

SELF-LEARNING INSTRUCTIONAL PACKAGE FOR LIFE SKILLS EDUCATORS

AGE : 08-12 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.

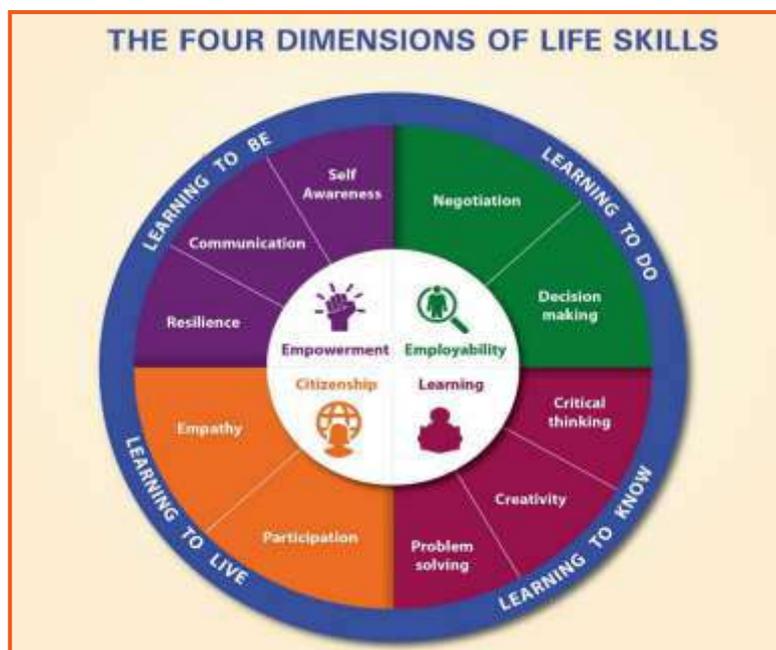
This package has been developed by a team of academics and practitioners working in the field of life-skills, building on the existing rich body of knowledge, available in the form of modules, handbooks for learners, educators and educators across several states in India. It derives relevant themes from 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

¹UNICEF, (2019). Comprehensive Life Skills Framework: Right based and life cycle approach to building skills for empowerment.p.7

	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 unfolds 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	Who am I? And What do I do best?	Intrapersonal Relationship, Knowing Self
2		Communication	Understanding Emotions	Intrapersonal Relationship, Coping with Emotions
3		Empathy Communication	Discovering Values	Interpersonal Relationship, Self and the Others
4		Communication	My healthy Habits	Personal Hygiene, Healthy Habits
1	Resilience	Self-awareness	Stress management	Coping with Stress, Emotional Well Being
2		Communication Negotiation	Who can I go to?	Identifying Social Systems Reaching for Help
3		Self Awareness Creativity	Risks None To have all Fun	Road Safety Measures
4		Self Awareness	Songs for Me	Developing Positive Outlook
1	Creativity	Communication, Participation	Let's Imagine Together!	Imagination, Thinking Out of the Box
2		Communication, Participation	What If...?	Expression
3		Communication, Participation	Thinking Out of the Box	Divergent Thinking
4		Communication, Critical Thinking	Completing a Story	Working Together Imagination

S. No.	Life Skill		Activity Name	Content Theme(s) Address
	Primary	Secondary		
1	Critical Thinking	Participation Negotiation	Let's Play Together!	Understanding Others
2		Problem-solving Participation Creativity	The Thirsty Crow!	Imagination, Enacting the Story
3		Self-awareness Negotiation Participation	Prioritising Our life	Planning for Self
4		Participation Empathy	How True are Superstitious Beliefs?	Rational Thinking, Questioning
1	Problem Solving	Negotiation Communication Participation	Human Knot	Interpersonal Relationship
2		Participation Decision making Negotiation	Let's Discuss!	Building Leadership, Everyday Negotiations
3		Empathy Communication	A Sad Story!	Understanding Self and the Others, Respecting Multiple Perspectives
4		Communication Negotiation	Resolving a Conflict Situation	Addressing Everyday Conflict Situations, Peer Relationships
1	Decision Making	Problem-solving Critical Thinking	Going to an island	Being Responsible, Imagination
2		Problem-solving Negotiation	Toss ka Boss-Haan ya Na	Reflecting and Resolving Everyday Situations
3		Critical Thinking	Identify the Quality	Addressing Stereotypical Gender Roles
4		Negotiation Communication	Say No!	Self-Respect, Rights, Safety Measures

