve conflicts peacefully.
- Communication with empathy fosters stronger bonds.
- Emotional intelligence prepares students for leadership and teamwork roles.

EXERCISE

A. Choose the most appropriate answers of the following questions.

1. An example of complex emotion is:
(a) happiness (b) surprise
(c) jealousy (d) anger
2. Emotional intelligence means:
(a) ignoring emotions completely
(b) managing emotions effectively

- (c) controlling others' emotions
- (d) avoiding emotional situations
- 3. The quality that best describes empathy is:
 - (a) criticizing others' feelings
 - (b) sharing others feelings
 - (c) ignoring others' emotions
 - (d) hiding your emotions
- 4. The skill which helps build self-awareness is:
 - (a) active listening
 - (b) self-reflection
 - (c) comparing with others
 - (d) suppressing emotions
- 5. The action that shows emotional intelligence during conflict is:
 - (a) shouting at others
 - (b) avoiding the issue
 - (c) finding a solution
 - (d) blaming others
- 6. A student notices that he gets irritated whenever he is hungry. This is an example of:
 - (a) empathy
 - (b) self-Awareness
 - (c) conflict Resolution
 - (d) leadership

B. Answer the following questions briefly.

1. Define emotional intelligence in your own words.
2. List two examples of basic emotions and their triggers.
3. How does self-awareness improve empathy?
4. Give two examples of how emotional intelligence helps in conflict resolution.
5. Mention two strategies for building strong relationships.

C. Answer the following questions in detail.

1. Explain how emotions influence thoughts, behaviour, and decision-making. Give examples.
2. Discuss the skills of recognizing, articulating, and analyzing emotions.
3. Define empathy and self-awareness. Explain how they are connected.
4. How does emotional intelligence contribute to healthier relationships? Give two examples.
5. Create a personal action plan to apply emotional intelligence in communication and conflict resolution.

Chapter 6

Interpersonal Skills

Student Learning Outcomes:

After completion of this chapter, students will be able to:

- Explain the concept of empathy and its role in fostering effective communication and relationships.
- Analyze the differences between empathy, sympathy and compassion.
- Evaluate the impact of empathy on team dynamics, conflict resolution and social connection.
- Demonstrate empathetic listening and communication in various interpersonal scenarios.
- Identify and respond to the emotions and perspectives of others in challenging situations.
- Apply empathy-building strategies to enhance understanding and collaboration.
- Define active and passive listening and their significance in effective communication.
- Analyze common barriers to effective listening and their impact on relationships.
- Evaluate the role of nonverbal cues and feedback in enhancing listening skills.
- Practice active listening techniques, such as paraphrasing, clarifying and providing feedback.
- Identify and address their own listening habits to improve attentiveness and understanding.
- Apply effective listening strategies in group discussions, one-on-one interactions and conflict resolution.
- Explain the components of interpersonal effectiveness: respect, assertiveness and adaptability.
- Analyze the impact of interpersonal effectiveness on collaboration, leadership and conflict management.
- Evaluate personal strengths and areas for improvement in interpersonal skills.
- Develop strategies for improving interpersonal interactions in diverse social and professional contexts.
- Demonstrate effective interpersonal communication through verbal and nonverbal techniques
- Apply interpersonal effectiveness strategies to navigate complex relationships and

situations.

- Explain the common causes of disputes and their impact on relationships and outcomes.
- Analyze different conflict management styles and their effectiveness in resolving disputes.
- Evaluate the benefits of a collaborative approach to dispute resolution.
- Apply conflict resolution strategies, such as negotiation, mediation and active listening.
- Identify and address the root causes of disputes to prevent escalation.
- Demonstrate the ability to maintain composure and facilitate constructive discussions during conflicts.
- Explain the factors that contribute to healthy and sustainable relationships.
- Analyze the dynamics of different types of relationships, including personal, professional and social.
- Evaluate the importance of trust, respect and communication in relationship management.
- Develop strategies to build and maintain strong, positive relationships.
- Address and resolve challenges in relationships using empathy and effective communication.
- Apply techniques to balance personal and professional relationships effectively.
- Define confident communication and its significance in achieving personal and professional success.
- Analyze the relationship between confidence, assertiveness and clarity in communication.
- Evaluate the barriers to confident communication and their impact on message delivery.
- Demonstrate confident verbal and nonverbal communication techniques in various settings.
- Practice assertive communication to express ideas, needs and boundaries effectively.
- Apply confident communication strategies to enhance persuasion, influence and collaboration.

Interpersonal skills are the abilities we use to communicate, interact and build relationships with others. These skills determine how effectively we connect with people. Interpersonal skills include: empathy, listening, respect, adaptability and teamwork. These skills help us resolve conflicts,

collaborate successfully and maintain positive friendships. For students, these skills improve classroom interactions. These skills also prepare them for the challenges of professional and social life.

Always remember: **The way we connect with others shapes the way we succeed in life.**

6.1 EMPATHY

In the previous chapter, we explored empathy as a key part of emotional intelligence. Recall that empathy means the ability to understand and share the feelings of others. It helps us build stronger and more meaningful relationships.

Here, in the context of interpersonal skills, we will focus on how empathy directly improves communication and teamwork. Empathy helps us listen more attentively, respond with kindness and create trust in our interactions.

Sympathy, Empathy, and Compassion

Although related, these three terms differ:

a- Sympathy

Sympathy means feeling pity or showing concern for someone else's situation without fully experiencing or understanding their emotions. Sympathy shows kindness and care but does not involve the same depth of connection as empathy. When we say "I feel for you", we are expressing sympathy.

b- Empathy

Empathy is stronger than sympathy. It is the ability to share and understand another person's emotions. It means putting yourself in someone else's position and experience his feelings. Empathy helps create deeper emotional connections. It also allows for stronger communication and trust. When we say "I understand your feelings", we are showing empathy.

c- Compassion

Compassion goes one step further. It means not only recognizing someone's suffering but also wanting to help them. Compassion often

Do You Know?

Research shows that students with strong empathy skills are less likely to engage in bullying and more likely to act as peacemakers in conflicts.

leads to action, offering support, providing comfort, or finding ways to reduce another person's pain. When we say "I want to help you", we are showing compassion.

Impacts of Empathy

Teamwork, Conflict Resolution, and Social Connection

Empathy greatly improves teamwork, conflict resolution, and social connection. In a team, empathy enables the members to listen, respect different opinions, and work together effectively. Empathetic people understand each other's feelings. They avoid reacting harshly, which helps solve conflicts. Empathy also builds trust and a sense of belonging. So, it makes the social connection stronger.



Figure 6.1: Impact of empathy

Empathetic Communication

In empathetic communication, the listener gives full attention to the speaker, notices his tone and body language. He also tries to see the situation from speaker's point of view. Empathetic communication helps to build trust and respect in different situations e.g., listening to a friend who is upset, cooperating with classmates during a group task, or discussing a concern with a teacher. It allows building stronger and more supportive relationships.

Empathy in Challenging Situations

When an empathetic person finds people in challenging situations like frustration, sadness, or worry, he tries to understand why those people feel that way. He senses their emotions and feels the same. Once he recognizes their feelings, he responds with patience and kindness.

Example: During a group project, if a classmate struggles with his assigned tasks, an empathetic response would be, "I can see you are finding this difficult. Shall we work on it together?" This not only solves the problem but also strengthens teamwork.

6.2 LISTENING SKILLS

Effective communication is not just about speaking clearly but also about listening attentively. Listening is one of the most important interpersonal skills. There are two main types of listening:

- (i) **Active Listening:** It is fully concentrating, understanding and responding thoughtfully to the speaker.
- (ii) **Passive Listening:** It is hearing words without paying full attention. It often leads to misunderstandings.

Barriers to Listening

Common obstacles to listening include distractions (such as phones), prejudices (judging before listening), interrupting, or focusing only on replying rather than understanding. These barriers damage trust and weaken relationships.

Do You Know?

Studies suggest that most people spend almost 45% of in communication time on listening.

Nonverbal Cues and Feedback

Good listening also involves observing body language, tone of voice and facial expressions. Nods, eye contact and short verbal feedback like "I see" or "That makes sense" show attentiveness and encourage the speaker.

Skills of Listening

These are techniques that improve listening:

- (i) **Active Listening Techniques:** Paraphrasing ("So you mean..."), asking clarifying questions and giving constructive feedback. It is a good technique to make listening better.
- (ii) **Self-Awareness in Listening:** Recognizing personal habits like daydreaming or interrupting and working to overcome them.
- (iii) **Applying Listening in Real Life:** Practising attentive listening in group discussions, one-on-one conversations especially during conflict resolution.

Example: During a class debate, instead of preparing his own argument, a student practises active listening. He responds thoughtfully and builds on others' points. This makes the discussion more respectful and productive.

6.3 INTERPERSONAL EFFECTIVENESS

Interpersonal effectiveness is the ability to interact with others in respectful, assertive and adaptable ways. It is about balancing your needs with the needs of others to create healthy and productive relationships.

Components of Interpersonal Effectiveness

Following are the components of interpersonal effectiveness.

- **Respect:** Valuing others' opinions and treating them with dignity.
- **Assertiveness:** Expressing yourself clearly and confidently without being aggressive.
- **Adaptability:** Adjusting your approach depending on the situation and the people involved.

Impacts of Interpersonal Effectiveness

Interpersonal effectiveness has several impacts, some are:

1- Improving Interpersonal Interactions

Successful relationships depend on mutual understanding, respect, and effective communication. We can improve our interactions by practising active listening, acknowledging others' opinions, and showing empathy in our responses. Adapting communication styles such as being assertive in discussions or cooperative in teamwork helps build positive connections.

2- Collaboration, Leadership and Conflict Management

Strong interpersonal effectiveness enables us to collaborate more effectively in teamwork, show leadership in activities and resolve conflicts constructively. Poor interpersonal effectiveness leads to mistrust, misunderstandings, or unresolved conflicts.

3- Controlling Complex Relationships

Sometimes relationships involve sensitive issues or disagreements. In such cases, interpersonal effectiveness becomes more important. By using emotional regulation, empathy and adaptability, we can also understand others' perspective and can be flexible in our decision. It allows us to handle conflicts without harming relationships.

Example: A student who disagrees with a friend about a study method communicates assertively: "I respect your approach, but I find the method which I am using more easier. Can we combine both?" This preserves respect while finding a workable solution.

Skills of Interpersonal Effectiveness

1. Improving Interactions

Interpersonal effectiveness begins with simple habits such as politeness, patience and clear communication. Using kind words, waiting your turn to speak and explaining your thoughts clearly makes interactions smoother and more respectful. These small actions build trust and prevent misunderstandings.

