

# *Life Skills*

Life Skills are the abilities that help in developing psychosocial competencies in young children to face the challenges of life. The ultimate aim of Education is the overall development of a child's personality which can be achieved by experiential learning through engaging with meaningful activities to develop various life skills. The ten core (generic) Life Skills as listed by WHO are Self-Awareness, Empathy, Critical Thinking, Creative Thinking, Decision Making, Problem Solving, Effective Communication, Interpersonal Relationships, Coping with Stress and Managing Emotions.

# Preface

*Caring for and empowering young people has always been a priority across time and cultures. The changing times have challenged us in exceptional ways. Developing Life Skills promise to contribute to the well-being of our young and empower them to meet the many challenges of life.*

*The activities in this manual are specifically designed for the students of Classes I - V to enhance the skills of Self Awareness, Critical Thinking, Creative Thinking, Effective Communication, Interpersonal Relationships, Managing Emotions, Coping with Stress, Empathy, Decision Making and Problem Solving. In this series, in addition to enhancing knowledge, the focus of the content and activities would help them in resisting peer pressure, making informed decisions and healthy choices to effectively cope with situations they encounter in their daily lives.*

*It is hoped that the formal disciplines like Language, Science, Mathematics and Social Science are gradually integrated with Life Skills Education which would effectively promote a multi-disciplinary approach to learning. Learning often extends beyond the classrooms. The common spaces such as the sports play-ground, corridors, libraries and activity rooms are ideal grounds for taking up meaningful activities to develop life skills. The activities given in this manual are a starting point and merely suggestive. Many more can be developed by teachers and students together.*

*I hope that the teachers handling Classes I – V will find this document useful and would be able to use the activities provided in a meaningful way. Any suggestions for further improvement are always welcome.*

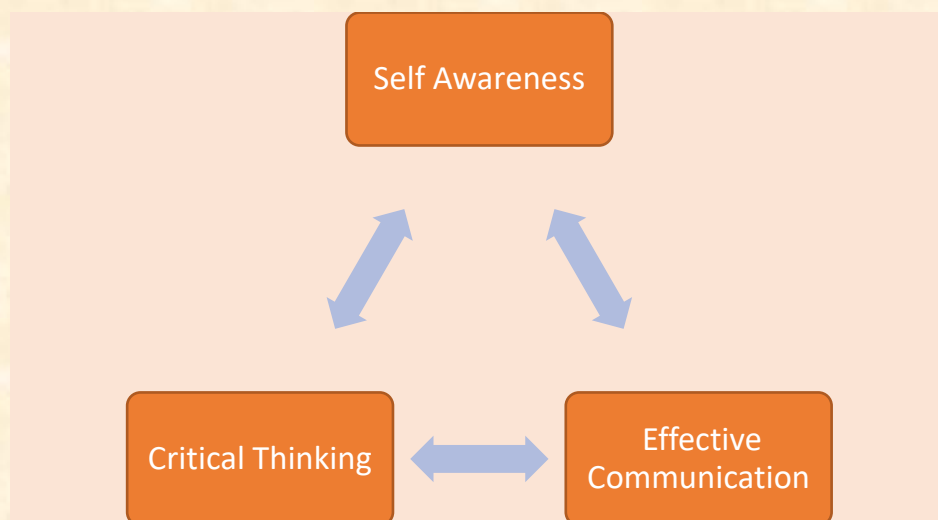
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# SELF AWARENESS

Activity 1:	Time Required:	Material Required:	Mode:
How Unique am I !	40 Minutes	Worksheet 1, 1A	Individual
<b>Theme:</b> No two individuals are the same. Everyone is special and unique. All individuals have likes and dislikes which make their personality and shape their identity.			

## *Life Skills to be enhanced*



### **Objectives:**

#### **Students will:**

- acquire a sense of identity;
- recognize their likes and dislikes;
- understand the importance of self-awareness.

Procedure		Key Messages
<p><b>To begin:</b></p> <p>Everybody to write three things about themselves on a piece of paper.</p> <p>Two of them are truths and one has to be made up.</p> <p>Every participant reads aloud from his/her notebook and the group guesses which statement is not true.</p> <p>Once the students are eager, the teacher/resource person/peer educator makes them understand the importance of knowing one self.</p> <p>He/ She should stress the importance of self-awareness and how it is a pre-requisite for positive change, development and for achieving one's goals.</p> <p>Start with asking the importance of knowing more than your own name to identify yourself.</p>	<p><b>Process:</b></p> <p>Ask students to close their eyes for five minutes and think about the questions "<b>Who am I?" and "What is it that makes me exceptional?"</b></p> <p>Instruct them to write five points that they like about themselves and five points that they dislike about themselves in the worksheet.</p> <p>Direct them to take their worksheets home and after discussion with parents add five more likes and five dislikes about themselves.</p>	<ol style="list-style-type: none"> <li>1. We cannot get to know our likes and dislikes, simply by growing up. It is indeed a conscious effort.</li> <li>2. Our individual likes and dislikes make us unique and interesting.</li> <li>3. By knowing our likes and dislikes, we get to like ourselves and feel good about the way we are.</li> <li>4. This also gives us an opportunity to make an effort to change what we dislike about ourselves.</li> </ol>



## Worksheet 1

Name: \_\_\_\_\_

### Five things that I Like about Myself!

Think and write in the classroom after discussion with friends!

A circular diagram consisting of five empty rounded rectangular boxes arranged in a circle. The boxes are connected by a thin, light brown circular line. This diagram is intended for students to write down five things they like about themselves after a discussion with friends in the classroom.

Think and add at home after discussion with the family!

A circular diagram consisting of five empty rounded rectangular boxes arranged in a circle. The boxes are connected by a thin, light brown circular line. This diagram is intended for students to write down five things they like about themselves after a discussion with family at home.

**Worksheet 1A**

Name: \_\_\_\_\_

**Five things that I Dislike about Myself!**

**Think and write in the classroom after discussion with friends!**

A circular diagram consisting of five empty rectangular boxes with rounded corners, arranged in a circle and connected by a thin orange line. The boxes are intended for students to write down five things they dislike about themselves.

**Think and add at home after discussion with the family!**

A circular diagram consisting of five empty rectangular boxes with rounded corners, arranged in a circle and connected by a thin orange line. This diagram is intended for students to add more things they dislike about themselves after discussing with their family at home.

<b>Activity 2:</b>	<b>Time Required:</b>	<b>Material Required:</b>	<b>Mode:</b>
Understanding My Inner self	40 Minutes	Pencil, white board, marker pens, duster and worksheet 2	Individual / Group
<b>Theme:</b> Sometimes we may worry about how others perceive us. Here a correct understanding about our inner self - the core of our existence can contribute positively for us to have an authentic life. This activity is an effort to understand well our inner self and plan accordingly.			

## *Life Skills to be enhanced*




### **Objectives:**

#### **Students will:**

- understand their inner selves.
- discover their own identity.



Procedure		Key Messages
<p><b>To begin:</b></p> <p>Each student will stand up and talk about one inner quality/good thing that he/she has observed about the student who is on the right side and this will continue until the last student. Then explain how everyone has an inner-self and an outer-self, which are visible to others. Examples of the outer self are the colour of a person's hair, eyes and skin; the kind of clothes; how neat and tidy the person is, etc.</p> <p>But it is very important to know what a person is like inside, because that is what makes them very special and unique.</p> <p>Each of the petals in the picture depicts a different quality that may or may not be part of a person's inner self. Each of us has some or many of these qualities.</p>	<p><b>Process:</b></p> <p>Draw the picture given below on the white board and discuss each petal with the students.</p> <p>The students should identify their own qualities and list them down in the worksheet.</p> 	<p><b>Key Messages</b></p> <ol style="list-style-type: none"> <li>1. We cannot get to know our likes and dislikes, simply by growing up. It requires a conscious effort.</li> <li>2. Our individual likes and dislikes make us unique and interesting.</li> <li>3. By knowing our likes and dislikes, we get to like ourselves and feel good about the way we are.</li> <li>4. This also gives us an opportunity to make an effort to change what we dislike about ourselves.</li> </ol>

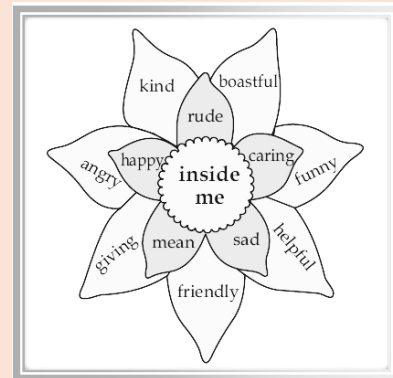
## Worksheet 2

Name: \_\_\_\_\_

1) Colour the petal which you think includes a quality that is part of your inner self.

The qualities that are not mentioned in this picture can also be listed below:

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_
- h) \_\_\_\_\_



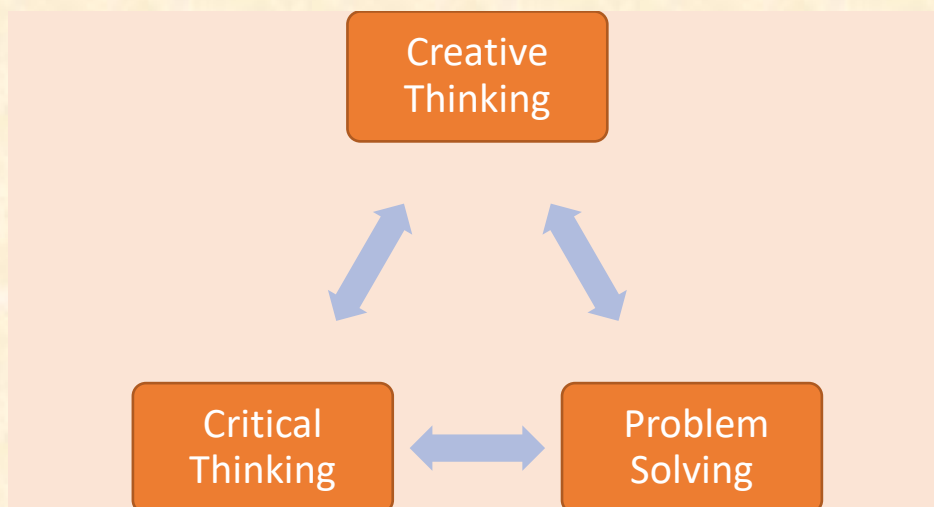
Qualities that you would like to acquire in the future!