S. No.	Life Skill		Activity Name	Content Theme(s) Address
	Primary	Secondary		
1	Communication	Self Awareness	Chinese Whispers	Being an Effective and Responsible Speaker
2		Participation	Circle of Friendship	Interpersonal Relationship
3		Participation	Together We Draw	Expression, Leadership
4		Negotiation	Making My Point	Addressing Situations such as bullying, report issues, assert choice
1	Empathy	Communication Participation	Trust Building	Interpersonal Relationship
2		Participation	Changing Places	Gender Sensitization
3		Participation	Building Empathy	Inclusion/Sensitization on Disability
4		Participation, Critical Thinking	Managing Emotions	Coping with Emotions
1	Negotiation	Communication Creativity	Let Us Pen a Story	Working Together, Imagination
2		Resilience Communication	Me and My Friends	Peer Relationships
3		Empathy Communication Resilience	Negotiating Difficult Situations	Interpersonal Relationship
4		Self-awareness Communication	Negotiating Gender Roles	Addressing Stereotypical Gender Roles

S. No.	Life Skill		Activity Name	Content Theme(s) Address
	Primary	Secondary		
1	Participation	Critical Thinking Empathy	Clock Cycle of Boys and Girls	Gender Sensitization
2		Communication Critical Thinking	Snakes and Ladders	Addressing Stereotypical Gender Roles, Right to Education
3		Problem-solving	Solving the Puzzle	Leadership Qualities
4		Self-awareness	Being Responsible	Citizenship Education



SELF-AWARENESS

ACTIVITY 1

WHO AM I? AND WHAT DO I DO BEST?

Heading	Who am I? And What do I do best?
Estimated Time	30 minutes
Method of Transaction	Activity-based discussion



Life Skills Addressed

- Primary: Self-awareness
- Secondary: Communication



Learning Objectives

Learners will be able to

- recognise their strengths and what they do best
- develop an appreciation for their own qualities
- boost their self-esteem by the process of self-acceptance

Notes for the Educator

This is the age at which learners begin to show interest in knowing about themselves. They are cognitively mature enough to be able to describe themselves based on external, most apparent qualities, capabilities and possessions. Also, this is an age when they think of the qualities that they would want to cultivate in themselves. This activity is aimed at helping learners to recognise their strengths and what they do best. This activity is designed realise that each of them has something special and this makes them unique. The activity is also designed to help them understand that all others, just like ourselves are also unique and special. All of us have things in common as well all of us have things that make us unique as well.

Preparation Required

- A4 paper and paper chits (preferably in different colours), pencils, bold coloured pens, safety pins or a thick tape that can help sticking the paper on the shirt
- This activity will be conducted in a large room or in an open space. The activity requires the learners to move around.



Process

1. The educator will ask the learners to take a piece of paper. Ask them to write five positive points about themselves and/or what they do best. These can be things other than studies that they are proud of, such as elocution, singing, acting, craftwork, cooking, gardening and so forth.
2. The educator will ask the learners to be specific about the points they are writing. For example, instead of writing "I am a nice girl " or "I am studying in standard IX," ask them to say words describing their internal characteristics, like "I am a helpful person," "I cannot see people in pain," "I tell good jokes" or "I always keep secrets" "I am a good dancer". They can also pick up from the statements they completed.
3. The educator should encourage them to take some time to think through this step. They should identify these points on their own without talking to or consulting their friends.
4. The educator will ask them to help each other pin/stick these chits at the back of their shirts. They will also pin some blank chits. The educator will make sure that the pins are safely used or if a tape is being used for pasting, then, it should be easily removable from the learner's clothes once the activity gets completed.
5. The educator will ask the learners to move around in the class so they are able to read what they have written for themselves. While they go around the room and read each other's points they can also write one positive quality of any one of their classmates on the pinned blank chits. This should be done anonymously.
6. The educator will ask the learners to move around till everyone had a chance to read the positive qualities of at least five learners.
7. The educator will ask learners to get back to their places after about 15 minutes. The learners will be asked to take off the chits from their backs with the help of their friends.
8. Each of the learners will take 5 minutes to read positive qualities written by any other learner for her/him.
9. Ask some of the learner volunteers to state what she/he has written about herself/ himself and also what others have written about that person.
10. The educator will encourage the rest of the learners to clap for the one who is sharing about herself /himself. Highlight that it is important for all of us to recognise our special abilities and feel good about them.
11. Ask the learners if they have ever thought about themselves this way. Some of the learners may say yes, others may say no. Discuss with them how we seldom sit down to think and list what is special about us - our talents, abilities and what we do best. The educator will also stress on how and why is it important to know one's own strengths and also appreciate other people's strengths.

