

CLIMB **to** SUCCESS

SUCCESS

Study Skills

Planning

Social Skills

Healthy Choices

Self Motivation

Emotional Intelligence

Gratitude

Responsibility

Conversation Skills

With

LIFE SKILLS

Stories for Success

Teaching Kids Life Skills through Stories

Dr. Jyoti Hegde

Stories for Success

*Teaching Kids Life Skills
through Stories*

Dr. Jyoti Hegde

Life Skills Trainer for Students

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Stories for Success - Teaching Kids Life Skills through Stories / by Jyoti Hegde – 1st Ed.

This book is dedicated to

My daughters **Aditi** and **Reya** and to my husband **Amey**
who encouraged me to pen down the stories.

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Introduction

Do this, don't do that and the chorus never ends... Isn't it irritating to be continuously corrected and advised? As most of us like listening to stories why not use stories to teach kids? We have heard many stories that teach us messages on moral values, like the goose that laid the golden egg that teaches us not to be greedy. However, I hadn't come across stories that help kids deal with their day to day challenges. So, I decided to come up with some stories.

Let me share a real life incident. My three year daughter Reya would hardly talk to people other than her family. I tried explaining to her how important it was to speak up, but to no avail. I thought of telling it to her in form of a story... A Tale of a Tongue.

In this story, a shy girl Tina gets lost in a forest. She doesn't speak to anyone even to ask them for directions. Her parents manage to find her but Tina's tongue is missing. The next day, Tina's tongue tells Tina that it left as Tina didn't use it even in her hour of need. Tina promises to change and from that day, she starts speaking to everyone.

Reya liked the story. She identified with Tina. The visual image of the tongue talking to Tina made it more impactful than listening to a boring lecture. Having characters and dialogues made it interesting for Reya and she didn't switch off.

Over the next few days, I continued telling her more such stories. Slowly after a few weeks, Reya started to open up. Since I found that telling stories works well while teaching kids good habits and life skills, I came up with a few more stories which I have included in this book.

Instead of repeatedly saying, do this, don't do this, it is more relaxing for both the parent and the child if the message is conveyed through stories. So, the next time you want to share an important message with your kid, try weaving a story around it and see the difference!

The Stories

A Tale of a Tongue

Once there lived a girl named Tina. She was very intelligent but shy. She felt comfortable to speak to only her family members and one or two friends at school. When her parents introduced her to anyone, or if she met someone she knew, she would neither greet that person nor speak anything. Tina's parents kept encouraging her to speak to others but she never listened. In school Tina would not reply to questions asked by her teacher, even if she knew the answers. Her tongue was very upset with her as she was not making good use of it.



One day, Tina went for a school picnic. While playing, she got lost in the forest. In the forest, she came across a few people whom she didn't know. She didn't feel comfortable to ask them for help, as she had never spoken to people other than her family before. She tried to search her way out but only got deeper and deeper into the forest.

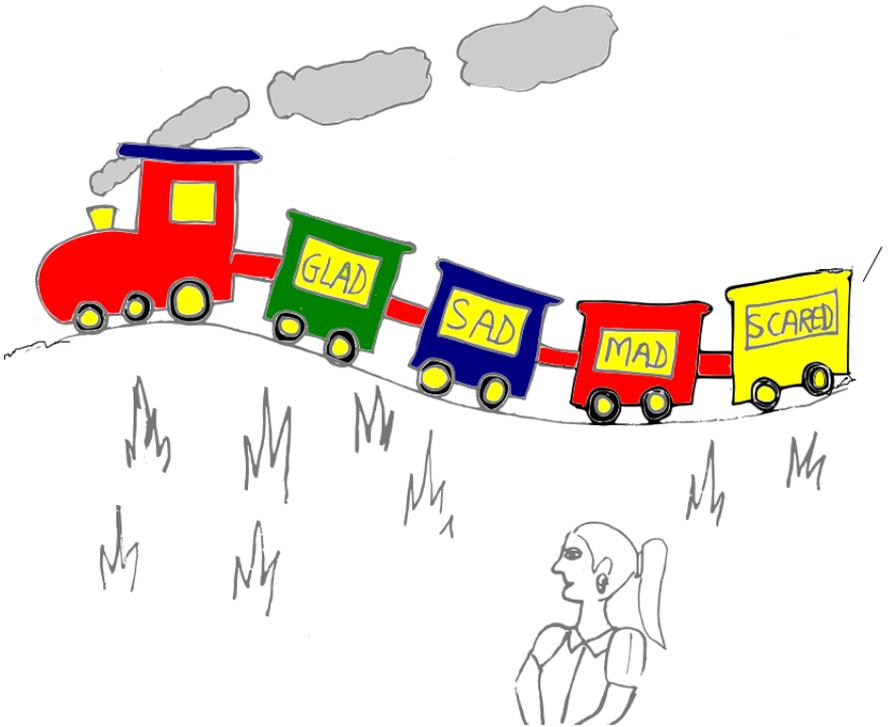
Tired, she fell asleep under a tree. When she woke up, she saw her parents and teachers who had found her with the help of some locals. Out of joy, she tried to scream 'Mamma' but no words came out from her mouth. Her parents and teachers got worried and immediately took her to a doctor. The doctor asked her to show her tongue. But when she opened her mouth, lo and behold, Tina's tongue was missing! Tina became very sad and started weeping silently.