# CRITICAL THINKING

Activity 3:	Time Required:	Material Required:	Mode:
Backward or Forward?	40 Minutes	Palindrome handout and worksheet 3	Individual
<p><b>Theme:</b> Critical thinking is all about questioning. If we want to develop our critical thinking skills we should be ready to ask questions and be willing to wonder. Palindromes are word puzzles that set us to think. They are the language structures that form the same word both backward and forward. The most interesting thing is that Palindromes are not just words but there are Palindrome Phrases also. This activity helps to explore them.</p>			

## *Life Skills to be enhanced*



### Objectives:

#### Students will:

- work on Critical Thinking puzzles.
- think critically to find solutions.

Procedure		Key Messages
<b>To begin:</b>  Ice- breaker activity	<b>Process:</b>  Introduce Palindromes to students.  Give them Palindrome handout to read.  Give them worksheet to solve.  Discuss the answers given by the students and ask them how they reached these answers (by thinking critically- questioning the riddle).	1.Riddles and puzzles help to develop our Critical Thinking skills.  2.Questioning supports Critical Thinking.

### Worksheet 3 Answers

Find the answers to these riddles. Make sure that the answer is a Palindrome!

1. Pronounced as one letter but written with three, only two different letters are used to make me. I'm double, I'm single I'm black, blue, green and grey. I'm read from both ends and the same either way?
2. A baby wears this when eating.
3. A really fast car.
4. Another name for father.
5. Bubbles do this.
6. What time is lunch?
7. An instrument used to locate airplanes.
8. Find the palindrome in the options.

## Palindrome Handout

### Palindrome Words

Anna

civic

Dad

deed

madam

Mom

peep

wow

sees

non

Malyalam

solos

### Palindrome phrases

No son

•Was it a bat I saw

Not a ton

Now I won

Too hot to hoot

A Santa at NASA

Dog sees God

No melon, no lemon

Race Car

Was it a car or a cat i saw

We sew

A Toyota....race fast...safe car....a Toyota

### Worksheet 3

Name: \_\_\_\_\_

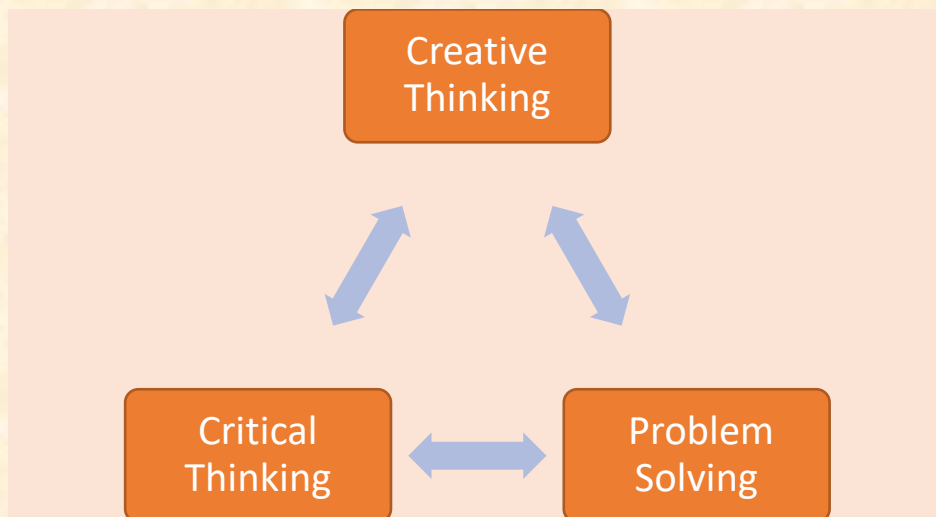
Find the answers to these riddles. Make sure that the answer is a Palindrome!

1. Pronounced as one letter but written with three, only two different letters are used to make me. I'm double, I'm single I'm black, blue, green and grey. I'm read from both ends and the same either way?
2. A baby wears this when eating.
3. A really fast car.
4. Another name for father.
5. Bubbles do this.
6. What time is lunch?
7. An instrument used to locate airplanes.
8. Find the palindrome in the options.
  - a) 2375
  - b) 8564389
  - c) 99733799
  - d) 2121



<b>Activity 4:</b>  <b>Odd One Out</b>	<b>Time Required:</b>  <b>40 Minutes</b>	<b>Material Required:</b>  <b>Dice, odd one out hand out, white board and marker pens</b>	<b>Mode:</b>  <b>Small groups of 4-5</b>
<b>Theme:</b> There are times when we have to think critically and reason out things. There can be situations where we have to think and decide which are the odd ones in a set. This seems simple but can be tricky as well.			

## *Life Skills to be enhanced*



### **Objectives:**

#### **Students will:**

- think critically
- understand how associating or disassociating things requires Critical Thinking.

Procedure		Key Messages
<p><b>To begin:</b></p> <p>Discuss with students that knowledge is constructed from thinking critically. Intellectual challenge is about focusing on thinking rather than facts.</p>	<p><b>Process:</b></p> <p>Write the words given in the 'Odd One Out' handout on the white board.</p> <p>Each set comprises of six words corresponding to six numbers (faces) of the dice.</p> <p>One student from the group rolls four times to determine which four words will form the odd-one-out comparison.</p> <p>For example, the student rolls 1, 3, 2 and 5. The corresponding words are "house," "plate," "mother" and "policeman".</p> <p>Ask the group to tell- "Which one is different, and why?"</p> <p>Keep changing the words during the activity, thereby keeping things fresh and varied.</p> <p>For instance, 3 minutes into the task erase the word "sand" and replace it with "cheese."</p> <p>Two minutes later erase "fish" and replace it with "money," and so on.</p>	<ol style="list-style-type: none"> <li>1. Critical thinking helps us to take wise decisions and solve our problems.</li> <li>2. Solving riddles and puzzles develop our critical thinking skills.</li> </ol>

## Odd one out Handout

### First roll of dice

	1. house	2. surgeon
	3. lamp	4. duck
	5. note	6. truck

### Second roll of dice

	1. hat	2. fish
	3. plate	4. pizza
	5. sun	6. doctor

### Third roll of dice

	1. spoon	2. mother
	3. car	4. plane
	5. pepper	6. sand

### Fourth roll of dice

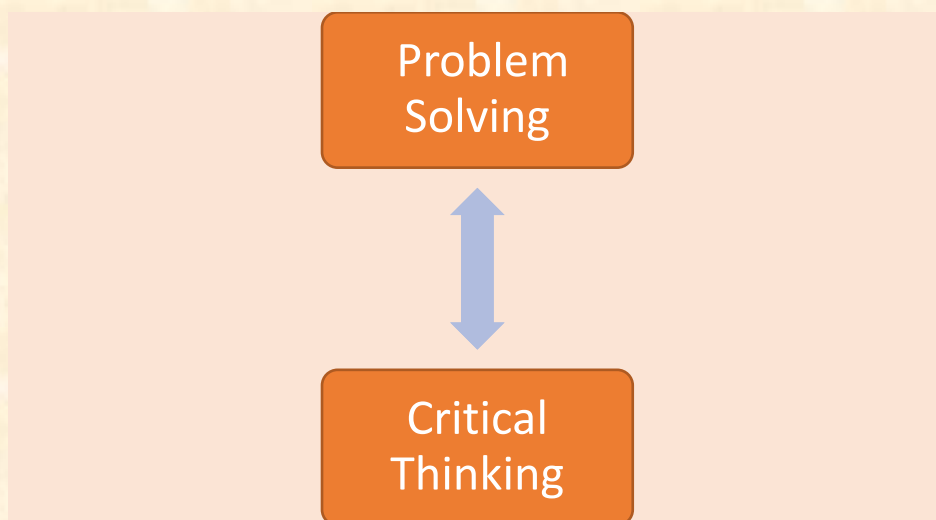
	1. star	2. shirt
	3. window	4. chair
	5. policeman	6. apple



# CREATIVE THINKING

<b>Activity 5:</b>  <b>Break Out</b>	<b>Time Required:</b>  <b>40 Minutes</b>	<b>Material Required:</b>  <b>Worksheet 5, white board and marker pens</b>	<b>Mode:</b>  <b>Individual</b>
<b>Theme:</b> The first rule to creative thinking is to break the rules, and think beyond the regular. Most of us restrict ourselves by too many boundaries and hence fail to think beyond the regular. This activity motivates the students to break out and move beyond the boundaries.			

## *Life Skills to be enhanced*



### **Objectives:**

#### **Students will:**

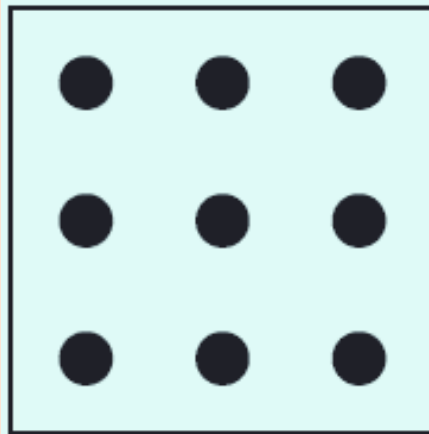
- solve a problem creatively
- stretch their imagination.

