

SELF-LEARNING INSTRUCTIONAL PACKAGE FOR LIFE SKILLS EDUCATORS

AGE : 13-15 years



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LIST OF ABBREVIATIONS

AEP	:	Adolescence Education Program
GoI	:	Government of India
LSE	:	Life Skills Education
NCERT	:	National Council for Educational Research & Training
NCF 2005	:	National Curriculum Framework, 2005
RTE Act	:	Right to Education Act
SSA	:	Sarva Shiksha Abhiyan
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation
UNICEF	:	United Nations International Children's Emergency Fund
WHO	:	World Health Organisation



INTRODUCTION TO MANUAL

Dear Life Skills Educators,

Investing in children's learning and life skills development – including the most disadvantaged – is an area of focus for any programme that aims to equip children and the adolescents with the skills needed for productive and full participation in the society.

This **Self-Learning Instructional Package** has been developed to support the life skills educators (teachers and educators), in building/strengthening the life skills in children and adolescents (8 to 18 years) in schools and those who may be in out-of-school settings. The content focuses on developing ten core life skills (Comprehensive life skills framework, UNICEF 2019) with increased sensitivity towards harmful gender and social norms.

This package can be used by educators in government schools and any educator organising life skills programme for children and adolescents who may be out-of-school. Capacity building of educators and educators to transact the package is a critical component for a programme that focuses on building life skills. We are excited to have you onboard as part of this larger movement to empower children and adolescents.

As the life skills educator, your role is essential in making sure that the package is delivered with the quality necessary to achieve this goal of empowering children and adolescents in your state. To assist you, this manual provides information on the concept of life skills, the need to transact these and ways to transact these in a classroom as well as in out-of-classroom setting.

This package has been developed by a team of academics and practitioners working in the field of life-skills, building on the existing rich body of knowledge, available in the form of modules, handbooks for learners, educators and educators across several states in India. It derives relevant themes from content on adolescent empowerment (that includes, health, nutrition, protection, sexual and reproductive health management), and others. Three packages have been developed to be relevant for three different age groups of children and adolescents: 8- 12 years, 13-15 years and 16-18 years.

This package will enable you to understand the need and significance of building life-skills in children and young people, and especially in the gender, social and disability context. It will also enable you to transact ten core life skills in schools and in the out-of-school settings.



What are Life Skills?

Life skills are defined as a set of abilities, attitudes and socio-emotional competencies that enable individuals to learn, make informed decisions and exercise rights to lead a healthy and productive life and subsequently become agents of change. As per the Indian context, there are ten core skills that support the overall development and empowerment of children and adolescents in India, enabling them to become informed and life-long learners, change social inequalities, and gain control over their lives. These 10 core skills are grouped into 4 interdependent dimensions- Empowerment, Learning, Citizenship and Employability.



Life-skills are universally applicable skills which are interconnected and overlapping to each other. No one skill can be developed in isolation. Life skills require cross-sectional application of knowledge, attitudes and skills which are crucial for quality education.

Each life-skill can be further unpacked to bring more clarity in understanding.

Dimension	Life skill	Description
Empowerment	Self-awareness	<ul style="list-style-type: none"> Describing oneself Knowing one's self and identity Identification and description of one's strengths and weaknesses Knowing how to change and improve oneself, such as abilities, learning new things, developing better interpersonal skills, etc. Ability to set and strive towards one's goals Being accountable for one's actions Knowing one's dreams, aspirations and desires, Awareness of one's biases, stereotypes, prejudices and blind spots Identifying and recognizing one's emotions Awareness of one's own values Knowing how we feel about different relationships (attachments) Channelizing one's energies

	Communication	<ul style="list-style-type: none"> • Articulating one's feelings and thoughts • Expressing oneself in a variety of ways (words, art, music, gestures, dance, poetry, and others) • Ability to negotiate by talking about the roles, responsibilities and positions • Ability to respond to people in different power positions appropriately (peers, learner, educator, parent) • Understanding non-verbal cues, gestures, and expressions • Responding to others and expressing one's own views, ideas, and opinions • Active listening • Interpreting the views and ideas of others and being receptive to them • Respond to others while respecting others' views, ideas, critique, and space • Ability to communicate and express with clarity and precision • Reading between the lines, being perceptive • Following the protocols of various communication channels • Judging the appropriate context to speak or not to speak
	Resilience	<ul style="list-style-type: none"> • Abilities to contain one's own frustrations • Working towards goals while facing challenges • Persistence amidst difficulties • Ability to tap into personal competencies and social resources to deal with situations • Constructive coping with stress • Surviving reasonably across adverse conditions • Developing strength through challenging situations • Adapting to changing situations, multiple perspectives and contexts • Dealing with challenges without anxiety
Learning	Critical thinking	<ul style="list-style-type: none"> • Ability to analyse • Ability to Judge • Ability to evaluate • Ability to reason • Viewing multiple perspectives • Ability to compare • Ability to infer • Arriving at conclusions • Developing opinions/ viewpoints • Ability to debate, discriminate, refute ideas constructively • Ability to discern between right and wrong/ good and bad • Ability to anticipate consequences • Problem-posing and problematizing

	Creativity	<ul style="list-style-type: none"> • Divergent thinking • Thinking unconventionally- out-of-box thinking • Originality of ideas • Incubation of new ways of looking at phenomena and objects • Imagination • Fantasy • Fashioning new products • Building new ideas • Innovating • Creating new things or recycling or restoring old ones • Self-expression in a novel way
	Problem-solving	<ul style="list-style-type: none"> • Identifying, recognizing, and articulating a problem • Understanding it from diverse perspectives • Analysing its causes • Deliberating on multiple ways of solving a problem • Developing strategies to deal with problems • Identifying the most appropriate solution while considering the resources available at hand keeping in mind ethical considerations
Employability	Negotiation	<p>Negotiation with Self</p> <ul style="list-style-type: none"> • Identifying and accepting one's own rigidities, biases, stereotypes and prejudices • Redefining, expanding, and examining the above to identify what can be changed <p>Negotiation with Others</p> <ul style="list-style-type: none"> • Reaching out to others to express one's point of view respectfully • Putting forth one's opinions firmly without offending others • Accepting and learning from the opinions of others • Being able to view others' point of view • Understanding power dynamics in social interactions • Convincing others with rational ideas/ reasons and through dialogue • Discerning between what is negotiable and what is not • Making contracts with others

	Decision-making	<ul style="list-style-type: none"> • Making an informed choice or consciously abstaining from choosing out of available options • Understanding alternatives and committing to a choice • Weighing the pros and cons • Doing a cause-effect-consequence analysis • Using evaluation and judgements to arrive at conclusions • Applying logic and reason • Being able to rationalize one's choices • Choosing between the devil and the deep sea • Abstaining from committing to an idea • Exercising one's sense of agency • Making decisions based on the courage of conviction • Addressing and resolving cognitive dissonance • Taking a position on something
Citizenship	Empathy	<ul style="list-style-type: none"> • Being sensitive towards not just other humans, but also towards animals and nature • Generosity of spirit • Recognizing other's needs by stepping into other's world • Giving importance to the views of others • Cooperation with others • Mutual respect between persons • Celebrating and sharing things with others unconditionally • Doing things for others voluntarily without expecting anything in return • Helping others willingly and unconditionally • Feeling satisfied at having been able to help others • Supporting others in their sorrows and difficult life situations • Being patient and non-judgemental with others • Realizing the need for social justice and welfare for all • Recognizing the importance of every person's voice, agency and resistance
	Participation	<ul style="list-style-type: none"> • Working with others • Dialoguing with others • Expressing one's ideas freely in the presence of others. • Engaging with activities • Engaging with others • Taking initiative • Sharing of resources, opportunities, and responsibilities • Cooperating with others • Collaborating with others • Teamwork • Helping to organise events • Leadership • Expressing voice, agency and resistance • Being an active member and contributing fully to the collective processes • Actively listening to others • Paraphrasing the ideas expressed to bring clarity to discussion with others

The package serves as a prototype and presents activities that can be used to assist children and adolescents to strengthen and practice life-skills in diverse spaces of learning – be it in a formal school setting or a non-formal setting. However, being a prototype, it is only meant to be suggestive in its approach and nature. It aims to provide a direction to the life-skills educators and acts as a reference point for developing further activities suitable for varied contexts. Thus, you can use these activities and construct your own to make your transaction contextual, joyful and meaningful.

Four activities have been suggested to transact each of the ten core life skills making a package of 40 activities for each age group and a total of 120 activities in all the three packages. Each activity is age specific and may be repeated across the three packages with increased complexity moving from lower to higher age group.

Each activity is detailed for estimated time, suggested method of transaction, the primary and secondary life skills that it addresses and the learning objectives. Duration of each activity ranges from 30 minutes to 45 minutes to help the educator manage her/his time accordingly, including the time required for classroom management, and group formation.

While each activity addresses the core life skills, it also overlaps with other life skills as life-skills are interconnected. Notes for the Educator provide the purpose of the activity and any additional information required along with the additional suggested references. The process enfold steps such as pre-acquainting learners to the activity, planning the session, procuring all the required material in advance, generate maximum learner's participation and team work.

Each activity can be adapted as per the needs of the setting and can be supplemented with more tasks or

material. Learners' feedback on the activity may be recorded to support the educator to reflect and improvise the transaction.

It is suggested that the educators record their reflections to maintain a personal reflective experience to refer to and to fall back upon in future.

Setting the rules:

Keeping in mind the need to include all learners irrespective of gender, social strata or disability and to ensure that no one is excluded from participation it is important to set some rules in the beginning of the sessions in discussion with the learners. For example:

- Be respectful towards educator and peers
- Do not interrupt your peer as she/he participates or speaks
- Wait for your turn to speak
- Listen to others
- Raise your hand if you have something to share
- Be punctual
- No personal comments/attacks
- Participate in activities

A democratic process of discussion and debate may be followed to arrive at the rules. A detailed discussion should be carried out on the rules, their meaning, their need and significance. The rules may be put on a chart and placed on the wall for ready reference for all the learners and educators.

Creating an enabling environment

Fear, discrimination or stress in classroom adversely affects the learning process, so the educator must create a classroom environment which is free from fear, any form of discrimination and prejudice. **Educators** must be sensitive and compassionate towards the learners. They should give equal chance to both girls and boys and to those who may be shy or get dominated (more often than not these may be girls or learner with disability or from lower socio-economic strata of the community). Ensure safety, security and confidentiality of the learners.

While discussing issues an educator needs to remain respectful, ethical and sensitive. Instructions need to be planned considering the socio-cultural diversity of the learners. Inclusiveness, open sharing, active listening and participation should be encouraged.

Educator should follow a learner-centric approach, providing support and meaningful learning opportunities to help learners create their own knowledge and develop skills. Educators must

- consciously keep themselves from driving the discussion and listen actively to the learner
- encourage learners to inform and lead the pedagogy
- encourage learners to speak, but also gauge that in doing so they are not uncomfortable
- encourage learners to be spontaneous, think creatively and express freely

Invite learners to ask questions, help them analyse the information and examine its different dimensions critically. No question is a 'stupid' question, educator needs to establish that in the classroom. This will help learners to ask their questions without the fear of being judged or ridiculed. Any form of bullying and disrespectful behavior must be discouraged.

Educators should always appreciate the effort that a learner has made to express her/his views, to participate in the activity and to contribute to the classroom discussion. Learners should also be encouraged to applaud the efforts of their peers. This inspires them to express freely, feel appreciated and thus develop a sense of belonging.

Check personal biases and prejudices:

Engagement with life skills is a journey of self-discovery for educators as well. They need to gauge their own biases and be conscious of them. During discussions, they need to keep themselves from using statements which are biased to a particular gender, community or group. They need to be conscious of the behaviors and attitudes they model and promote.

Be resourceful:

Educators need not know everything. They can use the resources available to them to develop their understanding and for effective life skills pedagogies. It is however, important to plan the activities ahead. Going through the material in advance will help the educator to be better prepared for the discussion. The activities require material like print-outs of case-vignettes, situations and stories. If the facility of copying and printing are not easily accessible the educator may project the content on a screen or put them up in the form of a chart for the learners to read and respond to.

Facilitate group formation:

During the sessions, different activities will require learners to work in pairs, or in small or large groups. While most activities will require mixed groups but some discussions may also require gender-specific groups. Educators will have to use their experience and understanding to gauge the appropriateness of a group. They may experiment with different group formations and seating arrangements, so that learners have more opportunities to work with different set of peers.

In the end, the effectiveness of a curriculum rides on the willingness, effectiveness, sensitivity and resourcefulness of an educator. An educator has years of experience of engaging with learners, so it is hoped that you will use this Self-Learning Instructional Package to make teaching-learning process more enabling and engaging.

Life Skill and Content Themes

S. No.	Life Skill		Activity Name	Content Theme(s) Address
	Primary	Secondary		
1	Self-Awareness	Communication, Participation	My Body is Changing	Reproductive Health
2		Critical Thinking	Being a Girl! Being a Boy!	Gender, Social Stereotypes
3		Participation, Communication, Resilience	Drawing Inspiration from Others... Being Inspirational	Career Aspirations, Social Stereotypes
4		Us and Them	Critical Thinking	Family Relations, Social stereotypes,
1	Resilience	Self Awareness, Critical Thinking	Stress and Stress Busters	Psychological Well being (Coping Mechanisms)
2		Communication, critical thinking	De-catastrophising	Interpersonal Relationships
3		Self Awareness	Who is in my support group?	Interpersonal Relationships
4		Self Awareness	I Can...!	Self Development
1	Creativity	Self Awareness, Participation	Let's Make Something New	Expression
2		Communication, Participation	Let's think differently	Divergent thinking
3		Participation, Self Awareness	Ideas Galore!	Social stereotypes, everyday creativity
4		Communication, Participation	Imagine this...!	Imagination

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S. No.	Life Skill		Activity Name	Content Theme(s) Address
	Primary	Secondary		
1	Communi- cation	Creativity, Critical Thinking, Self Awareness	Writing and Reflecting	Expression
2		Creativity, Critical Thinking	Use of Social Media	Social media engagement
3		Negotiation, Critical Thinking	Courage to Disagree	Interpersonal Relations
4		Creativity	Let's draw together	Interpersonal relations
1	Empathy	Communication Participation	Let's Play together	Social roles, self and others
2		Participation, Problem-Solving	We are together	Interpersonal relations
3		Participation, Problem-Solving	When guests visited our school	Inclusion (Disability)
4		Communication, Negotiation	Trees! Our friends...	Nature
1	Negotiation	Communication, Participation	Resolving Problems through Dialogue	Family relations, Adolescence
2		Communication, Critical Thinking	Think and Answer	Expression, Peer pressure
3		Communication, Critical Thinking	Solutions through Negotiation	Interpersonal relations, inclusion (disability)
4		Communication, Critical Thinking	Neither your word nor mine	Social awareness

S. No.	Life Skill		Activity Name	Content Theme(s) Address
	Primary	Secondary		
1	Participation	Creativity, Communication	Game (Actor and Director)	Expression through performing arts
2		Self Awareness	Participation in everyday tasks	Interpersonal relationships
3		Creativity	List of Activities in the Classroom	Participatory democracy
4		Critical thinking, creativity	Studying problems of the community	Social awareness



SELF-AWARENESS

ACTIVITY 1



MY BODY IS CHANGING!

Title of the Activity	My Body is Changing!
Estimated Time Required	30 minutes
Method of Transaction	Body mapping activity and discussion



Life Skills Addressed

- Primary: Self-awareness
- Secondary: Communication, participation



Learning Objectives

Educator will be able to help learners to:

- become aware of the changes taking place in their bodies
- disassociate feelings of embarrassment while discussing their bodies
- identify the link between physical, emotional and psychological changes
- develop a positive self-image

Notes for the Educator

- The purpose of this activity is to provide learners with an opportunity to share their thoughts and experiences with each other. Physical changes are a significant life-experience for learners of this age group. Often, given social norms, these significant physical changes are either not talked about or are actively shunned from discussion spaces. Already dealing with emotional changes that they are not able to explain to themselves; adolescents are left with doubts about their experiences. The role of the educator is crucial in building a psychologically safe environment where learners feel comfortable in sharing their thoughts.
- The educator may decide to hold this activity separately for boys and girls. This may be done by engaging another educator to conduct the activity with the other group. The comfort level of the learners must be the key consideration. The activity may be conducted when the topic of reproductive health is being discussed in the class.

Preparation Required

- Chalk or markers and writing board
- Large open space will be required to conduct the activity. In case of unavailability of an open space outside, the educator may arrange a classroom with no furniture.
- Large chart paper of approximately 5 ft by 2 ft dimensions or several sheets of paper joined together to make a large sheet. Newspapers or one side used sheets may also be used as an alternative to the chart paper. Chalk may also be used to draw an erasable outline on the ground if a sheet is not available. A sheet on which an outline is already drawn may also be used as an alternative. Another alternative is to use photocopies of an outline body chart which may be distributed amongst the learners
- The educator will select the learners who will be comfortable doing this exercise first.

Process

1. The activity will begin with an introduction. The educator will explain that the focus of the interaction is on developing an understanding of ourselves and the changes that are taking place within our bodies. The educator will assure the learners that there is no need to feel embarrassed while discussing their bodies, they need to be comfortable talking about their experiences and learn from each other. The emphasis will be laid on mutual respect and being cautious of each other's personal boundaries. The knowledge will empower learners towards better interpersonal relationships, as well as encourage them to adopt healthier lifestyles.
 2. The educator will ask the learners to spread a large sheet in an open space. One of the learners will be asked to lie down on the sheet and another will draw the outline of the learner with the help of a marker.
 3. The educator will now pass on the marker among learners to label the internal and external organs of the body on the outline. If the learners feel awkward and/or reluctant in specifying the body parts, the educator will encourage them to name the parts and mark them her/himself. It is likely that the learners would express hesitation in marking the reproductive system and genitalia. The educator will encourage learners to gradually increase their participation.
 4. The educator will ask the learners to describe any changes that they have noticed in their bodies since they were six or eight-years-old. The educator should make an effort towards ensuring that everyone shares their thoughts. The educator will note these on a blackboard or a sheet of paper. If there are significant physical changes that have not been brought up by the learners, the educator should prompt them to include those as well. Learners may laugh and giggle over this exercise. The educator should be patient and tell them that it is okay for them to behave as comes naturally to them.
 5. Learners will be invited to talk about any changes that they have noticed in their thoughts, moods, and patterns of behaviour in the past few years. The educator will ask them to think about what they wore, what they liked, common restrictions imposed on them, changes in interaction with parents and siblings, etc. The educator should emphasise that the purpose is not to judge each other but to build a sense of comfort in sharing one's experiences. If sharing seems difficult in a large group, the educator will then divide them into groups of three or four to share their thoughts with each other.
 6. The educator will close the session by highlighting that:
 - bodily changes that take place during adolescence are natural and that feelings of unexplained sadness, anger, irritability and increased sensitivity are normal during this phase.
 - it is within learners' rights to know and understand their body better as it grows and develops into adulthood. It is their responsibility to be better informed in order to take care of their personal health and hygiene.
 - self-awareness and understanding of one's body are essential to overcome shyness and sharing any concerns or questions with others. One should not resort to silence or suppressing fears and anxieties thinking that others will form an opinion and belittle/ridicule them.
 - acknowledge that every person grows and develops at her own pace. While some grow faster, others take longer. What is important is to treat everyone with respect and compassion. Comparisons and teasing are to be avoided. Becoming aware of our bodies and developing a better understanding of ourselves can help deal with emotions and feelings.
- Learners should create the opportunity to freely share such thoughts and feelings with friends, parents, educator or anyone else with whom a comfortable rapport is shared.