2. Effective Verbal and Nonverbal Communication

Communication is not just about the words we say. It also includes tone of voice, body language and gestures. Using respectful language, maintaining eye contact and showing confidence through calm gestures help others feel valued. Nonverbal signals often communicate more strongly than words, so practising them is essential.

3. Self-awareness

Self-awareness is essential for personal growth in communication. We should reflect on how we interact with others. We should identify what we do well - such as being a good listener or expressing ideas confidently. We should also identify what needs improvement, like managing emotions or being more patient. So, by evaluating our strengths and weaknesses, we can have continuous improvement. It helps us build stronger relationships.

6.4 HANDLING DISPUTES

Disputes are a normal part of human interaction. They often arise from misunderstandings, differences in opinions, competition, or unmet expectations. The disputes can create tension but they also present opportunities for learning and growth if handled constructively. Poorly managed disputes may damage relationships, create mistrust and affect teamwork.

Conflict Management Styles

People use different approaches to deal with disputes such as:

1. **Avoiding:** Ignoring the problem, which may delay resolution but can sometimes prevent unnecessary escalation.
 2. **Accommodating:** It means putting others' needs before your own. It manages the conflicts and maintains peace.
 3. **Compromising:** In compromising each person gives up something to reach a middle ground.
 4. **Collaborating:** Working together to find a solution that satisfies everyone is often the most effective way of conflict management. Collaboration reduces hostility. It also ensures that all voices are heard. It creates long-term trust and promotes fairness.
- (i) **Competing:** Trying to win the argument may solve issues quickly, but, it can sometime damage relationships.

Do You Know?

Conflicts are not always negative; when handled properly, they can lead to stronger trust and better teamwork.



Figure 6.2: Conflict Management Styles

Example: Two students argue about who should present point of view in front of the class. Instead of fighting, they discuss their strengths and decide to present accordingly. One student introduces the presentation whereas the other student concludes.

6.5 MANAGING RELATIONSHIPS

Managing relationships refers to the ability to maintain healthy, respectful, and productive interactions with others. It involves understanding the

emotions, needs, and perspectives of people around you. Effective relationship management requires skills like empathy, communication, cooperation, and conflict-resolution.

Healthy relationships are built on trust, respect and communication. When these elements are strong, relationships become sustainable and supportive. Weakness in any of these areas leads to misunderstandings and distance.

Types of Relationships

Following are the types of relationships:

- **Personal:** With family and friends, often based on affection, care and emotional support.
- **Professional:** With teachers, colleagues, or mentors, usually focusing on cooperation, productivity and responsibility.
- **Social:** With classmates, neighbours or community members, which depend on mutual respect and shared values.

Skills for Managing Relationships

Following skills help us:

- Building Strong Bonds:** Showing kindness, appreciation and reliability in interactions.
- Resolving Challenges:** Using empathy and open communication to address misunderstandings.
- Balancing Roles:** Maintaining harmony between personal responsibilities and professional commitments.



Figure 6.3: Trust, Respect and Communication

For example, a student struggling with balancing studies and family time discusses the issue openly with parents. With clear communication and empathy, he creates a schedule that supports both study and family needs.

6.6 CONFIDENT COMMUNICATION

Confident communication means expressing your ideas, feelings and needs clearly and respectfully, without fear or aggression. It is essential for academic performance, leadership, teamwork and future career success.

Pillars of Confident Communication

Confidence, assertiveness and clarity are the pillars of confident communication. Confidence means believing in your own abilities and trusting that your ideas are valuable. Assertiveness is the skill of expressing yourself directly and firmly, while still being respectful toward others. Clarity ensures that your message is simple, well-structured and easy to understand.

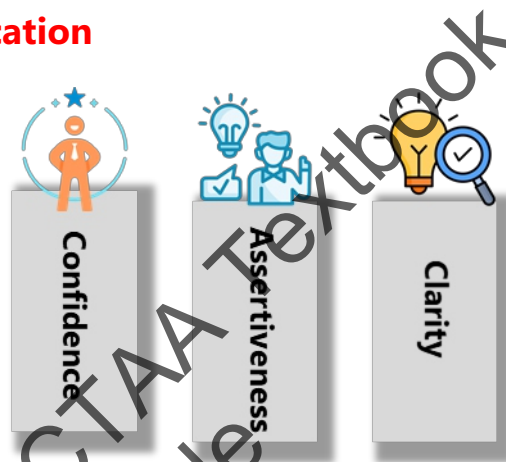


Figure 6.4: Pillars of Confident Communication

When combined, these three qualities create confident communication. It allows you to share your thoughts effectively, influence others positively and build stronger connections.

Barriers to Confident Communication

Fear of judgment, lack of preparation, shyness, or poor body language can weaken confidence and make messages less effective.

Skills for Confident Communication

- (i) **Verbal and Nonverbal Techniques:** Clear speech, good posture, eye contact and controlled gestures.
- (ii) **Strategies for Persuasion and Influence:** Facts, respectful tone and positive body language.

Example: In a class debate, a confident student expresses this view respectfully, maintains eye contact and uses calm gestures. Even if others disagree, the student is able to influence the audience through clarity and respect.

KEY POINTS

- Interpersonal skills help us communicate, interact and build positive relationships in personal, social and professional settings.
- Empathy means understanding and sharing another person's feelings, while sympathy is feeling for him and compassion is taking action to help him.
- Empathy improves team dynamics by encouraging cooperation and fairness.
- Active listening involves giving full attention, paraphrasing, clarifying and providing feedback.
- Passive listening, distractions and prejudices create barriers to effective communication.
- Nonverbal cues such as tone, eye contact and gestures play a major role in effective listening.
- Interpersonal effectiveness includes respect, assertiveness and adaptability.
- Respect ensures dignity; assertiveness allows clear expression and adaptability helps adjust different situations.
- Disputes commonly arise from misunderstandings, competition, or unfulfilled expectations.
- Conflict management styles include avoiding interaction, competing, accommodating, compromising and collaborating.
- Collaboration is often the most effective way to resolve disputes because it satisfies all sides.
- Conflict resolution requires negotiation, mediation, active listening and staying calm.
- Healthy relationships are based on trust, respect and clear communication.
- Personal, professional and social relationships have unique dynamics but share common needs for respect and cooperation.
- Managing relationships involves balancing different roles and responsibilities with empathy and understanding.

- Confident communication means expressing ideas clearly and respectfully without fear or aggression.
- Confidence, assertiveness and clarity together form the foundation of strong communication.
- Barriers to confident communication include fear of judgment, poor body language and lack of preparation.
- Confident communicators use clear speech, eye contact and positive body language.
- Interpersonal skills prepare students for leadership, collaboration and success in both academic and professional life.

EXERCISE

A. Choose the most appropriate answers of the following questions.

1. The listening that involves full concentration and feedback is:
(a) passive listening (b) active listening
(c) selective listening (d) ignoring
2. In interpersonal effectiveness, assertiveness means:
(a) being aggressive and forceful
(b) remaining silent to avoid conflict
(c) expressing yourself directly but respectfully
(d) changing your opinion to please others
3. The most effective conflict management style is:
(a) avoiding (b) competing
(c) collaborating (d) accommodating
4. Compassion differs from empathy because it:
(a) only shows pity (b) ignores others' feelings
(c) leads to taking action to help (d) avoids involvement
5. The strategy which helps prevent disputes from escalating is:
(a) blaming others (b) addressing root causes
(c) avoiding communication (d) staying silent
6. A nonverbal element of confident communication is:
(a) written notes (b) eye contact
(c) long speeches (d) silence

B. Answer the following questions briefly.

1. How is empathy different from sympathy?
2. What is the difference between active and passive listening?
3. List two components of interpersonal effectiveness.
4. What is meant by compromising in disputes?
5. Give one factor that contributes to healthy relationships.
6. Define confident communication in your own words.

C. Answer the following questions in detail.

1. Explain the role of empathy in building communication and resolving conflicts.
2. Discuss barriers to effective listening and suggest ways to overcome them.
3. Describe the conflict management styles and explain why collaboration is often most effective.
4. Explain the importance of trust, respect and communication in managing relationships.
5. Discuss how confidence, assertiveness and clarity form the foundation of confident communication.

Chapter 7

Thinking Skills

Student Learning Outcomes:

After completion of this chapter, students will be able to:

- Understand the importance of time and its management.
- Explain the principles of effective goal setting, including SMART goals.
- Analyze the relationship between goal setting, motivation and success.
- Evaluate the barriers to achieving goals and strategies for overcoming them.
- Develop clear, realistic and measurable goals aligned with personal and professional aspirations.
- Break down complex goals into actionable steps and prioritize them effectively.
- Monitor and adjust goals based on progress and changing circumstances.
- Explain the decision-making process and its significance in problem solving and leadership.
- Analyze the impact of cognitive biases and emotional influences on decision-making.
- Evaluate different decision-making models and their suitability for various situations.
- Apply systematic decision-making techniques, such as cost-benefit analysis and SWOT analysis, to real-life scenarios.
- Identify potential risks and uncertainties to make informed decisions.
- Reflect on past decisions to improve future decision-making effectiveness.
- Define problem-solving and its importance in personal and professional contexts.
- Analyze the stages of the problem-solving process, including problem identification, analysis and resolution.
- Evaluate strategies for overcoming obstacles during the problem solving process.
- Identify and clearly define problems in complex situations.
- Generate and evaluate potential solutions using creative and logical approaches.
- Implement and assess the effectiveness of chosen solutions, adjusting as needed.
- Explain the principles of critical thinking and creative thinking and their complementary roles.
- Analyze the barriers to critical and creative thinking, such as assumptions and rigid thought patterns.
- Evaluate the impact of critical and creative thinking on innovation and decision-making.
- Practice critical thinking skills, such as questioning assumptions, analyzing evidence and reasoning logically.
- Apply creative thinking techniques, such as brainstorming, mind mapping and lateral thinking, to generate innovative solutions.
- Combine critical and creative thinking to approach challenges with balanced and effective strategies.