Procedure		Key Messages
<p><b>To begin:</b></p> <p>A creative warm-up activity.</p>	<p><b>Process:</b></p> <ul style="list-style-type: none"> <li>➤ Distribute students the worksheet, review it with them, and ask if they have any questions.</li> <li>➤ Ask them to draw four straight lines through the nine dots without retracing and without lifting their pen from the paper.</li> <li>➤ Instruct them that they should try it honestly and see if they can find more than one solution to it.</li> <li>➤ Share with them that, "The key to solution is that the imaginary boundaries formed by the dots need not be observed. Once freed from this restriction, you will find the solution easily."</li> <li>➤ Finally draw the solution on the board and ask students to share if they have achieved it!</li> </ul>	<ol style="list-style-type: none"> <li>1. Creativity demands that one explore beyond boundaries.</li> <li>2. It is needed to think beyond the usual things and construct a newer meaning.</li> </ol>

## Worksheet 5

Name: \_\_\_\_\_

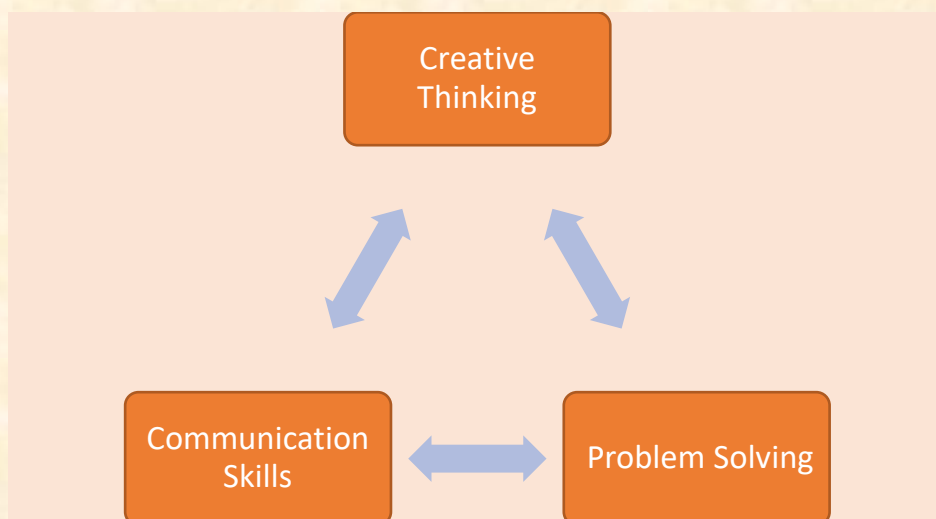
The problem: Draw four straight lines through the nine dots without retracing and without lifting your pen from the paper.





<b>Activity 6:</b>	<b>Time Required:</b>	<b>Material Required:</b>	<b>Mode:</b>
<b>Tell Me a Story!</b>	<b>40 Minutes</b>	<b>Worksheet 6-'Tell me a Story', pencils</b>	<b>Group</b>
<b>Theme: This activity motivates the students to think imaginatively!</b>			

## *Life Skills to be enhanced*



### **Objectives:**

#### **Students will:**

- **explore the different ways teams can create a story using the same word list**
- **inspire their imagination!**

Procedure		Key Messages
<p><b>To begin:</b></p> <p>A creative warm-up activity.</p>	<p><b>Process:</b></p> <ul style="list-style-type: none"> <li>➤ Instruct the students to form teams of four members each.</li> <li>➤ Assign group leadership to the student with the most recent birthday (or some other way). Distribute a pencil and one copy of the 'Tell me a Story' worksheet to each student.</li> <li>➤ Explain that each team will create a story that uses all of the words presented in the table.</li> <li>➤ Each word may be used only once; the only words that may be added are verbs (e.g., elect, push, drove), articles and prepositions (e.g., of, for, from, with).</li> <li>➤ The team leader is responsible for coordinating the process and presenting the final story.</li> <li>➤ Signal for the activity to begin, and allow approximately fifteen minutes for group work.</li> <li>➤ Give a five-minute warning before time is up.</li> <li>➤ Have each leader read his or her team's story before the total group and compare stories for similarities and differences.</li> </ul>	<ol style="list-style-type: none"> <li>1. Creativity is the ability to imagine or invent something new.</li> <li>2. Creativity is not the ability to create out of nothing, but the ability to generate new ideas by combining, changing, or reapplying existing ideas.</li> <li>3. Everyone has substantial creative ability.</li> <li>4. Creative Thinking can be nurtured, developed and perfected further.</li> </ol>

## Worksheet 6

### 'Tell Me a Story' Worksheet

Name: \_\_\_\_\_

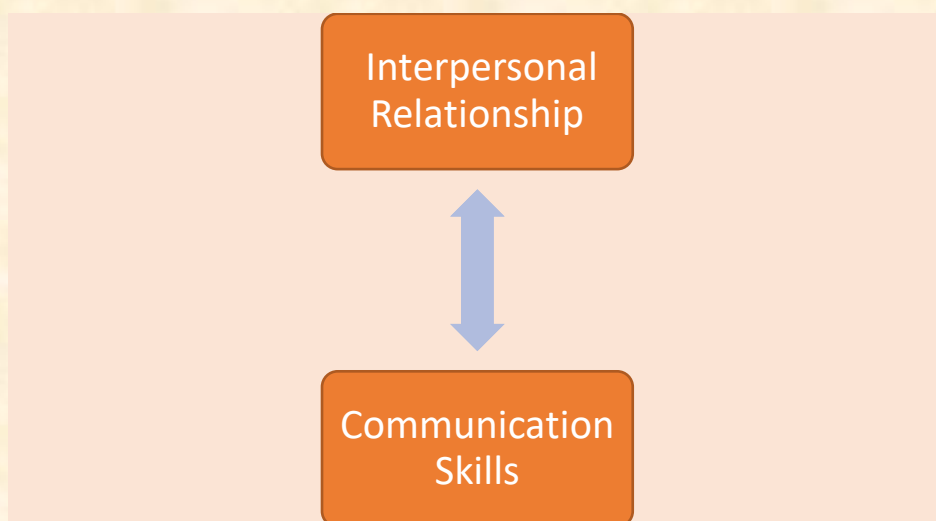
Create a logical story that uses ALL the words. You are allowed to add only verbs, articles, and prepositions.

motorcycle	snow	girl	police officer
pavement	driver	book	ketchup
President	tree	boy	teddy bear
computer	shoes	baby	class
cat	television	lion	parking lot
teacher	toy	lights	swings

# EFFECTIVE COMMUNICATION

Activity 7:	Time Required:	Material Required:	Mode:
Seeking Clarity is Effective Communication	40 Minutes	White board, marker pens, a sheet of paper, worksheet 7 and pencil for each student.	Pair Work
<b>Theme:</b> Communication needs to be effective and clear. This activity highlights the importance of seeking clarity in communication.			

## *Life Skills to be enhanced*



### Objectives:

#### Students will:

- state the importance of clarity in effective communication

Procedure		Key Messages
<p><b>To begin:</b></p> <p>Ask students to sit with a partner.</p> <p>Ask them to name one A and another B.</p> <p>Ask all to think of one emotion eg. ( I am happy/ I am sad / I am frustrated.)</p> <p>Now ask them to share their emotions in the form of sentences with their partner 'B' while making opposite facial expression ( eg while 'A' says I am happy they have to make a sad expression).</p> <p>After everyone has completed, ask Bs what did they think of the way As were talking. What could Bs have done to make this conversation better.</p> <p>Tell them that today's session is about the importance of clarification in any communication.</p>	<p><b>Process:</b></p> <p>Ask students to draw a simple figure on a sheet of paper using five or six geometrical shapes. Tell them that these shapes should interconnect with each other to form a picture.</p>	<ol style="list-style-type: none"> <li>1. One of the most important part of communication clarity.</li> <li>2. There are some situations where we don't seek/don't get an opportunity for clarification and that may lead to a gap or pose a problem in accomplishing a task effectively.</li> <li>3. Everyone involved in a communication process should get an opportunity to ask questions/clarify doubts and share their opinion so to avoid confusion.</li> </ol>

**Tip for the facilitator:** It may be helpful if the facilitator draws a similar diagram as an example on the board.

- Ask them not to show their figures to anyone for the purpose of this activity.
- After everybody has finished, ask them to choose a partner with whom they don't usually communicate much.
- Tell them that they have to sit back to back with the partner and each one of them should have their drawing, a blank paper and pencil.
- In each pair, one of them, for example A will give instruction to B to draw a similar diagram/ figure that A has drawn previously. B will have to draw according to A's instruction. A is not allowed to look at B's diagram and B is not allowed to ask A any question, neither is he allowed to look at A's diagram.
- Tell them that one rule of this exercise is that A is not allowed to describe the diagram as an object in words such as it is a horse, face ). A must assume that B can understand words-Line, Rectangle, Circle etc.
- Give them two minutes to complete their drawings.
- Once the task is completed, ask them to compare the two drawings.
- Ask them to write their experiences in the worksheet given.
- Now ask them to reverse roles. B gives instruction to A.
- But this time tell them that they are allowed to talk.
- Give them two minutes to complete.
- Ask the whole group to reconvene for discussion.
- Ask the group was the task difficult or easy. Why? What feelings were brought up in each round?
- Ask them to share situations like this in real life.
- What can we do to overcome such situations?



## **Worksheet 7**

**Name:** \_\_\_\_\_

### **Round 1:**

My feelings:

1. Difficulties I faced while accomplishing the task.
2. What could have helped me to overcome these difficulties?

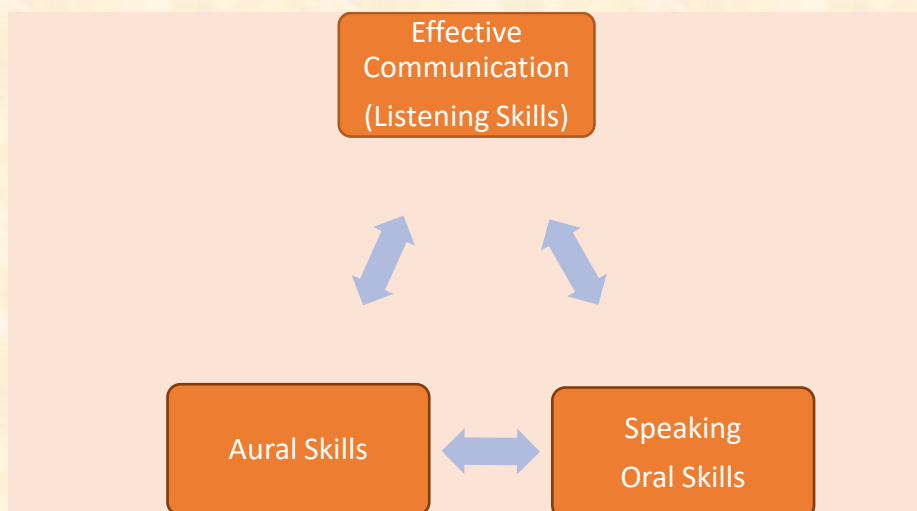
### **Round 2:**

My feelings:

1. What was different this time?
2. My learnings from the session.

<b>Activity 8:</b>	<b>Time Required:</b>	<b>Material Required:</b>	<b>Mode:</b>
<b>Listening – An Important Source of Learning!</b>	<b>40 Minutes</b>	<b>A story from a newspaper article, two paragraphs, a long chocolate bar and Worksheet 8</b>	<b>Whole Class</b>
<b>Theme:</b> Listening is an important component of communication that can be used as an important means of learning.			