The next day, Tina's tongue came and sat on her windowsill and said 'hello.' Tina was surprised to see this sight. Through gestures, she asked her tongue the reason for leaving her. Her tongue replied, "Tina, you have been gifted with a tongue but you didn't make proper use of it. You didn't speak to anyone other than your family members. You didn't answer questions in class. You didn't use me even in your hour of need. So I felt I can be of use to some unfortunate child, who doesn't have a tongue but would love to speak." Tina realised her mistake. She promised her tongue that she would change. Her tongue agreed to forgive Tina and returned to her mouth.

From that day, Tina started greeting people she knew, making new friends and answering questions in class. Tina and her tongue lived happily ever after.

Parents and teachers can use this story to encourage children to speak up and improve social skills.

The Emotions Express!



One day Tina was playing in a garden. Suddenly, a piece of magical melodious music fell on her ears. Curious, she moved in the direction of the music. The music was coming from a colourful train. The train was named "The Emotions Express." It had four coaches; each having its own colour and name - Glad, Sad, Mad and Scared.

Tina was drawn to the green coach named Glad since the music came from it. She opened the door, and saw a mind-blowing sight.

Characters with name tags were dancing hand in hand. One of them welcomed Tina and said, "Hi, I am the word Happy. Please join us in our celebration." Tina felt happy to meet Happy, as he looked happy. Happy then introduced his siblings and said, "Most kids are not familiar with Enthusiastic, Excited, Confident, and so they don't use these words much. However, I am the most used word." Happy explained to Tina what each word meant. Tina found these words to be full of positive energy. She wanted to spend more time with them but she was also curious to know what was there in the other coaches.

Next, she went to the blue coach named Sad. On opening the door she saw characters sitting silently in a corner with sad faces. Tina introduced herself, "Hi, I'm Tina. What are your names? Why do you look so sad?" "Hi, I am the word, Sad," said one of the characters. "When kids feel sad, they do not use the word Sad. Instead, they usually express this emotion by crying. Meet my siblings, Disappointed, Embarrassed, and Hurt." Tina learnt the meaning of each word and realized that every time she was feeling down, Sad was not the right word for it. She said, "When I don't get what I want, I can say I am disappointed. If someone treats me unfairly I can say I am feeling hurt. If I trip and fall on the stage I can say I am feeling embarrassed."

She then ran towards the red coach named Mad. She could hear heated arguments. When Tina opened the door, a name tag came flying out! She dodged and just missed it. "I am the word Angry", said a heated voice. "We are fighting as there was a competition among all the words used by kids to express their feelings and we

got the lowest score. When kids feel angry, they do not say I am angry. They express their feeling by harming themselves, others or damaging things. My siblings too have become aliens to kids. They are Frustrated, Jealous, and Irritated." Tina realised that she too was one of those kids who would express these emotions by breaking objects or hitting others. She remembered, "I felt jealous when the teacher selected Meena for the main role in the school play. I feel irritated when my sister disturbs me when I'm studying." She promised herself that the next time she would express these feelings through words.

Finally, she entered the yellow coach marked Scared. Scared came and introduced his siblings quickly to Tina in a shivery voice, "I am the word Scared. This is Nervous, Worried and Threatened." Saying this Scared ran inside. Tina realised she felt nervous when she was asked to speak on stage; felt worried when her parents would not reach home on time. She felt threatened when some of her classmates started bullying her.