- Explain the components of executive functioning, such as planning, organization and impulse control.
- Analyze the role of executive functioning skills in productivity, time management and decision-making.
- Evaluate the impact of weak executive functioning on daily life and strategies to strengthen these skills.
- Develop effective strategies for organizing tasks, managing time and prioritizing responsibilities.
- Practice techniques to enhance working memory, attention and self-regulation.
- Apply executive functioning skills to achieve goals and maintain productivity in complex environments.
- Define resilience and its importance in coping with stress, challenges and adversity.
- Analyze the factors that contribute to resilience, such as mindset, support systems and adaptability.
- Evaluate the relationship between resilience and personal growth in overcoming difficulties.
- Develop strategies to build resilience, such as fostering optimism, seeking support and practicing self-care.
- Apply resilience techniques to navigate setbacks and maintain emotional well-being.
- Reflect on past challenges to identify lessons and growth opportunities for building future resilience.

Our thoughts shape our actions and our actions shape our future. Developing strong thinking skills help us plan better, make wiser choices and solve problems more effectively and efficiently. In today's fast-moving world, success is not only about having knowledge but also about using that knowledge to think critically, creatively and strategically. Thinking skills enable us to set meaningful goals, evaluate options, overcome challenges and grow stronger in the face of difficulties.

For students, these skills are essential both inside and outside the classroom. Good thinking skills help in preparing for examinations, managing time, working on projects and even handling personal decisions. More importantly, they prepare young people to become confident leaders, responsible decision-makers and resilient individuals in their professional and social lives.

7.1 GOAL SETTING

Time is one of the most valuable resources in life. Once lost, it cannot be recovered. Therefore, we must use it wisely and purposefully to build the life we want. That is why learning how to set and achieve goals is vital for

success. Goal setting provides direction, motivation and purpose in daily life.

Goal Setting Skills

- a) **Developing Realistic Goals:** Students should set goals that are clear, achievable and meaningful. For example, "I will read one chapter daily" is better than "I will study more."
- b) **Breaking Down Complex Goals:** Large goals become easier when divided into smaller and manageable steps. For example, preparing for examinations can be broken down into daily or weekly targets.
- c) **Monitoring and Adjusting:** Goals may need to change with circumstances. A flexible student reviews progress regularly and makes necessary adjustments.

For example, a student sets a goal to improve English speaking. He plans it into steps and learns five new words daily. He practises with a friend and gives one short speech weekly. By tracking progress and adjusting practice time, the student builds confidence steadily.

The SMART Principle

Effective goals follow the SMART principle. Let's learn what SMART is:

- **Specific:** Clearly defined
- **Measurable:** Progress can be tracked
- **Achievable:** Realistic and possible
- **Relevant:** Connected to your personal or professional life aspirations
- **Time-bound:** With a deadline

Let's have a look at these two examples:

- a) Instead of saying "*I want to get better at English*", a SMART goal would be: "*I will learn 10 new English words each week and use them in sentences for the next three months.*" This goal is clear, trackable, realistic, connected to learning needs and time-bound.

- b) A student preparing for examinations may set a SMART goal: "*I will complete two chapters of science every week and revise them on Sunday evenings*"

Do You Know?

Research shows that people who write down their goals are 42% more likely to achieve them compared to those who only think about them.

until the examination date." This breaks the larger task into specific, achievable steps with a clear timeline, keeping motivation high and progress visible.

Goal setting is directly connected to motivation and success. A motivated student who sets a goal to improve grades and creates a study plan is far more likely to succeed than one who studies without direction.

Barriers to Achieving Goals

While setting goals is important, many students struggle to achieve them because of common barriers such as:

a) Delaying the Tasks

One of the biggest challenges is delaying important tasks and replacing them with easier or less useful activities.

b) Lack of Planning

Another barrier is lack of planning. Without a clear roadmap, even the best intentions remain fruitless.

c) Distractions

Distractions such as, excessive use of mobile phones or social media, can also reduce focus and waste valuable time.

d) Fear of Failure

Fear of failure prevents some people from even trying, as they worry about making mistakes or not meeting expectations.

Practical Strategies to Overcome Barriers

The above stated barriers can be overcome with practical strategies such as:

(a) Discipline

Developing discipline helps students stay committed to their plans even when motivation is low.

(b) Prioritization

Prioritization ensures that important tasks are paid proper attention so that they do not get replaced by less urgent activities.

(c) Flexibility

Circumstances sometimes require adjusting timelines or approaches rather than abandoning the goal altogether.

By recognizing and addressing these barriers, students can stay on track and achieve success more effectively.

7.2 DECISION-MAKING

Everyday we make choices, big or small. Decision -making is the process of selecting the best option among alternatives. Good decision-making is vital for solving problems, achieving goals and showing leadership.

The Decision-Making Process

In order to make an informed decision, one needs to recognize that a decision is needed. The next step is to gather information and explore different options available. In the next step, the alternatives and their consequences are evaluated. Then comes choosing the best option and taking action. The final step is reviewing the results to assess whether the decision achieved the desired outcome or adjustments are necessary.

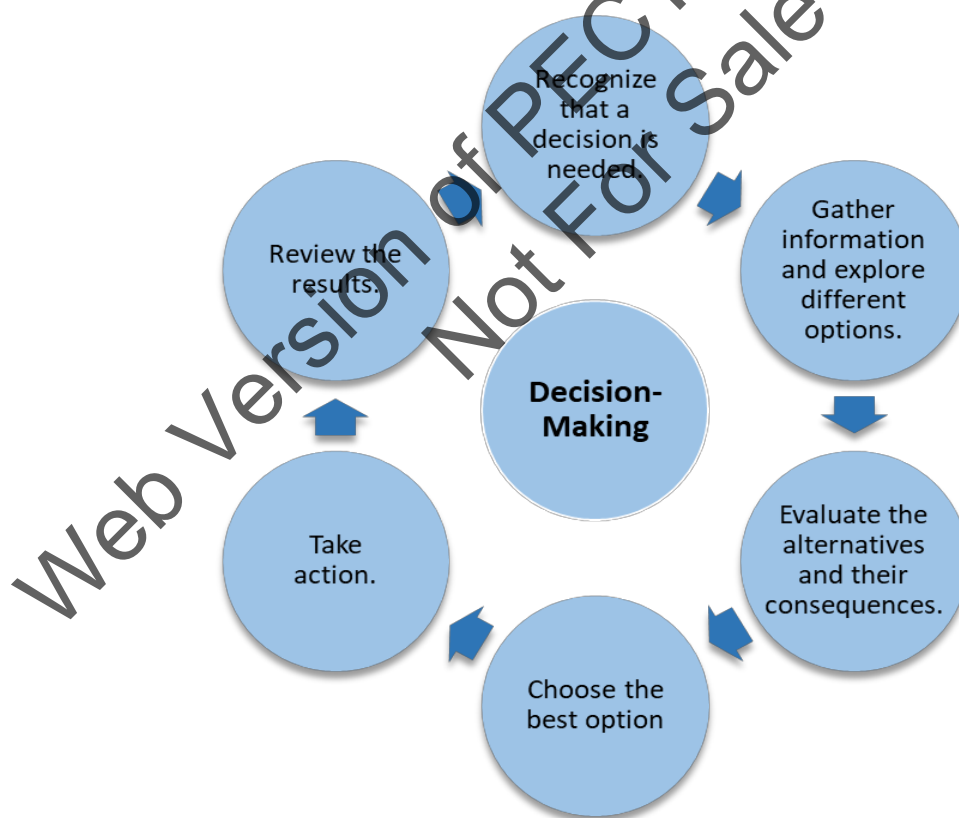


Figure 7.1: Decision-making process

Impact of Cognitive Biases and Emotional Influences

Cognitive biases and emotional influences can strongly affect how people make decisions. Cognitive biases are mental shortcuts or errors in thinking, such as favouring familiar choices or ignoring opposing evidence. Emotions, such as fear, anger, or excitement, can also impact reasoning. Emotions can prevent people to act rationally. For example, a student might avoid a group project due to a past conflict, even if it would benefit his grade. We should recognize when their decisions are being driven by bias or emotion and make more balanced, thoughtful choices.

Decision-Making Models

There are three main models of decision making:

- (i) **Cost-Benefit Analysis:** Weighing advantages and disadvantages of alternatives or options.
- (ii) **Intuitive Decisions:** Trusting gut feeling—useful in urgent situations but risky without evidence.
- (iii) **SWOT Analysis:** Considering Strengths, Weaknesses, Opportunities and Threats.

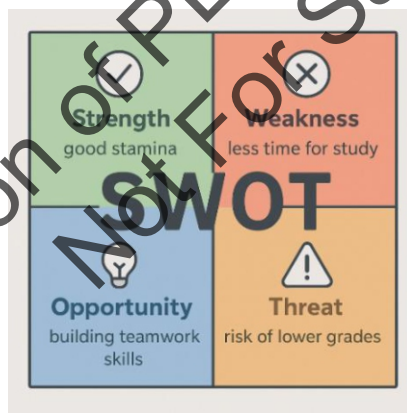


Figure 7.2: SWOT analysis

A student deciding whether to join a sports team uses SWOT analysis. By weighing these, the student makes a balanced choice.

7.3 PROBLEM-SOLVING

Problems are challenges that require solutions. Problem-solving is the ability to identify issues, analyze them and develop strategies to resolve them. It is essential for personal success, academic achievement and professional growth.

Stages of Problem-Solving

Problem-solving involves the same steps as are taken for effective decision-making.

- (i) **Problem Identification:** Recognizing and defining the issue clearly. Avoid vague statements like "I cannot do Mathematics." Instead, specify the issue: "I struggle with fractions."
- (ii) **Analysis:** Collect data and analyze it to understand the causes of the problem. One can brainstorm, research, or ask for advice to find possible answers.
- (iii) **Implementation:** Generating and applying possible solutions.
- (iv) **Evaluation:** Assessing whether the solution worked.

Overcoming Obstacles

Obstacles may include lack of resources, stress, or negative thinking. These can be overcome through creativity, logical thinking, teamwork and persistence.

A student finds that he is not doing well in science. Instead of giving up, he identifies the problem (difficulty with concepts), finds solutions (extra practice, asking teacher for help) and evaluates progress after a few weeks.

7.4 CRITICAL AND CREATIVE THINKING

Critical thinking involves questioning assumptions, analyzing evidence and reasoning logically. It ensures decisions are based on facts and sound judgment.

Creative thinking is about generating new ideas, imagining possibilities and thinking outside the box. It involves applying techniques like brainstorming for rapid idea generation, mindmapping to visually organize thoughts, and lateral thinking to approach problems from unexpected angles.

When combined, critical and creative thinking allows us to find practical yet innovative solutions. For example, critical thinking helps identify the real problem, while creative thinking generates fresh approaches to solve it.

Do You Know?

Albert Einstein once said, "Imagination is more important than knowledge." He believed that knowledge is limited, but imagination can lead to endless possibilities.