Source of the activity:

Modified from-

- Modified from UNICEF (2014).
- Training of Trainers Manual Life Skills on Menstrual Hygiene Management.
- UNICEF, pp. 26-28.

Suggested Activity

- Learners will be asked to share their significant experiences in smaller groups with each other. They will choose who they are most comfortable in sharing their thoughts with.
- Learners will be asked to think of common social norms and myths that are associated with reproductive health and compare it to what they study in school.
- They will list their doubts and clarify them with the educator separately. Learners will be asked to list down sources of information from which they tap to gather information about their bodies and reproductive health and identify which sources can be trusted.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



BEING A GIRL! BEING A BOY!

Title of the Activity	Being a Girl! Being a Boy!
Estimated Time Required	30 minutes
Method of Transaction	Reflection and discussion



Life Skills Addressed

- Primary: Self-awareness
- Secondary: Critical Thinking



Learning Objectives

Educator will be able to help learners to:

- become aware of their own gender identity
- develop a positive self-image emanating from their gender identity
- develop sensitivity towards 'other' genders
- identify social limits imposed by gender
- understand that gender-based discrimination is not based on facts

Notes for the Educator

The activity will help develop an understanding of what it means to be a boy or a girl. The perceptions of learners will be used to help them transcend social ideas of preference of one gender over another. At this age, learners are able to think in abstract terms and think of a world which is not governed by rigid social norms. Educators will use their abilities to reconsider social norms and stigma surrounding gender and develop a positive sense of self.

Preparation Required

- Chart Paper/ Chalkboard

The following table should be drawn before the class on the chart or the blackboard.

Things I Like About Being a Boy or a Girl	Things that I would Like to Change About Being a Boy or a Girl



Process

1. The educator will begin the process by displaying the above table on a chart or the chalkboard. The educator will begin by explaining that girls and boys have different lives. Some things are attributed to girls and others to boys. For example, girls are often believed to like dressing up, putting on makeup, and wear their hair long. While some will like this aspect of being a girl, others will prefer to enjoy the freedom of going out of the house that boys enjoy. The educator will instruct learners to sit/ stand in a circle and ask them to take turns to fill in the table with things that they like about themselves that focus on being a boy/ girl.
2. Once all the learners have described what they like about themselves, the same exercise will be repeated to include what they would like to change about themselves. The focus has to be on identifying their strengths and weaknesses that they draw from their gender identities.
3. The learners will be asked to think of possible solutions to things that they would like to change about being a boy/ a girl. They will also be asked to think of the reasons why they are not able to do certain things? Which of these things are controllable and changeable? Which of these things are imposed by themselves and which are imposed by society? Which of these ideas are constraints imposed because of biology and which are imposed by family and community?
4. The educator will conclude the session by asking learners to focus on the positive aspects of their gender identity. Being born as a girl or a boy has its own merits and positives as they would have discussed during the activity. Being aware of these would help them to develop a positive self-image and be more aware of their actions and reactions. They would also develop an understanding of what their siblings and friends experience, thereby improving interpersonal relationships.

The educator should emphasise that differences in the body will be biological, but other aspects of body language, speech, tone, etc. are often taught by society. If, as a girl, your movement, speech and dressing are restricted by family and community, it will influence you to act and be submissive. This is usually not the case with boys. As girls, you need to challenge these notions and boys need to be supportive of their female friends, classmates, and sisters in their struggle to build confidence. Further, the challenges faced by boys and girls will be different but people of all genders face challenges.



Source of the activity:

Modified from

- 10 core Life-Skills, Project Sambhav. Training Module: Strategies to Lead Life. Jharkhand: UNICEF, ContactBase, pp. 17-18.
- UNICEF (2014). Training of Trainers Manual Life Skills on Menstrual Hygiene Management. UNICEF, pp. 20-26.

Suggested Activities

- The learners will be asked to think of how their lives would have been different if their gender identity would have changed. What aspects of their lives would they like better with some change? What aspects of their lives do they like better now?
- They may be asked to think of people who don't fit into the binaries of gender. The educator will explain that traditionally gender has been understood only as male or female. However, there are many people who don't fit into these two categories. They are often referred to as the third gender. What are the experiences of people who do not fit into gender binaries? What control do they have over their bodies and their experience of the world?
- Which of the stereotypes associated with boys/ girls/ others are transferred from society to us? What can we do to build a society that provides equal opportunities, and has similar expectations from all children, irrespective of their gender?

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



DRAWING INSPIRATION FROM OTHERS... BEING INSPIRATIONAL

Title of the Activity	Drawing Inspiration from Others... Being Inspirational
Estimated Time Required	30 minutes
Method of Transaction	Guided Reading followed by discussion



Life Skills Addressed

- Primary: Self-awareness
- Secondary: Participation, communication, resilience



Learning Objectives

Educator will be able to help learners to:

- set clear goals for themselves
- develop a sense of identity arising out of their future goals
- become aware of their aspirations
- identify their potentials and strengths by drawing inspiration from others

Notes for the Educator

A key concern for learners of the 13-15-year age group is to find a sense of purpose in life through their future goals. Aspiring towards a set of goals gives them direction, channelizes their energy and develops confidence in them. Thus, this activity focuses on encouraging learners to think of their goals and the possible constraints that may appear as hindrances. The role of the educator is crucial in helping learners to identify the social constraints and bringing in stories of success that suit the context of the learners.

Preparation Required

- Copies of 'Stories of Struggle and Success' of people who have struggled against odds to meet their goals
- Copies of worksheet 'Goal Setting: Where Do I See Myself in Ten Years?'
- The educator will need to organise a follow-up session to discuss the worksheet in Goal Settings.

If time permits, this may be done by extending the session. Alternatively, the educator will organise a separate session in a week.

Process

1. The educator will divide the learners into groups of five each. Each group will be given a copy of one story. They will be given ten minutes to read and discuss the story.
2. Subsequently, the educator will ask learners to share the stories that they have read with the class and talk about:
 - What did the group like about the person whose story they have read?
 - Can they think of other people who have been inspirational for them?
 - When thinking of their friends and classmates, in which areas do you think they will achieve success?
 - What challenges are they likely to face if they strive towards their goals? How can they overcome them?
3. The educator will conclude the session by discussing the importance of setting goals in life. Learners will be encouraged to think of constraints that their family and society imposes on them to deter them from dreaming of a brighter future. The educator will refer to the stories discussed in class, contextualising them to highlight the challenges that learners in the local community generally face.
4. The educator will now distribute the second sheet containing task for goal setting to the learners. They will be encouraged to think of their goals and identify the steps towards achieving them. The learners will undertake this activity at home and discuss it in the class the next day. If possible, the educator may organise a second session to discuss the filled worksheets and guide learners towards their goals.

Annexure(s)

Stories of Struggle and Success

Baby Halder

Born in Kashmir in 1973, Halder was abandoned by her family when she was four years old. She grew up with an adoptive family in West Bengal and dropped out of school after class six. She was married off at the age of twelve and had her first child when she was thirteen. When she turned twenty-five, she left her abusive husband and ran away to Delhi along with her three children. She worked as a domestic help in Delhi to support her children's education. She finally ended up working with the grandson of the famous writer, Munshi Premchand. A retired professor and her employer, Prabodh Kumar, encouraged her to read and write. With his help, she was able to publish her biography *Aalo Andhari (A Life Less Ordinary)* in 2006. This was eventually translated into 21 languages including 13 foreign languages.

Cafebility and Echoes

In Varanasi, there is a coffee shop, named Cafebility, which along with serving food offers job training to youth. The key feature of this restaurant is that it focuses on the training and employment of persons with disabilities. The café believes in celebrating diversity and inclusion. By providing opportunities to people with disabilities, the café has been able to help people earn a living and develop an identity for themselves that shifts focus from their disability to abilities. The café employs people with a wide range of disabilities, including cerebral palsy and polio. On the same lines of inclusion is a café called Echoes that is situated in the heart of Delhi. The café is run wholly by people with hearing and speech difficulties. The café is unique in developing a system where the customers come one step closer to understanding the world of those with hearing and speech challenges. The orders are placed in writing and communication with staff is carried out through sign language!

APJ Abdul Kalam

Born in Rameswaram in 1931, Kalam was the youngest of five siblings. Growing up in an economically underprivileged household, Kalam supplemented his family income by selling newspapers when he was in school. Concentrating on his studies, Kalam was able to complete his schooling and college and subsequently became a scientist. He led several major missions that involved launching Indian satellites. He was also credited with developing a low-cost stent that aids heart surgery, along with cardiologist Soma Raju. Kalam was the eleventh President of India and was affectionately referred to as the People's President. He was famous for his humility and integrity during his tenure as President.

Kalpana Saroj

Saroj was born in 1961 in a Parsi Dalit family living in a village in Maharashtra. She was married at the age of twelve and suffered abuse at the hands of her husband's family. When she left her husband to return to her maternal family, she had to face social stigma. Kalpana returned to Mumbai and started working. She eventually set up a small furniture business. In 2001, she purchased a share in Kamani tubes and was able to turn it into a profitable business. Despite little support and encouragement from her family, Kalpana is a multi-millionaire entrepreneur. She was awarded the Padma Shri for Trade and Industry in 2013.

Ashok Khade

Currently the Managing Director of DAS Offshore, Ashok Khade was born into a Dalit family in Mumbai. DAS Offshore is an engineering company that builds and refurbishes offshore platforms and rigs.

Khade's father was a cobbler and used to work under a tree in Mumbai. A famous anecdote about Khade highlights his experience of poverty. When studying in senior secondary, he did not have four annas to be able to replace his pen's nib. His teacher helped him with a pen to write his examinations. The family often experienced extreme poverty with not enough money to feed Khade and his siblings.

In these difficult circumstances, Ashok Khade completed his education up to college level. Working as a welding apprentice at a government-run shipyard he acquired skills in offshore maintenance and construction. He eventually set up his own company. He continues to use the same pen that he had purchased for INR 3.50/- with which he had given his SSC exams.

Goal Setting: Where do I See Myself in Ten Years?

What do I need to do in two years?

Where do I see myself in ten years?

What do I want to become in life?

Where am I today

What do I need to do in five years?

What Challenges Am I Likely to Face?	What can I do to overcome them?	What help will I need?



Source of the activity:

Modified from

राष्ट्रीय माध्यमिक शिक्षा अभियान हेतु जीवन कौशल शिक्षा प्रशिक्षण मॉड्यूल (2016) राजस्थान: यूनिसेफ़ एवं संधान, p. 53.

Suggested Activities

- The learners will be asked to fill in the sheet for goal setting from home and then discuss it with each other in the class, next day. The purpose of the activity is to develop bonds between friends with similar goals and identify solutions for the challenges that they have listed.
- Learners will also be encouraged to discuss their goals with their caregivers and educators if they need help in setting the pace for future action.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



US AND THEM

Title of the Activity	Us and Them
Estimated Time Required	30 minutes
Method of Transaction	Story-telling and discussion



Life Skills Addressed

- Primary: Self-awareness
- Secondary: Critical thinking and empathy



Learning Objectives

Educator will be able to help learners to:

- reflect on their biases, perceptions and stereotypes
- identify sources of these perceptions, biases and beliefs
- think about the influence of these on their everyday life
- analyse their perceptions and identify the potential for change

Notes for the Educator

Adolescence is the key developmental stage that provides opportunities for exploration. It is that stage where one develops attitudes and beliefs towards others around them. Being aware of how our perceptions are formed is important in developing healthy perceptions of others. It is important to understand this as the stage when ideas of 'in-group' and 'out-group' are formulated, which are sometimes influenced by caste, class, religion, and gender. This activity provides an opportunity for learners to reflect on these ideas and rethink their own role in developing healthy attitudes.

Preparation Required

The educator should prepare the story 'Pinky the Cat, Babloo the Rat' (given in annexure) followed by questions for moderating a follow-up discussion. The questions may be contextualised by using anecdotes from the local context.

Process

1. The educator will narrate the story of 'Pinky the Cat, Babloo the Rat' to the class. The story should be narrated simply to act as a trigger point for further discussion.
2. After the story-telling, the educator will open the discussion. The educator will ask learners to share their perceptions about 'Pinky the Cat, Babloo the Rat', and Babloo's parents. Thereafter, the educator will lead the discussion with the following questions:
 - Were Babloo's parents wrong in their advice? Where would they have drawn their perceptions from?
 - If you were in Babloo's place, would you have followed your parents' advice?
 - Do you think Pinky would have realised that Babloo was told not to speak to her? How do you think she would have felt?
3. In the second phase of discussion, the educator will ask the class to talk about similar instructions that their parents or family have given to them about caste, religion, gender and other categories
 - Are these perceptions rooted in facts, past experiences, popular culture, etc.?
 - What is the impact of these perceptions on interpersonal relationships?
 - Do these perceptions need to change?
 - What is the role of youth in changing these perceptions?
4. The educator will close the discussion by highlighting that often perceptions and beliefs formed are passed on from one generation to the next without ever being challenged. As youth, it is our responsibility to be careful about what perceptions we form and what we challenge in our society.

Annexure

Pinky the Cat, Babloo the Rat

Ten-year-old Babloo was enrolled in class three of the school. His family had recently shifted to the neighbourhood and he took admission after the academic session had started. On the first day in the Animal School, Babloo the rat was introduced to the class monitor Pinky, the cat by his class educator. Just after the introduction, his parents told him to keep his interaction with Pinky to a minimum. He was told that cats don't like rats and are often evil towards them. There are stories of cats eating rats! Babloo was quite scared. Although the first seat was vacant, he was not ready to sit next to Pinky and he went and sat in the last seat. He was small and faced difficulty in reading the blackboard but he was happy that he was away from Pinky. Although, one part of him also wanted to befriend her. She was as white as snow and used to tie a bright pink bow to her tail, which Babloo really liked. She tried many times to talk to him but he always refused.

One day, there was a sudden earthquake. As the class monitor, Pinky immediately took charge and loudly instructed everyone to hide under their tables. From under his table, Babloo saw Pinky running towards him. He was petrified. His parents had been right about her. She was taking this opportunity to eat him up while everyone else was busy saving themselves. Suddenly he heard a loud noise. He saw Pinky standing next to him, panting heavily. She had pushed the rack of library books behind him, preventing it from falling on top of him and crushing him! He suddenly realised that Pinky had just saved his life. He felt that maybe his parents had been wrong. Not all cats are bad!



Source of the activity:

Suggested Activities

- Learners will be asked to develop a list of biases and perceptions that they hold and would like to change. They would also be asked to think of situations in which they have been victims of someone else's bias.
- Learners will be asked to work with their friends and develop an action plan for challenging perceptions that they would like to change.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



RESILIENCE

ACTIVITY 1



STRESS AND STRESS BUSTERS

Title of the Activity	Stress and Stress Busters
Estimated Time Required	30 minutes
Method of Transaction	Brainstorming



Life Skills Addressed

- Primary: Resilience
- Secondary: Self Awareness, Critical Thinking



Learning Objectives

Educator will be able to help learners to:

- develop awareness of various sources of stress in their lives.
- identify coping mechanisms that they use to deal with these stressors.
- distinguish between healthy and unhealthy coping mechanisms.

Notes for the Educator

Adolescence has been addressed as the stage of “storm and stress”, challenges and opportunities. Either elaboration acknowledges the need for adolescents to develop resilience for dealing with stress and meeting these challenges. Adolescents would be employing various strategies for coping with stress. Through this activity, they will become aware of the stressors in their lives and the ways in which they cope with stress. This would bring their coping strategies into the conscious realm and help them towards better lifestyle choices.

Preparation Required

- Chalkboard or large chart sheet
- Chalk or marker
- Copies of worksheet

Process

1. The educator will introduce the session by asking the learners to share their understanding of stress and summarize the key points on the blackboard.
2. The educator will ask learners to share various sources of stress that they are aware of. They will be encouraged to share personal experiences of stress. These could be: being late for school, academic pressure, fights with siblings, or any other serious conflict situations at home or school. The educator will make a list of the causes of stress on the board or chart displayed in class.
3. The educator will ask the learners to describe what happens when they are feeling stressed. This will include emotional responses such as wanting to be alone, crying, or physical manifestations such as sweating, trembling, shallow breathing, rapid heartbeat, among others. These will be categorized and listed on the board.
4. Next, the educator will ask the learners to share how they deal with these stressors and list them on the board. The educator will now distribute the worksheets to the learners to write down the stressors and the ways in which they cope with them. Learners will work in pairs to fill up their worksheets by dividing the coping mechanisms listed on the board into healthy and unhealthy coping.
5. The educator will conclude the session by highlighting that it is important to learn various coping mechanisms in order to deal with stress effectively. While we would all employ some coping by escaping from the situation such as by sleeping, shopping, or avoid facing the situation, we should try to use healthy coping mechanisms and reflect on the problem to arrive at solutions. Unhealthy coping mechanisms that involve substance abuse should be completely avoided. Learners should also be encouraged to talk to their friends when they are experiencing stress.

Annexure

Coping Mechanisms

Sources of Stress	Ways of Coping
Healthy Coping	Unhealthy Coping



Source of the activity:

Modified from

UNICEF (2015). Life-Skills Education for Students of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India, p. 25.

Suggested Activities

Learners may be asked to reflect on the following:

- What would happen if we never experienced stress?
- Is all stress negative?
- In what situations does stress help us to function better?