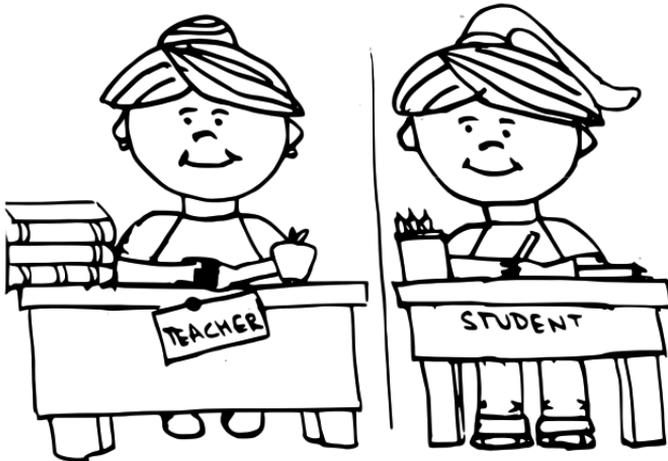
Just then someone poured water on Tina's face. She opened her eyes and realised that she had been woken up from a beautiful dream by her younger sister, Ela. Her first instinct was to hit Ela, but she remembered her promise and said, "Ela, I am feeling frustrated because you woke me from my beautiful dream of The Emotions Express." Tina had started expressing her emotions through words.

Parents and teachers can use this story to encourage children to express their emotions through words.

Note to Parents and Teachers:

As kids grow, it's important to build their emotional vocabulary - the words used to express one's feelings. This helps them label their emotions more accurately and express them through words instead of expressing through negative body language or actions. Research says labelling our emotions and expressing them through words makes our sadness, anger and fear less intense and we are able to deal with these emotions in a better way.

Double Role!



"Neha, how many times have I told you not to repeat the same mistakes", yelled Neha's mom, Anjali in a frustrated tone. Anjali was feeling drained correcting the repeated spelling mistakes made by Neha every day. "Neha, it is okay to make mistakes for the first time. No one is perfect. But, when I point out your mistakes to you, I expect you to note where you have gone wrong, correct it, remember the right thing to do and not to repeat the blunders the next time", shouted Anjali.

Anjali had tried different methods - from explaining to her in a nice manner, making her write the same word ten times, teaching through phonics and finally through shouting. But nothing seemed to work as Neha would not concentrate while studying.

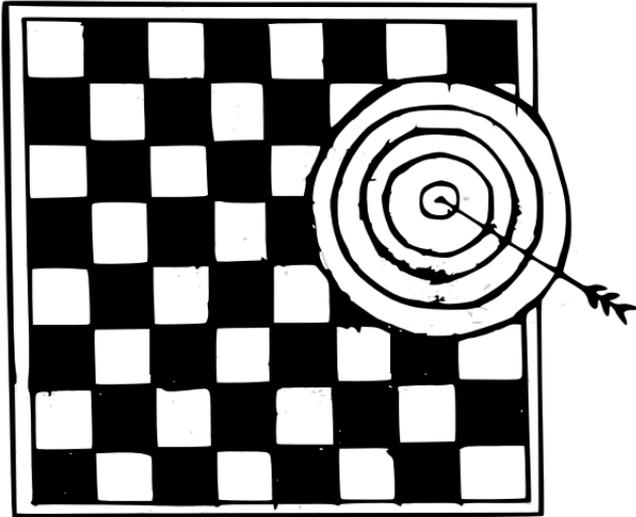
Anjali wanted Neha to experience what a teacher goes through when a student is uncooperative. So, Anjali came up with an idea. The next day, Anjali sat down with Neha to take her studies. Anjali wrote a few questions to prepare Neha for the next day's test at school and told Neha to answer them. Neha repeated the same spelling mistakes in her answers. Anjali handed out a red pen to Neha and said, "Neha, now correct what you have written by referring to your school note book." Neha enthusiastically circled all the spelling mistakes in red and then handed over the book to Anjali. Anjali returned it back to Neha and told her, "For one week you have to play a double role - the role of a student as well as of a teacher. You have corrected your work. Now you have to decide whether the student in you wants to ignore the mistakes pointed out or work on them. The choice is yours."

Neha always scored good marks in class and would enjoy the attention she got. But she was aware that the good marks were a result of her mom's constant efforts in forcing her to study. She knew that her mom would sit with her and ensure she completes her studies. This made Neha always feel relaxed before exams.