Example: In a science project, critical thinking helps students evaluate which materials work best, while creative thinking suggests unique ways to present the experiment.

7.5 EXECUTIVE FUNCTIONING SKILLS

Executive functioning is a set of mental skills that allow us to manage our time, stay organized and control our impulses. These skills act like the “manager” of the brain. These skills include:

(i) Planning

It is the ability to set a clear strategy before starting work. It helps students think ahead, decide what steps are needed and prepare for possible challenges.

(ii) Organization

It means keeping things in order and prioritizing tasks so that important work is done first. A well-organized student is less likely to miss deadlines or feel overwhelmed.

(iii) Impulse control

It is the ability to pause and think before reacting. This skill prevents hasty decisions and allows students to choose responses that are thoughtful and constructive.

Strong executive functioning leads to better productivity, stronger self-discipline and effective decision-making. On the other hand, weak executive functioning often causes poor time management, forgetfulness, unfinished tasks and stress.

Core Areas of Executive Functioning

(a) Organizing and managing tasks

It is an important part of executive functioning. It includes creating timetables, making to-do lists and using planners to keep track of responsibilities. These strategies help students stay on top of their work and reduce last-minute stress.

(b) Enhancing memory and attention

It involves using reminders, practising focus and breaking large tasks into smaller, more manageable parts. This makes studying or

completing projects easier and helps avoid feelings of being overwhelmed.

(c) Self-regulation

It means staying calm in stressful situations, controlling impulses and avoiding distractions. By managing emotions and focusing on priorities, students can stay disciplined and achieve their goals more effectively.

Example: A student with strong executive functioning prepares a study timetable before examinations, stays consistent and avoids distractions. A student with weak executive functioning procrastinates and crams last minute, leading to stress.

7.6 RESILIENCE

Resilience is the ability to recover quickly from stress, challenges, or setbacks. It does not mean avoiding difficulties, rather facing them with strength and adaptability.

Do You Know?

Psychologists describe resilience as a “muscle”. The more you practise it, the stronger it becomes.

Factors that Build Resilience

- **Mindset:** Believing that challenges are opportunities to grow.
- **Support Systems:** Family, friends and mentors who provide encouragement.
- **Adaptability:** Adjusting plans and expectations when things change.

Resilience is closely linked to personal growth—each challenge faced builds greater strength for future struggles.



Figure 7.3: Resilience skills

Resilience Building Skills

(a) Positive Mindset

One of the most important steps in developing resilience is to maintain a positive mindset. Practising optimism allows us to see challenges as opportunities rather than obstacles. People with positive mindset focus on what can be improved instead of what went wrong. In this way, they are able to move forward with determination. Similarly, gratefulness helps us shift attention away from negative experiences to the blessings and strengths already present in life. Another powerful tool is positive self-talk. Instead of saying "I can not do this," replacing it with "I will try my best and improve" builds confidence and motivation. These habits, when practised regularly, make the mind stronger and better prepared to handle stress.

(b) Applying Techniques

Resilience is not only about mindset but also about using practical strategies to stay balanced. Support from family, teachers, or friends can help when challenges appear. Asking for help is not a sign of weakness but a smart way to share burdens and find new solutions. Another technique is to balance rest and effort. Working hard is important, but without proper breaks and self-care, stress levels can rise and productivity may decline. Healthy habits such as regular sleep, exercise and relaxation activities keep the body and mind strong. These make it easier to bounce back from setbacks.

(c) Learning from Challenges

Every setback carries a hidden lesson. Resilient people take time to reflect on past difficulties to identify what went wrong, what they did right and how they can improve in the future. This process of reflection transforms failures into opportunities for growth. For example, failing an examination may initially feel discouraging, but by reviewing mistakes and adjusting study methods, students can perform better next time. Learning from challenges also builds inner strength and confidence.

Example: A student fails a test and initially feels upset. Instead of giving up, he reflects on weak areas, seeks help from a teacher and prepares better for the next examination. Over the time, this resilience leads to both academic success and emotional growth.

KEY POINTS

- Time is valuable and goal setting gives direction and purpose to its use.
- SMART (Specific, Measurable, Achievable, Relevant, Time - bound) goals provide a clear roadmap to success.
- Barriers like procrastination, distractions, poor planning and fear of failure can be overcome through discipline, prioritization and flexibility.
- Decision making is a step-by-step process: identify, gather, evaluate, choose, act and reflect.
- Biases and emotions can affect decisions; awareness and tools like SWOT or cost-benefit analysis improve outcomes.
- Problem solving requires identifying the problem, analyzing it, generating solutions, implementing them and evaluating results.
- Obstacles in problem solving can be managed with creativity, teamwork and persistence.
- Critical thinking involves questioning assumptions, checking evidence and reasoning logically.
- Creative thinking encourages brainstorming, mind mapping and lateral thinking to generate fresh ideas.
- Balanced thinking combines logic and creativity to form innovative yet practical solutions.
- Executive functioning skills include planning, organization and impulse control.
- Strong executive functioning increases productivity and discipline, while weak functioning leads to stress and unfinished tasks.
- Resilience is the ability to recover from stress and setbacks with strength and adaptability.
- Key factors of resilience include mindset, support systems and flexibility.
- Optimism, gratitude and positive self-talk build inner strength.
- Support from others, balancing rest with effort and practising self-care help maintain resilience.
- Reflecting on past challenges turns failures into learning experiences.
- Thinking skills are essential not just for academics but also for leadership, career growth and healthy relationships.

EXERCISE**A. Choose the most appropriate answers of the following questions.**

1. The habit of delaying important tasks is known as:
(a) motivation (b) procrastination
(c) reflection (d) prioritization
2. The tool used to weigh Strengths, Weaknesses, Opportunities and Threats is:
(a) cost-benefit analysis (b) SWOT analysis
(c) brainstorming (d) mind mapping
3. Critical thinking requires:
(a) guesswork and assumptions
(b) questioning evidence and avoiding bias
(c) following others blindly
(d) ignoring logic
4. A technique for creative thinking is:
(a) SWOT analysis (b) brainstorming
(c) cost-benefit analysis (d) avoidance
5. Resilience means:
(a) avoiding all challenges in any case
(b) recovering from setbacks with strength
(c) never asking for help from anyone
(d) ignoring difficulties as much as one can
6. The practice that helps build resilience is:
(a) negative self-talk (b) avoiding responsibilities
(c) practicing gratitude (d) rigid thinking

B. Answer the following questions briefly.

1. What is the importance of time in goal setting?
2. Define procrastination with an example.
3. List the five steps in the decision-making process.
4. How do emotions and biases affect decision making?
5. What are the two main stages of problem solving?
6. Define critical thinking and creative thinking.
7. Name two executive functioning skills.
8. Mention two factors that contribute to resilience.

C. Answer the following questions in detail.

1. Explain the SMART principle of goal setting with examples.
2. Discuss common barriers to achieving goals and strategies for overcoming them.
3. Describe the decision-making process and evaluate at least one decision-making model in detail .Give examples.
4. Explain the stages of problem solving, and how they help in daily life.
5. Discuss how critical and creative thinking complement each other in innovation and decision making.
6. Discuss the role of resilience building skills in the life of students.

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Chapter 8

Personal Branding and Social Media Presence

Student Learning Outcomes:

After completion of this chapter, students will be able to:

- Explain the importance of a personal brand in personal and professional contexts.
- Identify key components of a strong and consistent personal brand.
- Develop a personal branding strategy that aligns with career and personal goals.
- Craft a professional and authentic online and offline presence that reflects core values and strengths.
- Recognize the impact of social media activity on personal and professional reputation.
- Differentiate between appropriate and inappropriate behaviours on various social media platforms.
- Demonstrate responsible and ethical use of social media for networking and self-promotion.
- Avoid actions that could harm personal or professional credibility on social media.
- Describe the principles of professionalism in online communication and digital interactions.
- Examine the risks and benefits of digital footprints in professional contexts.
- Apply professional etiquette in emails, virtual meetings and other online platforms.
- Maintain a polished and respectful digital presence across all online channels.

In today's world, success is not only about what you know, but also about how you present yourself. Employers, teachers, peers and even strangers form opinions about you based on your personal brand. A strong personal brand shows your values, strengths, and goals. Social media acts as a stage where this brand is displayed. Learning how to build and protect personal brand helps you create opportunities and avoid risks.

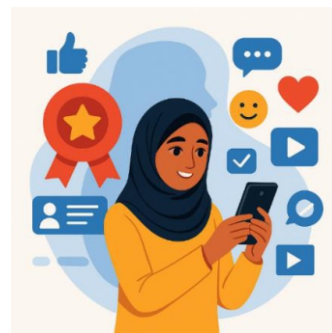


Figure 8.1: Using social media

8.1 PERSONAL BRAND

A personal brand is how others see you. It shows your skills, values, and actions. Just like companies protect their brand, people should care about their image too. A strong personal brand helps others trust you. It also makes you respected and gives you power to influence.

For example, a student always comes on time. He is polite and takes part actively in class. People know he can be trusted. Because of such personal brand, he gets chances to be a leader. Teachers also give him good recommendations.

Components of a Strong Personal Brand

The key components of a strong personal brand include core values, strengths, and skills, consistency, and authenticity.

1- Core Values

Core values are your main beliefs. They help you decide how to act. They show others what is important to you. For example, if honesty is your value, you will always tell the truth, even when it is hard. If teamwork is your value, you will work with others and help them. These values shape your personal brand. They affect how people see you.

2- Strengths and Skills

Everyone has special talents. These make each person different in strengths and skills. When you know your strengths and show them, people remember you in a good way. For example, a student who speaks well in public gatherings, he can join debates and give presentations. He can also be a leader. Another student who is good with computers can make posters or do code. When you share your talents, you help yourself and others too.



Figure 8.2: Components of Personal Brand

3- Consistency

Consistency means acting the same way in all places. This includes home, school, and online. People trust you when your behaviour stays steady. For example, if a student is polite in class, he should also be polite at home and all other forums.

4- Authenticity

Being authentic means showing truth about yourself. It means showing your real personality and strengths. It also means telling the truth when you are still learning. If you are not authentic and pretend to be someone else, your personal brand becomes weak. People respect you more when you are honest, even if you are not perfect. For example, a person shares his work but also tells that he is trying to be more confident. Such person seems honest and easy to be trusted.

8.2 DEVELOPING A PERSONAL BRAND

A personal brand does not happen by chance; it is built through deliberate effort.