Learners will then be asked to share their thoughts in class. The educator will highlight that stress has a positive impact on performance. For example, stress before examinations leads us to prepare well for the examination. However, too much stress will negatively impact performance. Thus, an optimum amount of stress may help in better functioning.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



DE-CATASTROPHIZING

Title of the Activity	De-catastrophizing
Estimated Time Required	30 minutes
Method of Transaction	Activity based discussion



Life Skills Addressed

- Primary: Resilience
- Secondary: Communication, critical thinking



Learning Objectives

Educator will be able to help learners to:

- view a problem from multiple perspectives.
- understand that changing our patterns of thought can help to look at a situation that is stressful from new perspectives.

Notes for the Educator

De-catastrophizing is a technique that focuses on cognitive restructuring that helps establish new patterns of thought. In simple words, it refers to thinking about the worst-case scenario. For instance, what is the worst thing that can happen one fails in an examination? This helps in changing the existing thought patterns (cognitive restructuring) and thinking of better outcomes now that the worst has been thought about. This is helpful in dealing with anxiety and stress. By learning this technique, learners will learn to develop resilience in establishing emotional balance to deal with stressful situations.

Preparation Required

- Prepare few scenarios for discussion on stress and anxiety. Some of the situations may be as below:
 - Arguments with parents
 - Illness of a family member
 - Changes in parents' financial status
 - Fight with siblings
 - Drop in academic performance
 - Social boycott by friends at home or school
- The educator may rearrange the seating arrangement to facilitate small-group discussion.



Process

1. The educator will begin the session by asking learners to think of a time when they have not been able to sleep because of a stressful situation that they are facing. They will think of experiences their family or friends have if they choose to do so. They will reflect on the kinds of thoughts that cross their mind in the face of a difficult situation. For instance, sitting for an exam for which they haven't studied can lead to thoughts of failing the exam, being expelled from school, being laughed at by friends, being scolded and disowned by the family.
2. The educator will then divide the class into groups of four to five learners each. Each group will be given a different situation. These will be drawn from the learners' life experiences.
3. Each group will be asked to make two lists – what are the best outcomes of the problem situation? What are the worst outcomes of the problem situation?
4. The groups will be asked to share the situations that they discussed and their positive and negative outcomes. The educator will ask them to share - which of the various outcomes discussed are most probable? How does our orientation to the situation change when we think of these outcomes?
5. The educator will conclude the session by discussing the idea of de-catastrophising. Learners will be encouraged to recognise that worst-case scenarios are less likely to develop than other outcomes. Often the worst-case scenarios are also something that they can easily cope with. This strategy is helpful in maintaining calm when facing a tough situation. This helps in dealing with the situation positively.



Source of the activity:

Suggested Activities

Learners will be asked to think of a problem situation that they have faced. They will be asked to repeat the exercise of identifying the best and worst possible outcomes for the situation. Further, they may develop a list of ways in which they would cope with the worst possible outcomes of the situation. Whose support will be needed in coping with these outcomes? What can be done to prepare to cope with future challenges?

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3

? WHO IS IN MY SUPPORT GROUP?

Title of the Activity	Who is in my Support Group?
Estimated Time Required	30 minutes
Method of Transaction	Story- telling, relationship mapping and discussion



Life Skills Addressed

- Primary: Resilience
- Secondary: Self Awareness



Learning Objectives

Educator will be able to help learners to:

- identify various sources of support in their life
- recognise that relationships play an important role in providing support in times of stress

Notes for the Educator

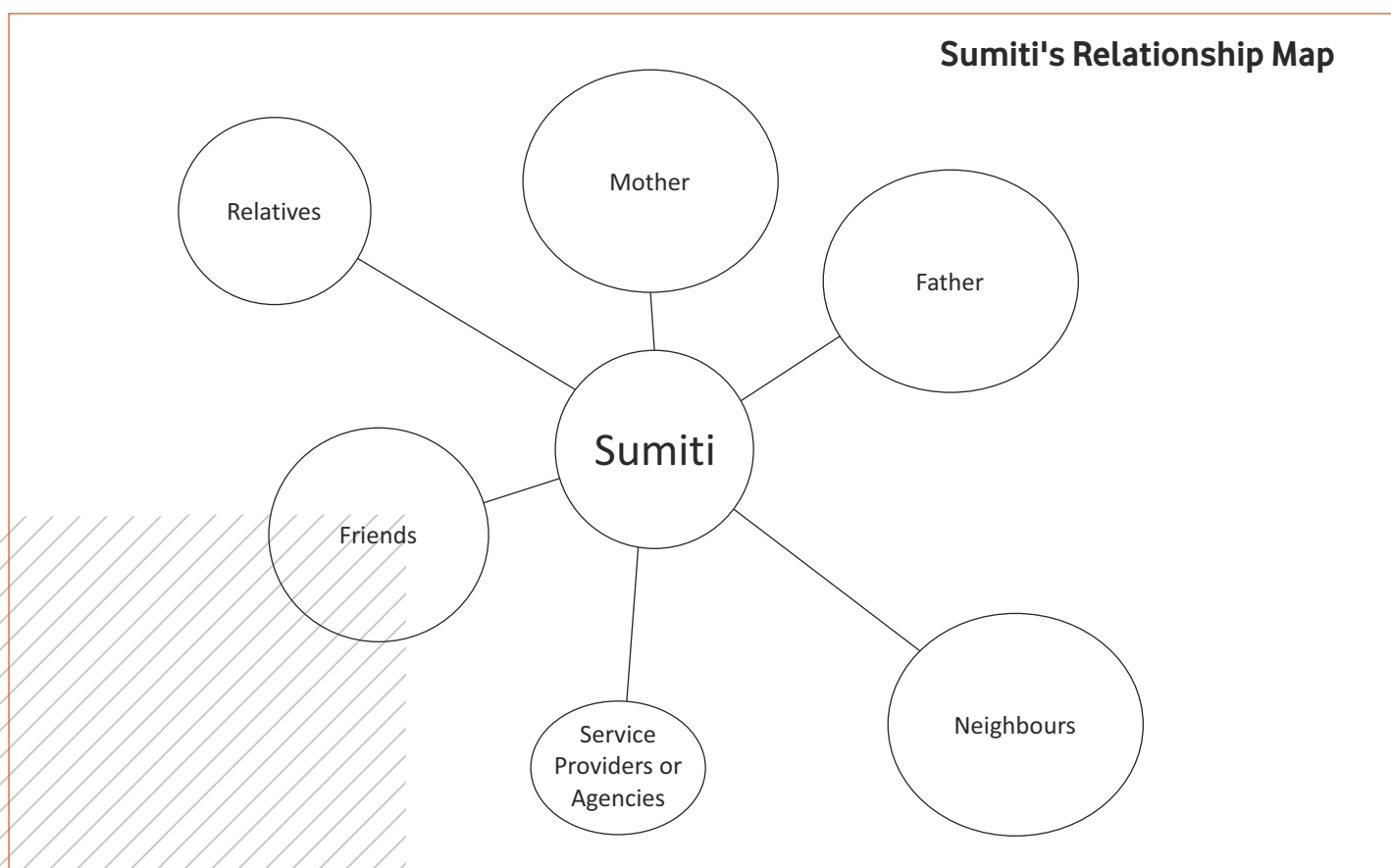
A key aspect of developing resilience is to be aware of the support system one has access to. The support system can be found in one's immediate family or friends circle. This activity will help the learners to recognise that all social connections can serve as support systems in different situations of stress.

Preparation Required

- Story- Who should Sumiti ask for help?
- Chart or board for instructions.
- Sheet of paper for developing relationship maps.

Process

1. The educator will begin the session by asking learners who they turn to when they need advice. Learners will be asked to share examples of those who give them advice in different situations. These may include family members, friends, educators, or neighbours.
2. The educator will then share Sumiti's story in class. The educator will emphasise that sometimes neighbours, who we may not even regularly talk to, can become our support systems. The educator will then ask learners to think of who else Sumiti could have asked for help. Responses may include calling her parents, friends and the gas service provider.
3. The educator will conclude the session by drawing Sumiti's relationship map on the board or chart. Simultaneously, it will be highlighted that the network of support system will keep on expanding as we meet new people. However, who we turn to for help will depend on the situation and who we are comfortable with.



The educator will ask learners to develop their own relationship maps to identify their support system. Learners will be encouraged to mention specific persons rather than generic relationships, such as names of friends, specific educators, or relatives. They will discuss the change in the support group if its location is changed, for example would the support group remain the same if the emergency took place at school instead of her home.

Annexure

Who should Sumiti ask for help?

Sumiti had returned home from school. Her parents were at work and she used to stay alone till the time they would return in the evening. When she opened the front door, a strong smell met her. She stopped for a second and then proceeded inside. The smell was very strong and she thought she should first identify the source. She could sense that it was coming from the kitchen. She immediately thought that there must be a gas leak! She did not know how to disconnect the cylinder from the gas stove and was wondering who to ask for help.

She finally went to one of her neighbour's place to ask them to help her disconnect the cylinder and shift it to the balcony. Her neighbour advised her not to switch on any electric appliances. They secured all locks and Sumiti went to spend the afternoon at her neighbour's place to wait for her parents to return home.



Source of the activity:

Suggested Activities

Learners will be asked to develop relationship maps for the following situations:

- Preparing for a party
- Sharing secrets
- Fighting with friends
- Making career choices
- Examination preparation
- Financial advice

Who are the people who recur across all relationship maps?

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



I can... !

Title of the Activity	I can ... !
Estimated Time Required	30 minutes
Method of Transaction	Reflection and discussion



Life Skills Addressed

- Primary: Resilience
- Secondary: Self Awareness



Learning Objectives

Educator will be able to help learners to:

- recognise their strengths through positive affirmations from others
- reflect on their own abilities to deal with difficult situations
- identify situations where they can cope with alone and those in which they will need help

Suggested Activities

Resilience is built by having faith in one's ability to cope with difficult situations. Sometimes people have the ability to deal with difficult circumstances but have not recognised their own potential. This activity serves to tap into these hidden reservoirs and also help learners to recognise that each of us has different strength areas.

Preparation Required

- Circular seating arrangements where learners will face each other.
- Copies of worksheet 'I Can'



Process

1. The educator will introduce the session by asking learners to take a minute to look at each person in the room.
2. The educator will then ask the following questions one by one.
 - Who will you turn to if you needed help in preparing a science project?
 - Who will you turn to if you needed to talk about a fight with a sibling?
 - Who will you discuss your aspirations in life with?
 - Who will you tell your secret?
 - Who will you ask for help if you were stranded away from home?
 - Who can you call for help in the middle of the night?
 - Who will you ask to accompany you if you were called to the Principal's room?
 - Who do you think would help you get medical assistance if you were hurt in the field?
 - Who do you think would agree to tutor you if you were afraid of failing in the next Social Science examination?

The educator will develop more questions based on the situations relevant to the group of learners.

Each learner will then be asked to respond to the questions by naming at least two people for each statement, from among the other learners. Each learner must name each learner at least once. The educator should note the responses of each learner.

3. The learners will engage in conversation and laugh with each other during the discussion. The educator should be patient and encourage learners to speak freely.
4. At the end of the exercise, the educator will ask the learners to share who they do not think of as a close friend but they know they can turn to, for help. They can also be asked to share how their perception of themselves has changed through the exercise.
5. The educator will summarise the activities by highlighting what each learner is recognised most for. The learners will be able to acknowledge that they are appreciated for their strengths by others around them. Furthermore, the educator will encourage them to recognise that each person is capable of helping others and forms the support system for them. If they can help others in overcoming difficult situations, they would also be able to overcome difficult situations by themselves if they so wanted. It is important to recognise what situations we can handle on our own and where we would need help from others.

1. Learners will then be given the worksheet 'I can' to fill.

Annexure

I can...

Situations which I can handle on my own

1. I can cook my own meals.
2. I can study for my examinations without external motivation.
3. I can eat healthy without being prompted regularly.
4. I can...
5. I can...

Situations in which I can ask for support from others

1. I can ask for support in preparing for competitive examinations.
2. I can ask for support in case of family emergencies.
3. I can ask for support when I am upset about being scolded by an educator.
4. I can ask for support...
5. I can ask for support....



Source of the activity:

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



CREATIVITY

ACTIVITY 1



LET'S MAKE SOMETHING NEW

Title of the Activity	Let's Make Something New
Estimated Time Required	30 minutes
Method of Transaction	Story-building activity



Life Skills Addressed

- Primary: Creativity
- Secondary: Self awareness, participation



Learning Objectives

Educator will be able to help learners to:

- become aware of their ability to create new ideas
- develop confidence in their ability to execute a creative idea to its completion
- use imagination to enhance their ability to think outside of the box

Suggested Activities

Learners are mostly burdened by the over emphasis on studies that direct them towards rote memorization and reproduction of existing knowledge. In this activity, the focus is on providing them with an opportunity to think out-of-the-box and create something on their own. The activity is geared towards helping them develop confidence in their abilities to create new stories. The focus is on imagination and fantasy rather than on linguistic prowess. The role of the educator is to encourage learners to overcome their hesitation and participate with a free spirit.

Preparation Required

- 1 slip of paper per learner
- Pens



Process

The activity will be conducted within the classroom. It will require re-arranging the seating plan in a circular arrangement so that learners face each-other. However, this is not mandatory for conducting the activity.

1. The educator will distribute one slip of paper to each learner and ask them to write a word that comes to their mind on the paper provided to them. The educator will ask the learners to refrain from writing prepositions, articles, pronouns etc. Instead, use the names of objects, places, people, etc.
2. The slips of paper will be collected, shuffled and redistributed so that each learner has one.
3. Taking turns in the order in which they are sitting, learners will develop a story using the word written on the paper given to them. The educator will emphasise that each learner must build on the story initiated by the previous learner. The educator will instruct learners to frame brief ideas that they can narrate in one or two sentences. The learner placed last in the sequence will conclude the story using the word written on the slip given to him.
4. The story creation will be followed by a brief discussion on the experience of developing the story. The educator may ask the following:
 - Did you like the exercise?
 - Have you ever created a story earlier?
 - Did you think that stories can be created spontaneously and with collaboration?
5. The educator will conclude the session by urging learners to recognise that each of them has the potential to create something new. Writing stories may be one of the many talents that they possess and they should spend time identifying their potential areas. Creating something new builds confidence and allows them to use their knowledge to develop new ideas and fashion new products. The originality of thoughts and ideas is also an indication of flexibility and adaptability to novel circumstances. Learners should be urged to understand that this and subsequent activities in the class can only act as trigger points for creative work. Creating new ideas and products requires time, dedication and commitment.

Source of the activity:

Modified from

UNICEF & Contact Base (2019). 10 Core Life Skills, Project Sambhav: Strategies to Lead Life. Jharkhand: UNICEF, pp. 27-28.

Suggested Activities

Learners may be asked to think of areas in which they feel they are able to create something new. They will also be asked prepare a plan to create time and space to develop their creativity further.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



LET'S THINK DIFFERENTLY

Title of the Activity	Let's Think Differently
Estimated Time Required	30 minutes
Method of Transaction	Reflection and discussion



Life Skills Addressed

- Primary: Creativity
- Secondary: Communication, participation



Learning Objectives

Educator will be able to help learners to:

- think out of the box
- embrace divergent thinking patterns
- develop fresh perspectives on existing experiences

Suggested Activities

The activity is designed to encourage learners to re-look at the everyday phenomenon from a fresh perspective. Most learners at this developmental stage are capable of imagination and abstraction. Through this activity, they will be pushed to use their abilities for abstract thought. The educator has to encourage learners to reason out their responses and allow for free association of feelings, thoughts and ideas. Every learner should be encouraged to participate.

Preparation Required

A list of all the of questions is required. It will be indicative and may be expanded or reduced as per the suitability of the classroom.

Process

1. The educator will begin the activity by asking learners if they have ever had a fresh thought when looking at what is routine, such as looking at the clouds and being able to see an animal. Learners will be encouraged to share some of their experiences.
2. The educator will then ask them to respond to the following:
 - a. What image comes to mind when you think of happiness?
 - b. What colour do you associate with today?
 - c. If you close your eyes and imagine a rainbow, what sounds do you hear?
 - d. Which is your favourite song? What colour do you associate with it?
 - e. What is the weight of anger?
 - f. What taste do you associate with the colour purple?
 - g. What is the smell of your favourite book?
3. The educator should speak to the learners with patience and encourage them to overcome their hesitation. They will have to be repeatedly reminded that there are no right or wrong answers. The learners will be reluctant to share their answers. Encourage them to think differently and be free in their answers even if they are seemingly bizarre and without logic. Ask each learner to explain their answer. They will give reasons of association with past memories or movies. Encourage them to be aware of their emotions and thoughts. Each learner will not answer every question but each learner must speak at least once in the class.
4. The educator will conclude the session by reminding the learners to go beyond the mundane thought processes that are limiting our ideas. Everyone thinks differently and divergent thoughts should be celebrated. The greatest inventions are a result of these divergent thought patterns.

Source of the activity:

Modified from

जीवन कौशल विकास हस्त पुस्तिका: शिक्षकों के लिए उत्तर प्रदेश: यूनिसेफ, p. 41.

Suggested Activities

- The learners may be encouraged to think of more questions and share them with their friends. They can also make a list of such questions and share them with the educator.
- Learners may be asked to make a list of the different ways in which a waste cardboard box can be used. The one with the most number of different uses will be asked to make a presentation in class.
- The learners may be asked to share if they have ever used waste material to fashion something new and useful. They will share their ideas with their friends. They will be encouraged to think of new ways of recycling old products that are considered waste in their home or school.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



Ideas Galore!

Title of the Activity	Ideas Galore!
Estimated Time Required	30 minutes
Method of Transaction	Reading and discussion



Life Skills Addressed

- Primary: Creativity
- Secondary: Participation, self-awareness



Learning Objectives

Educator will be able to help learners to:

- understand the need to support creative ideas.
- appreciate the ability to persevere towards carrying out new ideas.
- identify potential for creativity every day.

Notes for the Educator

Creativity is often mistaken to mean only developing new ideas and products that change the world. This is often referred to as 'Big C' creativity. However, there is a possibility of being creative in everyday thoughts and actions. This is popularly called 'little c' creativity. The ability to be creative rests on everyone and can be encouraged and cultivated through encouragement. Through this activity, learners will learn to support creativity in each-other.

