Learning Complementary Activities with Emphasis on the Role of Life Skills

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Abstract

Classified according to age and are organized in classes so the opportunity to communicate with older or younger children is taken from them. Interests and special needs are not paid attention and there is no opportunity to practice theoretical knowledge they've learned and the relation between knowledge and real life. How can these shortcomings be compensated? What approach and tools should be used to provide a suitable ground for perfect realization of people? How can enrich students' free time which is growing in the light of new era? Thinking about it and trying to respond to these needs in formation programs will lead to extracurricular activities complementing the formal school programs. These programs are a collection of experiences, activities and opportunities which are presented in classrooms or outside the school and has aims as compensating inefficiencies of curriculums, enriching programs to increase the depth of learning and noting talents, needs and different interests of students, helping to improve individual growth that results to a change in atmosphere of learning. Education quality in schools means approval change in learners' behavior; create a good perspective for parents and students and knowing correct educations. Leading students to complementary activities allows students to learn necessary social skills for successful future life. Using complementary activities and life skills, we give students an opportunity to express themselves in learning progress and giving importance to individual needs of students the ground for curiosity and activity in learning is provided.

KEYWORD: education, learning, complementary activities, life skills

Introduction:

Today in education systems of world, teacher is considered as major element in learning-teaching process, although it is tried to make them knowledge oriented learning and teaching but elementary school students can not effectively learn without the help of teacher. The notion of system of modern education, the teacher's role is lost illusions. Millennium teacher have prescribed teaching as the mere transfer of knowledge and creative skills of others. Millennium Teacher is dynamic, creative, and responsible for, the manifestation of the new role of the teacher in designing and formulating activities that assumes or ions. Such works is carried out with the participation of students and teachers and thereby enrich the curriculum and deepen learning. Furthermore, responsibility, and developing a core activity of learning from school to family or society will follow in the extracurricular supplement activities.

The Education and Training experts in education (school activities) considers the following two forms:
A. Formal education which is implemented in school and is considered a type of social organization and most of educations through books.
B. Informal education which is not limited to classroom and sometimes to school and more than other elements, because of effective freedom and will in growth and completion. So according to the role and function of schools in design and implementing activities in both sections and attention to scientific and cultural changes and requirements of today, schools should not ignore continuous reformation and should invest in complementary activities more than ever. In this paper, initially we discuss about education and learning, written material outlining the activities of the supplements and examine importance and role of life skills.

**Education**

Facing with many challenges hidden in future, human society to achieve ideals such as peace, freedom and social justice education is unavoidable consequences of capital. International Commission on Education in the conclusion of his works has asserted the belief that education plays fundamental role of the intellectual and social growth. This commission does not consider education as a miracle remedy for opening the doors of dreams. But considers it as a rule based path through which we can pave the way for growth of people along with decreasing poverty, ignorance, exploitation and war.

Shariatmadari (2000)\(^1\) analyzed the meaning of education, and the like "growth and proper judgment." "Revise and reorganize their past experiences" as a basic definition of education is mentioned.

Naghibzadeh (1996)\(^2\) has a deep look at the concept of education. It taught him more than anything else, leaving their knowledge to others. From his perspective, develop, thrive and applying inner strength and natural talent. Education has always been the work of nature and inner strength that must be considered genuine. Education Foundation is able to provide the ground for the appearance of it, indeed, free activity is constant nurturing. Educations is the training field as a tool for education, information, and learn the rules and principles that apply, the underlying reality is finding a natural ability.

**Learning**

The purpose of education is learning. Psychologists define learning as "to change the behavior more or less stable which occurs as the result of experience". (Hillgard and Marquiz) Education scholars have proposed six principles as principles of learning that educators should always consider. These principles are as follows:\(^3\):

1. Each learner is a unique individual. Interests, intelligence and effectiveness of every person are different.
2. Learning necessitates involving learners.
3. The basis and foundation of learning is perception.
4. Course content and media being used should be appropriate to the level of student understanding.
5. Teaching strategies should be appropriate.
6. One of the major goals of learning is creativity.

In today world, to be active and effective needs not only knowledge but also skills which UNESCO in 1996 report classified it in 4 groups:\(^4\):
1. Learning to know
2. Learning to do
3. Learning to live together
4. Learning to be

There are many reasons why our education system creates one major element – learning to know- element. Research results and efficiency evaluation on the basis of ABC shows that our students act successfully in answering the questions about knowing but not in doing and relating them to individual and social life.