1. Set Your Goals: Think about what you want others to remember about you. Ask yourself, "What do I want to be known for?" This helps you stay focused and clear.

2. Show Your Strengths: Share your skills and values. Let people see what makes you special. Your strengths help you stand out in a good way.

3. Take Action: Join clubs, do projects, or post online. Choose activities that match your values.

4. Ask for Feedback: Talk to teachers, mentors, or friends. Ask how they see you. Use their advice to improve. Make changes if needed, but stay true to yourself.

Crafting an Online and Offline Presence

Your personal brand should be clear in both offline (real life) and online expectations. In real life, this means how you act at school, at home, and in your community. Online means how you behave on social media platforms, in emails, and on websites. To look professional, you should dress neatly and speak politely. You should share good and useful things online. For example, a student who writes polite emails to teachers, avoids bad posts online, and dresses well at school events is seen as respectful and honest person.

8.3 IMPACT OF SOCIAL MEDIA ON REPUTATION

Social media can strengthen or damage a personal brand. Positive activity on social media enhances credibility; for example, sharing achievements, creative work, or community involvement. However, negative behaviour can harm someone's social brand for a long time; for example, offensive comments, rude posts, or careless content.

For example, a student who shares pictures of helping at an orphanage is praised. Another student who posts offensive jokes may lose respect from classmates and teachers.

Do You Know?

Research suggests that more than 70% of employers check a candidate's social media before hiring.

Responsible and Ethical Use of Social Media

Social media is useful for sharing ideas and connecting with others. But it should be used with care. Being responsible means posting things that match your values. It also means treating others with respect and sharing helpful content. Being ethical means being honest. Give credit when you share someone else's work. Do not copy or spread false information.

For example, a student who shares his school success, reposts a friend's art with credit, and avoids gossip in using social media in a good and respectful way.

Do You Know?

Online false or harmful information can spread quickly and permanently tarnish your reputation.

8.4 TYPES OF BEHAVIOUR ON SOCIAL MEDIA

In this digital age, everyone needs to know the difference between good and bad behaviours on social media.

1- Appropriate Behaviour

Good behaviour on social media means using it in a kind, safe, and respectful way. It helps build a strong and positive personal brand. Here are some good habits to follow:

- **Share your achievements:** Post about winning a prize, finishing a project, or learning something new. This shows your hard work and inspires others.
- **Support others:** Write kind comments on your friends' posts. Say "Well done!" or "Great job!" when someone shares good news.
- **Be respectful in discussions:** If you join a conversation, speak politely. Listen to other views and avoid arguments or rude replies.
- **Promote creativity:** Share your drawings, poems, stories, or smart ideas. This shows your talent and helps others learn from you.
- **Use polite language:** Avoid slang, rude words, or jokes that may hurt others. Speak clearly and kindly.
- **Protect your privacy:** Do not share personal details like your address, phone number, or school name. Keep your account safe.
- **Think before you post:** Ask yourself: "Is this helpful? Is this kind? Would I say this in real life?" If not, do not post it.
- **Follow school and family rules:** Respect the rules your school and parents give you about using social media.



Figure 8.3: Appropriate behavior on social media

2- Inappropriate Behaviour

Bad behaviour on social media can tarnish your image and your relationships. It can make people lose trust and respect for you. The following are examples of inappropriate behaviour on social media:

- **Cyberbullying** means posting rude or hurtful comments about someone. It harms both the person being bullied and the one doing it.
- **Using offensive or disrespectful language** also makes people think badly of you. It shows poor manners and reduces your credibility.
- **Oversharing personal information** like your phone number, address, or private details can be dangerous. It puts your safety at risk.
- **Copying someone's work without giving credit** is called plagiarism. It is dishonesty and breaks trust. Always give credit when you share someone else's ideas or work.
- **Other examples** of inappropriate behaviour include:
 - Making fun of others in public comments
 - Sharing fake news or false information
 - Posting photos or videos without permission
 - Joining rude or harmful online groups
 - Using someone's account without asking

For example, writing a kind comment to congratulate a friend is good. But mocking or insulting someone in public is wrong and hurtful.

Avoiding Harmful Actions on Social Media

Students must be careful about what they post online. Some actions can damage their reputation and can also disturb their parents. Posting rude jokes, inappropriate photos, or negative comments about others can have serious effects. These posts stay online for a long time and be seen by teachers, colleges, or future employers.

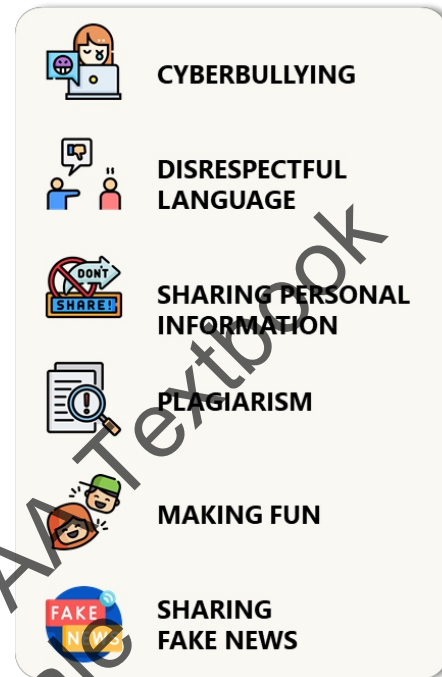


Figure 8.4: Inappropriate behavior on social media

For example, if a student writes bad comments about classmates, it may hurt their image. Later, when he applies for a leadership role, people might find those old posts. This can reduce trust and respect, and he may lose the opportunity.

Digital Footprints: Risks and Benefits

Every online action leaves a trace known as digital footprint. These footprints can be positive or negative. Sharing achievements, creative projects and thoughtful content builds a strong digital footprint. However, negative posts, rude comments, or unprofessional pictures may harm opportunities in the future. Once something is posted, it can be difficult or even impossible to erase.



Figure 8.5: Examples of Digital Footprints

Example: A student's blog on study tips creates a positive footprint that benefits his academic image. Another student's angry comments on social media may create a negative footprint that follows him into his professional life.

Professionalism in Digital Interactions

Professionalism online means showing respect, responsibility, and awareness in all digital interactions. Being professional online shows that you are mature, respectful, and ready for academic and career opportunities.

Writing Emails: Whether you are writing an email, posting on social media, or joining a virtual class, your behaviour reflects your character and values. This includes using polite language, correct grammar, and a respectful tone. For example, starting an email with "Respected

Sir/Madam” and ending with “Thank you for your time” shows courtesy. In contrast, using slang or demanding language like “Send me the notes now” appears rude and careless.

Attending Virtual Meetings: During virtual meetings, professionalism means joining on time, keeping your camera on when required, muting your microphone when not speaking, and staying focused. Similarly, you should avoid distractions like chatting with others, eating, or walking around during the session. In group chats, avoid spamming, using emojis excessively, or making off-topic jokes. Instead, contribute meaningfully and respond to others with kindness.

On Social Media: Here, professionalism includes sharing thoughtful content, avoiding gossip, and giving credit when reposting someone’s work.



Figure 8.6: Professional etiquette on online platforms

8.5 MAINTAINING A POLISHED DIGITAL PRESENCE

Maintaining a polished digital presence means ensuring that all online platforms reflect respect, consistency and professionalism. This includes keeping social media profiles clean, sharing meaningful content, and aligning online behaviour with personal values. Students should regularly review their posts and remove anything that may harm their image.

If a student updates his LinkedIn profile with achievements, removes old irrelevant posts and continues to share helpful educational content, Such polished presence strengthens his credibility.

KEY POINTS

- Personal branding is the image or impression others have of you based on your values, skills and behaviour.
- A strong personal brand helps build trust, credibility, and future opportunities.
- Core values (e.g. honesty, respect, teamwork) form the foundation of a personal brand.
- Strengths and skills make individuals unique and add value to their brand.
- Consistency across school, home and online spaces strengthens credibility.
- Authenticity is essential for a trustworthy brand.
- Developing a personal branding strategy includes identifying goals, highlighting strengths, planning actions and seeking feedback.
- Online and offline presence must reflect professionalism and core values.
- Social media can enhance or damage reputation depending on how it is used.
- Appropriate behaviour includes sharing achievements, respectful discussions and supporting others.
- Inappropriate behaviour includes cyberbullying, offensive language, oversharing personal details, and plagiarism.
- Responsible and ethical use of social media requires honesty, respect, and giving credit where due.
- Harmful actions online can permanently damage personal and professional credibility.
- Professionalism in online communication includes polite emails, proper grammar and respectful tone.
- Digital footprints leave lasting impressions-positive ones open doors, negative ones close them.
- Professional etiquette in online platforms includes greeting others, listening actively, being on time and respectful participation.
- Maintaining a polished digital presence means regularly reviewing and aligning content with personal values and career goals.

EXERCISE**A. Choose the most appropriate answers of the following questions.**

1. One of the components of a strong personal brand is:
(a) pretending to be someone else (b) core values
(c) oversharing personal details (d) inconsistency
2. Appropriate behaviour on social media includes:
(a) cyberbullying
(b) using offensive language
(c) sharing positive content
(d) plagiarism
3. Authenticity in personal branding means:
(a) copying others styles
(b) being genuine and true to yourself
(c) hiding your weaknesses
(d) posting frequently without purpose
4. An example of professional etiquette in emails is.
(a) "Hey! Send me notes now."
(b) Using emojis in subject lines
(c) Writing without a subject line
(d) "I would like to request your guidance."
5. Digital footprint means:
(a) the steps you take while walking
(b) traces of your online activities
(c) passwords used for accounts
(d) deleted files on your computer

B. Answer the following questions briefly.

1. Define personal branding in your own words.
2. What role do core values play in shaping a personal brand?
3. Mention two appropriate and two inappropriate behaviours on social media.
4. What is meant by digital footprint?
5. List two principles of professionalism in online communication.

C. Answer the following questions in detail.

1. Explain the key components of a strong personal brand with examples.
2. How can students develop a personal branding strategy aligned with their career goals?
3. Differentiate between responsible and harmful online behaviours with examples.
4. Evaluate the risks and benefits of digital footprints in professional contexts.
5. Discuss the benefits of maintaining a political digital presence.