Preparation Required

- Copies of handout containing extract from Feynman's book

Process

1. The educator will distribute copies of the handout containing extract from Feynman's book to the learners. The learners will take five minutes to read the extract silently. Alternatively, the educator will read the text aloud to aid reading by learners.
2. This will be followed by an open discussion on the following questions:
 - Do you think Feynman would have been able to develop if his boss hadn't stopped him?
 - Why do you think he was stopped?
 - Can you think of instances from your everyday life where people have found solutions to routine problems in a unique manner?
 - Have you ever thought of new ideas to solve some common problem? Why did you not work upon these ideas?
3. The educator should try to encourage learners to share their inhibitions about implementing ideas for fear of being ridiculed by others. Ideas of everyday creativity, such as using pencil boxes or ID cards in place of scales, or fitting a scooter engine on a rickshaw, or using car batteries to run television sets in the absence of electricity, can be shared as examples. Learners should be encouraged to think of more creative ideas from their local settings.
4. The educator will conclude the session by emphasising that social opposition should not become a hindrance in manifesting our creative side. While everyone will not become an inventor, we still need creativity to make our everyday life more efficient and enjoyable.

Annexure

Surely You're Joking, Mr. Feynman

I used to cut vegetables in the kitchen. String beans had to be cut into one-inch pieces. The way you were supposed to do it was: You hold two beans in one hand, the knife in the other, and you press the knife against the beans and your thumb, almost cutting yourself. It was a slow process. So, I put my mind to it, and I got a pretty good idea. I sat down at the wooden table outside the kitchen, put a bowl in my lap, and stuck a very sharp knife into the table at a 45 degree angle away from me. Then I put a pile of the string beans on each side, and I'd pick out a bean, one in each hand, and bring it towards me with enough speed that it would slice, and the pieces would slide into the bowl that was in my lap. So I'm slicing beans one after the other chig, chig, chig, chig, chig and everybody's giving me the beans, and I'm going like sixty when the boss comes by and says, "What are you doing?" I say, "Look at the way I have of cutting beans!" and just at that moment I put a finger through instead of a bean. Blood came out and went on the beans, and there was a big excitement: "Look at how many beans you spoiled! What a stupid way to do things!" and so on. So I was never able to make any improvement, which would have been easy with a guard, or something but no, there was no chance for improvement.

Source: Feynman, R. P. (1997). Surely You're Joking, Mr. Feynman!. W. W. Norton & Company.

Source of the activity:

Suggested Activity

Learners will be asked to identify a problem from their context. This may have to do with cleanliness, reducing the use of plastics, water shortage, cooking, or school rules. They would have to come up with as many different solutions as possible. They can then collaborate together to work out the most feasible solution and put it to use.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



IMAGINE THIS...

Title of the Activity	Imagine This...
Estimated Time Required	20 minutes
Method of Transaction	Analysis, reflection and discussion



Life Skills Addressed

- Primary: Creativity
- Secondary: Communication, participation



Learning Objectives

Educator will be able to help learners to:

- Develop the ability to imagine diverse possibilities.
- Sharpen their skills for generating new ideas.
- Appreciate another person's views and responses.

Notes for the Educator

The activity is aimed towards encouraging learners to think about situations that do not exist and will defy existing norms and laws. The exercise is meant to expand the horizon of thought to conjure ideas and images that will appear bizarre and impossible. The educator should help learners to be unrestrained by blinkers on thought patterns and imagine a world of possibilities that leads to new inventions.

Preparation Required

The activity would best be conducted in an open space that allows for free movement and relaxed sitting. If this is not possible, any room, preferably with minimal furniture, can be used for the activity.



Process

1. The educator will introduce the session as an exercise in imagination. Learners will be encouraged to think freely and not rely on existing knowledge alone when answering questions.
2. The educator will ask the following questions:
 - Imagine if you were a house fly sitting on the tree (or the ceiling of the room). What would you see?
 - Imagine if you were to one day discover that your family are a set of aliens who have descended from another planet. What would you do?
 - Imagine if you could turn into any animal that you wanted to, for a day. Which animal would you turn into? What would you do the whole day?
 - Imagine if the sun never set. How would the world be different? What things would we not need? What things would need to be invented?
 - Imagine if you could travel across space. Where would you like to go? What do you hope to see?
 - Imagine if you were a superhero. What would be your superpower? How would you use it?
3. The educator should encourage the learners to respond to as many questions as possible. Some learners may prefer to write or draw their answers. The educator should encourage them to do so. As far as possible, there should be no restriction on movement during the discussion.
4. The educator will conclude the session by discussing that some of the greatest inventions became possible by thinking about worlds that were possible, although will not have been necessary. The world of imagination holds in store the potential to conjure stories that go beyond entertainment but also foster growth of civilisations.

Source of the activity:

Suggested Activity

The learners will be asked to make a list of other situations or questions that do not seem possible but they would like to imagine.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



CRITICAL THINKING

ACTIVITY 1



OUR RIGHTS

Title of the Activity	Our Rights
Estimated Time Required	30 minutes
Method of Transaction	Analysis, reflection and discussion



Life Skills Addressed

- Primary: Creativity
- Secondary: Communication, decision-making, creativity



Learning Objectives

Educator will be able to help learners to:

- apply their knowledge of citizenship and rights for their benefits
- understand the need to reject situations as given and unchangeable.
- recognise that critical analysis of situations is required for developing a holistic perspective.

Notes for the Educator

The activity is designed to tap into learners' knowledge and awareness of citizenship rights and responsibilities to address a given situation. They would also be able to revisit the social structures and relationships that emanate from them. The need to look at situations from a macro perspective to understand power dynamics existing in society are important.

Preparation Required

- Copies of case vignette
- If possible, the seating arrangement may be changed to facilitate group discussion

Process

1. The educator will ask learners to sit in a circular seating arrangement. The educator will also sit as part of the same circle. The educator will introduce the session by rationalising the seating arrangement. A circular arrangement allows for every voice to be heard and carry equal weightage. This challenges any hierarchies that will exist in the set up.
2. The educator will give copies of the case vignette to the learners. The learners will read the vignette, reflect on it and share their thoughts with the learner sitting next to them. Educators should ensure that each learner is paired with another. If required, larger groups may be formed to suit the needs of the group.
3. After pairs have discussed the case vignette, the educator will lead the discussion with the following questions:
 - What would be the impact of the demolition?
 - Which rights has Aman violated in this case?
 - Would the situation have been the same, if Aman was from a different social class?
- Do you think citizens have a right to protest against such practices?
- Why do you think the government would have taken such a decision?
- What redressal mechanisms can the protagonist access?
- If the complaints are not addressed, is there any other choice with the protagonist? (The educator should direct the discussion towards the need for judicial system, organising citizen protests, etc.)
4. The educator will conclude the session by highlighting that learners need to recognise that each situation needs to be looked at critically to understand the process dynamics involved in the situation. The country's legal and judicial system has provisions for its citizens to assert their rights. However, power dynamics that are governed by class, caste, religion, and gender impact the making and implementation of policies.

Annexure

Case Vignette

Aman is fifteen years old boy who lives in a refugee colony. His family had moved to the city thirty years ago. One morning, he woke up to the sound of large vehicles outside his home. There was commotion everywhere. His neighbours were shouting. His friends told him that bulldozers had been ordered to demolish their colony as their houses were obstructing the route for making a new highway. The colony dwellers were united in their opposition against the demolition and were sitting in front of bulldozers to prevent them from moving ahead.

Aman heard his neighbours talking to the superintendent in-charge of demolition. The superintendent told them that a notice had been put up on the website and notice board of the urban development authorities. Since there were so many residents, it was not possible to send individual notices to their homes. It was the residents' responsibility to be abreast with the development.

Aman watched helplessly for a while and then joined his family in securing their most valuable belongings.

Source of the activity:

Suggested Activity

- After the activity, the learners may be asked to find out if something of this kind has happened in their state. What did the residents do?
- Learners may be asked to review the newspapers of the past month or access news websites to find out about on-going citizens' protests across the world. In what circumstances have these protests started? Are there commonalities in the people who are protesting, such as standard of living, regional backgrounds, gender, etc.?

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



For or Against

Title of the Activity	For or Against
Estimated Time Required	30 minutes
Method of Transaction	Debate and discussion



Life Skills Addressed

- Primary: Critical Thinking
- Secondary: Communication



Learning Objectives

Educator will be able to help learners to:

- develop the ability to look at an issue from multiple perspectives
- formulate arguments in revisiting the same issue from a different dimension
- understand that critical thinking skills contribute towards taking appropriate decisions and choices in life

Notes for the Educator

Critical thinking is a vital skill in decision making. Adolescents have the capability to look at the same issue from multiple dimensions. However, often in dealing with the issues of their own development, they tend to forget the importance of pausing to look at another perspective. In developing a sense of identity, adolescents would benefit from weighing the pros and cons of any issue. This would help them to develop their own set of belief systems and values. This in turn would serve an important role in negotiation and decision making.

In schools, debates often take the form of competition. However, debates are important for perspective building and developing discourse. This is why kings used to value debaters in their courtrooms. By putting forth opposing notions and arguing with each other, debaters are able to explore the ramifications of an issue and arrive at a fresh perspective which will not have been thought of earlier. This process of debate and dialogue is important in building discourse.

Preparation Required

- List of topics for debate. The educator will contextualise the topics to make them more relevant for the learners.
- Space arrangements to provide for a small group discussion.
- Podium or space for a speaker to address the whole class.

Process

1. The learners will be divided into four groups. Each group will be given a topic to prepare for. The educator will also take into account learners' preferences for choice of topics.
2. The group will be given five minutes to select two speakers to prepare and speak. One speaker will speak in favour of the motion and the other against it. Each speaker will only be given one minute to speak.
3. In the second round, the educator will ask the speakers to switch their positions. Those who were speaking in favour will now speak against the motion and vice versa. This is known as a turncoat debate. Educators should ensure that learners are not aware that there will be a turncoat debate at the beginning of the session.
4. Once everyone has shared their viewpoints, the educator will hold a general discussion around the following questions:
 - Were the speakers hesitant in switching sides in the second round?
 - Does passion for taking a stand or a position hinder our thinking from the other point of view?
 - How has your perspective changed after hearing different points of view?
5. The educator will conclude the session by pointing out that critical thinking involves looking at many dimensions of a problem. This aids independent thinking and judgment. Often, we are socialised by our family, school and society to think of social norms as given and unchangeable. When we start to think of these norms from a different point of view, we are able to develop our own mindsets, and not stay restricted to what has been handed down to us by others. Not accepting things at face value involves making informed choices and questioning dogma, stereotypes and superstitions.

Annexure

Topics for Debate

1. Boys are better than girls in Mathematics.
2. Playing mobile games makes us intelligent.
3. It is not always good to obey rules.
4. Mother-in-laws are always against their daughters-in-law.
5. Television advertisements are based on facts.
6. Boys should never cry.
7. Mothers should stay at home to look after the family and fathers should go out and earn for the family.
It is better to be dishonest and rich than to be honest and poor.

Source of the activity:

Modified from

- Dishari- facilitator's Manual. West Bengal, India: UNICEF & Vikramshila, pp. 37-38.

Suggested Activity

Learners will be asked to think of ideas and practices that they have accepted from the family or society but are not convinced about. Why are they not convinced? Is it okay to continue to practice something that we don't believe in? How can we change it?

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



UNDERSTANDING ABUSE

Title of the Activity	Understanding Abuse
Estimated Time Required	30 minutes
Method of Transaction	Reflection and discussion



Life Skills Addressed

- Primary: Critical Thinking
- Secondary: Participation, decision-making



Learning Objectives

Educator will be able to help learners to:

- examine their understanding of abuse in the specific context of gender.
- share their experiences and deduce the meaning of abuse from their responses.
- value their own experiences as valid sources of knowledge that can be used to evaluate life situations.

Notes for the Educator

In this activity, the focus is on encouraging learners to sharpen their inductive and deductive skills and develop trust on themselves. They would be encouraged to share their knowledge which will be based on textbooks and their everyday life experiences. By sharing their own lived experiences, they would be able to learn from each other as well as understand that knowledge does not come only from positions of authority such as school, elders or leaders. In fact, knowledge needs to be constructed by them through critical analysis of their everyday experiences. While this activity will focus on understanding abuse, learners will be encouraged to look at all conceptualisations from a critical lens.

Preparation Required

- Blackboard or chart
- Chalk or marker
- Copies of worksheets on types of abuse

Process

1. The educator will introduce the session by discussing the prevalence of abuse in society. The educator will use references to an incident of abuse that has recently occurred in the community or use a local news report. Care should be taken to ensure that the learners' personal life stories are not revealed through these examples. Here, the educator will bring to the forum the idea that abuse is not restricted to the common examples of rape, abduction, and instances that cause physical harm. Case of abuse range from casual but inappropriate touching in public and private spaces, conversations of a sexually-explicit nature and forcing someone to do something against their wishes.
2. Thereafter, the educator will conduct a brainstorming session on the concept of abuse. Learners should be encouraged to speak freely and their responses may be noted down on a blackboard or chart displayed in the room. The educator should encourage all learners to speak. They may share incidents of abuse that they have experienced or witnessed, if they feel comfortable. They should be instructed to respect each other's privacy while discussing stories that are of a deeply personal nature.
3. After all the learners have shared their ideas, the educator will distribute the worksheets to them. If copies are not available, the educator will ask them to draw the table on paper. Each learner will be asked to classify the responses collected in the previous brainstorming session into the categories mentioned in the sheet. If the group deems so, more categories can be added. Learners will be allowed to discuss their ideas with each other while filling the worksheets. If any category is left unfilled, the educator will encourage learners to think about the kinds of incidents that can be used to fill this column.
4. The educator will conclude the session by highlighting that this process of sharing experiences can be used to enhance their understanding of abuse. The various types of abuse highlight that abuse, particularly gender-based abuse, is not always sexual in nature. Some incidents will be categorised into more than one category as their nature transcends single categories. This broader understanding of abuse can be used to highlight that relationships based on authoritative structures are likely to be abusive in some manner. The educator will also ask learners to reflect on whether abuse is only perpetrated by men. The educator will also highlight that recent studies have shown that abuse can be carried out by close family and friends as well. The learners must understand that in no circumstances can abuse be justified. The victim should not feel guilty of 'inviting' abuse on to her/himself. **The educator should share that the child helpline number is 1098 which children can readily call if they feel threatened or are abused and ensure that all children memorise the number.**

Annexure

Types of Abuse

Physical Abuse	Sexual Abuse
Verbal Abuse	Emotional Abuse
Financial Abuse	Neglect

Source of the activity:

Modified from

राष्ट्रीय माध्यमिक शिक्षा अभियान हेतु जीवन कौशल शिक्षा प्रशिक्षण मॉड्यूल (2016) राजस्थान: यूनिसेफ एवं संधान, pp- 27.

Suggested Activity

Learners may be asked to think if they have accepted becoming abusers or being abused as part of life owing to their gender role socialisation. Is becoming an abuser and being abused a necessary condition of defining themselves as a man or a woman?

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



OUT OF THE BOX

Title of the Activity	Out of the Box
Estimated Time Required	20 minutes
Method of Transaction	Worksheet and discussion



Life Skills Addressed

- Primary: Critical Thinking
- Secondary: Self awareness



Learning Objectives

Educator will be able to help learners to:

- identify significant aspects of their life that have defined their sense of self
- recognise that some aspects of life are assigned to them
- explore potential areas in which they can make choices in life by reanalysing what they wish to change around them

Notes for the Educator

Critical thinking is a valuable skill for assessing a life situation, analysing it and arriving at a judgment. However, the skill is most often employed in engaging with others rather than when engaging with self. The purpose of this activity is to encourage learners to be critical towards their understanding of self. The learners will be able to reflect on those aspects of life which they have accepted without questioning.

Preparation Required

Copies of worksheet 'Out of the Box'. If copies are not available, the educator will ask the learners to draw these on paper.

Process

1. The educator will ask learners to think about how they define themselves. They will be asked to introduce themselves and mention those aspects of their life that they hold significant. This will include their religion, family structure, relationships, studies, etc.
2. Learners will be given copies of the worksheet 'Out of the Box' or be asked to draw a box. They will be asked to mention those aspects of their life which are necessary for functioning in society in a well-adjusted manner inside the box. The educator will specify that when thinking of society, learners should think of their immediate family and neighbours but also the extended family, and community at large. As far as possible, they should refrain from discussing this with their friends and attempt to identify these aspects on their own.
3. Those aspects which they would like to do but are not allowed to do or are not socially acceptable will be written outside the box.
4. Once the box is completed, they will be asked to reflect on how this exercise has helped them to redefine their own identities. Which aspects do they feel they have no control over? What are the areas that they can control? Are they satisfied with their lives? Is it possible that they are also imposing limitations on others, thus preventing them to live the way they want to? For instance, by bullying or teasing their peers, siblings, or not supporting their family members.

Annexure

Out of the Box

What I want to do

What society wants me to do

Source of the activity:

Modified from

राष्ट्रीय माध्यमिक शिक्षा अभियान हेतु जीवन कौशल शिक्षा प्रशिक्षण मॉड्यूल (2016) राजस्थान: यूनिसेफ एवं संधान, pp- 27.

Suggested Activity

Learners may be asked to revisit the box that they have made, at home. They may be asked to list the things that they wish to do, in order of priority. What will be the consequences of trying to do things that do not fit into the box of acceptable social norms? Are they ready to face these consequences? What are the reasons that prevent them and others from moving out of the box? Who is the one imposing constraints on them and others in society?

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



PROBLEM - SOLVING

ACTIVITY 1



HUMAN KNOT

Title of the Activity	Human Knot
Estimated Time Required	25-30 minutes
Method of Transaction	Activity based discussion



Life Skills Addressed

- Primary: Problem-Solving
- Secondary: Participation, communication, decision-making



Learning Objectives

Educator will be able to help learners to:

- identify the problem at hand
- explain the processes involved in problem-solving.
- recognise the need for clear communication while solving problems in a group.

Notes for the Educator

The purpose of this activity is to help learners to recognise that problem-solving situations arise regularly while engaging in a variety of tasks. Problem-solving situations are often mistakenly associated with only negativity and hindrance. However, problems can be seen as any difficult situation that requires careful thought to arrive at a solution. When undertaking problem-solving in a group, communication with others is also pertinent. This requires patience and careful consideration of alternatives before deciding which steps to take.