But now, Neha was made responsible for her studies. Neha liked the experience of playing the role of the teacher. But the next part of working on her mistakes was not going to be easy for her. But what choice was she left with? Neha pondered, "If the student in me chooses not to work on my mistakes, then the teacher in me will not be satisfied with my work." So she chose to please both the teacher and the student in her by focussing on her mistakes while studying and remembering not to repeat them. Neha had played the double role well...

Parents and teachers can use this story to encourage children to concentrate while studying.

Checkmate your Goals!



Amol loved playing chess. He attended his chess coaching classes regularly and participated in all the chess tournaments. His parents had always encouraged him to play chess since the age of six. They had heard that playing chess sharpens the brain. But little did they know that there's more to it.

One rainy day, Amol's uncle Ravi visited him. As the rain pitter-pattered on the roof top, he noticed Amol sitting in the balcony with his friend, engrossed in the game of chess. Amol's friend left in a while. Uncle Ravi challenged Amol, "Amol, can I play one game of chess with you?" He immediately noticed a spark in Amol's eyes. Amol responded enthusiastically, "Sure uncle, let's play." Both tried to protect their king and attack as many rival pieces as possible. As the game proceeded, Uncle Ravi quizzed Amol, "Amol, tell me the objectives of this game."

Amol quickly explained, "Uncle, to win you have to use each chess piece wisely to checkmate your opponent's king. At the same time you have to protect your king. For this, you need to plan each move carefully." Uncle Ravi was impressed. He grilled further, "What if the opponent makes an unexpected move?" Amol smiled and answered, "The opponent can make an unexpected move anytime. You have to be flexible enough to make a change in your plan."

Uncle Ravi was convinced now that he could convey his message to Amol. He asked, "Amol, have you realised that achieving goals is like a game of chess?" Amol was puzzled. He had never thought about it. Uncle Ravi explained, "In chess you plan your moves carefully. Similarly, you need to make a proper plan to achieve your goals. Look at each of your chess pieces. They are just like your strengths. Each chess piece has a unique ability and can be used for a specific purpose. Similarly, you need to use each of your strengths in the right manner to overcome obstacles while moving towards your goals."

Amol was stunned as till now he had seen the chess pieces only as objects used for playing the game. Uncle Ravi continued, "In chess we have to be prepared for any unexpected moves made by the opponent. Similarly, while achieving goals you may come across unexpected situations which you may not have thought of while planning. You need to be flexible and change your plans accordingly to Checkmate your goals!" Amol set a goal of winning the upcoming school chess tournament and started planning how to achieve it...

Parents and teachers can use this story to to teach children the importance of planning in achieving goals.

Nurture the Inner Seeds



Neha was given a new class assignment. On reaching home she handed over some Moong seeds to her mom and said, "Mom, look at what the teacher gave us today. She has told us to sow them, keep them in sunlight and water them daily. We have to show the plants to her after a week." Her mom replied, "Neha since it is your assignment, it is your responsibility. I will guide you if you need any help. Neha agreed and sowed the Moong seeds in a pot and watered it. Next day, Neha forgot about the seeds.

After a week, her teacher reminded them to get their assignment to school the next day. Neha panicked for a moment, but then remembered sowing the seeds and was sure that they would have grown into plants.

On reaching home, Neha went to check on the seeds. But she was shocked to see that there were no plants in the pot. She screamed,

"Oh Mamma, see this! The seeds which I had planted have not grown. I must tell the teacher that the seeds were defective." Her mom asked her, "Neha, why don't you check with your classmates if their seeds too didn't grow?"

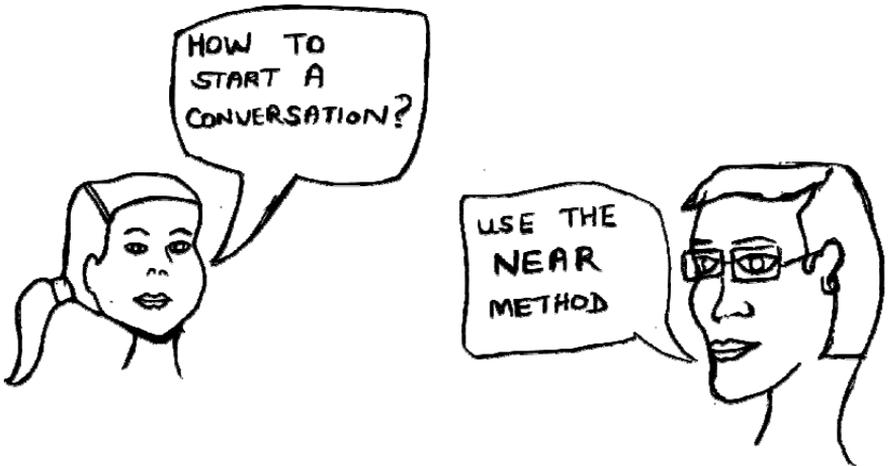
Neha visited her friend Poonam's house in her neighbourhood to check her seeds. Poonam's seeds had grown into plants. Poonam explained to her that she had watered them daily and now they had grown into beautiful little plants. Neha realised that she had forgotten the teacher's instructions to water the seeds daily.