## *Life Skills to be enhanced*



### **Objectives:**

#### **Students will:**

- understand that listening is an important component of effective communication

Procedure		Key Messages
<p><b>To begin:</b></p> <p>Inform the students that the session is going to be on listening-an important component of communication.</p> <p>Ask students to stand up. Tell them that you will clap your hands and the students will have to follow in the same pattern and rhythm as yours. Start with one clap and then do a combination of claps. Once the students get a hang of it, you could then start tapping your foot.</p>	<p><b>Process:</b></p> <p>Ask students to sit in a circle.</p> <p>Tell them that you are going to read out an article from the newspaper.</p> <p>Read out the article. It is possible that most students have lost interest and may be bored.</p> <p>Now take out a chocolate and tell students that you are going to ask some questions related to the article. Whoever gets all the answers correct will get the chocolate.</p> <p>Read out eight to ten questions (names, date, places, etc.). In all likelihood not one student will get all the answers correct.</p> <p>The facilitator to ask students as to why only some of you could answer the question despite the fact that everyone heard the article. The facilitator to emphasize on the fact that students were not able to answer the questions as they did not listen attentively.</p> <p>Ask students what stopped them from listening.</p> <p>Ask students that if you had shared that you will be asking questions at the end of the article for which they would get an award then would they pay more attention and why? Lead the discussion to why it is important to listen. The facilitator is to emphasize that listening can also</p>	<p>Listening is an important source of learning.</p> <p>Effective listening leads to effective communication.</p> <p>Listening with comprehension develops speaking skills.</p> <p>A good listener is a good communicator, a great speaker and an excellent conversationalist.</p>

be a huge source of learning about something or someone. Sometimes when we are not attentive we tend to lose out on some crucial information that could lead to misunderstandings. Listening should not be motivated by rewards but by respect for the other person and openness to learning.

Ask students to fill up worksheet.

Encourage some of the students to share what they have written.

Summarize the learning from the discussion. Emphasize on the fact that communication is an important skill and comprises of reading, writing, speaking and listening. While we lay emphasis on first three, listening is often neglected.

## Worksheet 8

Name: \_\_\_\_\_

What are some of the things that you have acquired by listening?

1.

---

---

2.

---

---

3.

---

---

4.

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# INTERPERSONAL RELATIONSHIPS

<b>Activity 9:</b>  <b>Interacting with Peers</b>	<b>Time Required:</b>  <b>40 Minutes</b>	<b>Material Required:</b>  <b>Worksheet 9</b>	<b>Mode:</b>  <b>Whole class</b>
<b>Theme:</b> A strong bond between two or more people is a foundation of good interpersonal relationships. This activity is about removing students' hesitation to interact with their peers. It is about bringing students together and enhancing friendship amongst them.			

## *Life Skills to be enhanced*

### Interpersonal Skills

#### **Objectives:**

#### **Students will:**

- describe the importance of interacting with peers



Procedure		Key Messages
<p><b>To begin:</b></p> <p>Inform students that this session is on developing good interpersonal relationships.</p>	<p><b>Process:</b></p> <p>Ask each student to write down ten statements on a sheet, one below the other (Worksheet).</p> <p>Ask them to roam around in the class and find out and write the name of at least one student against each of the statements. The statement should be applicable to that student and there should be ten different names for the ten statements.</p> <p>As they find people who fulfil the condition they have to write their names against the question. Each student has to go around asking these questions from as many students as possible. Students cannot loudly volunteer information. Answers have to be furnished in one-to-one mode.</p> <p>Allow them five minutes to do this exercise.</p> <p>Ask each one of them to state one thing they found out which they did not know.</p> <p>Then ask some of them how it was interacting with different people.</p> <p>Bring the discussion around to why do we sometimes hesitate to talk to people and how it brings us closer and helps to develop friendship if we interact with more people.</p>	<p>Interaction with people helps make friends and develop good interpersonal relationships.</p> <p>.</p>

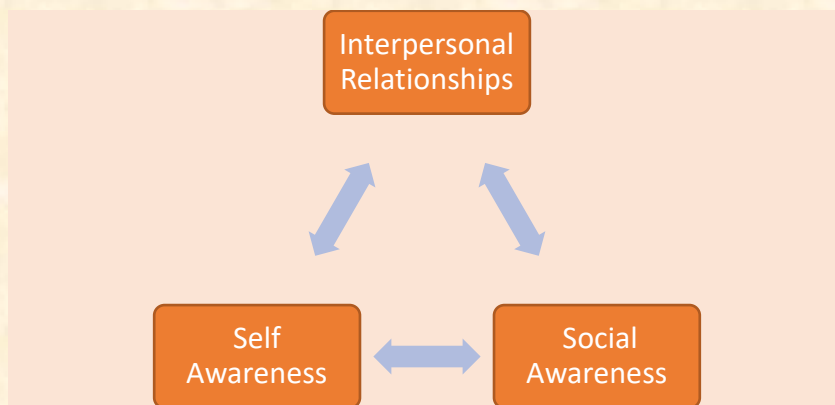
## Worksheet 9

**Name:** \_\_\_\_\_

1. Has the same zodiac sign as yours \_\_\_\_\_
2. Likes the same TV programme as you do \_\_\_\_\_
3. Plays a musical instrument \_\_\_\_\_
4. Has drawn water from a well \_\_\_\_\_
5. Has visited a village \_\_\_\_\_
6. Likes to dance \_\_\_\_\_
7. Has a pet \_\_\_\_\_
8. Likes mangoes \_\_\_\_\_
9. Reads as a hobby \_\_\_\_\_
10. Enjoys watching Hindi movies \_\_\_\_\_

<b>Activity 10:</b>  <b>My Relationship Web</b>	<b>Time Required:</b>  <b>40 Minutes</b>	<b>Material Required:</b>  <b>Worksheet 10</b>	<b>Mode:</b>  <b>Whole Class</b>
<b>Theme:</b> Relationships are very important in our lives. This activity will help the students to identify all the relationships, the nature of these relations and their importance in life.			

## *Life Skills to be enhanced*



### **Objectives:**

#### **Students will:**

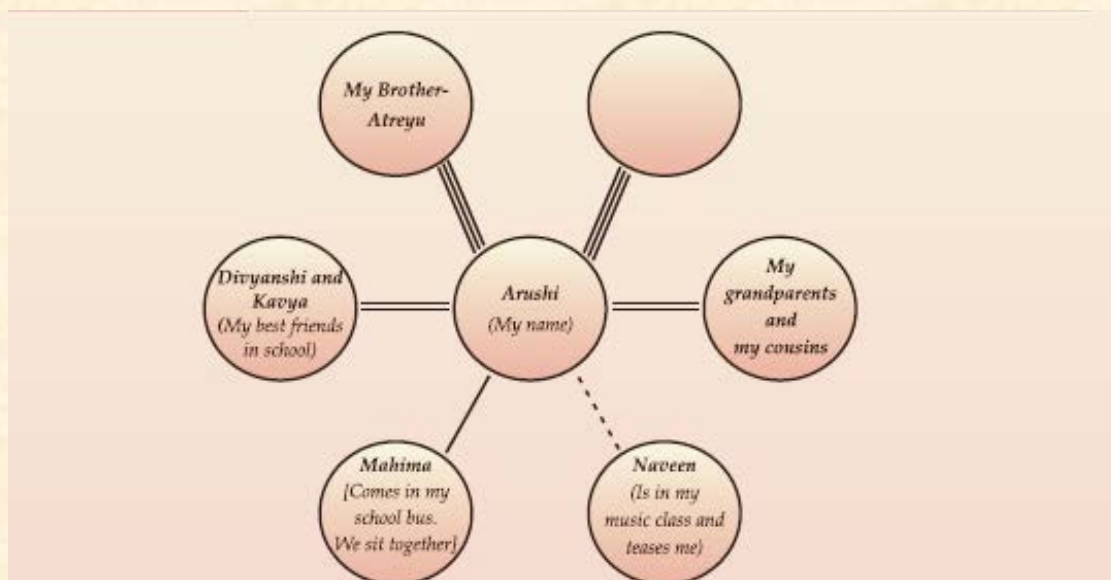
- identify all the relationships they are a part of [family, school, friends and community];
- analyze the nature of these relationships as they gain a deeper understanding of the importance of these relationships to them (positive as well as negative ones).

Procedure		Key Messages
<p><b>To begin:</b></p> <p>Instruct students that each of them is going to create a 'Relationship Web' that will highlight all the relationships they are exposed to and the effect it has on them.</p>	<p><b>Process:</b></p> <p>Encourage students to think about all the people they interact with [at home, extended family, on the way to school, at school, in their neighbourhood, hobby classes etc.]</p> <p>Show them the sample of the 'Relationship Web' and explain the 'Influence Lines'.</p> <p>Give them the worksheet and ask them to put their name in the middle circle.</p> <p>One by one they can start putting the names of the people/relationships they thought of in Step 1. If needed they can add on more circles to increase their 'Relationship Web'.</p> <p>They now have to start analysing the nature of these relationships and how important they are to them and the comparative degree of influence they have. (They can do this by thinking about how much time they spend with this person, how much they share with this person, how much they trust this person, any common interests etc. Remember that the students should also be encouraged to think of any negative or conflicted relationships- like the child in the school bus who bullies them, the child in the neighbourhood who teases/excludes them from play etc.)</p> <p>As they analyse this, they have to</p>	<p>We all interact with different people on a daily basis, some are more important than others.</p> <p>Some interactions may be negative and cause us to feel hurt/sad. We should talk about them to our parents/close friends and find ways to deal with them appropriately.</p>