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Chapter 9

Health and Nutrition

Student Learning Outcomes:

After completion of this chapter, students will be able to:

- Recognize the different types of macronutrients and micronutrients in common foods.
- Explain how to use food labels to determine the nutritional value of packaged foods.
- Discuss the importance of a balanced diet and how to design a healthy meal plan.
- Compare different types of nutrients and their roles in maintaining health.
- Analyze the impact of nutrient deficiencies on body functions.
- Assess food choices based on nutritional content and dietary guidelines.
- Understand importance of having regular meals to maintain energy levels and avoid overeating.
- Explain how to replace unhealthy food choices with healthier alternatives.
- Describe proper meal planning techniques for a balanced diet.
- Understand hydration guidelines and apply them to create a water intake plan for different activity levels.
- Establish eating routines at regular intervals throughout the day.
- Examine the effects of excessive junk food consumption on overall health.
- Compare the benefits of home-cooked meals versus fast food.
- Analyze the long-term impact of poor eating habits on physical and mental well-being.
- Recognize how to modify meals to meet specific dietary needs (e.g., vegetarian, gluten-free).
- Describe the role of specialized diets in managing food allergies and intolerances.
- Explain nutritional recommendations and how to design a diet plan for athletes.
- Compare the pros and cons of different dietary patterns (vegetarian, ketogenic, Mediterranean).
- Analyze the impact of special diets on overall health and nutrient intake.
- Evaluate the effectiveness of dietary choices in meeting individual health needs.
- Demonstrate how lifestyle choices influence the risk of obesity and diabetes and risk factors for diseases.
- Use real-world examples to explain the role of nutrition in disease prevention.
- Illustrate how dietary habits affect immune system function.
- Examine the relationship between poor nutrition and chronic diseases such as heart disease and diabetes.
- Compare the effectiveness of different dietary interventions for disease prevention.
- Analyze case studies of individuals with lifestyle-related diseases to determine risk factors.
- Create a personal health plan and recognize warning signs.

- Show how diet influences brain function and emotional well-being.
- Demonstrate how to create a meal plan that supports mental health.
- Use research-based evidence to explain the connection between gut health and mood and impact of poor nutrition.
- Examine the link between stress eating and unhealthy dietary habits.
- Analyze the effects of caffeine, sugar and processed foods on mental health.
- Evaluate how different nutrients impact concentration, memory and mood.
- Choose nutrients rich foods like fish, egg, leafy greens and nuts etc. for mental health.
- Examine the impact of food processing on nutrient retention and overall health.
- Compare organic and non-organic food products based on health and environmental factors.
- Analyze real-life cases of foodborne illnesses to determine causes and prevention strategies.
- Demonstrate proper food storage and handling techniques to prevent contamination.
- Use knowledge of food additives to assess the health risks of processed foods.
- Practise proper hygiene.

Nutrition is the science of how food nourishes our body and keeps us healthy. Every bite we eat has an effect - either giving us strength and energy or weakening us if our choices are poor. For students, good nutrition is especially important as it supports growth, concentration, learning and physical activity. A healthy diet includes a balance of nutrients, regular eating routines and smart choices between what is healthy and what is harmful.

9.1 NUTRIENTS AND THEIR IMPORTANCE

Nutrients are substances in food that the body uses to grow, stay healthy, and perform daily functions. Nutrients can be grouped into two categories.

1- Macronutrients

These are the nutrients required in larger amounts. These include carbohydrates, proteins and fats. Carbohydrates (rice, bread, potatoes) provide energy. Proteins (meat, lentils, eggs) build and repair tissues. Fats (nuts, oil, butter) supply stored energy and support brain function.

Macronutrient Deficiencies

- Carbohydrate deficiency can lead to tiredness, weakness, and poor concentration because the body lacks energy.
- Protein deficiency can cause slow growth, weak muscles, and poor wound healing, especially in children.
- Fat deficiency may result in dry skin, poor brain development, and difficulty absorbing vitamins like A, D, E, and K.

2- Micronutrients

These nutrients are needed in smaller amounts but are equally essential. These include vitamins (e.g., A, B, C, D) and minerals (e.g., iron, calcium, zinc). Micronutrients regulate body processes, strengthen immunity and keep bones, skin, and eyes healthy.

Micronutrient Deficiencies

- Iron deficiency causes fatigue and pale skin due to poor oxygen flow in the blood.
- Calcium deficiency weakens bones and teeth, increasing the risk of fractures.
- Vitamin A deficiency affects eyesight and lowers immunity.
- Vitamin C deficiency slows healing and causes bleeding gums.
- Vitamin D deficiency leads to bone pain and weak muscles.
- Iodine deficiency affects thyroid function and can cause swelling in the neck (goitre).
- Zinc deficiency weakens the immune system and slows growth.

When both macronutrients and micronutrients are present in proper amounts, the body functions smoothly.

Table 9.1: Comparing the Roles of Nutrients

	Nutrient Type	Examples	Main Role	Food Sources
Macronutrients	Carbohydrates	Rice, bread, potatoes	Provide energy for daily activities	Rice, bread, potatoes
	Proteins	Meat, lentils, eggs	Build and repair body tissues	Meat, lentils, eggs
	Fats	Nuts, oil, butter	Supply stored energy and support brain function	Nuts, oil, butter
Micronutrients	Vitamins	A, B, C, D	Regulate body functions Keep skin, eyes, and immune system healthy	Carrots, citrus fruits, milk
	Minerals	Iron, calcium, zinc	Strengthen bones and support blood and nerve functions	Spinach, milk, meat

Balanced Diet

A balanced diet means eating the right amounts of nutrients from all food groups: grains, proteins, fruits, vegetables and dairy. Instead of relying only on one type of food, meals should include a variety that covers the daily needs of the body.

For example, a simple lunch of roti, dal, salad and yogurt provides energy, protein, vitamins and probiotics. Meal planning also means arranging portions properly: not too much of one thing and not too little of another.

Understanding Food Labels

Many students and families use packaged foods. To make wise decisions, it is important to read the food labels. These labels provide details such as calories, protein, fat, sugar and added preservatives. At first, they may seem technical, but learning how to read them prevents unhealthy choices.

For example, a snack pack shows 200 calories, 10 grams of sugar, and 2 grams of protein per serving. This tells us that it is high in sugar and low in protein. Labels also show serving size, which helps us know how much we are actually eating. If a juice bottle label says "1 serving = 250 ml" but you drink 500 ml, you are getting double the calories and sugar listed. We should also check for unhealthy ingredients like trans-fats or too much sodium. By comparing labels, we can choose healthier options like picking whole grain biscuits with less sugar instead of cream-filled ones.

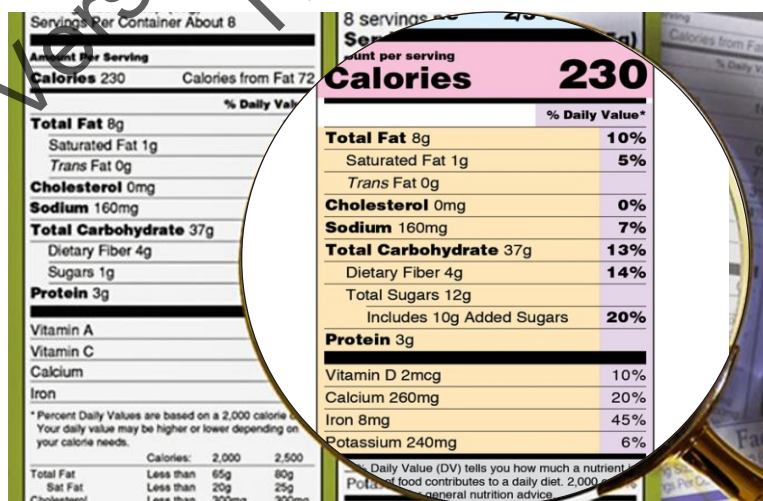


Figure 9.1: A Sample Food Label

9.2 IMPACT OF NUTRIENT DEFICIENCIES

When the body does not receive the right amounts of a particular nutrient, it results in health problems. Nutrient deficiencies can happen with both macronutrients and micronutrients.

Table 9.2: Nutrient Deficiencies and Their Effects

Nutrients	Deficiency Effects
Carbohydrates	Tiredness, poor focus
Proteins	Weak muscles, slow growth
Fats	Dry skin, poor brain function
Iron	Fatigue, pale skin
Calcium	Weak bones, tooth decay
Vitamin A	Poor vision, low immunity
Vitamin C	Bleeding gums, slow healing
Vitamin D	Bone pain, muscle weakness
Iodine	Swelling in neck, tiredness
Zinc	Poor wound healing, weak immunity

9.3 ASSESSING FOOD CHOICES

Food is not just about taste. It is about nutrition. Students must learn to assess whether their food choices are nourishing or harmful. Choosing roasted corn instead of fried chips, or milk instead of cola, gives the body lasting energy and prevents health risks.

A simple question before eating helps: "Is this food giving my body what it needs, or only satisfying temporary cravings?"

Importance of Regular Meals

Skipping meals, especially breakfast, reduces concentration and energy. Regular meals at set times keep blood sugar steady and improve performance. Students who eat breakfast show better results in learning and examinations compared to those who skip it.

Regular meals also prevent overeating, because long gaps between meals often push people to eat unhealthy snacks.

Effects of Junk Food

Junk foods like burgers, chips and soft drinks may taste appealing but contain excess sugar, salt and unhealthy fats. Over time, junk foods lead to obesity, diabetes and weak immunity. Junk foods also lack the vitamins and fiber found abundantly in fruits and vegetables.

Students who eat too much junk food often feel sluggish and less active in studies and sports.



Figure 9.2: Junk food

Healthy Alternatives

Replacing unhealthy food with healthier options builds better habits without giving up taste.

Over time, these changes lower the risk of obesity and heart problems while still keeping food enjoyable.

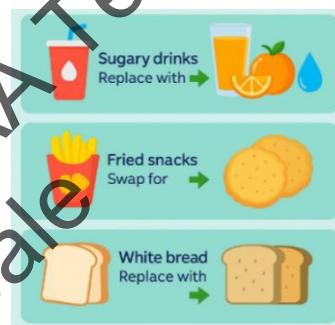


Figure 9.3: Healthy alternatives

Home-Cooked vs Fast Food

Home-cooked meals are usually healthier because they are fresh, less oily and made under clean conditions. Fast food may be convenient, but it often has high levels of salt, oil and preservatives.

For example, a home-cooked curry with rice and salad provides balanced nutrition, while fast food fried chicken with fries offers mostly fat and little nutritional value. Eating home-cooked food regularly builds long-term health and discipline.

9.4 MEAL PLANNING

Proper meal planning ensures that each meal is balanced. Planning involves combining different food groups, adding seasonal fruits and vegetables and setting suitable portion sizes.