She returned home and told her mom, "Mom, we forgot to water the plants." Her mom smiled. She said, "Neha, I did remember, but I wanted you to learn to take responsibility for your own assignment. So what have you understood from this incident, dear?" Neha replied, "That I should take responsibility for my assignment. I also learnt that for seeds to grow into plants we need to water them daily." Her mom replied, "Yes, you are right Neha. Seeds have the potential to grow into plants, but only those which are watered daily, grow into plants. Similarly my dear child, you have the potential to excel at dancing and drawing but if you don't work on your talents regularly, they will not grow just like these seeds."

Neha could not submit her assignment the next day but learnt a valuable lesson about taking responsibility for one's assignments and the importance of nurturing one's talents. She started practising dance and drawing regularly to nurture her inner seeds of talent. She also re-planted some Moong seeds and watered them daily and this time they grew into beautiful plants.

Parents and teachers can use this story to encourage children to work on practising their talents.

Three Cheers for NEAR!



"Speak something, just don't smile!" Tara was used to hearing this dialogue from her mom every time she was introduced to someone of her age. Poor Tara wished she could speak confidently and make friends easily. But she didn't know what to speak!

One day after yet another scolding from her mom, she was sitting alone in the balcony. Her father approached her and asked her, "What happened, Tara? Why are you so sad?" Tara burst into tears and replied, "Oh, Daddy! I know it is important to socialise and speak to new people since we make new friends, get to know other's ideas and learn new things. But my problem is I don't know how to start a conversation."

Tara's dad consoled her, "Dear, I will share with you a **NEAR** method which will help you to start a conversation when you meet someone for the first time." Tara breathed a sigh of relief. Her dad explained, "You can start asking any of these questions when you

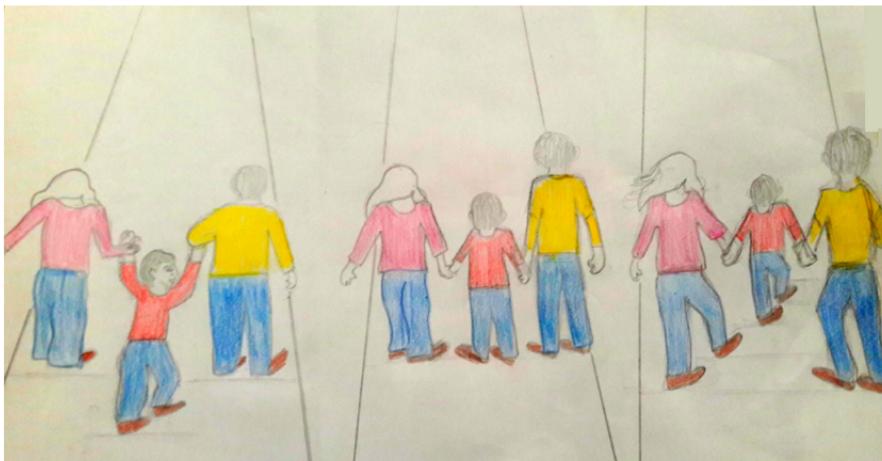
meet a person with whom you want to start a conversation. You can ask the person's **N**ame and **E**ducation - which standard and school they are studying. You can ask about **A**ll their favourite things like food, sport, cartoon character, TV show. You can also ask about their **R**esidence - where they stay. You will surely find some common interest which will take your conversation forward. But Tara, don't just keep asking questions as it will make it sound like a police interrogation. Share some of your details too before you ask information to make the other person feel comfortable." Tara was overjoyed. The **NEAR** method offered her a ray of hope to make new friends.

Next day at the park, Tara's mom was surprised to hear Tara speak confidently to the girl sitting on the other side of the see-saw, "Hi, I am Tara. What is your name?"

Now, she not only speaks confidently with new kids but also encourages others to use **NEAR** to converse without fear!

Parents and teachers can use this story to encourage children to start conversations with peers.