	<p>start drawing the 'Influence Lines'.</p> <p>Encourage a few students to volunteer to share their 'Relationship Web' with the rest of the class.</p> <p>Use this sharing by the students as a way to further reinforce the objectives and key messages.</p>	
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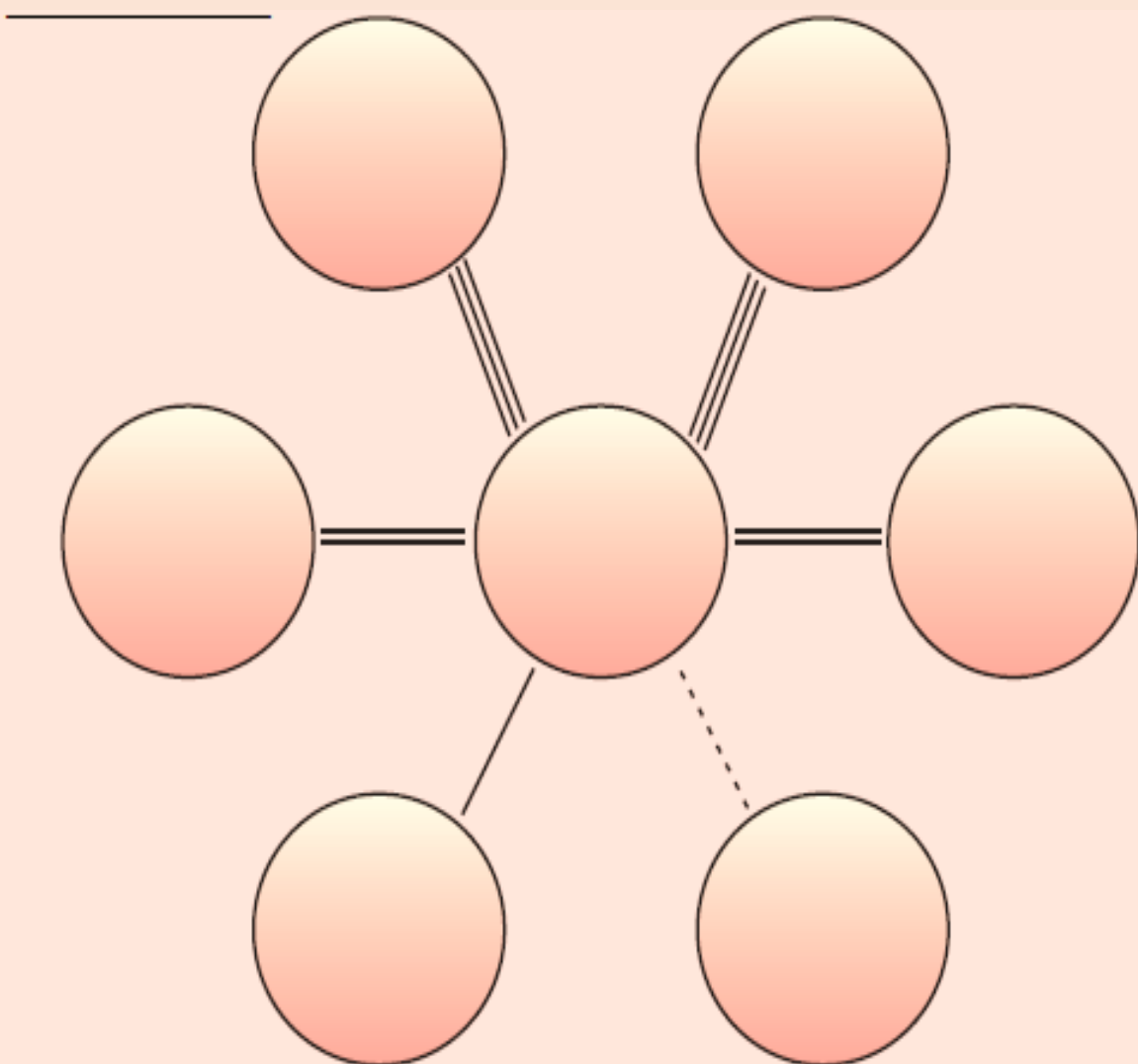
### Sample of a Relationship Web

Influence Line	Meaning
I	One line – Nice to be in relationship
II	Two lines- Important Relationship for me
III	Three lines- Very Important Relationship- Cannot imagine my life without them!
1 1 1	Broken line- Negative/Conflicted Relationship



## Worksheet 10

Name: \_\_\_\_\_

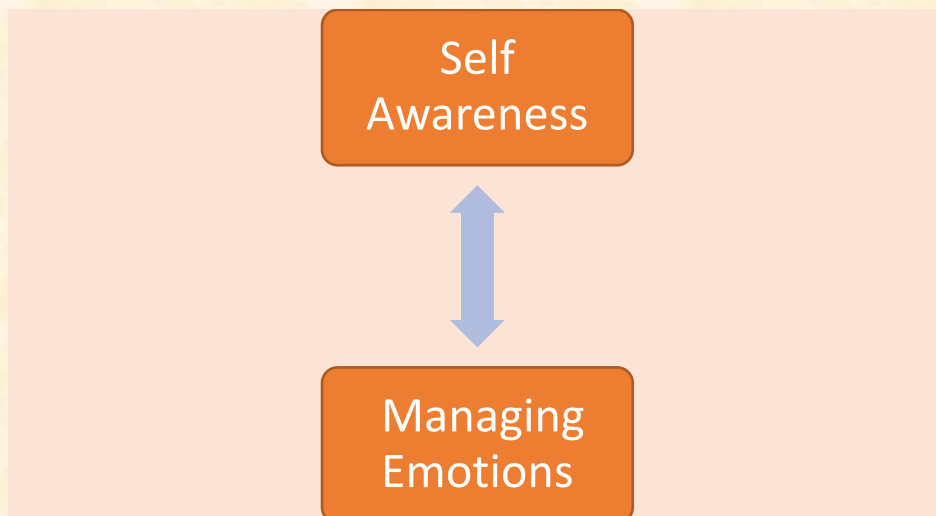




# MANAGING EMOTIONS

<b>Activity 11:</b>  <b>Managing Emotions - I</b>	<b>Time Required:</b>  <b>40 Minutes</b>	<b>Material Required:</b>  <b>Worksheet 11, whiteboard and marker pens</b>	<b>Mode:</b>  <b>Individual</b>
<b>Theme:</b> People react to different situations in different ways. There are helpful and harmful ways of dealing with different situations. This activity will help the students to be aware of their feelings and ways of managing emotions.			

## *Life Skills to be enhanced*



### **Objectives:**

#### **Students will:**

- become aware of their feelings in different situations;

Procedure		Key Messages
<p><b>To begin:</b></p> <p>It is very normal and natural to feel different emotions at different times. What is important is how we express them.</p>	<p><b>Process:</b></p> <p>Relate the purpose of the session to the students.</p> <p>Circulate copies of the worksheet to all students.</p> <p>Give them fifteen minutes to think and complete the exercise.</p> <p>At the end of the exercise, involve the whole group in a discussion on healthy and unhealthy ways of dealing with emotions.</p> <p>Sum up the activity with the help of key messages.</p>	<ol style="list-style-type: none"> <li>1. Emotions are natural and normal feelings.</li> <li>2. People express their feelings in different ways.</li> <li>3. Managing emotions is an important Life Skill and a big part of growing up.</li> <li>4. It is an ability to identify and express emotions appropriately.</li> <li>5. Being aware of our own emotions makes us more confident when making personal decisions.</li> <li>6. Appropriate expressions of emotions can lead to stronger relationships and more satisfying situations.</li> <li>7. Learn to use the following steps for managing your emotions: <ul style="list-style-type: none"> <li>➤ Identify your emotions.</li> <li>➤ Analyze why the situation bothers you.</li> <li>➤ Analyze the effect the situation has or can have on your life.</li> <li>➤ Decide what you can and cannot change.</li> <li>➤ Select a positive way to react.</li> </ul> </li> </ol> <p>Think of something positive you can learn from the situation.</p>

**Name:** \_\_\_\_\_

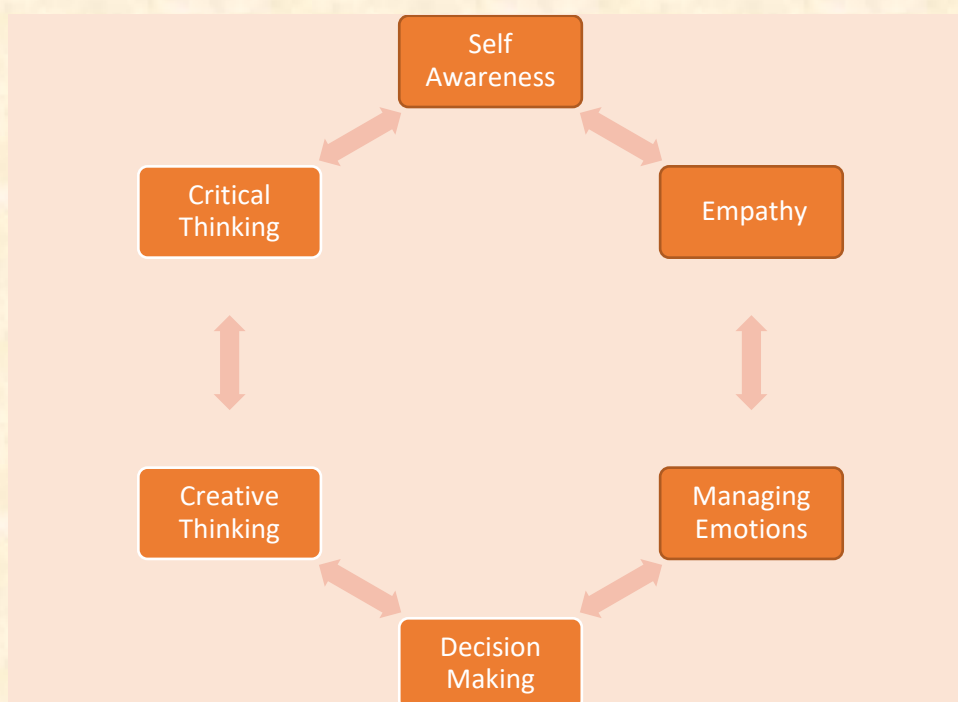
- a) you're blamed for something you didn't do?
- b) someone keeps bullying you on the basketball court?
- c) you are expecting to see a friend, and he or she backs out at the last moment for no good reason?
- d) you feel when you work really hard for something and you succeed?
- e) your team keeps losing?
- f) a teacher praises your work?
- g) you did badly in your test because you didn't study?
- h) your close friend doesn't understand your point of view?

1. *Name the feeling.*
2. *What's a helpful way to deal with it?*
3. *What's a harmful way to deal with it?*

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

<b>Activity 12:</b>  <b>Managing Emotions -II</b>	<b>Time Required:</b>  <b>40 Minutes</b>	<b>Material Required:</b>  <b>Printed copy of worksheet 12, whiteboard, marker pens and chalk</b>	<b>Mode:</b>  <b>Whole Class</b>
<b>Theme:</b> We need to recognize our emotions, analyze the effects of negative emotions on our lives and learn positive ways of managing emotions.			

## *Life Skills to be enhanced*



### **Objectives:**

#### **Students will:**

- recognize their emotions;
- learn appropriate ways of managing emotions.