Annexure





Source of the activity:

Modified from

- UNICEF (2015). Life-Skills Education for Learners of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India (p 28-29)
- Dishari- Teacher's Manual. West Bengal, India: UNICEF & Vikramshila, p. 9.

Suggested Activity

The educator may ask the learners to identify what qualities they would like to build in themselves. They will think further about how they can do this.

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



UNDERSTANDING EMOTIONS

Heading	Understanding Emotions
Estimated Time	30 minutes
Method of Transaction	Situation writing and discussion



Life Skills Addressed

- Primary: Self-awareness
- Secondary: Communication



Learning Objectives

Learners will be able to:

- identify their emotions
- use appropriate vocabulary to communicate their emotions
- appreciate the fact that different situations may elicit different emotional responses in them
- differentiate between emotions as either positive or negative
- Manage their emotions better.

Notes for the Educator

- Learners in middle and late childhood become better at recognising and labelling their emotions. As their peer-group expands, they become self-conscious and cognizant of complex emotions, such as shame and pride. They become better at self-reflection and are able to communicate what they are going through emotionally. This is also the stage when learners are expected to learn to manage their emotions and behave in socially appropriate ways of dispensing those emotions. This activity will help learners to become aware of the fact that they go through a gamut of emotions. They are to be made aware of the need to manage their emotions and express them positively in different situations.
- The educator will make multiple copies of the activity sheets.

Preparation Required

- Writing board, chalk, activity sheets, pens.

Process

1. At the beginning of the activity, the educator will ask the learners to name different emotions. S/he will write all these emotions on the writing board.
2. The educator will ensure that all possible emotions get written on the blackboard. S/he will add emotions such as anger, anxiety, joy, surprise, happiness, guilt, sadness, jealousy, envy, fear, pride, shame, remorse, hatred, hopeful, loved and so forth on her/his own to make the list comprehensive.
3. Ask the learners to categorise these emotions into positive or negative. The educator will highlight that sometimes emotions cannot be simply labelled as either positive or negative. They are often complicated and context-dependent. State an example that sometimes when a friend scores more than us on an examination we will feel happy for the friend but at the same time bad for ourselves for not doing well in comparison to the friend.
4. The educator will distribute the following activity sheet to the learners and give them 15 minutes to fill it. They will write about the situation in which they experienced any three of the emotions mentioned below. The educator will give the learners the flexibility to choose and write about any emotions other than those mentioned below. They will also fill in how they react in those situations. For instance, when they felt angry what did they do? Did they quietly keep that anger to themselves or did they direct it to the outside environment? For instance, they might have taken out their anger on the people or objects around them; like showing aggression on a younger sibling.

Emotions	The incidence that led to this emotion	What were your bodily reactions when you were experiencing these emotions	How did they react to the situation internally (Kept the emotion hidden/acted on the environment etc)	How did they react towards the person/ object that induced this emotion?
Happiness				
Sadness				
Fear				
Anger				
Jealousy				
Pride				

5. Once the learners have filled in the sheets, the educator will ask some of the learners to read the situation and the corresponding emotions.
6. Activity will be brought to closure by discussing the following points
 1. We experience different emotions.
 2. We sometimes behave like others and sometimes very different from others when experiencing emotions.
 3. We have different ways of expressing and dealing with emotions. As long as we are not harming any other person while expressing our emotions, it is fine.
 4. We must first recognise our own emotional reactions and also become sensitive to other people's emotional states.



Source of the activity:

Modified from

यूनिसेफ़ एवं संधान (2016). राष्ट्रीय माध्यमिक शिक्षा अभियान हेतु जीवन कौशल शिक्षा प्रशिक्षण मॉड्यूल (2016) राजस्थान: यूनिसेफ़ एवं संधान (p.59-61).