Preparation Required

- large open space that is suitable for movement depending on the number of learners. If open spaces are not available, a classroom free from furniture can also be used.
- Care should be taken to ensure that learners are not at risk of injury from any existing furniture or other obstacles in the space where the activity is being conducted.

Process

The activity requires physical proximity between learners and will be conducted separately for boys and girls, if the educator deems it appropriate to do so.

1. The educator will introduce the activity to the learners as a game in which they have to work together. The learners should be encouraged to take the activity as a game and enjoy the process. Since the activity will involve pushing, pulling and jostling between learners, the educator will have to remind learners to stay respectful, calm and participative.
2. The learners will be asked to stand in a circle and hold the hand of the person standing next to them on either side.
3. Once everyone is holding hands, the educator will ask any one of the learners to initiate the process of forming the knot. In doing so, the learner will move from under the chain of hands made by any two of the other learners. She/he will choose to face the circle or away from the circle however, the chain of hands should not be broken.
4. Learners will take turns and repeat the exercise. The educator should ensure that no one gets hurt and that everyone continues to hold hands. Leaving each other's hands and holding them again to make the arrangement more comfortable is not allowed.
5. The first ten minutes will thus be used to create a human knot! The educator has to be patient as the learners will laugh, shout and fall on each other before becoming comfortable in the knotted mix of hands.
6. Once they have settled, the educator will now ask them to untangle themselves while moving one at a time. The goal is to arrive at the original circle in which they were holding hands of the people standing next to them. Approximately the same amount of time should be given to untangle as it took for them to arrive at the tangled arrangement. They will instruct each other to move in particular directions.

Once again, they cannot leave each other's hands. The educator will have to ensure that they do not hurt each other. If the group has learners with physical challenges that prevent them from participating fully in the activity, the educator will modify the rules to meet their needs. If the educator may assign any learner the role of instructing others on how to untangle themselves.

7. After about ten minutes, the educator will end the exercise, even if they have not been able to rearrange themselves back into a circle.
8. The educator will then hold a discussion on the following:
 - If the arrangement was entangled by their own steps and movement, what was the key problem in untangling themselves?
 - What steps did they follow in trying to reach back to their starting circular position?
 - Who among them was able to give clear instructions? Why were some of them more effective than others?
9. The educator will conclude the session by discussing the need to first identify the problem in a situation. In this case, the problem was in remembering the steps that were taken to arrive at the entanglement and then retracing them. They must also recognise that each person has the capability to solve problems. When we carefully think of the problem situation rather than rushing in with immediate reactions, the solutions are easier to arrive at. Impulsive reactions will lead to further complications in the situation rather than arriving at a solution. Instead, multiple options should be considered carefully before deciding on one option. When solving problems in a group, listening to each other and communicating thoughtfully and clearly will help in solving the problem for the whole group.

Source of the activity:

Modified from

10 core Life-Skills, Project Sambhav. Training Module: Strategies to Lead Life. Jharkhand: UNICEF, ContactBase, pp. 37-38.

Suggested Activity

Learners will be asked to think of situations in their everyday life which require careful consideration for arriving at a solution. What are the key problems that they face in their daily lives? What steps do they need to take to arrive at solutions?

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



MAROONED ON AN ISLAND

Title of the Activity	Marooned on an Island
Estimated Time Required	30 minutes
Method of Transaction	Situation Analysis and Discussion



Life Skills Addressed

- Primary: Problem-solving
- Secondary: Creativity, decision-making, negotiation



Learning Objectives

Educator will be able to help learners to:

- imagine a situation that requires careful consideration of alternatives
- weigh alternative options and choose the most appropriate one.
- understand that solutions are limited by the constraint of available resources.
- communicate with each-other to arrive at a mutually acceptable decision

Notes for the Educator

The activity emphasises that problem-solving requires careful consideration of various alternatives available in the face of a problem. Imagining a similar aged learner in a serious situation provides the need to recognise that life can put forth serious situations that require thinking about solutions that can have far reaching consequences. These consequences must be carefully thought of before deciding on solutions. The role of the educator is to aid the learners to recognise the process of problem-solving.

Preparation Required

- The educator should be familiar with the story 'Mishti is Marooned on an Island' or the story can be read from a hand out
- Copies of 'List of Items that Mishti has in her bag' for distribution in groups
- The room may be rearranged to facilitate group discussion

Process

1. The educator will begin the session by introducing the situation for analysis that will allow learners to use their imagination. They are required to assess the situation and think of alternative responses.
2. The learners will be divided into groups of five-six each. They can be asked to sit in groups in an arrangement that allows for brainstorming and discussion.
3. The educator will then narrate the story of Mishti, who is a young girl of similar age as the learners.
4. After narrating the story, the educator will distribute a copy of the list of items that Mishti carries, to each group. The educator will provide the following discussion points to the groups:
 - Create a list of problems that Mishti might face
 - List the possible solutions for each of her problems
 - Enlist items in the list in order of priority based on what Mishti might need
5. After about ten minutes of discussion, each group will be asked to summarize their problems, solutions and priority list of items in front of the whole group. Other groups will be asked to respond to the group's discussions.
6. The educator should ensure that the discussion is healthy and does not turn towards unhealthy competition and criticism. After the discussions are completed, the educator will highlight that the process of problem-solving involves
 - Identifying the Problem
 - Listing Options
 - Weighing the options for their merits and demerits
 - Electing the most appropriate option
 - Reflecting on the choice made in order to learn for future situations

Annexure

Mishti is Marooned on an Island!

Mishti is a very adventurous person and she dreams of travelling around the whole world. She wishes to visit different exotic places and she cannot wait till the day she gets this chance. Mishti loves writing and she publishes her short stories in local magazines. One day Mishti discovers that she has won the first prize in a story writing competition. It is a 2-way ticket on a cruise to the Lakshadweep Islands. Mishti reaches the islands and takes a tour package for local sightseeing. She goes on the trip in a small boat and when they stop at a particular island, she decides to take a walk to look around. She knows that she is supposed to return in one hour. She wanders around and is soon engrossed in the surroundings. She sees new plants, colourful flowers and beautiful birds that she has never seen before. She is greatly inspired to include all this in her next story. Suddenly she realizes that it is time to go back. She looks at her watch and finds that it has stopped working and it is showing only 15 minutes since she arrived. She rushes back to find that the boat has left her. The boat only ferries on week days and today is Friday!

List of Items that Mishti has in her Bag

- | | |
|------------------------|---|
| • 4 apples | • jewellery |
| • 5 bottles of water | • a comb |
| • 1 fruit knife | • a raincoat |
| • A bar of soap | • a compass |
| • FM radio | • a device that converts salt water to drinking water |
| • a change of clothes | • a blanket |
| • a camera | • a book on "Edible tropical plants" |
| • a tourist guide book | • some packets of chips |
| • chewing gum | • a torch and some extra batteries |
| • a pound of bread | • a pair of scissors |

Source of the activity:

Modified from

Dishari- Teacher's Manual. West Bengal, India: UNICEF & Vikramshila, p. 38.

Suggested Activity

- Learners may be asked to imagine the lives of migrants and refugees. What problems do they face? How do they overcome these problems?
- The learners will be asked to share with their friends any situation that they have come across in which they had to make a choice. How did they choose between alternatives? If they had to make their choices again, would their choice be different now?

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



PROBLEMS IN THE REAL WORLD

Title of the Activity	Problems in the Real World
Estimated Time Required	30-40 minutes
Method of Transaction	Situation analysis, discussion, presentation



Life Skills Addressed

- Primary: Problem-solving
- Secondary: Communication, creativity



Learning Objectives

Educator will be able to help learners to:

- apply their creative abilities to think of possible alternatives to a possible situation.
- analyse a situation effectively to identify the various dimensions of the problem and their solutions.
- communicate with each other to understand that collaborative processes of problem-solving help in arriving at different solutions.

Notes for the Educator

This activity is based on the idea that learners would be facing problems in their daily lives. These problems can be stressful for the learners if they are not able to deal with these effectively. By sharpening their problem-solving skills and ability to collaborate, they will develop confidence in their ability to face real world situations.

Preparation Required

- Copies of various situations for distribution in groups.
- Space arrangement that allows for a small group discussion.

Process

1. The educator will initiate the session by acknowledging that learners face a variety of problems in their everyday lives. She/he will use the contexts of the learners to spell out some of these problems without revealing the identity of the learners. The problems can range from family issues, personal difficulties, medical problems, financial difficulties, time management, career choices among others.
2. The educator will then divide the class into groups of 4-5 learners each. Each group can be given one situation to analyse and discuss among each other. The group should try to come up with as many different solutions as possible. These should then be listed on a chalkboard, in the order of the most appropriate to the least appropriate. Each group can also be asked to choose a leader who will share the solutions that the group would arrive at.
3. After fifteen minutes of discussion, the leader of each group can be asked to take turns to present the situation and the possible solutions.
4. The educator will conclude the session by asking learners to share the processes that they followed for arriving at the solutions – identifying the problems, listing the possible solutions, weighing the solutions and arranging them in order of probability of working, etc. The educator will highlight that the process of collaboration is helpful in the listing of more possible solutions than if they had undertaken the exercise alone. Sometimes, when the problem is of a personal nature, our emotions also prevent us from thinking clearly and listing all possible alternatives. Discussing problems with friends in such situations helps us to arrive at solutions that we hadn't thought of earlier.

The problems presented in the various situations in this activity are common and can arise in any body's life. Yet, in the face of problems, we tend to forget that others around us are also facing similar problems and that we can benefit from their experience.

Annexure

Situation 1

Two of your friends have started smoking and are showing off in front of others. Others in the group want to try smoking and have also asked you to join them. You don't want to smoke what do you do in such a situation?

Situation 2

You are a 16-year-old girl studying for your class 10 exams. One of your father's friends comes home when you are alone and you are not very comfortable with him. You do not want to be alone in the house with him. What is the best way to handle the situation?

Situation 3

A friend of your brother has asked you to come with him alone for a movie. You do not wish to go. What is the best way to handle the situation?

Situation 4

Your parents are in a very heated quarrel and your father starts hitting your mother. Your younger sister and brother are very scared and are holding on to you. What is the best way to handle the situation?

Situation 5

You are a bright learner of class 9. Your father one day told you that he will not be able to pay your school fees so you have to leave school and start working to contribute to the family income. You want to continue your education. How will you handle the situation?

Source of the activity:

Modified from
UNICEF (2015). Life-Skills Education for Students of Secondary Schools under RMSA: Manuals for Teachers. Assam,
India: UNICEF & MIND India, p. 24.

Suggested Activity

Learners will be asked to make a list of problems that their home, school, or society is facing. They will then be asked to identify the possible solutions and see which of these can be implemented to minimise the problem situation, if not solve it. They will be encouraged to recognise that adolescents have an important role in changing the way society functions and should take this role with responsibility.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



WHOSE PROBLEM IS IT?

Title of the Activity	Whose Problem is it?
Estimated Time Required	30-40 minutes
Method of Transaction	Role play and group discussion



Life Skills Addressed

- Primary: Problem-Solving
- Secondary: Critical thinking, communication



Learning Objectives

Educator will be able to help learners to:

- Understand that a problem can be viewed from multiple perspectives.
- Contextualise problems and their solutions.
- Recognise that problems need to be addressed from multiple dimensions.

Notes for the Educator

When addressing a problem that we face in real life, we often tend to focus on a singular dimension. The learners of this age group are capable of abstraction and thus have the ability to view a problem from multiple perspectives. This activity taps into their potential to develop a holistic view of the situation. The choice of solution to a problem varies when the view shifts from a micro to a macro perspective. The role of the educator is to urge learners to think from the perspectives of the multiple stakeholders involved in any problem situation.

Preparation Required

- Cards containing various situations.
- Space arrangements to facilitate role play and large group discussion.



Process

1. The educator will begin the session by asking learners to think of people that they have frequent conflicts with. This can be a member of their family, one of their friends, their teachers or anyone else. Why do they always hold opposite views? Is one of them always wrong and the other always right?
2. The educator will then divide the class into groups of three or four learners each and distribute one situation to each group.
3. Each group will be given 10 minutes to prepare and enact the situation in class. If there is a paucity of time, the educator will choose apt situations and conduct those in class. The choice of situations can be based on the suitability of the context of the learners. The educator will choose any two situations out of situations 1, 2 and 3 and one out of situations 4 and 5, if it is not possible to conduct all the activities in class.
4. Each enactment can be followed by a discussion on:
 - Identifying whose problem is depicted in the situation
 - Does the problem definition change if the situation is presented from the perspective of another protagonist?
 - How can a solution be reached in such situations?
5. The educator will close the session by highlighting that each problem situation will not warrant an immediate solution. The process will involve careful consideration of the other's perspective and negotiation. Viewing a problem from a singular perspective can lead to conflict that will not be resolved easily. Problems arising out of interpersonal relationships, in particular, often demand greater time and attention. Building perspective-taking abilities can aid the process of negotiation and arrive at a mutually acceptable solution.

Annexure

Situational Cards

Situation 1

Neha studies in class eleven. She participates in all dance events in her school programmes. She wants to take up dance professionally when she grows up. She is motivated by the many programmes that she has seen on television. Her father, however, is strictly against her aspiration to become a dancer. He wishes that she would not be distracted by these programmes and concentrate on her studies.

What is the problem here and whose problem is it?

Situation 2

There are 35 girls and 5 boys in class ten. Girls are able to express themselves freely. However, the five boys, even when they want to respond to the educator's questions, are unable to do so for fear of being laughed at and ridiculed by the girls. They are scolded by the educator for not being able to answer in class.

What is the problem here and whose problem is it?

Situation 3

Rohan's performance in examinations is closer to class-average. For the past few days, he has developed a liking for a girl in his class. Her name is Priya. He wishes to spend most of his time with her. He is constantly thinking about Priya when the teacher is teaching in class. He is not able to concentrate on studies. He is now scared that he will fail in class this year, after which his father will send him away to earn a living.

What is the problem here and whose problem is it?

Situation 4

Nidhi and Vinod are engaged to be married. Both of them are very happy with their relationship. After a month of their engagement, Nidhi's school friend, Vivek, called Vinod and asked him to break the engagement. He spoke ill of Nidhi. Both Nidhi and Vinod are very upset.

What is the problem here and whose problem is it? What should they do?

Situation 5

Arti has been selected as a primary teacher in a government school. Her first posting is in a village in another district. Her family is not ready to send a girl to live alone in another village. Lately, she has been quite distressed as she is scared that she would miss out on a job opportunity.

What should Arti do? What is the root cause of the problem here?

Source of the activity:

Modified from

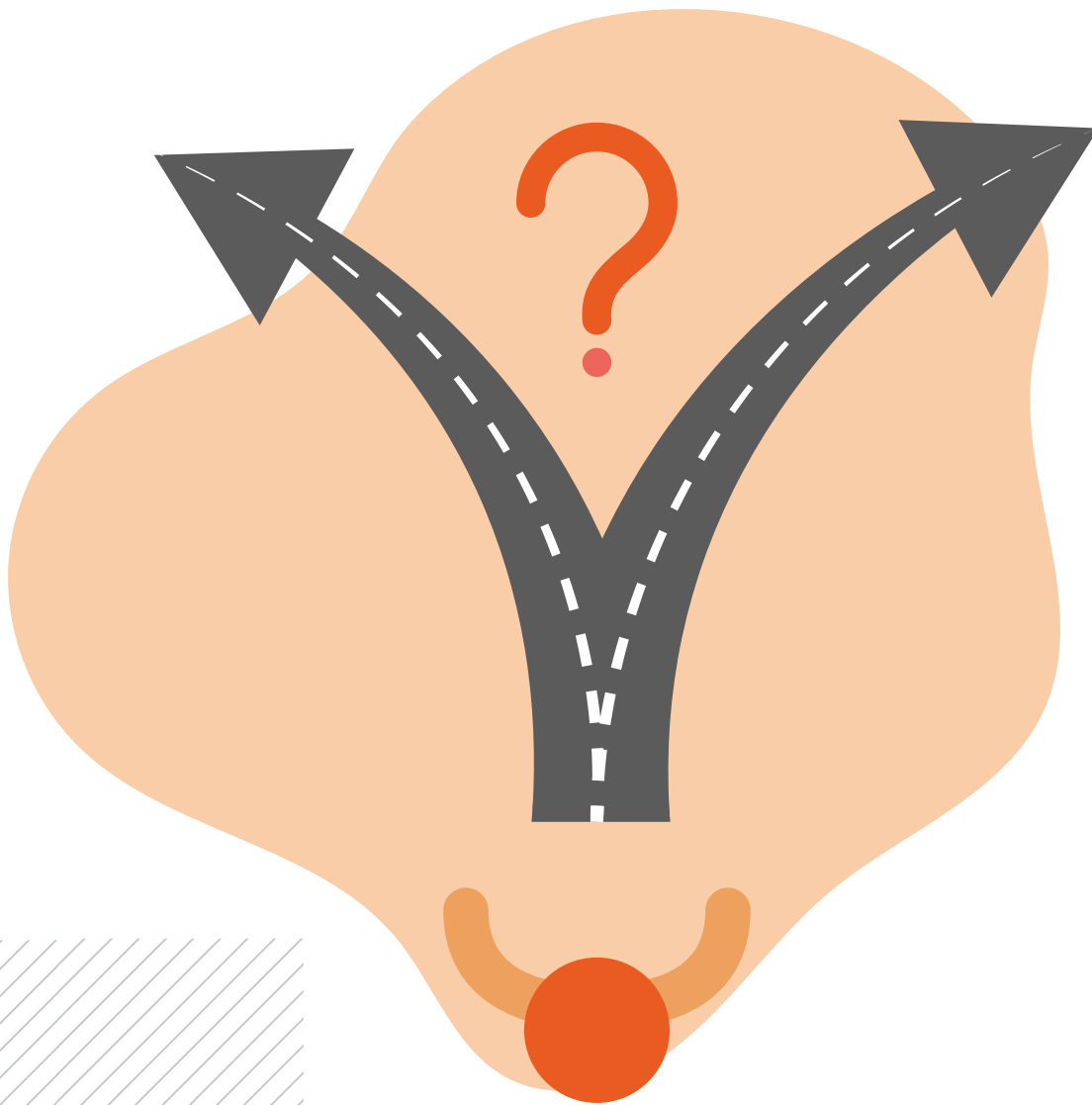
राष्ट्रीय माध्यमिक शिक्षा अभियान हेतु जीवन कौशल शिक्षा प्रशिक्षण मॉड्यूल (2016) राजस्थान: यूनिसेफ एवं संधान, pp- 10–12.