The Third Option!



There was a boy named Karan. Karan's daily routine used to be like this. He had to be woken up by his mom for school, after repeated calls and shouting. Karan would then do his daily tasks like brushing his teeth, bathing, and getting ready for school very slowly. He had to be woken one hour early so that he could finish his breakfast. And finally he would walk to school like a zombie, without any life. Karan's mom had to constantly push him for studies and activities. She was worried and wanted to change his behaviour.

One day his grandfather visited them. He noticed that Karan lacked enthusiasm and self motivation. He called Karan and showed him three pictures. Each picture had three characters, a mom, a dad and their son walking on the road. In the first picture, the parents were pulling the child as he was resisting and trying to move in opposite direction. In the second picture, the child was walking along with the

parents. In the third picture, the child was running ahead and pulling the parents.

Grandpa asked Karan, "My dear child, imagine that at the end of the road there is an ice-cream parlour, a toy shop or a play zone, then which of these three pictures would you think is apt for the situation?" Karan grinned and quickly replied, "Of course Grandpa, the picture with the child running ahead and pulling his parents." Grandpa smiled. He said, "Now think that at the end of the road, there is growth, success, health and happiness and the child's parents want to take him there. Given these three situations, how do you think the child's growth will get affected? First case - the child resists the parents. Second case - the child co-operates with parents. Third case - the child enthusiastically initiates and is self motivated."

Karan thought for a while and said "Well Grandpa, in the first situation, if the child resists, he will be trying to go in the opposite direction of growth. In the second case, the child will be convinced and just follow parent's instructions but in the third case, his growth will be accelerated and he will reach his goal faster as he himself initiates it and is self motivated." Grandpa smiled at Karan as he had understood an important lesson about self motivation, the third option.

Parents and teachers can use this story to encourage children to be self motivated.

Battery Down!



Once there was a boy named Rahul. He had developed a bad habit. He would skip breakfast and also not eat his tiffin at school. This started affecting his health. He could not concentrate in class and also didn't feel like playing due to lack of energy. He started falling sick repeatedly and could not attend school regularly.

One day Rahul was down with a fever. As he was lying on his bed, he heard a groan, "Aah." As he was alone in the room Rahul thought, "Who could it be?" Again came the voice, "I'm feeling

hungry, please feed me." "Who is it?" he asked. "My master doesn't provide me any good food, and expects me to work throughout the day? Is it fair?", the voice complained. Rahul replied, "Oh no, not at all. That's very mean, but, who are you and who is your master?" "I am your body and you are my master, and you don't give me nutritious food on time", groaned the voice. "My body? And how do you say I don't feed you? I do have lunch and dinner", defended Rahul.

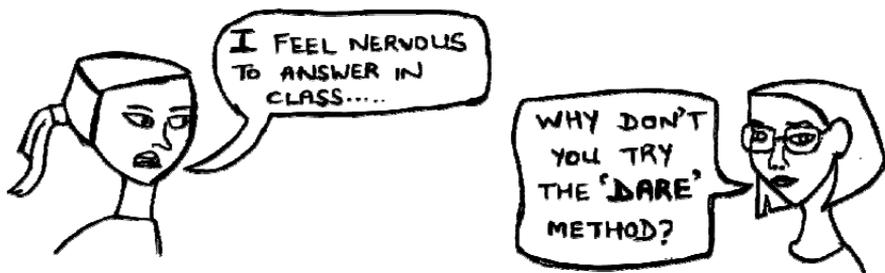
His body continued, "In the morning, when I need to use my energy the most, you don't give me any food. I have to wait till afternoon and it's only thanks to your mom who forces you to eat rice, rotis, vegetables, dal, eggs, chicken, fish and other healthy foods that I am able to survive. It is very strange to see that you kids don't forget to charge your tablet's battery on time, but you take the battery of your body for granted. I too need to be charged frequently, with a healthy breakfast, lunch and dinner and a light snack like a delicious fruit in between meals, to make up for the energy that is drained from me."

Rahul was shocked to hear this from his body. He had not realised that his body too needed to be charged regularly with nutritious food. He promised his body that he will have his three meals on time and also have a healthy snack in between meals.

Rahul recovered fast from his illness and became a healthy and happy kid once again. Now he remembers to keep his body charged with healthy food.

Parents and teachers can use this story to encourage children to eat healthy meals on time.

DARE to Answer!



There were two friends, Riya and Siya. Siya was a confident girl while Riya was shy. Both would study together and were sincere and hardworking.