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



DISCOVERING VALUES

Heading	Discovering Values
Estimated Time	30 minutes
Method of Transaction	Worksheet and discussion



Life Skills Addressed

- Primary: Self-awareness
- Secondary: Empathy, communication



Learning Objectives

Learners will be able to:

- recognise the values that they anchor to
- appreciate the fact that everyone has a value system, which may or may not be similar to their own
- develop appreciation and tolerance towards those who have a value system different from their own

Notes for the Educator

- This activity will help the learners understand that all our likes and dislikes; whether they are for any person, thing or incident, are related to our value system and what we think is right and wrong.
- The educator will highlight during the activity that a person's values build and form a person's character. It is very important to inculcate positive values. Positive values are those that do not harm self and others, they are beneficial to all. It is important to understand that different people value different things and attributes.

Preparation Required

- Flipchart, pens, sheets of paper.
- The educator will ask the students to sit in a semicircle. This will help them see each other and listen to each other better.

Process

1. The educator will ask learners the following questions before beginning the activity-
 - a. Name 1 person you like the most.
 - b. Why do you like her/him?
 - c. What is your favourite thing, will it be something to eat, clothing, gadget or others? Please tell everyone why it is your favourite (Learners may answer "I like my pencil box because it is yellow in colour"). Why do you like the colour yellow? (The learner might say she/he likes the colour as it symbolizes brightness and light).
 - d. Mention any one memorable incident from their life and share it in what way it is memorable. The educator will take care that even those learners get a chance to speak up who are not necessarily participative in the class.
7. Show them the flipchart as drawn below:

What/Who	Person	Thing	Incident
Why I Like			

8. Tell them to draw this table in their workbooks and think for themselves and fill in the blanks from their personal experiences.
9. Encourage the learners to think and write the specific reasons for liking the person, thing or incident. In case any learner is not able to write at all, she should be encouraged to draw and show. The educator may give examples of herself/himself (e.g. in the table below).

What/Who	Person	Thing	Incident
Why I Like	Grandmother Because I can talk to her freely about everything	My ring Because it was my grandmother's last gift to me	The day my story got published in a magazine

10. After about 10 minutes encourage the learners to share their responses with the class one-by-one. Please note their responses on the chalkboard.
11. In the second part of the activity, ask the learners to write down the unique values of their classmates in their workbooks and share. They can select any classmate about whom they wish to write and mention what they like in her. If anyone has already written about a friend or classmate in the earlier part of the activity, they can always think of someone new.
12. The educator will remind learners that they may or may not agree with the views of their classmates, but they must respect them and be open to listening them. We are different individuals with our own set of likes and dislikes. Different opinions make life interesting.
13. At the end of the session, ask the learners what they have learnt from the exercise:
 - About themselves
 - About relationships
 - About friends



Source of the activity:

Modified from

- Dishari- Teacher's Manual. West Bengal, India: UNICEF and Vikramshila, p. 9

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



MY HEALTHY HABITS

Heading	My Healthy Habits
Estimated Time	30 minutes
Method of Transaction	Worksheet and discussion



Life Skills Addressed

- Primary: Self-awareness
- Secondary: Communication



Learning Objectives

Learners will be able to:

- Develop awareness about their physical health
- Understand the importance of maintaining personal hygiene
- Communicate about their healthy habits

Notes for the Educator

There is a direct correlation between health and happiness. The only way we can make an optimal contribution for our own well-being and that of others is if we are strong and healthy. Health is closely associated with hygiene and personal discipline. As learners, it is very important that we maintain a routine and do what is expected of us in a timely manner. This activity is designed to make learners aware of their hygiene and make them active in working towards their physical well-being.

Preparation Required

- Photocopy of the "Healthy Habit" Sheet
- Learners may either sit in a routine seating arrangement or may also sit in a semicircle.



Process

1. The educator will ask the learners what they understand by personal hygiene and what they do to ensure this. Allow them to speak for some time. Tell them that it is essential that we follow a certain regime in our daily lives so that we are clean and healthy. Cleanliness is essential for our general well-being.
2. Distribute the worksheet to all the learners and tell them to look at the given table which lists the various things that we need to do on a daily basis. Ask learners to put a tick (✓) against those health-hygiene habits which they follow regularly. If not put a (X) mark.