The first element: learning to know
Learning to know stands on a clear knowledge of what to know and how to know and who should involve in it in 21st century. The speed with which knowledge and exploration goes, you can say that about half of what students learn today will be obsolete in the next five years, half of what students should know to be successful in the future, not yet invented and undeveloped. Today is pervasive in a desert wasteland in search of a pool of knowledge search.

The second element: learning to do
Learning activities to do relates to nature and target on one hand and on the other to education criteria and targets. So according to the role and function of schools in design and implementing activities in both sections and attention to scientific and cultural changes and requirements of today, schools should not ignore continuous reformation and should invest in complementary activities more than ever. In this paper, initially we discuss about education and learning, written material outlining the activities of the supplements and examine importance and role of life skills.

The third element: learning to live together
Learning to live together is suggested as one of the most important topics of education. Mostly formal lessons in classes, emphasizes on flourishing students' minds and social and emotional growth of students doesn't matter. Most of formal lessons are far away from reality. So the students can not obtain necessary preparations to face life problems.

The fourth element: learning to be
The fourth element, learning to be is the final element but not the least important of all. Learning to be has recognized the tensions we should take over. Education quality in schools means approval change in learners' behavior; create a good perspective for parents and students and knowing correct educations. Leading students to complementary activities allows students to learn necessary social skills for successful future life. Because learning in our schools can not be fully achieved with a good background. The formal education is far from the reality of life and current students are not ready to confront the issues of life. Since the formal classroom learners are classified based on the age of the students the opportunity to work together with others less. Finally, an opportunity to practice the theoretical knowledge and understanding of the relationship between the training provided cannot coexist.

Supplementary activities
Supplementary activities: Complement activation activity of a subject based on the course content, such as Persian, science, religious education and is designed. The
purpose of the supplement is to deepen student learning and the opportunity to think about the concepts and practice skills.

Complementary activities: activities based on the themes of education, a topic or a subject of education is designed. These activities are in line with the middle part of the curriculum is designed. Activities complement the curriculum and thereby deepen learning.

Complementary activities: refers to activities which need some observations and differs from class education. However it contains a major part of education. Such as sports, student groups, school paper. Some others have separated this activity from excess plans and relate them to official plans. So that supplementary programs are run during school time and excess plans next to class times, for example evenings and mornings, they are as followings:
1. Events school
2. Elective course
3. Short term educations

Out of school activities: out of school activities means those done outside of school framework which might be under control of some organizations in charge of education, such as art classes' etc.

Complementary activities: Activities during class program and is based of course content.

Extracurricular: Are along with class and didn't exist in advance of curriculum.

Extracurricular: Partly informal activities which are not limited to class or even to school and interest, experience and creativity power of teacher and students affects it. These activities are named informal or extracurricular activities.

Extra curricular activities are attractive and happy activities providing opportunities of social communication between students. So they improve students' perspective from school. Extracurricular, extra class, informal and curricular activities are ones which doesn't make directly part of curriculum, but is done under the control of teacher and school.

The speed with which knowledge and exploration goes, you can say that about half of what students learn today will be obsolete in the next five years, half of what students should know to be successful in the future, not yet invented and undeveloped. Today is pervasive in a desert wasteland in search of a pool of knowledge search.

Activities of the supplements can cause positive values in students as:
1. development of good character
2. facilitate growth and social development
3. healthy recreational facilities
4. respecting individual differences in competitions
5. profitable relationships between teachers and students
6. community students
7. Supportive relationship between teacher and student

Complementary activities which are chosen wisely and planned can effect meeting all of aims mentioned.
Life skills
According to the 21st century's educational aims, children and students need skills to come along with pressures and negative outcomes of life. Furthermore, responsibility, and developing a core activity of learning from school to family or society will follow in the extracurricular supplement activities.

These programs are a collection of experiences, activities and opportunities which are presented in classrooms or outside the school and has aims as compensating inefficiencies of curriculums, enriching programs to increase the depth of learning and noting talents, needs and different interests of students, helping to improve individual growth that results to a change in atmosphere of learning.