In school, Siya would speak to her teachers and answer any question that was asked in class. Riya would not attempt to answer any questions. Due to this, she would get a scolding from her teacher. Siya was a good friend and wanted to help Riya.

She asked Riya, "Riya, why don't you answer when the teacher asks questions in class? Don't you know the answer? Do you feel scared of the teacher? Do you feel all will laugh at you if your answer is wrong? Do you feel the teacher will ask you further questions and then you may not be able to answer those questions?"

Riya replied, "Oh Siya! I do know the answers most of the time just like you as we study together regularly. But I get scared to stand up and speak in front of all. I feel nervous and get butterflies in my stomach. So I avoid answering. Please help me."

Siya replied, "Riya, I will try to help you overcome your fear. I will share a technique which helped me speak more confidently in class."

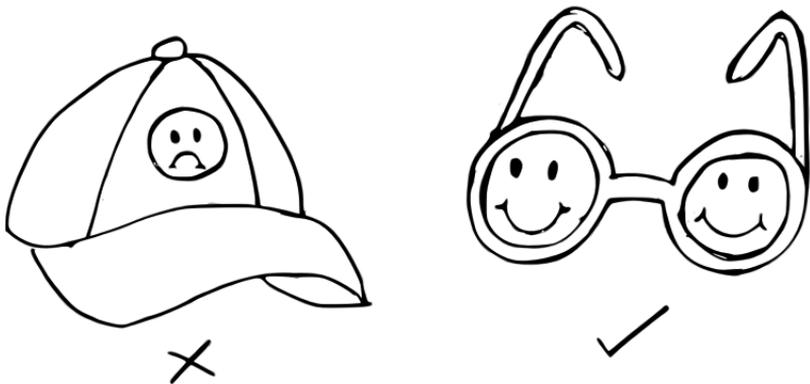
You have to just use the **DARE** method." Riya asked, "What is the **DARE** method?" Siya explained, "When the teacher asks a question, the first step is **D**ecide that you will answer. The second step is **A**rrange the answer in your mind. The third step is **R**aise your hand and the fourth step is **E**xpress yourself clearly and loudly." Riya was very happy. She agreed to try out the **DARE** method the very next day for the general knowledge quiz as she had prepared thoroughly for the quiz.

The next day in class, the teacher asked in the quiz, "Which is the national bird of India?" Riya **D**ecided she will answer. She quickly **A**rranged the answer in her mind and then **R**aised her hand. The teacher was happy to give her a chance. Riya **E**xpressed herself clearly and loudly. "It's the Peacock!" All clapped for her correct answer. Riya felt as proud as a peacock.

From that day, there was no turning back for Riya. Now, she not only answers questions herself but also encourages others to **DARE** to answer questions in class!

Parents and teachers can use this story to encourage children to answer questions in class.

The Gratitude Goggles



One day, Priti's mother took her to the village fair. At the fair, Priti started complaining, "I don't like this place. It's so noisy. I can't see any good toys to buy too." After sometime, Priti saw a pair of glittery green goggles at a tiny stall. She asked the old lady at the stall, if she could try them on. On being permitted, Priti wore them and noticed some positive energy in her. The same things which she had seen earlier started looking more beautiful.

She said, "I am feeling so happy, this is such a wonderful place. I can see people enjoying and giggling on the giant wheel." Now the same noise was music to her ears. Pointing out to a stall she said, "The clay dolls look so beautiful. I would like to play with them. Thanks mom for bringing me here."

Priti was surprised about what was happening to her. The old lady smiled, "My dear child, these are magical gratitude goggles. When you wear them, you will see the good things in the same situation. These goggles are not for sale, but let me share a secret. All of us are already gifted with gratitude goggles. But we choose to wear a

complaining cap instead and focus on what we don't have. We just need to start using the gratitude goggles by seeing what is good. Every day, think of three good things that happened to you today. You will be happier and you will also make those around you happy."