Procedure		Key Messages
<p><b>To begin:</b></p> <p>All of us experience a wide range of emotions in our lives. Usually, that is a good thing. But, sometimes we have difficulty in controlling our emotions, even to the point of letting our emotions control our behaviour. Usually, that is not a good thing.</p>	<p><b>Process:</b></p> <p>Relate the purpose of the session to the students.</p> <p>Mark four areas in the classroom for choices a, b, c or d using chalk.</p> <p>Read the first situation and ask all students to choose how they would react to the situation.</p> <p>After each situation is read and students make their choices, ask them to explain why they made that particular choice.</p> <p>At the end, facilitate a group discussion with the help of discussion prompts.</p> <p>Sum up the session highlighting key messages.</p>	<ol style="list-style-type: none"> <li>1. Be honest with yourself.</li> <li>2. Talk to somebody about your feelings.</li> <li>3. Don't ignore your emotions, they are telling you something.</li> <li>4. If you are having an unpleasant feeling, think of something that will help you overcome such a feeling and then do it.</li> <li>5. Find positive ways to express anger that are not hurtful to others.</li> <li>6. Remember, whatever you are feeling, you're not alone.</li> <li>7. Try not to get overwhelmed, things usually improve.</li> <li>8. If you do get overwhelmed, ask for help.</li> </ol>

**Worksheet 12****Situation Choices****Name:** \_\_\_\_\_

1. Your friend borrows your expensive bicycle and has damaged it badly due to bad riding ignoring the traffic lights and speed limit.

**You...**

- a) Ask him to buy you the same bicycle/pay for it.
  - b) Shout at him and make sure he feels bad.
  - c) Say it's okay; you need not worry or feel bad about it.
  - d) You break your friendship with him.
2. Someone that you know very well tells you that you are short and also dark in complexion. She makes you feel unattractive.

**You...**

- a) Ignore her and walk away.
  - b) Get depressed and stop going out.
  - c) Tell the person that the comment was rude and that you didn't appreciate it and that you feel hurt.
  - d) Ask the person to just 'shut up'.
3. Your best friend has gone to see a movie with someone else and did not invite you. You feel angry and hurt.

**You...**

- a) Tell your friend that you will never talk to him in future.
- b) Act like it does not bother you and let it go.
- c) Ask your friend to explain why he did not ask you to accompany.
- d) You scream at him without giving him a chance to explain.

**Discussion Prompts**

1. Why did you pick a particular response?
2. Do you think the other students in the group made correct choices? Why?
3. Do you think that your choice is the best? Why?



# COPING WITH STRESS

<b>Activity 13:</b>  <b>Are you Stressed?</b>	<b>Time Required:</b>  <b>40 Minutes</b>	<b>Material Required:</b>  <b>Worksheet 13, white board, marker, pen</b>	<b>Mode:</b>  <b>Individual</b>
<b>Theme:</b> Different people react to a stressful situation in different ways. There are different signs and symptoms of stress. We need to recognize them and learn ways of coping with stress.			

## *Life Skills to be enhanced*



### **Objectives:**

#### **Students will:**

- enhance their knowledge and understanding of common symptoms of stress;
- learn healthy ways of dealing with stress.

Procedure		Key Messages
<p><b>To begin:</b></p> <p>Stress is a common phenomenon in our day to day life; everyone feels stressed in one situation or the other, therefore no need to feel alone or embarrassed about discussing it; people react to a stressful situation in different ways.</p>	<p><b>Process:</b></p> <p>Relate the purpose of the session to the students.</p> <p>Give worksheets to all the students.</p> <p>Allow them fifteen minutes to think and complete the exercise.</p> <p>At the end of the exercise, involve the whole group in a discussion on common symptoms of stress and healthy ways of dealing with it.</p> <p>Sum up the activity with the help of key messages.</p>	<ol style="list-style-type: none"> <li>1. People react to a stressful situation in different ways.</li> <li>2. Be aware of the important signs and symptoms of stress.</li> <li>3. Some common symptoms of stress in children are lack of concentration, increased pulse rate and heart beats, sweating, sleeplessness, stomach problems, chest pain, excessive tiredness, dry mouth, loss of appetite, depression, excessive anger, impatience, etc.</li> <li>4. Learn to cope with stress with some of these simple but powerful ways and beat that stress away: <ul style="list-style-type: none"> <li>➤ Meditation: It calms down your worries. It is a great way to cope with stress. Find out a quiet corner in your home and practice meditation. Try to get rid of wandering thoughts and focus on your surroundings. Practice this daily for five minutes and you will notice positive results.</li> <li>➤ Time Management: Organize your day-to-day chores and prioritize your activities. Maintaining a schedule is a good idea to tackle deadlines.</li> <li>➤ Workout: Making exercise a routine will keep your mind and</li> </ul> </li> </ol>

		<p>body fit thus lowering the level of stress. Devote about 15-20 minutes daily to a workout session.</p> <p>➤ Enough Sleep: Insufficient amount of sleep could be the major cause of stress. Adequate and sound sleep is necessary to lead stress free lives.</p> <p>5. Healthy Eating: Eating a healthy and balanced diet is the key to a stress free life.</p>
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### Worksheet 13      Are You Stressed?

Name: \_\_\_\_\_

**(N-Never, S-Sometimes, O-Often, A-Always)**

In the last six months –

1. Have you felt nervous, fidgety and tense?
2. Do you get irritated easily?
3. Have you had an upset stomach?
4. Have you had problems going to sleep or do you get up earlier than you should?
5. Have you felt dizzy?
6. Do you feel hungry or feel too full at meal times?
7. Do you feel tired easily?
8. Do you have frequent headaches?
9. Do you feel you have too much to do?
10. Do you feel like running away?

**Scoring –**

Mark 0 point for all N's.

Mark 1 point for all S's.

Mark 2 points for all O's.

Mark 3 points for all A's.

**If your score is under 10** - You are low on stress and are able to handle your life well.

	N	S	O	A	Point
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
Total					

<b>Activity 14:</b>  <b>Breathing Exercise (Belly Breathing)</b>	<b>Time Required:</b>  <b>40 Minutes</b>	<b>Material Required:</b>  <b>Worksheet 14</b>	<b>Mode:</b>  <b>Individual</b>
<b>Theme: Learning to destress</b>			

## *Life Skills to be enhanced*



### **Objectives:**

#### **Students will:**

- learn deep breathing as a strategy for reducing stress.

Procedure		Key Messages
<p><b>To begin:</b></p> <p>Demonstrate the concept of deep breathing as a stress reduction technique.</p>	<p><b>Process:</b></p> <p>Instruct students to stand in a comfortable area while providing space between each other or seated in chairs.</p> <p>Give students the following directions:</p> <ul style="list-style-type: none"> <li>- Stand straight up with feet shoulder-width apart.</li> <li>- Arms and hands are relaxed downward.</li> <li>- Body is relaxed.</li> <li>- Eyes closed.</li> <li>- Focus on lower abdomen (belly) and imagine a small balloon in that space.</li> <li>- Breathe in slowly and deeply through nostrils, imagining the balloon inflating (getting bigger/larger/growing) slowly, hold for a few seconds.</li> <li>- Slowly exhale through the mouth, imagining the balloon gently deflating (getting smaller, shrinking); blow out of the mouth as if blowing out a candle.</li> <li>- Place a hand over the lower abdomen to feel it go up and down, and make sure you're not breathing with the chest.</li> <li>- Repeat at least ten times.</li> </ul> <p>Ask students how different their bodies feel after the exercise. Are they more relaxed/calm? Do they feel lighter? Tired?</p> <p>Practise several times with the class until they achieve a comfortable competence with deep breathing.</p>	<ol style="list-style-type: none"> <li>1. Deep Breathing is a good technique that can help you relax your body and reduce stress.</li> <li>2. It is particularly helpful for calming down when you are highly stressed.</li> </ol>



## Worksheet 14

Name: \_\_\_\_\_

1. What have you learnt from this activity?

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2. How important is it for you to learn to be able to deal with stress?

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3. Apart from the breathing exercise, what are the other ways to cope with stress?

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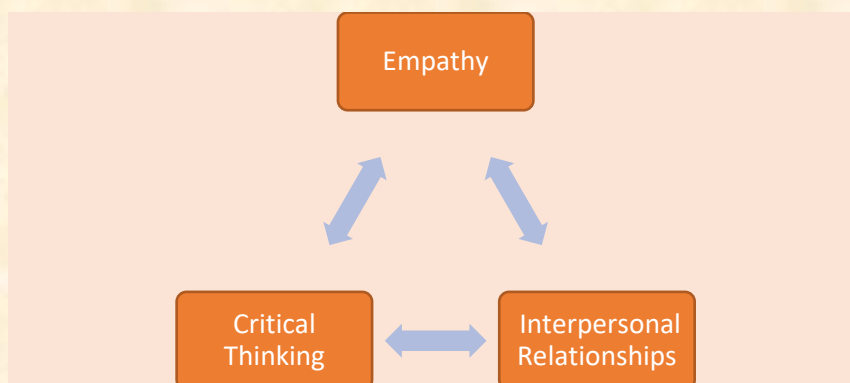
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4. Did you enjoy the activity? Describe how this activity has helped you to deal better with stress?

# EMPATHY

Activity 15:	Time Required:	Material Required:	Mode:
It is Nice to be Kind	40 Minutes	Three sample situations copied for groups, worksheet 15, chart papers (one for each group), markers or sketch pens.	Groups of five to ten students
<b>Theme:</b> Kindness is a quality of being friendly and considerate. A child should understand the importance of being kind to his/her parents, siblings, old people, animals and CWSN (Children with Special Needs). This activity explores the ways to be kind in our daily encounters.			

## *Life Skills to be enhanced*



### **Objectives:**

#### **Students will:**

- understand the importance of being kind to their family members, CWSN people and old people;
- understand the importance of being kind to those who are in need of help. This also includes animals, as they cannot speak for themselves.