A planned snack of fruit or nuts between lunch and dinner helps prevent reaching for junk food. In families, planning weekly meals also saves time and reduces waste.

Hydration Guidelines

Water is an important part of food. It aids digestion, carries nutrients and prevents fatigue. Students should aim for at least 6–8 glasses of water daily and more during physical activity or hot weather. Dehydration can cause headaches, dizziness and poor concentration.

Carrying a water bottle to school is a simple but effective way to meet hydration needs.

Eating Routines

Eating at regular intervals throughout the day supports metabolism and keeps energy stable. Long gaps often result in overeating or craving junk food. Developing routines like breakfast at 7:30 am, lunch at 1:00 pm and dinner at 8:00 pm helps the body adjust and stay healthy.

Effects of Poor Eating Habits

Unhealthy eating habits-such as eating late at night, relying on processed snacks, or skipping meals-cause long-term harm. These habits increase the risk of obesity, diabetes and heart disease. They also affect mental well-being, leading to stress and poor concentration.

9.5 SPECIFIC DIETARY NEEDS

Not everyone can eat the same kinds of foods. Some people follow special diets because of health conditions, cultural practices or personal choices. Modifying meals means adjusting ingredients so that meals remain healthy while respecting individual needs.

Specialized Diets for Allergies and Intolerances

Some individuals have allergies or intolerances to certain foods. They must avoid such foods altogether. For example, lactose intolerance means difficulty digesting milk, so alternatives like soy milk or lactose-free products are used. Peanut allergies require complete avoidance of peanuts and related products. Specialized diets protect health and prevent serious reactions. A person with gluten intolerance can choose rice or corn-based foods instead of wheat.

Nutrition for Athletes

Athletes need higher amounts of energy, protein and hydration compared to others. Their diet should include balanced meals with carbohydrates for energy, proteins for muscle repair and adequate fluids. Vitamins and minerals also support endurance and recovery. An athlete's diet may include rice, chicken, vegetables, fruit and plenty of water before and after training sessions.



Figure 9.4: Importance of nutrition for sports

9.6 SPECIAL DIETARY PATTERNS

Different cultures and lifestyles promote different dietary patterns, each with advantages and disadvantages. For example:

1- Vegetarian Diet

A vegetarian diet excludes meat and focuses on plant-based foods like vegetables, fruits, grains, legumes, and nuts.

2- Ketogenic Diet

The ketogenic (or keto) diet is high in fats, moderate in protein, and very low in carbohydrates. It forces the body to burn fat for energy instead of carbs.

3- Mediterranean Diet

This diet is based on traditional eating habits from countries like Greece and Italy. It includes fruits, vegetables, whole grains, olive oil, fish, and small amounts of meat and dairy.

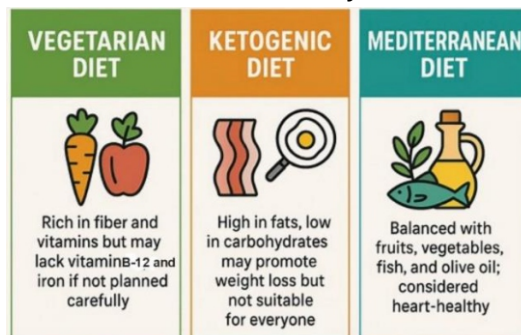


Figure 9.5: Dietary Patterns

Impacts of Special Dietary Patterns

Special dietary patterns can improve health if followed responsibly, but they may also cause problems if not managed properly.

Evaluating Effectiveness of Dietary Choices

Not all diets work equally for everyone. Effectiveness depends on age, activity level and health condition. A good dietary choice should provide enough energy, prevent deficiencies and fit into a person's lifestyle. Students should learn to evaluate diets based on whether they meet individual health needs rather than simply following trends.

9.7 NUTRITION IN DISEASE PREVENTION

Food is not just fuel; it is medicine. Eating the right foods gives the body the nutrients it needs to fight illness, heal quickly, and stay active. The following examples show how good nutrition plays role in disease prevention:

- Foods rich in vitamin C - like oranges, guavas, and tomatoes - help strengthen the immune system and prevent frequent colds and infections. In Pakistan, many families use lemon and ginger in tea to boost immunity during flu season.
- A diet with enough iron - found in spinach, lentils, and meat - prevents anemia (lack of blood). In schools, iron-rich meals help students stay focused and energetic in class.
- Calcium and vitamin D are important for strong bones. Drinking milk and spending time in sunlight helps prevent bone diseases like rickets in children and osteoporosis in older adults.
- Eating fiber-rich foods like whole grains, fruits, and vegetables helps prevent constipation and lowers the risk of heart disease and diabetes. In many homes, brown rice or whole wheat roti is eaten to improve digestion and heart health.
- Avoiding too much sugar and oily foods helps prevent obesity and related diseases like type 2 diabetes. For example, choosing fruit over sugary snacks or grilled food over fried items can make a big difference.

Dietary Habits Support Immune System

The immune system defends the body against illness. Good nutrition strengthens immunity, while poor diets weaken it. Vitamins A, C, D and minerals like zinc play an important role. Eating junk food weakens immunity by adding empty calories instead of useful nutrients. People who eat fresh fruits, vegetables and nuts fall sick less than those who rely on processed foods.

9.8 LIFESTYLE CHOICES AND DISEASE RISK

Unhealthy eating, lack of exercise and poor lifestyle habits increase the risk of obesity, diabetes and heart disease. Regular exercise, a balanced diet and avoiding harmful habits like smoking or excessive sugary drinks greatly reduce these risks.

Case Studies of Lifestyle-Related Diseases

Lifestyle-related diseases are health problems that develop due to poor habits such as unhealthy eating, lack of exercise, stress, and substance use. These diseases include obesity, type 2 diabetes, heart disease, and high blood pressure. By studying real-life examples, we can understand how lifestyle affects long-term health and how we can identify key risk factors.

Case Study 1:

Suleman (age 17) enjoys fast food and sugary drinks. He spends most of his time playing video games. He rarely exercises and often skips breakfast. Over time, he gained excess weight and started feeling tired and thirsty all the time. A doctor diagnosed him with early-stage type 2 diabetes.

Risk Factors Identified: High intake of sugar and processed food; lack of physical activity; irregular eating habits

Case Study 2:

Sameer (age 16) is a top student but constantly feels pressure to perform well. He sleeps late, skips meals, and drinks too much tea and soda to stay awake. He often feels dizzy and irritable. His medical check-up revealed high blood pressure.

Risk Factors Identified: Chronic stress and poor sleep; unbalanced diet; excess caffeine consumption

Case Study 3:

Hamza (age 15) follows a balanced diet with fruits, vegetables, and home-cooked meals. He plays football daily, sleeps on time, and drinks plenty of water. He rarely falls sick and performs well in school.

Protective Factors Identified: Regular exercise and hydration; nutritious meals; proper sleep and stress management

Creating a Personal Health Plan

A personal health plan is a practical way to track and improve one's eating habits. To build a personal health plan, we should start by setting clear, realistic goals; for example, "I will eat at least two servings of fruits and vegetables every day" or "I will walk or play for 30 minutes after school". The plan should also include regular sleep routines, such as going to bed by 10 pm. It should also target drinking enough water throughout the day. It should also include time for relaxation, hobbies, and screen-free breaks. It supports mental health.

Recognizing warning signs is also important. Common warning signs include constant tiredness, sudden weight loss or gain, frequent headaches, trouble sleeping, or mood swings. Ignoring these signs can lead to bigger health problems. For example, if a person feels tired all the time and skips meals, it could be a sign of poor nutrition or stress.

9.9 NUTRITION AND MENTAL HEALTH

A healthy diet supports emotional well-being. Foods rich in vitamins, minerals and antioxidants help stabilize mood, reduce anxiety and prevent depression. On the other hand, unhealthy eating can cause stress and irritability.

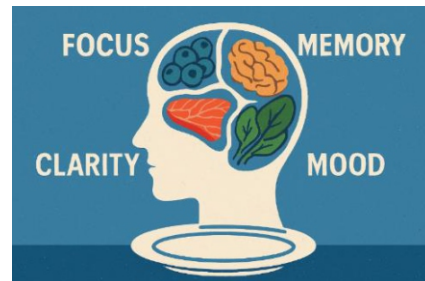


Figure 9.6: Effects of Good Nutrition on Mental Health

Diet and Brain Function

Food not only fuels the body but also affects the brain. Nutrients such as omega-3 fatty acids, vitamins and proteins affect memory, concentration and learning ability. A poor diet, high in sugar and processed foods, reduces focus and increases stress.

Eating fish, eggs and nuts helps students concentrate better during examinations, while consuming energy drinks and chips may cause fatigue and poor focus.

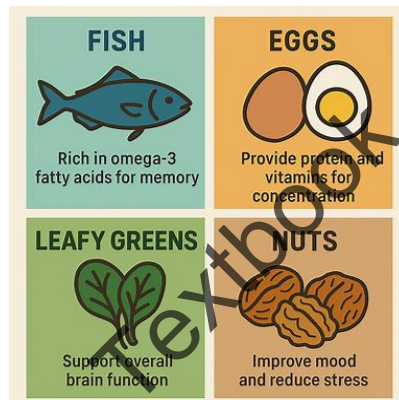


Figure 9.7: Foods for Healthy Brain

Gut Health and Mood

The gut and the brain are closely connected. A healthy gut with balanced bacteria supports good mood and energy. Poor nutrition, such as too much processed food or lack of fiber, disrupts gut health and affects emotions. People who include yogurt, whole grains and fruits in their diet often report better digestion and a more positive outlook.

Stress and Dietary Habits

Stress can cause students to eat more than they need or to crave unhealthy foods such as sweets and fried snacks. While this may bring temporary comfort, it harms health in the long run. Recognizing stress triggers and replacing harmful habits with healthy strategies is essential. Instead of eating a large bag of chips while stressed, we should go for a short walk, drink water or eat fruit to calm down.

Effects of Caffeine, Sugar and Processed Foods

Excessive caffeine (energy drinks, strong tea, coffee), sugar and processed foods affect both physical and mental health. They cause temporary boosts in energy but lead to poor sleep and mood swings.

Creating a Meal Plan That Supports Mental Health

To create a meal plan that supports mental health, you must include foods that nourish the brain, regulate energy levels, and reduce stress.

9.10 FOOD QUALITY AND SAFETY

The quality and safety of food are just as important as its nutritional value. Even the healthiest meal can become harmful if it is contaminated, poorly stored, or contains too much artificial additives. Learning how food is processed, stored and handled helps us protect ourselves from illness and ensures that what we eat truly supports health.