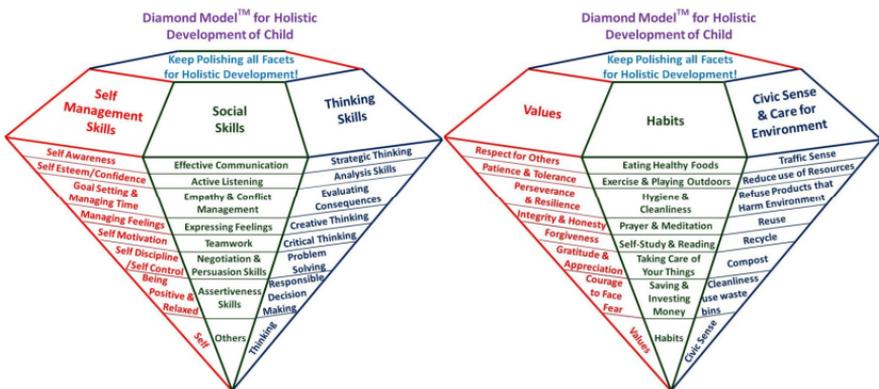
Priti couldn't believe that the key to happiness was so simple. Every night, before going to sleep, she would think, "What are the three good things that happened today?" By following this, Priti started using her gratitude goggles and lived happily ever after.

Parents and teachers can use this story to encourage children to be grateful.

C.H.A.M.P.S. (Character, Habits, Attitude, Mindset & Personality for Success)

CHAMPS is a yearlong programme on Life Skills for kids aged 10-12 years with once a week classes at Margao, Goa, India. It is designed, conducted and organised by by Life Skills Trainer for kids, Dr. Jyoti Hegde (<http://jyotihegde.in>) & Corporate Trainer Amey Hegde (<http://ameyhegde.in>).

The CHAMPS programme covers topics from **the Life Skills Diamond Model**, a framework for the holistic development of children developed by Dr. Jyoti Hegde and Amey Hegde. The Life Skills Diamond Model has been designed using inputs from the 10 Core Life Skills identified by the World Health Organisation (WHO), Daniel Goleman's model of Emotional Intelligence (EI) and the competencies identified by CASEL, the leading organization in the US for the teaching of social and emotional skills. It also includes values, good habits, civic sense and care for the environment.



Sessions adopt a learning-by-doing approach.

Some of the learning methodologies:

- Activities
- Stage performances by kids to build confidence & public speaking skills
- Role plays & Simulations to develop social skills
- Audio visual clippings
- Decision making & critical thinking through Chess
- Storytelling by kids
- Puzzles to sharpen creative thinking and critical thinking
- Mindfulness techniques for improved concentration
- Puppet shows conducted by kids
- Problem solving through Scratch Programming
- Drama & skits
- Creative problem solving of current issues like Traffic, Waste Management, Conservation
- Book reading sessions to develop love for reading
- Practical projects like composting
- Board games for nutrition & good habits

What is a typical session like?

Sessions begin with preparation of learning charts where kids write and draw about their learning from last session. Kids then present the learning charts. This is followed by the topic of the day.

Application of Learning through Assignments & Projects:

Kids are given practical assignments/projects to apply the concepts learnt in the class. Examples: writing of daily gratitude diary, taking small responsibilities at home, "Food Ludo" game to eat healthy food, etc.

Periodic Reviews: Every quarter there is a review to enable parents to track their kid's progress. Here, kids present their learning charts, projects, skits, etc. on their learning from the sessions.

For details email ameyhegde@gmail.com or jyotiheg@gmail.com.

Stories for Success

Teaching Kids Life Skills through Stories

About This Book:

Do this, don't do that and the chorus never ends... Isn't it irritating to be continuously corrected and advised? As most of us like listening to stories why not use stories to teach kids? This book contains original stories that can be used by parents and teachers to teach kids good habits and life skills.

About the Author:



Dr. Jyoti Hegde is a Corporate Behavioral Trainer and a Life Skills Trainer for students.

Jyoti has a degree in Ayurvedic Medicine. She has over thirteen years of work experience in the medical field in various hospitals/medical centres in Bangalore and Goa.

Jyoti has been personally trained and mentored in the field of behavioral training by Corporate Behavioral Trainer, Amey Hegde. Jyoti has also been trained by various master trainers to practice and implement international concepts of Positive Psychology, Facilitation Skills, and Neuro Linguistic Programming (NLP) in developing and conducting training programs.

Jyoti is a co-creator of the Life Skills Diamond Model, a framework for holistic development of children. Jyoti's articles and stories related to child development appear in various newspapers and magazines.

Jyoti has co-conducted training sessions on various aspects of behavioral training for employees from reputed organizations like Vedanta, Funskool, The Leela Goa, Sun Pharma and others. She has recently started CHAMPS, a year long programme on Life Skills and Personality Development for kids.

The Life Skills Diamond Model. For more details visit <http://jyotihegde.in>