Procedure		Key Messages
<p><b>To begin:</b> Discuss the following questions about kindness and consideration towards others with students:</p> <p>What is kindness?</p> <p>Why is it important to be kind to people and animals?</p> <p>Think of a person to whom you showed kindness. How did you feel?</p> <p>Think of a time when you did not help somebody in need? Why? How did you feel?</p> <p>How do our rude words or actions hurt others?</p> <p>Do you notice when people do nice things for you? Why do they do them?</p>	<p><b>Process:</b> Divide students into three or six groups, depending on the number of students in class. In case there are more than three groups, each situation would be worked upon by more than one group, though separately.</p> <p>Present each group with a situation. Ask each group to discuss, analyze and decide the kind and compassionate choices that they could make in that situation.</p> <p>Instruct each group to make a chart of the points discussed and the choices made and present it to the rest of the class.</p> <p>At the end of this, ask each student to write answers to the questions mentioned in the worksheet.</p>	<ol style="list-style-type: none"> <li>1. Kindness is the quality of being friendly, generous, and considerate.</li> <li>2. A little consideration towards others can help a lot.</li> <li>3. Empathy is an important value which helps us feel for others.</li> <li>4. It helps us understand the problems of others.</li> <li>5. It is important to care for those who are less fortunate than you.</li> <li>6. Empathy brings us closer.</li> </ol>

**Handout****Sample Situations**

**Situation – 1** Its evening time. All the children in your colony are playing in the park. A girl named Meena also wants to join the play. But the children don't accept her and ignore her because she is deaf. No one wants to be friends with her. She feels very sad because she is neglected by all the children. What can you do to make things better for Meena?

**Situation - 2** Your grandparents are old. They need help and support from you and your family. But your parents feel that they are a burden on the family and decide to send them to an old age home. Your grandparents are very sad to leave their family and stay at some place with strangers. What would you tell your parents to make things better for your grandparents? What do you think – should they stay with you or be sent to the old age home? Why?

**Situation - 3** Your friend, Ajay, has a maid named Seema. She drops and picks up Ajay from school every day. One day, Seema got delayed and arrived late to pick up Ajay. But Ajay got angry and shouted at her. Seema tried to explain the reason for being late – her daughter was very sick and had to be taken to the doctor. But Ajay did not listen to her and continued to yell at her in front of everyone. Seema felt very bad and began to cry. What would you tell Ajay so that he does not repeat this kind of behavior again?

## Worksheet 15

Name: \_\_\_\_\_

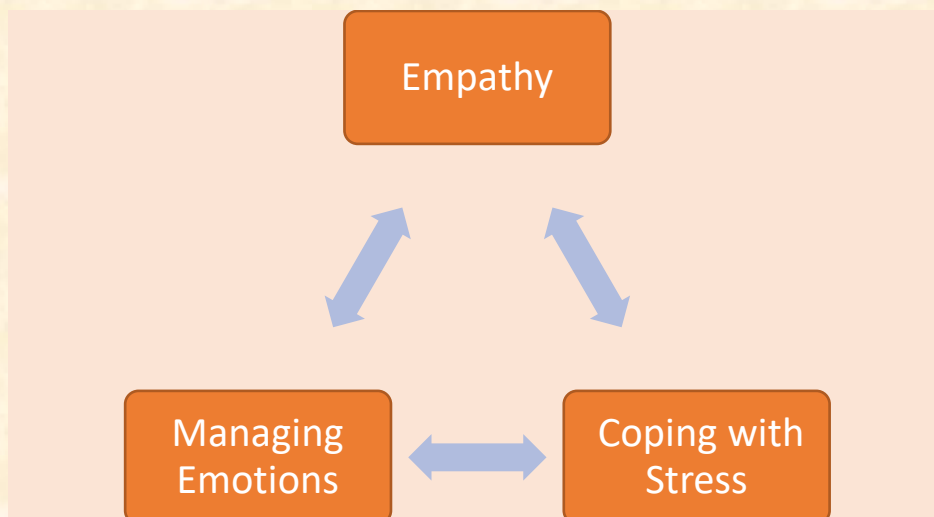
This exercise is to find out how kind and empathetic you are towards other people.

Read each item below. Circle "Yes" if the statement describes you or "No" if it does not. If an answer to any one of the above is NO, then that person has to try very hard to make changes to his behaviour in that area.

1.	I always speak to my parents, teachers and all elders with respect.	YES	NO
2.	I never hesitate to say "sorry", when I am wrong.	YES	NO
3.	I listen to others about what they're going through.	YES	NO
4.	I try to understand other people's point of view.	YES	NO
5.	I compliment others when they do something nice .	YES	NO
6.	I help old and blind people to cross the road.	YES	NO
7.	I call for help whenever I see an animal in distress.	YES	NO
8.	I treat everyone with politeness. I do not scream and yell.	YES	NO
9.	I never step on a caterpillar / ant.	YES	NO
10.	I smile and say "Thank You" to the bus driver.	YES	NO

<b>Activity 16:</b>  <b>Identifying and Dealing with Bullies</b>	<b>Time Required:</b>  <b>40 Minutes</b>	<b>Material Required:</b>  <b>Handout and Worksheet 16</b>	<b>Mode:</b>  <b>Individual/Group</b>
<b>Theme:</b> Bullying is hurtful and must be addressed. It is essential for children to identify 'bullying' behaviour. This activity elicits the art of dealing with bullies in various contexts.			

## *Life Skills to be enhanced*



### **Objectives:**

#### **Students will:**

- identify bullying behaviour;
- practise skills such as eye contact and demonstrate self-confidence;
- evaluate methods of bullying prevention;
- know when to involve an adult in a bullying situation;
- demonstrate mutual respect for one another.



Procedure		Key Messages
<b>To begin:</b>  During this stage, the teacher/resource person/peer educator would read aloud the following passage and explain to the students about bullying, how to identify a bully and how to deal with him or her.	<b>Process:</b>  After reading the above passage, brainstorm the various issues mentioned there and give explanations in case necessary so that students understand. Now that the students have understood what bullying is all about, ask them to complete their worksheet.	<ol style="list-style-type: none"> <li>1. Bullying is bad and harmful for everyone.</li> <li>2. Everyone has the right to be respected and the responsibility to respect others.</li> <li>3. It is good to stay away from a bully.</li> </ol>

### Handout

A bully is a person who uses his or her strength or position of power to frighten or hurt someone who is weaker or smaller than they are. Bullies are not welcome anywhere and are usually not popular people. Bullies can be found everywhere - at school, at work place and out in the street.

Bullying is of four types. They are:

**Physical Bullying** - involves pushing, spitting, kicking, stealing and being unfriendly.

**Verbal Bullying** - includes mocking, calling names, being argumentative and threatening verbally.

**Emotional Bullying** - involves giving rude looks, spreading rumours and ignoring people.

**Cyber-Bullying** - includes sending inappropriate emails, texts, or pictures to people.

How to deal with a bully: We must not let a bully ruin our life. Here is what we could do to keep away from a bully:

- Ignore the bully. Pretend you did not hear him. Don't even look at him.
- Show confidence. Do not cry, get angry, or show that we're upset.
- Respond to the bully evenly and firmly. Example: Say "No" in a self-assured manner.
- Turn and walk away, or run if I have to. Go to a place where an adult is present.
- Ask parents or any other adult who can help me.

## Worksheet 16

Name: \_\_\_\_\_

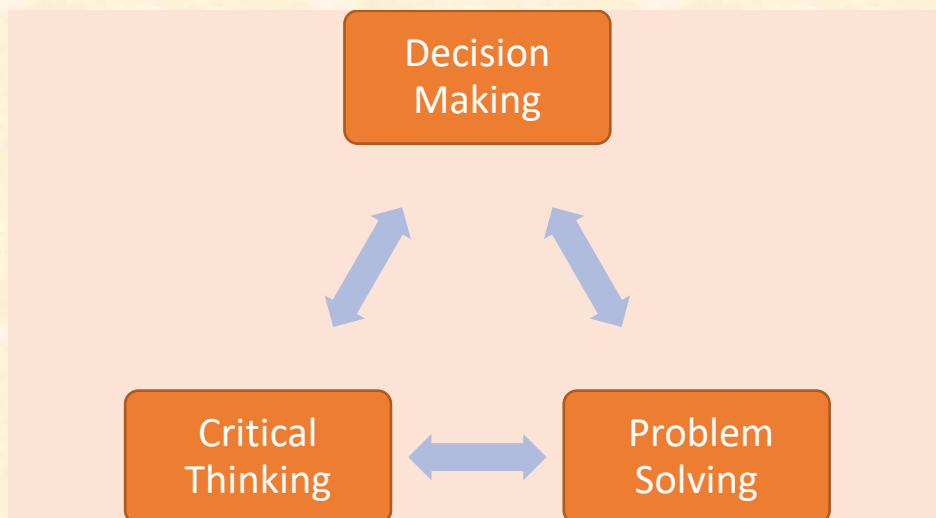
Circle True (T) or False (F) against each of these statements:

1	Bullying can make kids feel sad, scared, hurt, lonely, embarrassed and sick.	T	F
2	A bully is mean to those weaker than himself, including small animals.	T	F
3	Bullies seek attention through bad behaviour.	T	F
4	Right within, bullies know that they are not important.	T	F
5	When somebody bullies you, it's good to cry and feel upset.	T	F
6	Ignoring and walking away is a good way to deal with a bully.	T	F
7	After a certain point, asking an adult for help is a good idea.	T	F
8	An onlooker should discourage the bully by firmly asking him to STOP.	T	F
9	If you are getting bullied, it's better to handle it alone.	T	F
10	It's easy for bullies to make many friends.	T	F

# DECISION MAKING

<b>Activity 17:</b>	<b>Time Required:</b>	<b>Material Required:</b>	<b>Mode:</b>
Personal Care	1 hour 20 minutes	Worksheets- 17 & 17 B	Individual
<b>Theme:</b> Being safe to a large extent depends on how good we are at taking prompt decisions. Right and sensible decisions should be taken regarding personal care products to keep ourselves safe. Through this activity, students will learn to take wise decisions regarding the choice of personal care products.			

## *Life Skills to be enhanced*



### **Objectives:**

#### **Students will:**

- make informed decisions.

Procedure	Key Messages
<p><b>Process:</b></p> <p>Distribute the two worksheets among the students and facilitate the discussion process.</p>	<ol style="list-style-type: none"> <li>1. Decision making is required in every activity.</li> <li>2. It is involved in a variety of situations and problems, from the very simple to very complex.</li> <li>3. Right and sensible decisions at the wake of critical situations should be taken.</li> </ol>

## Worksheet 17

Name: \_\_\_\_\_

The following is a list of some personal care activities and a sample time chart to practise your scheduling.

Review the list, choosing those activities appropriate for you and your daily routine.