Ten basic skills that scientific bodies around the world have recognized importance and benefit able include:

A. Self-awareness skills
B. The skill of empathy
C. A more effective relationship skills
D. The adaptive interpersonal skills
E. The decision-making skills
F. Problem solving skills
G. The critical thinking skills
H. Creative Thinking Skills
I. Deal with the emotional skills
J. Coping skills

Self-awareness skills: the ability to know oneself and being aware of features, weak and strong points, needs, and fears. Self-awareness growth helps to know whether they are under the stress or not and always is a prerequisite of social and interpersonal interactions.

The skill of empathy: this means that one can understand others' lives even when he is not in that situation, so that he can accept others and respect them.

More effective relationship skills: this will help one to express needs, emotions and believes and ask help when needed. Furthermore, responsibility, and developing a core activity of learning from school to family or society will follow in the extracurricular supplement activities.

The adaptive interpersonal skills: this will help to create interpersonal positive relationship with others. One of these elements is the ability to make amiable relationship which is considered as an important treasure of social life and affects of cutting inappropriate social relationships.

Decision-making skills: These skills will help the individual to decide effectively on issues of life. Decisions are such as choices of school type choose jobs. If children and young people actively make decisions about their actions, selected aspects of the study and assess the consequences of each choice, of course, Mental Health at higher levels.
Problem solving skills: These skills enable individuals to more effectively solve the problems of life issues, such as friends, parents, problems like learning problems, dealing with the law and...

Critical thinking skills: This type of thinking to solve problems and make decisions appropriate to help. With this kind of thinking, we discuss different solutions for each problem and the consequences.

Coping skills: These skills include knowledge of various life stressors and their impact is individual. For example, the first day of school, examination, observation of a horror movie, dismissal from class, loss of parents. Identifying sources of stress and how its effects on humans, enables a person to position their practices and reduce stress.

Positively and effectively in order to modify and improve the quality of education must take additional steps. Therefore, in some cases students, emptiness, absurdity and frustration of their education and the environment are growing. Indifference and hostility is a result of students who come once the spirit of self-learning and self-leadership altogether. Facing with many challenges hidden in future, human society to achieve ideals such as peace, freedom and social justice education is unavoidable consequences of capital. International Commission on Education in the conclusion of his works has asserted the belief that education plays fundamental role of the intellectual and social growth. Nowadays in education developed at the same time avoiding the key information and avoid oriented content, teaching, learning and information processing, attention and emphasis is placed and combined with the importance of life skills, extracurricular hours over the course of the program shall be preferred.

Conclusions
Today on the contrary to the latest educational systems which were teacher oriented and based on students' memories and strict class time, and had no time for group and individual communication and there was a clear distance between class and life, educational system is growing the role of school and teacher and growing the willing to know and learning life skills. The task of science education in addition to theoretical learning skills such as: problem solving, decision making, when designing a realistic goal for life, critical thinking, creative human communication and life skills to students to summarize. Formal education, academic and traditional theory can never all four levels of learning (learning to know, to do and to live together and living) at institutionalizing students, but if the official curriculum and activities of the supplements mixed results educational objective and more will follow.

Suggestions
Educational system is required to provide opportunities for prosperity and good fortune of children and adolescents through paving the way for perfect training. The purpose of this educational endeavor is that all talented people in various fields form harmonious flourish. Formal programs are common in classrooms and schools "to operate on the development of memory and mental faculties and students emphasize the social and emotional aspects of the students paid attention. Mostly formal lessons in classes, emphasizes on flourishing students' minds and social and emotional growth of students doesn't matter. Most of formal lessons are far away from reality. So the
students cannot obtain necessary preparations to face life problems. To improve the educational quality and growing its effectiveness and learning or creating life skills that are needed in individual life, education system should move forward a path that decreases the traditional means of educational activities to maximize potential and new topics. Surely that is complementary activities.

The role of the teacher in the learning process is important. These programs are a collection of experiences, activities and opportunities which are presented in classrooms or outside the school and has aims as compensating inefficiencies of curriculums, enriching programs to increase the depth of learning and noting talents, needs and different interests of students. Specific and important role in guiding their talents are responsible for the enhancement of teachers' participation will yield useful results. To be tried in planning activities supplement all learning principles to be considered.

Complementary activities should be run in a way that students can easily relate the knowledge to life, experiences and feelings. Complementary activities could be beneficial if the constant varied according to scientific findings and new educational programs should be so flexible. According to the important principle of life skills as the most important need, the crucial requirement of every elementary student should be considered.

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