Abstract: Introduction: Life skills ability is adaptive behavior and positive manner that a person can come over challenges and daily necessities of life. The main purpose of this study is to survey the effect of applying the model Bloom to promote life skills in third base high school girls.

Methods: In an interventional study of quasi-empirical type of case and control groups population in two phases was different. In need assessment phase, among all the statistical community, that including all of the girl students of the third high school, parents with high school degrees and their teachers and counselors, 200 to multi-stage cluster method was selected. In the training phase, 45 two-person case and control group among all the third high school girl students were selected.

Data collection tool was researcher-made need assessment questionnaires, especially three respondent, and the questionnaire of assessing knowledge, attitude, performance and advocacy about the first three skills. Their validity was achieved by 7 out of health education specialists and experts in psychology and reliability was evaluated through Cronbach alpha test. Inclusion criteria was complete response to questions and participation in educational programs and exclusion criteria was incomplete questionnaires and were not participating in classes. After need assessment and doing pre-test, intervention as skills training in the form of lecture, slide show, group discussion and role playing during the eight sessions for case group students and a lecture session for parents was conducted. Education was completed through distribution of educational booklets, posters and leaflet among case group, their parents and teachers. One month after the educational intervention, case and control groups again were evaluated by the mentioned tools.

Results: Skills, self-Awareness, effective communication with others and decision making as three first priority, were identified. After the intervention, between the two groups in the scores of knowledge, attitude, performance and environmental support to the life skills was a significant difference. But in scores of social support between the two groups, was not significant difference.

Conclusion: Using bloom empowerment model with components such as strengthening support system in the family, school environment and community in addition to training students, can effective on life skills promotion.

Key words: Life skills-Bloom-Empowerment-Need assessment- Advocacy

Presentation: Poster