Suggested Activity

Learners will be asked to think of a conflict that they have faced with a family member or a friend. They can be asked to think of why the other person behaved in a particular way. They can be asked to write two diaries. In the first diary entry, they would record what they had felt in the situation. In the second diary entry, they would be asked to write what their family member or friend would have written. They would be asked to note or share how their perspective changed towards understanding the situation. Do they think they would have dealt with the situation differently with this new knowledge?

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



DECISION-MAKING

ACTIVITY 1



MY DECISIONS, MY RIGHTS

Heading	My Decisions, My Rights
Estimated Time	30 minutes
Method of Transaction	Analysis of case vignette and discussion



Life Skills Addressed

- Primary: Decision Making
- Secondary: Communication, critical thinking, creativity



Learning Objectives

Educator will be able to help learners to:

- undertake situational analysis before making decisions.
- weigh the pros and cons of any decision.
- explore alternatives before making decisions.

Notes for the Educator

This activity will serve to introduce the process of decision making to learners. The educator should pay special attention to ensure that learners are familiarised with exercises of assessing the situation, collecting relevant information, deliberating on pros and cons, thinking of alternatives, and assessing the consequences of a decision, before taking a decision.

Preparation Required

- Before conducting this activity, the educator will prepare problem situations involving conflicts that are relevant
- to the context of the learners.
- If possible, the problem situations may be prepared for display on a powerpoint presentation, poster, or a roller board.
- Some problems that can be used are as follows:

- Farha is an important bowler for her school cricket team. She has been selected to play a match with her team in an inter-school competition. The day that she has to play the match is the same day as the Mathematics test of her class. Farha is confused as to whether she should appear for the test or go for her match.
- Jayant cleared his class 10 with first division. He has scored maximum marks in Mathematics. His father wants him to study Mathematics further while Jayant wants to study Geography.
- Meera is uncomfortable with the behaviour of one of the workers at her school. He comments on her every day on some or the other pretexts. She is bothered by the unwanted attention. What should Meera do?

Process

1. The educator will present the above or any other problem situation in class.
2. After this, the educator will write two situations on the board- e.g. Farha should go to play the match. Farha should appear for her test.
3. The learners will be divided into two groups on the basis of the decision that they are supporting.
4. Both groups of learners will be given the following questions to discuss:
 - Think about the decision that you are taking.
 - Have you evaluated the situation?
 - Have you thought about the consequences of both the decisions?
 - Do you think there can be an alternative decision?
 - In the given situation, whose help can the person facing the problem take?
5. The learners will be given ten minutes to think and write if they wish to about the questions presented above.
6. The educator will then discuss the situations keeping the steps of decision-making in mind. The discussion will focus on a comparison of decisions of both groups.

Source of the activity:

Modified from

- 10 core Life-Skills, Project Sambhav. Training Module: Strategies to Lead Life. Jharkhand: UNICEF, Contact Base p 43
- जीवन कौशल विकास हस्त पुस्तिका: शिक्षकों के लिए उत्तरप्रदेश: यूनिसेफ p- 33

Suggested Activities

Learners of this age group have to face the choice of subject stream or career option. They can be asked to think about whether they have made the choice of their subject or career. The learners who have made their choices can be asked to think about how they arrived at their decision and share their experience of decision making with the class. They can be given the following questions:

- Whose help did you seek to make the decision?
- Do you have any role models who helped you decide?
- Did you evaluate the available alternatives? How did you evaluate?
- Who was able to influence your decision?
- How do you plan to materialise your decision?

Learners who have not made the decision yet can be asked to think on similar lines.

The educator will arrange a session to discuss choice of career. Choices can go beyond stereotypes associated with gender, social class, caste, and academic merit. For instance, girls may want to pursue engineering; boys may think of careers in design and art; children need not follow the same career paths as their parents. Further, scholarships make it possible to break boundaries set by social class.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



DECISIONS ABOUT MY CLASSROOM

Heading	Decisions About My Classroom
Estimated Time	30 minutes
Method of Transaction	Focus group discussion



Life Skills Addressed

- Primary: Decision Making
- Secondary: Communication, negotiation and creativity



Learning Objectives

Educator will be able to help learners to:

- engage in the process of decision making.
- make informed choices about their classroom.
- rationalise their choices.
- exercise voice and agency.

Notes for the Educator

The purpose of this activity is to encourage learners to recognise their role as participants in their classroom and develop a sense of ownership towards the classroom. The activity will also provide an opportunity to make decisions about the same. This will allow them to practice the process of decision-making. The educator can emphasize that decision making should be based on understanding the situation well, being aware of our choices and, most importantly, seeing the consequences of our choices. Learning to make decisions that keep us safe requires both critical and creative thinking.

Preparation Required

The educator will prepare a chart showing the process of decision making before conducting the activity.

Process

1. The educator will display the chart/ poster depicting the process of decision making in the class. The educator will begin by elaborating on the various steps involved in the process.
2. Thereafter, the educator will introduce the session as follows:

“Every class has its own culture. For instance, the roles of teachers, monitors, learners are clearly defined. Rules about arranging classroom furniture, organising chalk, duster and supplies and maintaining discipline etc., are some of the things that determine the classroom environment. Teachers and learners together make certain decisions for their class. All participants in the classroom respect these decisions and incorporate them into their behaviour.”
3. The educator will then propose that learners make certain decisions for the conduct of their class. The following guiding questions will be presented to them:
 - What should be allowed in the classroom?
 - What should not be done in the classroom?
 - When should it be done?
 - How should it be done?
 - Who will take responsibility for what?
 - What is expected of the educator?
 - What is expected of the learners?
 - If some work doesn't get done what should be the next step?
4. The framework will be displayed in the classroom in the form of a poster. The class will be encouraged to follow the decisions regularly. Learners will be asked to review the implementation of the decision after every fortnight.

Annexure

Decision Making Process

There are 8 steps in Decision Making

1. Identification of the Problem
2. Identification of decision criteria
3. Allocating weight to the criteria
4. Developing alternatives
5. Analysis of alternatives
6. Selection of alternatives
7. Implementation of the best alternatives
8. Evaluation of decision effectiveness

Source of the activity:

Suggested Activities

- The learners will be asked to form an executive body which will represent the classroom and be responsible for the execution of various decisions related to the classroom.
- They will also be asked to prepare a similar poster at their home with their siblings and/or parents.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



DIFFERENT STYLES OF LEADERSHIP

Heading	Different Styles of Leadership
Estimated Time	30 minutes
Method of Transaction	Situation based discussion



Life Skills Addressed

- Primary: Decision Making
- Secondary: Self awareness, communication, negotiation



Learning Objectives

Educator will be able to help learners to:

- familiarise themselves with different styles of decision making.
- analyse the process of proactive decision making.
- explore alternatives before committing to a choice.

Notes for the Educator

Through this activity, the educator will familiarise learners with the following styles of decision making:

1. Proactive decision-making

A proactive decision-maker has a mind of their own. He or she is someone who takes a well-thought action to respond to a situation rather than just reacting to it after it has happened. Such a person carefully evaluates all possible courses of action, chooses the best possible alternative and assumes responsibility for their actions and does not blame anyone else for the outcomes.

2. Reactive decision-making

A reactive decision-maker is someone who does not have a mind of her/his own. She/he is either easily influenced by others and makes a decision or even sometimes allows peers, siblings, parents, etc. to make the decisions for them. Reactive decision-makers easily give in to peer-pressure and typically have a tendency for conformity. They also have a tendency to blame others for the outcomes.

3. Inactive decision-making

An inactive decision-maker is someone who is indecisive and fails to make choices out of fear of responsibility. They fail to choose between the different courses of action and as a result, delay making a choice. They don't understand that even inaction is a choice. Often, they lament after the event has happened, for not being able to act in time. They will also rely on others to make a decision and follow their lead.

The educator will highlight the characteristics of the first style and the limitations of the other two styles of decision making. Learners will be encouraged to develop ownership of their classroom and make decisions for the same.

Preparation Required

The educator will prepare situations with reference to the contexts of the learners. Alternatively, the situations attached as annexure may be used.

Process

1. The educator will present the hand out for reading in the class. Alternatively, the educator can read out the cases in the class.
2. The learners will be given 10 minutes to read the handout.
3. Thereafter, the educator will ask the learners what their decision would have been in a given situation. Learners should be asked to give reasons for the same.
4. The educator should highlight the need for proactive participation in decision making, keeping the learner's responses in mind.
5. The exercise may be repeated for each of the cases or similar other situations that hold relevance for the learners.

Annexure

Situation 1

Adarsh noted that the month of December was marked for a proposed educational excursion in the school's annual calendar. He informed his class of the same. Abhishek immediately suggested that the class collaborate with the teacher to plan the entire visit. Anand objected to the same, stating that the class should not intervene in what the teacher is planning. Vandana said that she does not wish to go on an excursion at all.

Situation 2

Learners of a class decided that those who have less than 80% attendance will submit 50 Rupees towards an emergency fund. All the learners agreed to this rule. Consequently, about 1000 Rupees were collected by the end of the year. The class representative informed the class about the same. Upon hearing the same, Priyanka suggested that the class should purchase some material for decoration with the money. Sushant, on the other hand, suggested that the utilisation of the money should be decided by the class representative. Myra asked Pushkar for his opinion. Pushkar said let's leave it and talk about something else.

Source of the activity:

Modified from

- 10 core Life-Skills, Project Sambhav. Training Module: Strategies to Lead Life. Jharkhand: UNICEF, Contact Base p.45
- जीवन कौशल विकास हस्त पुस्तिका: शिक्षकों के लिए उत्तरप्रदेश: यूनिसेफ p- 37

Suggested Activities

- Learners will be asked to reflect on their experiences and write about when their decision making has been proactive, reactive and inactive. What were the consequences in each of the situations? If they had to make fresh decisions in the same situations, what changes would they make? Why? How?
- They will be asked to present an example or story to support proactive decision-making style through the use of social media.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



WHO SHOULD I VOTE FOR?

Heading	Who should I Vote For?
Estimated Time	30 minutes
Method of Transaction	Group discussion and presentation



Life Skills Addressed

- Primary: Decision-making
- Secondary: Communication and creativity



Learning Objectives

Educator will be able to help learners to:

- explore alternatives and commit to a choice.
- weigh the pros and cons of a situation.
- undertake cause-effect-consequence analysis.
- use evaluation and judgment to arrive at conclusions.

Notes for the Educator

Political decision-making is an important process in a democratic society. Usually we think availability of information is sufficient for political decision making but we need to understand how emotions, values, propaganda, identity etc. also influence the process. Many times, available information misleads the decision makers. The purpose of this activity is to familiarise learners with the following styles of political decision making:

Strategy 1: Rational choice decision-making

When I have an important choice to make, I like to gather as much information as I possibly can. If I learn something about one candidate running for office, I try to find out the same information about other candidates. I find it important to carefully consider all likely alternatives whenever I am making a decision. When I have to make a quick decision, I try to be as objective and balanced as I possibly can.

Strategy 2: Confirmatory decision-making

All I need to know when making a tough political decision is what party a candidate belongs to. The parties are so polarized and distinct today that it is hard for me to imagine ever voting for a candidate from another party. I usually see mostly good things about the candidates from my party and many bad things about the candidates from other parties

Strategy 3: Fast and frugal decision-making

There are only one or two issues I really care about in most elections. I make my decision by comparing the candidates on those one or two issues. Whenever I have to make a tough choice, I focus on the most important aspects of the decision and leave it at that.

Strategy 4: Heuristic-based decision-making

Choosing a familiar candidate is an easy way for me to make a reasonably good vote choice.

If one option meets all my needs, I will save time and go with it without really looking at others. In deciding how to vote, I often follow the recommendations of people or groups I trust.

Strategy 5: Gut decision-making

When making decisions, I usually just go with my gut.

The educator will focus on the characteristics of the first style to encourage decision making through that style.

Source: Ditonto, T.M., Kleinberg, M.S. and Lau, R.R. (2018). Measuring Voter Decision Strategies in Political behaviour and Public Opinion Research, *Public Opinion Quarterly*, 82, pp. 911-935

Preparation Required

- Material required for poster making or other presentations. The educator will bring the material or inform learners in advance to bring the required materials to class



Process

1. The educator will divide the learners into groups of four each.
2. Each group will be provided with material for preparing a poster or presentation. The learners will be asked to use the material that they have brought from home.
3. The educator will present a hypothetical situation in class- "The school is running a campaign towards voter awareness for elections of Gram Panchayat/ Municipal Corporation. The focus of the awareness campaign is on how to decide who to vote for."
4. The educator will ask each group to prepare a poster presentation, advertisement for social media or print media that will help voters to make a decision about their vote.
5. Once the learners have completed their preparation, the educator will present a list of different styles of political decision making to them. The group will be asked to discuss their work and evaluate it on the basis of the list presented to them. They will be given 5 minutes to undertake this analysis.
6. The educator will conclude the session by emphasising the importance of the first style of decision making.

Source of the activity:

Suggested Activity

The learners will be asked to prepare a street play keeping all the decisions style in mind and perform it in school.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



COMMUNICATION

ACTIVITY 1



WRITING AND REFLECTING

Heading	Writing and Reflecting
Estimated Time	30 minutes
Method of Transaction	Reflection and group discussion



Life Skills Addressed

- Primary: Communication
- Secondary: Creativity, critical thinking, self awareness



Learning Objectives

Educator will be able to help learners to:

- articulate their feelings and thoughts
- reflect on their experiences
- be aware of their social roles and relationships with others

Notes for the Educator

Learners of this age group experience internal conflict. They tend to share their experiences and thoughts at the social level. Yet, there are many experiences that they are not able to share with others. For them, diary writing is an important way of thinking and engaging in dialogue with self. This activity aims to develop an analytical view of everyday events and experiences. They will be able to develop the ability to express their feelings.

Preparation Required

- The educator will develop a sample diary entry of an experience relevant to the local context.
- Alternatively, an example of a diary will be taken from the school library like **The Diary of a Young Girl**, by Anne Frank.



Process

1. The educator will begin the class by discussing the importance and process of diary writing. The educator will emphasise the following points in the discussion:
 - a. A diary is a good way of recording personal experiences.
 - b. A diary is more than a record of events. It is a way to express our innermost thoughts and feelings.
 - c. It helps to identify maladaptive thoughts.
 - d. It helps to reflect on the rationality or irrationality of our decisions, behaviours, or actions.
 - e. A diary entry helps one to recognise existing patterns and change one's behaviour and thoughts.
 - f. Reviewing one's daily diary at the end of the week helps one to learn from them and work for a more fruitful next week.
2. The educator will motivate learners to write a diary about:
 - a. The important events of the day
 - b. Events that they enjoyed
 - c. Events that they found stressful
 - d. Events that were unexpected
 - e. Words and ideas that they found motivational
 - f. Their own behaviour during the day that was according to expectations and those that went against expectations.
 - g. Setting goals for themselves and developing a framework to achieve the same.

If possible, the educator will make a sample diary entry available to them.

(Source: http://www.kidsonthenet.com/adventureisland/educators/worksheet_diary.pdf)

Source of the activity:

Suggested Activity

Learners will similarly be asked to prepare a memoir, rekhachitra or a travelogue

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



USE OF SOCIAL MEDIA

Heading	Use of Social Media
Estimated Time	30 minutes
Method of Transaction	Reflection and group discussion



Life Skills Addressed

- Primary: Communication
- Secondary: Creativity and critical thinking



Learning Objectives

Educator will be able to help learners to:

- examine the pros and cons of social media
- access social media platforms responsibly
- discern facts from propaganda

Notes for the Educator

Often, learners of this age group are engaged with social media. Increasing the number of friends and gaining acceptance on social media are some of the factors that influence them. They are often in a hurry to share the posts of others. They also tend to accept shared information without a second thought. This activity aims to develop awareness amongst them towards a conscious use of social media.

Preparation Required

Educator will bring newspaper cuttings and articles about positive and negative aspects of social media on youth. These articles will be used to read and reflect upon the misuse of the medium.

Process

1. The educator can begin the session with the following questions:

"Who in the class is engaged with social media? What social media platforms are you engaged with? How much time do you spend on social media? Who are the people that you are connected with; friends from school, friends from the neighbourhood, educators, etc.? What do you like to share on social media?"

2. Thereafter, the educator will divide the class into groups of three each. They will be asked to discuss the following:
 - a. Examples of situations when social media usage has benefited them.
 - b. Examples of situations when social media usage has been harmful to them.

They will be given 10 minutes to discuss that.

3. The educator will use learners' responses to elaborate on the benefits and risks associated with social media. Some suggested ideas that will be used are:

Potential benefits of social media include:

- Staying connected to friends
- Meeting new friends with shared interests
- Finding community and support for specific activities
- Sharing artwork or music
- Exploring and expressing themselves

Potential risks on social media include:

- Exposure to harmful or inappropriate content (e.g., sex, drugs, violence, etc.)
- Exposure to dangerous people
- Cyber bullying is a risk factor for depression and suicide
- Oversharing personal information
- Exposure to excessive advertisements
- Privacy concerns including the collection of data about teen users
- Identity theft or being hacked
- Interference with sleep, exercise, homework, or family activities.

4. Thereafter, the learners will be asked to develop a list of Dos and Don'ts on social media. The following table will be for guidance:

http://cbse.nic.in/newsite/circulars/2017/32_Circular_2017.pdf

Source of the activity:

Suggested Activity

The learners may be asked to prepare posters about Dos and Don'ts on social media and put them on display boards of the school.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



COURAGE TO DISAGREE

Heading	Courage to Disagree
Estimated Time	30 minutes
Method of Transaction	Worksheet and discussion



Life Skills Addressed

- Primary: Communication
- Secondary: Negotiation, critical thinking



Learning Objectives

Educator will be able to help learners to:

- communicate their views to others effectively
- develop the ability to negotiate by discussing positions, roles and responsibilities of individuals
- respond appropriately to people in different positions of power such as peers, learners, educators, and parents

Notes for the Educator

A sudden expression of disagreement may be problematic. Similarly, always agreeing to others may also lead to tension and maladaptation. It is important that learners learn effective communication which includes learning that saying 'no' is not negative. The ability to say 'no' requires the ability to discern when and how to say 'no'.

Preparation Required

The educator will bring copies of the handout to the classroom. She/he may add more categories based on her/his experiences with the class.