### Daily personal care activities

- Plan what to wear
- Wash and iron clothes
- Brush teeth
- Shower/bathe
- Wash Hair
- Eat nutritious breakfast
- Boarding for school bus
- School schedule
- Study time after school
- Play time after school

### DAILY ROUTINE

When (a.m. / p.m.)	TASK	Duration
		minutes
		minutes
		minutes
		minutes
		minutes
		minutes
		minutes
		minutes
		minutes
		minutes
		minutes

## Worksheet 17B

Name: \_\_\_\_\_

### Personal Care Items

You have dry skin, particularly during the winter time. You go to a local drug store to buy a bottle of moisturizing lotion but you are confused because there are about twenty different brands of lotions on the shelf.

If you choose your personal care items what qualities are important to you

Price

Hypoallergic

Name, Brand, Quality

Recyclable materials

Ingredients

Appearance

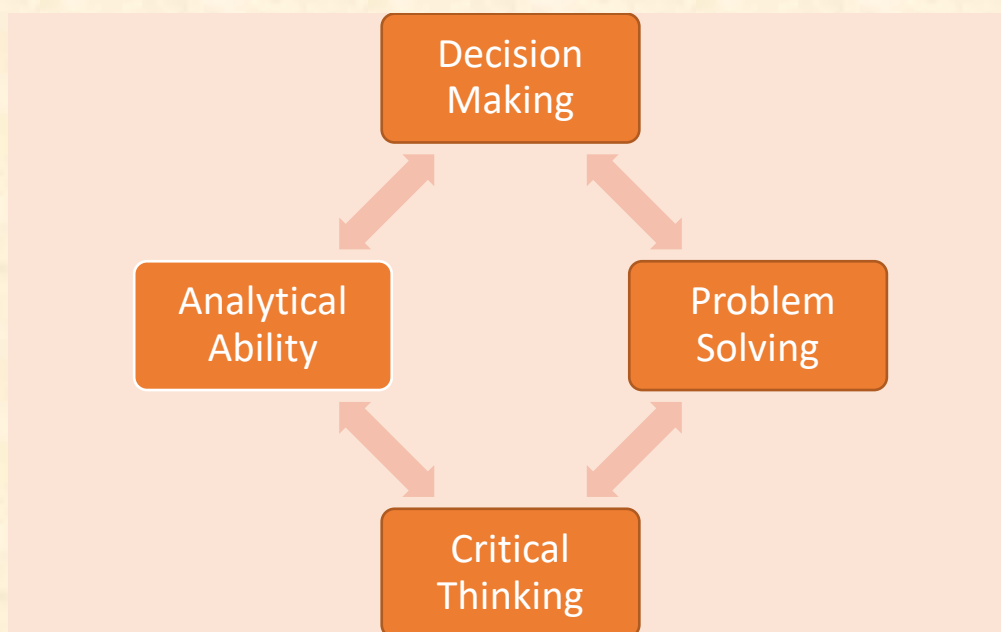
Any other

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<b>Activity 18:</b>  <b>How much is too much?</b>	<b>Time Required:</b>  <b>40 Minutes</b>	<b>Material Required:</b>  <b>Worksheet 18 and slide showing the size of the stomach and pens.</b>	<b>Mode:</b>  <b>Individual</b>
<b>Theme:</b> Decision making is required in every activity. It is required even in inculcating good eating habits among students. This activity will help in the same.			

## *Life Skills to be enhanced*



### **Objectives:**

#### **Students will:**

- Learn to make informed decisions using Critical Thinking and analytical thinking skills.

Procedure	Key Messages
<p><b>Process:</b></p> <p>Give students the worksheet</p> <p>Instruct them to list their choices.</p> <p>Encourage students to share their choices with the class.</p> <p>Demonstrate the size of the stomach with the help of a chart.</p> <p>Give the second worksheet to the students.</p> <p>Encourage students to analyze each choice available and then list out things they would eat at their friend's party.</p>	<ol style="list-style-type: none"> <li>1. Decision making is an important Life Skill.</li> <li>2. Decision making is required in every activity.</li> <li>3. It is required in a variety of situations and problems, from the very simple to the very complex.</li> </ol>

## Worksheet 18

Name: \_\_\_\_\_

**You can!**

**Choose and list the things you would like to eat at the party**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Do you know what is the size of your stomach? Cup your hands Your stomach is the size of both your hands cupped together!! So, it can take as much as it fits into them. More than that is difficult to digest and not necessary for the body.**

**Now you know the capacity of your stomach.**

**You can!**

**List the things you would like to eat now**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

# PROBLEM SOLVING

Activity 19:	Time Required:	Material Required:	Mode:
I Can!	1 hour 20 minutes	Newspaper, crayons, gluestick, chart paper and worksheet 19	Group
<b>Theme:</b> Problems are a part of life. They cannot be solved by using the same kind of thinking every time. This activity acquaints the students in using different problem-solving techniques.			

## *Life Skills to be enhanced*



### Objectives:

#### Students will:

- use problem solving techniques in completing their tasks.

Procedure		Key Messages
<p><b>Process:</b></p> <p>Divide the class into five groups.</p> <p>Allot the following task and instructions to each group.</p> <p>“Select a short story of your choice.</p> <p>Use the materials given to you and add on at least two extra materials from around you to develop the story line.</p> <p>Enact out the story in your own group.”</p> <p>Allow 20 minutes to each for developing and enacting the story.</p>	<p><b>Presentation Time:</b> 10 minutes for each group.</p> <p><b>Focus points for presentation:</b> Challenges faced during the group activity for example, time, selection of story, interaction with peers, use of aids etc. and how the group was able to overcome those challenges.</p> <p>For example: Time, selection of story, interaction with peers, usage of aids etc and how the group was able to overcome those challenges.</p>	<ol style="list-style-type: none"> <li>1. Situations will arise in life wherein decisions need to be taken and the challenges addressed.</li> <li>2. How do we address those challenges-as a complaint or with an optimistic frame of mind?</li> <li>3. There is always a solution if we put our minds to it!</li> </ol>

**Worksheet 19****I Can!****Name:** \_\_\_\_\_

Answer the following:

1. How did each participant help in developing the story line according to the instructions given?

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2. Has the group identified the challenges? If yes, give examples. If not, why?

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3. What solutions did the group agree upon?

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4. What solutions did the group disagree? Why?

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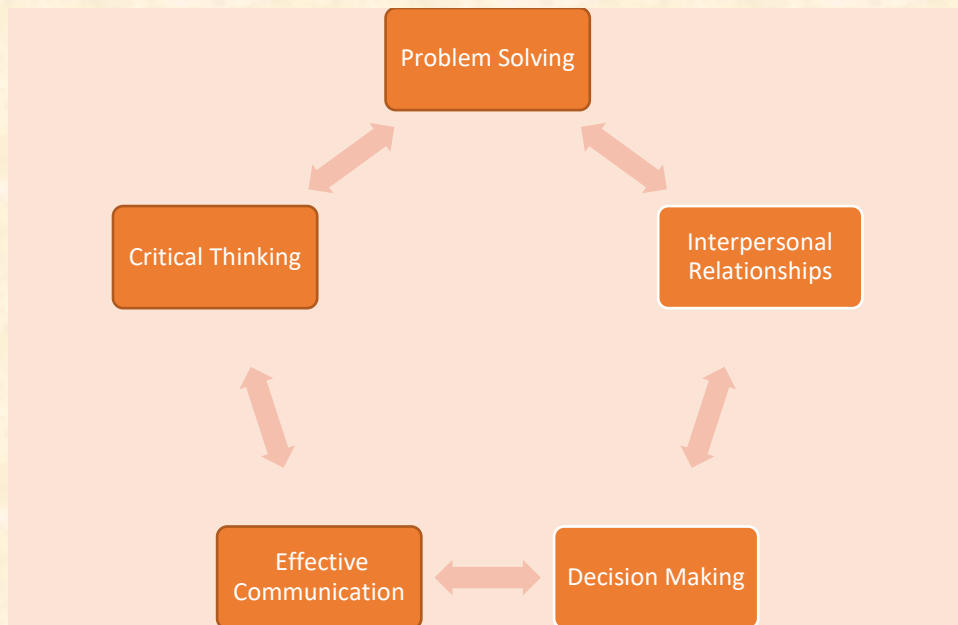
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<b>Activity 20:</b>	<b>Time Required:</b>	<b>Material Required:</b>	<b>Mode:</b>
<b>Buddy Teaching</b>	<b>1 hour 20 Minutes</b>	<b>Problem Solving Handout</b>	<b>Individual/Group Activity</b>
<b>Theme:</b> Problem solving helps us to deal constructively with problems in our lives. This activity will help you to generate solutions to the difficult problem of presenting the alphabet to the first-grade students.			

## *Life Skills to be enhanced*



**Objectives:**

**Students will:**

- present information in groups when given a problem-solving assignment
- create an idea of the levels of achievement.

Procedure	Key Messages
<p><b>Process:</b></p> <p>Pair the present grade students with first graders.</p> <p>Help the students to understand the concept of Buddy Teaching/Mentoring</p> <p>Explain to the students how to use their strength and skills to present 'word building games' to small groups or individuals by using interpersonal and communication skills.</p> <p>Students then work in selected groups of two or three unless they talk to the facilitator why they want to work alone.</p> <p>Perform a practice round in front of present grade class to share talent and get extra practice before teaching first graders.</p>	<p>1. Problem Solving is an important skill for life.</p> <p>2. Effective problem solving requires creative thinking.</p>

**Evaluation:**

Peer and self-evaluation will be given after each practice round. Students will be required to self-evaluate after their presentations to the first graders.

### ***Buddy Teaching-Problem Solving Handout***

#### **Problem Statement:**

The class will teach Ms. \_\_\_\_\_'s first grade 'word building games'. This will be an eight-week long project. This can be presented in many different ways. Try to use something you are good at or enjoy doing a lot to help teach the first graders in a fun way. You may choose a theme and explore words starting with each letter, or make a book, or cut out the letters, or make objects, or find things around school and use flash cards. The possibilities are endless. Have fun with this assignment. If you have any questions, ask me after you have read the rest of the page.

#### **Suggested Further Activity:**

Ask students to select one poem for first graders. Then think of ways to present the poem to them.

# REFLECTION ACTIVITY

<b>Activity 21:</b>  <b>How do you want to be remembered?</b>	<b>Time Required:</b>  <b>10 Minutes</b>	<b>Material Required:</b>  <b>White board/Full chart papers, board marker/ sketch pens</b>	<b>Mode:</b>  <b>Individual</b>
<b>Process:</b> <b>All the participants to write on the chart paper/white board one main quality by which they want themselves to be remembered.</b>			