Impact of Food Processing on Health

Food processing, such as canning, refining and adding preservatives, often reduces nutrient levels. Processed foods lack fiber and vitamins and contain high amounts of salt or sugar. For example, whole wheat flour has more fiber than refined white flour, which loses nutrients during processing. Fresh and minimally processed foods are usually healthier.

Organic vs. Non-Organic Foods

Organic foods are grown without chemical fertilizers or pesticides. On the other hand, non-organic foods are grown using chemicals for higher production. Organic foods are often fresher and better for the environment but can be more expensive. Non-organic foods are widely available but may carry pesticide residues.

Table 9.3: Comparison between Organic and Non-Organic Food Products

Aspect	Organic Food	Non-Organic Food
Pesticide Use	Grown without pesticides	May contain pesticide residues
Nutrient Content	Often slightly higher in antioxidants and vitamins	Nutrient levels may vary; often similar to organic
Additives & Preservatives	Free from artificial additives and preservatives	May contain artificial colours, flavours, and preservatives
Taste & Freshness	Often fresh and flavourful due to local sourcing	May be less fresh due to long transport and storage
Environmental Impact	Promotes soil health, biodiversity, and reduces pollution	Can contribute to soil degradation and water contamination
Cost	Generally more expensive due to careful farming practices	Usually cheaper and more widely available

Foodborne Illnesses

Foodborne illnesses occur when contaminated food or drinks carry harmful bacteria, viruses, or toxins. Common causes include poor hygiene, undercooked food and unsafe storage. These illnesses often result in stomach pain, vomiting, or fever.

Eating improperly cooked meat or food kept outside for too long can cause food poisoning. Preventing contamination is easier than treating illness.

Proper Food Storage and Handling

To keep food safe, proper storage and handling are essential. Perishable foods like milk, meat and vegetables should be kept in refrigerator. Raw and cooked foods must be kept separate to prevent cross-contamination. Clean hands, utensils and surfaces also reduce risks. Washing vegetables before cooking and storing leftovers in airtight containers prevents spoilage and waste.

Impact of Food Additives

Many packaged foods contain additives such as preservatives, artificial colours and flavour enhancers. While some are safe in small amounts, excessive consumption can harm health. For example, a brightly coloured soft drink may contain artificial dyes, while fresh juice provides vitamins without additives. We should check food labels and limit highly processed foods.

Practising Proper Hygiene

Hygiene is a key part of nutrition and health. Washing hands before eating, brushing teeth regularly and keeping utensils clean prevents germs from entering the body. Personal hygiene also includes bathing daily and wearing clean clothes.

A student who washes hands before meals and keeps nails trimmed is less likely to suffer from gut infections.

KEY POINTS

- Nutrients are divided into macronutrients (carbohydrates, proteins, fats) and micronutrients (vitamins, minerals).
- Deficiency of nutrients leads to health issues such as anemia, weak bones and poor eyesight.

- Reading food labels helps students make informed decisions and avoid harmful products.
- A balanced diet includes all food groups and proper hydration, eaten at regular times.
- Junk food is high in fats, sugar and salt, while home-cooked meals are fresher and healthier.
- Special diets (vegetarian, gluten-free, ketogenic, Mediterranean) must be carefully managed to avoid deficiencies.
- Athletes need higher levels of energy, protein and hydration.
- Good nutrition prevents chronic illnesses such as diabetes, obesity and heart disease.
- Food choices directly affect immunity, brain function and emotional well-being.
- Stress eating, excessive caffeine and processed foods negatively impact both mental and physical health.
- Food quality and safety require proper storage, handling and hygiene practices.
- Organic foods are chemical-free but costly; non-organic foods may carry pesticides.
- Poor nutrition over time leads to lifestyle diseases, but preventive diets and routines protect health.
- Nutrition influences not only the body but also memory, concentration and mood.
- Practising hygiene and safe food handling prevents foodborne illnesses.

EXERCISE

A. Choose the most appropriate answers of the following questions.

1. The macronutrient that provides the body's main source of energy is:

- | | |
|-------------------|--------------|
| (a) minerals | (b) zinc |
| (c) carbohydrates | (d) vitamins |

2. This vitamin deficiency leads to weak eyesight:

- | | |
|---------------|---------------|
| (a) Vitamin B | (b) Vitamin A |
| (c) Vitamin D | (d) Vitamin C |

3. A balanced diet includes:
 - (a) only proteins and fats
 - (b) all food groups in proper amounts
 - (c) only fruits and vegetables
 - (d) processed and junk foods
4. The food that helps improve memory and brain health is:
 - (a) chips
 - (b) fish
 - (c) soft drinks
 - (d) cakes
5. An example of a macronutrient is:
 - (a) iron
 - (b) calcium
 - (c) carbohydrate
 - (d) vitamin C
6. The best way to prevent obesity is:
 - (a) Eating fast food daily
 - (b) Skipping breakfast
 - (c) Balanced eating and regular exercise
 - (d) Drinking more cola

B. Answer the following questions briefly.

1. What are macronutrients? Give two examples.
2. Why is reading food labels important?
3. Mention two differences between home-cooked and fast food.
4. How does hydration affect concentration?
5. Write two harmful effects of junk food.
6. Write a brief note on diet for people with allergies and intolerances.

C. Answer the following questions in detail.

1. Explain the importance of a balanced diet with an example of a healthy meal.
2. Compare vegetarian, ketogenic and Mediterranean diets with their benefits and limitations.
3. Discuss the link between nutrition and disease prevention.
4. How does poor nutrition affect mental health? Give examples.
5. Describe proper food storage and hygiene practices that prevent foodborne illnesses.
6. What factors need to be considered while planning a meal?

Pairing Scheme

Instructions for Preparation of Exam Paper of Communication Skills & Personal Grooming for Grade 10

ESSENTIAL INSTRUCTIONS FOR PAPER SETTERS

The paper of Communication Skills & Personal Grooming for Grade 10 will consist of 40 marks. Duration of the paper will be two (02) hours (Objective type 15 minutes and Subjective type 1:45 hours). Objective type will be of 10 marks and subjective type of 30 marks. The paper will be made as per following details:

Part-I: Objective:	Q-1: 10 Multiple Choice Questions (MCQs) will be developed from the entire content of the textbook. One MCQ will be asked each chapter except chapter 7 from which two MCQs will be asked.	$1 \times 10 = 10$
Part-II: Subjective:	This section will contain two short answer questions. Each short answer question will be asked from the exercises of the textbook. The detail is as follows: Q-2: 4 short answer questions have to be answered out of 6. The detail is as follows: • One short answer question should be asked from chapters 1, 2, 3 and 4. • Two short answer questions should be asked from chapter 5.	$2 \times 4 = 8$

	Q-3: 4 short answer questions have to be answered out of 6. The detail is as follows: • One short answer question should be asked from each chapter 6 and 7. • Two short answer questions should be asked from chapters 8 and 9.	$2 \times 4 = 8$
Part-III: Subjective:	This section will contain three detailed questions and students have to attempt 2 questions carrying 7 marks each. Each detailed question will be asked from the exercises of the textbook. The detail is as follows: Q-4: • One detailed question will be asked either from Chapter 1 or Chapter 2 or Chapter 3. Q-5: • One detailed question will be asked either from Chapter 4 or Chapter 5 or Chapter 6. Q-6: • One detailed question will be asked either from Chapter 7 or Chapter 8 or Chapter 9.	$7 \times 2 = 14$

Model Paper of Communication Skills and Personal Grooming

Grade-10

Time allowed: 2 Hrs.

Max. Marks: 40

Part-I (Objective Type)

Q. 1: Multiple Choice Questions:

1x10=10

(i) The least effective persuasion method is:

- | | |
|------------------|------------------------|
| (a) storytelling | (b) manipulation |
| (c) facts | (d) audience awareness |

(ii) Which outfit is most suitable for a job interview?

- | | |
|-----------------------|-----------------------------------|
| (a) Jeans and t-shirt | (b) shalwar kameez with waistcoat |
| (c) sports tracksuit | (d) party dress |

(iii) Which type of interview asks about past experiences?

- | | |
|-----------------|-----------------|
| (a) situational | (b) behavioural |
| (c) technical | (d) virtual |

(iv) An example of positive thinking is the practice of:

- | | |
|------------------------------------|--------------------------|
| (a) complaining about difficulties | (b) gratitude journaling |
| (c) comparing yourself with others | (d) expecting failure |

(v) A student notices that he gets irritated whenever he is hungry. This is an example of:

- | | |
|-------------------------|--------------------|
| (a) empathy | (b) self-awareness |
| (c) conflict Resolution | (d) leadership |

(vi) The most effective conflict management style is:

- | | |
|-------------------|-------------------|
| (a) avoiding | (b) competing |
| (c) collaborating | (d) accommodating |

(vii) Resilience means:

- (a) avoiding all challenges in any case
- (b) recovering from setbacks with strength
- (c) never asking for help from anyone
- (d) ignoring difficulties as much as one can

(viii) The practice that helps build resilience is:

- (a) negative self-talk
- (b) avoiding responsibilities
- (c) practising gratitude
- (d) rigid thinking

(ix) Appropriate behaviour on social media includes:

- (a) cyberbullying
- (b) using offensive language
- (c) sharing respectfully
- (d) plagiarism

(x) The macronutrient that provides the body's main source of energy is:

- (a) protein
- (b) fat
- (c) carbohydrates
- (d) vitamins

Part-II (Subjective Type)

Q2. Answer any four of the following short questions: 2x4=8

- (i) Define communication in your own words.
- (ii) Compare formal and casual dress codes with examples.
- (iii) List three essential documents that should be carried to an interview.
- (iv) Mention two factors that influence self-esteem.
- (v) Give two example of how emotional intelligence helps in conflict resolution.
- (vi) How does self-awareness improve empathy?

Q3. Answer any four of the following short questions: 2x4=8

- (i) How is empathy different from sympathy?
- (ii) Define procrastination with an example.
- (iii) What is meant by digital footprint?

-
- (iv) List two principles of professionalism in online communication.
 - (v) What are macronutrients? Give two examples.
 - (vi) Write a brief note on diet for people with allergies and intolerances.

Part-III (subjective Type)

Attempt any two questions in detail from the following: 7x2=14

- Q. 4:** Suggest techniques to manage conflict in a group project.
- Q. 5:** Explain the role of empathy in building communication and resolving conflicts.
- Q. 6:** Discuss common barriers to achieving goals and strategies for overcoming them.