Process

1. Learners will be asked to discuss the following methods of communication:

I. Assertive Behaviour

Characteristics of assertive behaviour include expressing your feelings, needs, ideas, and rights in ways that don't violate the rights of others. Assertive behaviour is usually honest, direct, expressive, spontaneous, and self-enhancing. Assertive people make their own choices, are confident, and feel good about themselves while being assertive and afterwards.

II. Non-Assertive Behaviour (sometimes called "Passive Behaviour")

Characteristics of non-assertive behaviour include not expressing feelings, needs, and ideas; ignoring personal rights; and allowing others to infringe upon them. Non-assertive persons often let other people choose for them and end up feeling disappointed in themselves and angry with them; at best, they can be described as passive, at worst as a doormat. People often choose non-assertive behaviour to avoid unpleasant situations, tension, conflict, and confrontation.

III. Aggressive Behaviour

Characteristics of aggressive behaviour include expressing your feelings, needs, and ideas at the expense of others. Aggressive people stand up for their rights, but ignore the rights of others; they will dominate or humiliate other people. While this behaviour is expressive, it is also defensive, hostile, and self-defeating.

All of us use assertive behaviour at times... quite often when we feel vulnerable or unsure of ourselves, we will resort to submissive, manipulative or aggressive behaviour.

Yet being trained in assertive communication increases the appropriate use of this sort of behaviour. It enables us to swap old behaviour patterns for a more positive approach to life. I've found that changing my response to others (be they work colleagues, clients or even my own family) can be exciting and stimulating.

There are many advantages of assertive communication, most notably these:

- It helps us feel good about ourselves and others
- It leads to the development of mutual respect with others
- It increases our self-esteem
- It helps us achieve our goals
- It minimises hurting and alienating other people
- It reduces anxiety
- It protects us from being taken advantage of by others
- It enables us to make decisions and make free choices in life
- It enables us to express, both verbally and non-verbally, a wide range of feelings and thoughts, both positive and negative

There are six main characteristics of assertive communication. They are:

Eye Contact: demonstrates interest, shows sincerity

Body posture: Congruent body language will improve the significance of the message

Gestures: appropriate gestures help to add emphasis

Voice: a level and well-modulated tone is more convincing and acceptable, and is not intimidating

Timing: Use your judgement to maximise receptivity and impact

content: how, where and when you choose to comment is probably more important than WHAT you say

There are six assertive techniques:

1. Behaviour rehearsal: This is literally practising how you want to look and sound. It is a very useful technique when you first want to use "I" statements, as it helps dissipate any emotion associated with an experience and allows you to accurately identify the behaviour you wish to confront.

2. Repeated assertion (the 'broken record'): This technique allows you to feel comfortable by ignoring manipulative verbal side traps, argumentative baiting and irrelevant logic while sticking to your point. To most effectively use this technique use calm repetition, and say what you want and stay focused on the issue. You'll find that there is no need to rehearse this technique, and there is no need to 'hype yourself up' to deal with others.

3. Fogging: This technique allows you to receive criticism comfortably, without getting anxious or defensive, and without rewarding manipulative criticism. To do this you need to acknowledge the criticism, agree that there will be some truth to what they say, but remain the judge of your choice of action. An example of this could be, "I agree that there are probably times when I don't give you answers to your questions."

4. Negative enquiry: This technique seeks out criticism of yourself in close relationships by promoting the expression of honest, negative feelings to improve communication. To use it effectively you need to listen for critical comments, clarify your understanding of those criticisms, use the information if it will be helpful or ignore the information if it is manipulative. An example of this technique would be, "So you think/believe that I am not interested?"

5. Negative assertion: This technique lets you look more comfortably at negatives in your own behaviour or personality without feeling defensive or anxious, this also reduces your critics' hostility. You should accept your errors or faults, but don't apologise. Instead, tentatively and sympathetically agree with hostile criticism of your negative qualities. An example would be, "Yes, you're right. I don't always listen closely to what you have to say."

6. Workable compromise: When you feel that your self-respect is not in question, consider a workable compromise with the other person. You can always bargain for your material goals unless the compromise affects your personal feelings of self-respect. However, if the end goal involves a matter of your self-worth and self-respect, THERE CAN BE NO COMPROMISE. An example of this technique would be, "I understand that you have a need to talk and I need to finish what I'm doing. So what about meeting in half an hour?"

2. Learners will be asked to discuss how they express dissent or disagreement in a dialogue.
3. The educator will distribute the worksheet to the learners and ask them to fill it out.
4. The educator will also ask learners to discuss the following situations for engaging in assertive communication:
 - Imagine if your friend borrows money or a book from you and does not return it. How will you remind her/him?
 - How do you stop a friend from copying your homework?
 - How will you stop a learner from making noise in your class?
 - If your friend is always late, how will you tell her or him not to do so?

Annexure

	When do ou agree with them?	When do you disagree with them?	Do you express your disagreement?	Are you able to express your disagreement positively?
Mother				
Father				
Grandparents				
Friends				
Educators				
Others				

Source of the activity:

Modified from

UNICEF (2015). Life-Skills Education for Students of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India (p.22-23)

Suggested Activity

Learners may be asked to write a brief narrative of their experience when they disagreed with an adult and how they communicated the same.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



LET'S DRAW TOGETHER

Heading	Let's Draw Together
Estimated Time	30 minutes
Method of Transaction	Group work, drawing, discussion



Life Skills Addressed

- Primary: Communication
- Secondary: Creativity



Learning Objectives

Educator will be able to help learners to:

- be receptive towards the views and ideas of others.
- interpret the views and ideas of others
- express with clarity and precision.
- engage in active listening.

Notes for the Educator

This activity aims to motivate learners to listen and communicate effectively and convert verbal communication into a drawing. Further, this activity aims to provide an opportunity for assertive communication.

Preparation Required

- The educator will bring pictures and drawing sheets.

Process

1. The educator will ask learners to work in pairs.
2. Each pair will be asked to sit facing each other.
3. The educator will distribute one picture to one member of each pair. The other member will be given the material to draw the picture.
4. The first member will be asked to instruct the other member to draw the picture. The other member has to draw the picture only on the basis of the instructions given by the first member.
5. Once the picture is complete, the pairs will be asked to compare their pictures with those given to them. Are both the pictures similar? What are the reasons for the differences? Were there mistakes in the instructions given by the first member? Or did the second member make mistakes in listening to the instructions?
6. Both members will be encouraged to focus on their own communication instead of finding fault in the other.
For example:
 - a. While instructing, I should have paid attention to...
 - b. While drawing the picture on the basis of the instruction, I should have paid attention to...

Annexure

The pictures may be taken from
https://slco.org/uploadedFiles/depot/admin/fHR/employee_university/EU_CommunicationDrawingTwins

Source of the activity:

Modified from

जीवन कौशल विकास हस्त पुस्तिका: शिक्षकों के लिए उत्तरप्रदेश: यूनिसेफ pp- 55

Suggested Activity

Learners will be asked to depict a poem of their choice through pictures.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



EMPATHY

ACTIVITY 1



LET'S PLAY TOGETHER

Title of the Activity	Let's Play Together
Estimated Time Required	30 minutes
Method of Transaction	Role play, group discussion



Life Skills Addressed

- Primary: Empathy
- Secondary: Communication, participation



Learning Objectives

Educator will be able to help learners to:

- understand the experiences of significant others
- give importance to the views of others
- recognize the needs of others from their world view

Notes for the Educator

Learners are surrounded by many adults, each of whom plays a part in their lives. Learners engage with them on an everyday basis. The activity aims to provide opportunities to learners to see the world from the perspective of the people they interact with.

Preparation Required

- The educator will ask learners to prepare masks of their parents, teachers, classmates, siblings, etc. in advance. These masks will be used as props during the activity. However, these are not essential for the conduct of the activity.
- Slips of paper specifying roles as follows:
Mother, Father, Grandparents, Friend, Driver, Watchman, Educator, Principal, Worker in a shop, Labourer, Sister, Brother, Farmer, etc. Multiple copies of each slip will be made. The total number of slips will be the same as the number of learners in the class.

The educator will add to the list of roles on the basis of the context of the learners.

Process

1. The educator will introduce the session as a game to be played within the classroom with the following instructions:
"We are all aware of our world, the people in it and the events happening around us. We think about others from our own perspective and make decisions accordingly. We are often disturbed by our everyday issues and concerns. Have you ever thought about the people around you? Such as your parents, educators, friends, watchman, cleaning employees, etc. What would be their experiences, their joys, sorrows, and concerns? Let's discuss these today."
2. Thereafter, the educator will ask learners to take turns to pick a slip of paper on which names of certain persons have been written.
3. Learners will be asked to form groups according to the slips that they have picked up. For example, one group will comprise of everyone who has picked up the slip mentioning father, one group of those who have picked up the slip mentioning friend, and the like.
4. Each group will be asked to prepare an act for the slip that they have picked up. The groups will be given 10 minutes to prepare for the act. The learners will select one person from their group to perform the act or perform the act together.
5. The educator will ask learners to use the following questions as guidelines:
 - What kind of activities does the person engage in?
 - What are her/his concerns?
 - What are her/his joys?
 - Who is she/he concerned about?Learners will also be asked to write a dialogue of the concerned person.
6. Each group will then be given 5 minutes to present their act.
7. After the presentation, two learners from the rest of the class will be asked to share their experiences of interaction with the concerned person.
8. The educator will conclude the session by emphasising that it is not enough to think from our perspective alone or form perceptions about others. We should try to connect to the world of others on the basis of their experiences and respect their perspective. The educator will also ask learners to share their experiences with the people who they have enacted in class.

Source of the activity:

Modified from
UNICEF (2014). Project Sambhav Module Assam. UNICEF pp. 72

Suggested Activities

Learners will be asked to think of a day of their everyday routine with a different role i.e. 'If I were differently abled..., If I were a girl and to prepare a role play of 5 minute/ or they can be asked to write a short essay on the above theme focusing on the following points:

- A comparison between their routine and routine as a differently abled individual.
- Challenges of being different
- Social network that will support him
- Does the change in role would affect their aspirations?
- Learners will be asked to think of persons with disabilities, other genders, etc.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



WE ARE TOGETHER

Title of the Activity	We are Together
Estimated Time Required	30 minutes
Method of Transaction	Group work and discussion



Life Skills Addressed

- Primary: Empathy
- Secondary: Participation, problem-solving



Learning Objectives

Educator will be able to help learners to:

- understand the needs of their peers.
- be motivated to help their friends willingly.
- nurture a sense of satisfaction from helping others.

Notes for the Educator

An important aspect of empathy is the feeling of voluntarily helping others. This enables developing a bond between the helper and the one who is helped. Both of them learn to accept and respect others. This activity is developed from the perspective of helping learners to develop such emotions towards others.

Preparation Required

- Posters, blank papers, coloured pens and markers.
- The educator may conduct the activity in the classroom.

Process

1. The educator will begin the session by explaining the concept of helping others voluntarily. The educator will share the anecdote of Gandhi and a Coffee Drinker in the class.
2. The educator will then divide the class into groups of three each.
3. Each group will be instructed to discuss the following:
"In what ways can the three of us help others in our class?"

A list of the tasks that can be done will be prepared. For instance, the following table will be prepared:

Task	Who will help?	How will they help?
Understanding problems or content in Maths/ Language/ Science/ Social Science		
Arts, Stage Performance, Debate, etc.		
Games and Sports		

The group may also prepare a list of tasks in which group members need help. The following table may be used for reference:

Task	Nature of Help Needed
Understanding problems or content in Maths/ Language/ Science/ Social Science	
Arts, Stage Performance, Debate, etc.	
Games and Sports	

1. Each group will be given 20 minutes to prepare for the same.
2. Each group will then be given 5 minutes to share the details of their discussion in class.
3. The presentations will then be summarised in the form of a poster which can be displayed in class.
The educator will conclude the session by encouraging learners to help each other.

Annexure

Gandhi was a first-class nurse to the sick. Where he picked up nursing is a mystery. He certainly did not pass through a nursing school. Like many other things, when nursing became necessary to him in life, he learned it the hard way, through experience. In Ashram in Sabarmati, all the sick people came directly under his eye and care. Doctors were, of course, consulted, but the care of the sick person was arranged by Gandhi. It was a joke, especially among young people in the Ashram, that if you wanted to see Gandhi every day and talk to him and hear him crack jokes you had only to be ill and get into bed! For, Gandhi visited the sick every day, spent a few minutes at every bedside, himself seen to things carefully and never failed to crack a joke or two with the patient. There was no day too busy for this interlude.

There was once a young lad who went down with dysentery. He had done his best to get to terms with the hard Ashram diet but failed. He was an inveterate addict to coffee. But in Ashram there was no coffee for him - coffee was taboo. In good time, he got rid of his dysentery and was convalescing. Gandhi visited him for a few minutes every day during his usual rounds. Those few minutes were like a tonic to the poor lad.

During his convalescence, he pined for a cup of hot coffee. One day he was lying on his back dreaming of that glorious rich brown beverage to which he was accustomed in his distant South Indian home. Just then he heard the welcome, click-click of the wooden sandals of Gandhi approaching. A minute later, he entered with his never-failing smile and cheering words.

He looked at the lad and said: 'Now you are decidedly better. You must be getting your appetite back. What would you like to eat? Ah! some good upma or dosa?'

Gandhi evidently knew all about the lad's partiality for these two good old items of the South Indian menu. Gandhi was laughing. The youngster had a sudden brain-wave.

'Could I have a cup of coffee?' He blurted it out. Gandhi answered with a peel of laughter - 'Oh, you unrepentant sinner, that is what you want! After seeing the disturbed look on the lad's face, he added: 'You certainly shall have your cup of coffee. Yes, light coffee will soothe your stomach. And what will you have with the coffee? I don't think we can make upma or dosa but warm toast would go well with coffee. I shall send you a tray.'

With that, as a kind parting word, Gandhi left the room. The lad lay waiting. He could not believe his good luck. Coffee at Sabarmati Ashram! And Gandhi himself offered to send it to him! Well, the 'Old Governor' was not a fanatic, he was a dear, thought grateful and expectant lad.

Gandhi's cottage was at the other end of the Ashram, a good way across the road. The lad could imagine what would happen. Gandhi would go to Kasturba in her kitchen and ask for coffee and toast. But it was an untimely hour. The kitchen would be closed. Ba herself would be taking her to rest. Has he caused Gandhi too much botheration? Some twenty minutes passed. Hark! what was that sound? Then again, click-click of Gandhi's wooden sandals. Why was Gandhi coming back? Had the coffee been called off as an after-thought? But there was Gandhi carrying a tray covered with a white khadi napkin. The lad was dazed. What had really happened?

Gandhi said: 'Now here is your coffee and toast. And, mind you, I made you, coffee myself. Now, like a good South Indian, will you certify that I can make good coffee?'

'But,' whispered the lad, 'why did you not ask someone else to bring this to me. I am so very sorry I put you in this trouble.'

'Now, now,' said Gandhi, 'do not ruin your coffee. Cold coffee is bad coffee. You see Ba was resting, and I did not care to disturb her.' And then brusquely, 'Well, I shall leave now. Someone's coming for the tray.' With that off, he went.

The coffee was light but excellent. The lad sipped it as if it were nectar. But he was troubled. His mind's eye saw Gandhi opening the kitchen, lighting the stove, making the coffee and toast, and carrying it to him all in order not to disturb others at that untimely hour. He was overwhelmed. There was always some coffee and tea kept in Kasturba's kitchen for guests, tea- especially for Rajagopalachari from Madras!

Source of the activity:

Suggested Activities

Learners will similarly be encouraged to prepare a table as follows:

Who will we help?	How will we help?
School	
Community	
Parents	
Facilitators	
A local NGO	

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



WHEN GUESTS VISITED OUR SCHOOL

Title of the Activity	When Guests Visited our School
Estimated Time Required	30 minutes
Method of Transaction	Group discussion



Life Skills Addressed

- Primary: Empathy
- Secondary: Participation, problem-solving



Learning Objectives

Educator will be able to help learners to:

- respect the diversity among different groups
- analyse the needs of differently abled learners
- support others as per their needs.
- be patient towards others.

Notes for the Educator

An important aspect of empathy is to understand a person who is different from us and the community. This is not to pity or sympathise with the person, but to respect their uniqueness. This brings people who are different, closer to the community. In the contemporary context, developing empathy towards persons with (dis)abilities is indispensable for inclusive education. This activity is focussed on developing an empathetic attitude towards others.

Preparation Required

The educator will conduct the activity in the classroom. Appropriate arrangements will be made for a small group discussion.

Process

1. The educator will initiate the session by presenting the following problem in class:
"A group of learners from another school are visiting your school. The school is of learners with (dis)abilities. All the learners of the group from the visiting school are persons with disabilities. This includes people with visual challenges, orthopaedic challenges, and hearing and speech impairments as well. The responsibility of their arrangements for stay and visit to the school has been assigned to you. You are required to plan their school visit to make it enjoyable, keeping their needs in mind. How will you plan and prepare for that?"
2. The educator will divide the class into groups of five each and instruct them to prepare a plan for the visit. The learners will be given 15 minutes to prepare it. Each group will prepare the key suggestions in writing. The educator will facilitate discussions in each group.
3. After the discussion, each group will be allotted 3 minutes to present their work.
4. The educator will use the following questions to prompt further discussion after each presentation:
 - Is our school infrastructure suitable for learners with disabilities?
 - Does our school have the appropriate resources to accept their disabilities and facilitate their functioning?
 - Are the learners of our school ready to accept the uniqueness of the visiting learners and behave accordingly?

Suggested Activities

The educator will present similar hypothetical situations that encourage learners to understand the perspectives of others, collaborate with others, and understand their role in engaging with personal and social problems. The following case vignettes may also be used:

1. For the past few days, Sameer has observed that his younger brother is disturbed. On asking, Sameer learns that his brother's peers have been teasing him. They trouble him in the classroom and hide his pencil box. Sometimes learners of senior classes also trouble him.

The following questions will be given as guidelines for further reflection.

- Is this a common situation in school?
 - Can the learners think of some experiences that relate to the example given here?
 - What are the causes of such situations?
 - Place yourself in Sameer's position and think of a solution for the situation.
2. The girls' football team of class 8 went to play at the district level. The team performed well in the league matches. In the semi-final match, the team presented strong opposition to the competing team. Despite such a spectacular performance, the team lost the match. The team is feeling disappointed. How will you help them feel motivated?

Source of the activity:

Modified from

- UNICEF (2014). Jeevan Kaushal Vikas Hastpustika UNICEF pp. 69
- UNICEF (2015). Life-Skills Education for Students of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India (pp. 39)

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Process

1. The educator will divide the class into 5-7 groups for preparing a role-play.
2. The roles of the various members will be as follows:
 - A Tree
 - A Farmer
 - Any animal (i.e. cow, goat etc.)
 - An urban labourer
 - An urban trader
 - A child
 - A person cutting a treeWhen one of the learners performs the role of attempting to cut the tree, other characters will give their own rationale to stop him/her from cutting the tree.
3. Each group may decide the conclusion of the play on the basis of the rationale that each character gives.
4. Each group may be given 10 minutes for preparation and 5 minutes for presentation.
5. The educator may conclude the session by referring to environmentalists such as Greta Thunberg, Sameer Ali, and revolutions such as the Chipko Movement. The educator may also ask to think of some local activist/person who is engaged in any environment-related movements. The educator may also ask learners to prepare a list of ways in which they can express their gratitude towards nature.

Further Suggested Activities

Students may be asked to reflect on the kind of legacy they want to leave for future generations. They will be asked to think of a natural resource and think of ways of conserving the same. They may be asked to share their ideas with their friends.

Source of the activity:

Modified from
UNICEF (2014). Jeevan Kaushal Vikas Hastpustika UNICEF pp. 70

Suggested Activity

Learners will be asked to reflect on the kind of legacy they want to leave for future generations. They will be asked to think of a natural resource and think of ways of conserving the same. They will be asked to share their ideas with their friends.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



NEGOTIATION

ACTIVITY 1



RESOLVING PROBLEMS THROUGH DIALOGUE

Heading	Resolving Problems through Dialogue
Estimated Time	30 minutes
Method of Transaction	Case vignette-based discussion



Life Skills Addressed

- Primary: Negotiation
- Secondary: Communication, participation



Learning Objectives

Educator will be able to help learners to:

- reach out to others
- express their opinions, firmly without offending others
- view others' perspective
- review various power dynamics in social interactions
- convince others using rational ideas

Notes for the Educator

Learners often face conflicting situations in which they are not able to act according to their wishes. In such situations, effort should be made towards engaging in dialogue with others around them, particularly adults, and expressing their opinion, understanding the opinion of others, and negotiating towards a mutually acceptable solution. Learners need to develop the ability to express their opinion with clarity and work towards understanding others and helping others understand them.

Process

1. The educator will divide the class into groups of four learners each. Every group will be presented with the following problem:

Mona and Shiva want to organise a New Year's party at home. Both of them want to invite their friends. Their father does not like their friends to stay at their place till late in the evening but they want to enjoy it with their friends. They thus don't wish their father to be at home at the time of the party. They are unable to express their concerns to their father but cannot organise a party without his permission. They speak to their mother about their wishes. Their mother suggests that the family should sit together and discuss the matter. The family sits together on a Sunday evening at 7 p.m.

The educator will suggest the following guiding questions:

- Who will initiate a conversation with the family?
- How can the conversation be initiated?
- What will the father ask the children?
- What questions will children ask their father?
- Similarly, what questions will the mother ask their children?
- What questions will children ask their mother?
- What logic will be given by the children for organising the party?
- What logic can the father use to oppose organising the party?
- What pressures will the children, father and mother experience?
- What could be the possible decision(s)?
- Which of the probable decisions do the group members agree on?

2. The educator will give 15 minutes to the groups for discussion.
3. Each group will be given 3 minutes for presentation.
4. The educator will give feedback to the groups on the basis of the following:

Negotiation is the ability to compromise without having to compromise one's principles. While negotiating, one must be clear about what one wants. One must weigh the pros and cons of the situation and then take steps to negotiate with a willingness to listen to the other's point of view and compromise if need be. Resolving the problem with this approach leads to meaningful interpersonal relationships.

Negotiation Process: A four-step process using life skills, namely self-awareness, empathy, creative thinking and problem-solving, is involved in a negotiation. 1. Participants communicate their own position and underlying interests ("Me"). 2. Participants attempt to understand the other person's position and interests ("You"), by listening and asking questions. 3. Participants "step to the side" of the other person to understand his or her needs—and where there might be overlapping interest ("Together"). 4. Finally, they explore how to creatively address those shared interests to come to a mutually acceptable solution ("Build a solution together").

Source of the activity:

Modified from

Project Sambhav Training Module-Strategies to Lead Life', UNICEF Jharkhand pp. 68

Suggested Activity

Learners will be asked to discuss the following case-vignette with each other:

You are preparing a play for Bal Sabha. You need around 2 hours to practice for the play. Around the same time, the schedule for the semester examinations has been declared. Following this, many learners refuse to participate in the play. Other learners are committed towards the play. You share this conflict with the class educator. The educator reiterates that the decision to organise the play was taken after a common discussion and consensus. It is not deemed appropriate to go back on one's decision. The educator calls a meeting with the participating learners.

Discussion questions:

- Who will initiate the discussion in the meeting?
- How can the discussion be initiated?
- What questions will the educator ask learners who are interested and disinterested in participating?
- What questions will learners of both the groups ask the educator?
- What arguments will be given to support and oppose the organising of the play?
- What pressures will learners of both groups face?
- What could be the possible decisions?

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



THINK AND ANSWER

Heading	Think and Answer
Estimated Time	30 minutes
Method of Transaction	Dialogue-writing, discussion



Life Skills Addressed

- Primary: Negotiation
- Secondary: Communication and critical thinking



Learning Objectives

Educator will be able to help learners to:

- Listen and acknowledge the others' point of view
- Convince others with their rational ideas
- Identify effective ways of negotiation

Notes for the Educator

This activity focuses on dialogue-writing. The learners will be given a situation to reflect and write the possible ways of negotiating in that situation. The role of the educator is to highlight and appreciate effective ways of negotiation represented in the dialogues written by the learners.

Preparation Required

- The educator will provide worksheets for the task.



Process

1. The class will be divided into groups of three each.
2. Each group will be given a situation and asked to write a dialogue between the two characters involved in it. The learners will extend the situation by adding more characters if they want.
3. The following situations will be presented to the learners:
 - A learner asks a question in class. They are not satisfied with the answer that the teacher provides. What will the learners do in this situation?
 - Your friend's circle includes people from various religious backgrounds. You are planning to visit a friend's house at a festival. He is from a different religious background. The rest of your friends refuse to accompany you. What would be the nature of the discussion?
 - Your friends smoke. You go with them. They ask you to smoke as well. How would you convince them to stop smoking?
 - Some of your friends ask you to miss your class and go to the fair. You tell them about the class test and ask them to study. How will you convince them?
4. The learners will be given 15 minutes to write the dialogue.
5. Each group will be asked to present the dialogue in front of the class.

The educator will emphasise the way negotiation has been used in the dialogues. The educator will also suggest strategies for negotiation by using appropriate questions and giving hints.

Source of the activity:

Modified from

राष्ट्रीय माध्यमिक शिक्षा अभियान हेतु जीवन कौशल शिक्षा प्रशिक्षण मॉड्यूल (2016) राजस्थान: यूनिसेफ एवं संधान pp 63

Suggested Activities

- The learners will be asked to think of other situations for dialogue writing.
- The learners will also be encouraged to rewrite the dialogues written by another group. In rewriting, they will be asked to write a dialogue in favour of the opposite party.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



Solutions through Negotiation

Heading	Solutions through Negotiation
Estimated Time	30 minutes
Method of Transaction	Role-play and discussion



Life Skills Addressed

- Primary: Negotiation
- Secondary: Communication and critical thinking



Learning Objectives

Educator will be able to help learners to:

- express their point of view
- be open to perspectives different from their own
- understand power dynamics in social interactions
- discern what is negotiable from what is not

Notes for the Educator

To develop negotiation skill in learners, it is essential that they are given the opportunities to exercise it. This activity aims to present the various strategies of negotiation and provide an opportunity to exercise them through a role play

Preparation Required

- Copies of worksheet
- The educator will develop a case vignette that is more suitable to the context of the learners.

Process

1. The educator will introduce the session by sharing the various techniques of negotiation.
 - You should use 'I statements' when expressing your thoughts. For example, instead of saying "Going out with all of you wastes my time", say "I think I don't like going out much."
 - Don't stay adamant about your own opinion. Try to understand the opinions and needs of others.
 - Listen to others and communicate to them that you are listening to them and comprehending their viewpoint.
 - Work together to explore different alternatives.
 - Arrive at a mutually acceptable alternative.
2. Thereafter, the educator will divide the learners into groups of four each.
3. Each group will be given one situation to prepare a role-play.

Some Suggested Scenarios for the Play

1. Hemant and Seema are siblings. They visit their paternal aunt on every Sunday. Both of them play as well as study in her house. Sometimes, the room gets disorganised. The task of rearranging the room mostly becomes the responsibility of Seema. Hemant spends this time in leisurely watching television. On one Sunday, Seema complained about Hemant to their aunt. Their aunt suggests that they should sit together and discuss the issue.

2. Sudha and Neera are roommates in the hostel. Sudha is used to studying late at night. Neera, on the other hand, gets up early in the morning to study. Sudha often talks to her friends until late in the night and listens to music as well. Neera gets up early in the morning to pray. She burns incense and also sings hymns loudly. Both of them complain about each other to the warden. The warden suggests that both of them should sit together and discuss the issue.

3. Myra and Sania are friends. Myra is visually challenged. Their class is going for an educational tour to a neighbourhood village. The educator announces that the tour is planned for the coming weekend. The educator also informs Sania that Myra can't go for the tour as she is visually challenged. She asks Sania to convince Myra not to attend the tour. Sania refuses to do so and requests the educator to speak to Myra.

4. Two learners of each group will be asked to present the role play. The other two learners will be given a worksheet to fill.
5. Each group will be given ten minutes to prepare for the role play that they can present in three minutes.
6. After each group's presentation, the other two members will be asked to present how the strategies of negotiation have been used in the play.

Annexure

Statements	During PreparationDuring	Presentation
Use of 'I statements'		
Understanding the opinions and needs of others		
Listening and communicating with others		
Exploring alternatives together		
Mutual agreement on one alternative		

Source of the activity:

Modified from

Modified from Project Sambhav Training Module-Strategies to Lead Life', UNICEF Jharkhand pp. 65

Suggested Activity

Learners will be asked to extend the case with alternatives keeping gender and disability in mind.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



Neither Your Word, Nor Mine

Heading	Neither your word nor mine
Estimated Time	30 minutes
Method of Transaction	Debate



Life Skills Addressed

- Primary: Negotiation
- Secondary: Communication and critical thinking



Learning Objectives

Educator will be able to help learners to:

- express their point of view with clarity
- be open to perspectives different from their own
- understand power dynamics in social interactions
- discern what is negotiable from what is not

Notes for the Educator

The activity will help the learners to understand that there will be different perspectives/opinion of any controversial issue. Understanding of any issue is not just about expressing one's opinion but it involves listening, speaking, arguing based on logic and evidence. They will learn how to plan and present their arguments on an issue. The educator can guide the debate in such a way that the learners can differentiate between their personal views, belief and logic, rationality and informed decisions. The activity will emphasize that every dialogue is not one-sided but an opportunity for negotiation.

The purpose of this activity is to train learners towards listening, thinking and reacting. Instead of accepting blindly, they have to learn to present their perspective rationally. At the same time, they have to be told that every dialogue is not one-sided but an opportunity for negotiation.

Preparation Required

The educator may prepare a list of topics for debate that are suitable for the context of the classroom.



Process

1. The educator will organise a parliamentary debate in the class.
2. In this process, one educator will be asked to preside over the session and three learners will be assigned the responsibility of reporting.
3. Some suggested topics for debate are:
 - Which schools are better - government or private?
 - Every village should be converted into a city.
 - Education should only be in the English medium.
 - Boys and girls should be allowed to sit together in school.
 - Learners with disabilities should study in the same classroom as others.
4. The class will be divided into two groups - those in favour of the topic and those against it.
5. Each group will be allowed to present their views. While formulating their views, each group will be asked to express their opinion with reference to the arguments presented by the other group.
6. When one speaker presents his argument, a member of the other group will ask questions. The concerned speaker will have to answer this question. It will be the responsibility of the educator and the presiding learner to try to negotiate between the two groups.
7. As far as possible, all learners should be encouraged to participate in the activity.

At the end of the activity, the educator will appreciate the best speaker, the best opposition speaker, and the learner who raised the three best questions.

Source of the activity:

Suggested Activity

Learners will be asked to reflect on the following hypothetical situation:

The principal of the school wishes that girls should make two plaits with red ribbons and boys should get their hair cut short when attending school. The learners will be asked to debate the decision with their friends.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



PARTICIPATION

ACTIVITY 1



GAME (ACTOR AND DIRECTOR)

Title of the Activity	Game (Actor and Director)
Estimated Time Required	30 minutes
Method of Transaction	Role-play and discussion



Life Skills Addressed

- Primary: Participation
- Secondary: Creativity and communication



Learning Objectives

Educator will be able to help learners to:

- collaborate with others
- engage in dialogue with others
- organising events
- develop leadership abilities

Notes for the Educator

Through this activity, learners will be given an opportunity to work together in improving the ability and performance of their peers. Through this activity, the educator should try to encourage those learners who are generally hesitant in participating in class.

Preparation Required

- Copies of worksheet
- Based on prior experience, the educator will prepare a list of learners who are skilled in performing arts.

Process

1. The educator will begin the session by asking learners to fill out a worksheet.
2. Based on the responses, learners will be organised into groups according to the number of activities that they have participated in. For instance, those who have participated in at least one activity will be in one group; those who have not participated in any activity will be in another group.
3. Now, two teams of five learners each will be selected from each group.
4. In each team, the educator will ensure that there are at least two members who are above average in their skill of performing arts.
5. The educator will ask the two learners who are better skilled than others in their group to motivate the others (the actors) to prepare a five-minute presentation. The two learners will be assigned the task of directing. For example, if a group is preparing a dance performance then the expert/skilled learners will work as a choreographer and help the rest of the group members to practice and perform the dance. Similarly, If the group agrees to perform a skit the expert members will co-construct the script, write the dialogue and motivate their friends to participate and perform without hesitation.
6. Each team will be allowed to make their presentation in class. The teams will also be asked to share their experience of the activity in class. While sharing the experience at least one expert and one novice members of the group will share their experience.

Annexure

I have participated in the following performing arts-based activities in school:

- ☐ Drama
- ☐ Mono acting
- ☐ Dance
- ☐ Painting
- ☐ Poster Making
- ☐ Rangoli
- ☐ Singing

Source of the activity:

Suggested Activity

The learner can be asked to form/ or to participate in various clubs/ groups (i.e. drama club, debate club) of the school.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



PARTICIPATION IN EVERYDAY TASKS

Title of the Activity	Participation in Everyday Tasks
Estimated Time Required	30 minutes
Method of Transaction	Group discussion and presentation



Life Skills Addressed

- Primary: Participation
- Secondary: Self-awareness



Learning objectives:

Educator will be able to help learners to:

- participate actively
- engage in group work
- share resources, opportunities, and responsibilities
- collaborate with others

Notes for the Educator

The activity will help learners to work in groups and nurture the value of work. They will be encouraged to an appreciation for the dignity of labour by participating in many tasks such as household chores, washing clothes, gardening etc. and gain opportunities for distribution of responsibilities.

Process

1. The educator will begin the session by discussing that we have to work with many persons on an everyday basis. Each of these individuals provides an opportunity to learn from working with them.
2. The educator will then ask learners to fill out a worksheet.
3. The educator will then organise a discussion in class. The following questions will be used as guidelines for the discussion.
 - What is the difference between work at home and school?
 - Do children and adults have different roles?
 - What are the tasks that they perform independently or with sole responsibility?
 - Which activities do you enjoy participating in?
 - What is the reason for enjoyment?
 - Which tasks are relatively less enjoyable?
 - What are the benefits of working in a group?
 - How is a team formed?
 - What is the distribution of responsibility?
 - How does everyone help each other?
 - Is it possible to complete these tasks without a team?
4. The educator will sum up the discussion highlighting the need to accord dignity to labour. He will also refer to Mahatma Gandhi from Bahuroop Gandhi.

Annexure

Our Daily Chores

- Which tasks do learners participate in at home and in the community?
- Who do they work with in collaboration with?
- How are responsibilities distributed in each task? Who undertakes what works?
- Who assigned responsibilities?
- Is there a difference in the tasks undertaken by children and adults, boys and girls, etc?
- What is the role of learners in these?

Source of the activity:

Modified from

जीवन कौशल विकास हस्त पुस्तिका: शिक्षकों के लिए उत्तरप्रदेश: यूनिसेफ pp 93

Suggested Activity

Learners will be asked to read Bahuroop Gandhi and share their understanding in the school morning assembly or in Bal Sabha.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



LIST OF ACTIVITIES IN THE CLASSROOM

Title of the Activity	List of Activities in the Classroom
Estimated Time Required	30 minutes
Method of Transaction	Group discussion



Life Skills Addressed

- Primary: Participation
- Secondary: Creativity



Learning Objectives

Educator will be able to help learners to:

- organise events
- exercise voice, agency and resistance
- be an active member of a group
- engage in active listening

Notes for the Educator

In this activity, learners will collectively develop a plan for completing a task with shared responsibility. The developed plan will be a resource for the educator. Through the activity, the learners will learn to accept each other's abilities, appreciate working together and get opportunities for collaboration and building leadership skills.



Process

1. The educator will divide the class into groups of six each.
2. Each group will be asked to prepare a plan for the activities that can be conducted in class in the next three months.
3. Each group will be asked to select one member to prepare the report of the discussion. A member will be assigned the task of facilitating the smooth functioning of the group discussion.
4. The educator will instruct each group to ensure that every learner participates in the activity. The plans prepared will keep in mind the interests of the learners of the class. As far as possible, plans should include group work. The implementation of each plan will include distribution of responsibilities to different learners.
5. The member assigned to the task of reporting will be provided with the following checklist:
 - Who initiated the discussion on the development of plans?
 - Whose involvement was most in the discussion?
 - Whose involvement was least in the discussion?
 - How is the educator establishing synergy between the most and least participative members?
 - Are group members listening to each other?
 - Are ideas being deliberated upon?
6. Groups will be given the opportunity to share their plans in class.
7. On the basis of the presentations and under the guidance of the educator, the class will prepare a final list of activities that will be undertaken in class.

Source of the activity:

Suggested Activities

The learners will be asked to plan a schedule of activities or think and practice a similar exercise with their friends outside of school.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educator (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)





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