S.No	Activity	Response
1.	Brushing teeth with toothpaste,in the morning and at night	
2.	Making bed every morning and night	
3.	Taking a bath with soap	
4.	Washing hands with soap before and after eating and after using the toilet	
5.	Keeping surroundings clean	
6.	Wearing washed and clean clothes	
7.	Cutting nails regularly with a nail-cutter	
8.	Cleaning slippers and shoes regularly	
9.	Combing hair properly and keeping them free of lice	
10.	Washing hair at least once a week	
11.	Applying oil to hair every day	
12.	Washing clothes regularly	
13.	Taking medicines (if need be)	
14.	Keeping own place clean	
15.	Throwing waste into the dustbin	
16.	Exercising and playing every day	
17.	Waking up every morning and going to bed on time	
18.	Drinking sufficient water every day	
19.	Having enough sleep	

3. Once the learners have filled the sheets, the educator will ask the learners to reflect on the healthy habits that they have imbibed in their daily lives.
4. The educator will help the learners think why they might have some habits and not others. This will give the learners communicate their thoughts about the above listed concerns.
5. The educator will conclude the activity by reiterating the value of hygiene and physical health for a healthy living.



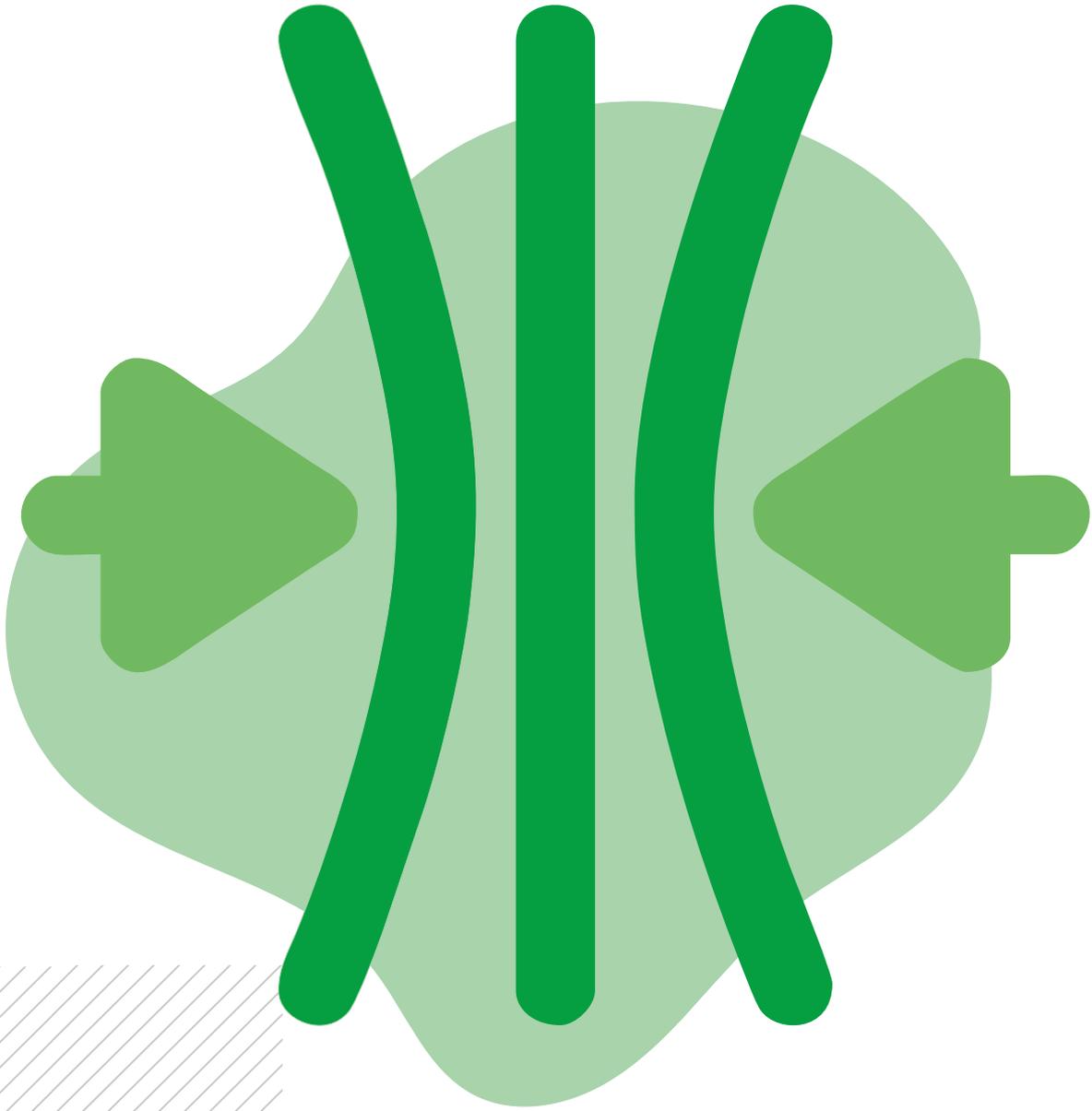
Source of the activity:

Modified from

Dishari- Teacher's Manual. West Bengal, India: UNICEF and Vikramshila, p. 9

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 MANAGEMENT

Heading	Stress Management
Estimated Time	30 minutes
Method of Transaction	Group discussion and reflection



Life Skills Addressed

- Primary: Resilience
- Secondary: Self-awareness



Learning Objectives

Learners will be able to:

- identify the stressors in their lives
- develop skills of coping with stress
- distinguish between positive and negative coping mechanisms
- become cognizant of their state of stress.

Notes for the Educator

- The activity is aimed at identifying stressors in learners' lives and discussing with them how to deal with them. Learners will be given a chance to talk about their challenges and stressors in a non-threatening environment.
- The educator will discuss that not all stress is negative.
- Positive stress does not harm our physical and mental health. Positive stress occurs when the level of stress is high enough to motivate a person to move into action to get things accomplished. For example, we need some amount of stress to study and do well in exams.
- The educator will highlight that there are healthy and unhealthy ways to cope with stress.

Preparation Required

- Writing board and chalk.
- The activity needs to be conducted in small groups. Make sure that the group feels comfortable interacting with each other and talking about their issues. At the beginning of the session the educator will communicate that all the discussion done in this session should be kept confidential. Further, we should listen to and respect other people's issues.



Process

1. Ask the learners:

What do you understand by the word 'stress'? Do you feel stressed? Share some situations when you feel stressed? Learners may reply as follows:

- When I am late for school
- When someone bullies me
- When someone accuses me falsely
- When I have to appear for exams
- When I have to meet deadlines

2. Ask the learners how they react to that stress?

The educator may expect the following answers, along with others: Get angry, frustrated, irritated, sad, have a headache, get into a fight, cry, etc.

3. The educator will ask if stress always negative?

The educator will discuss that not all stress is negative. Negative stress makes our body react in such a way that we experience symptoms like headaches, digestive problems, skin complaints, insomnia, body aches etc. Excessive, prolonged and unrelieved stress can have a harmful effect on mental, physical and spiritual health.

Positive stress does not harm our physical and mental health. Positive stress occurs when the level of stress is high enough to motivate a person to move into action and to get things accomplished. For example, we need some amount of stress to study and do well in exams.

4. Facilitate learners to organise into groups and discuss among themselves some of the stressors in a learner's life?

5. Ask them to divide their stressors into physical, social and mental areas.

The educator may expect the following answers, along with others:

Physical areas	Social area	Mental area
<ul style="list-style-type: none"> • Hot day • Ill health • Lack of sleep • Too much school work • Traffic • Floods • Communal violence 	<ul style="list-style-type: none"> • Bullying at school • Not able to make friends • The conflict between siblings and parents • Theft at school • Fights with friends 	<ul style="list-style-type: none"> • Not able to concentrate • Deadlines for school work • Death in the family • Birth of a brother/sister • Negative thinking • Rigid thinking

6. The educator will ask the learners to think and reflect on how can we turn negative stress into positive stress?

7. The educator will bring the activity to closure by summarising the following strategies

Positive strategies to cope with stress

- **Have a good friend to share with**
- **Have a positive outlook on life**
- **Learn to accept things that cannot be changed**
- **Have a good sense of humour**
- **Be creative and try to see what can be done differently in the situation**
- **Practice relaxation techniques**



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 25-26).

Suggested Activity

The educator may ask the learners to draw/write about a stressor in their life that they would want to get rid of at this particular time. Ask the learners to devise a positive way to deal with and manage that stress. Learners may be told that their responses will be kept confidential by the educator and they may share without any worries or threats.

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

? WHO CAN I GO TO?

Heading	Who can I go to ?
Estimated Time	30 minutes
Method of Transaction	Activity-based discussion



Life Skills Addressed

- Primary: Resilience
- Secondary: Self-awareness



Learning Objectives

Learners will be able to:

- identify who they can approach for help when they are stressed out or need help
- recognise the importance of building social support systems.

Notes for the Educator

The activity is aimed at helping learners understand that they can approach different people for help when they are stressed out. It is aimed at helping them understand that our social systems can play a key role in alleviating stressors from our lives. It is aimed at gearing up the learners to identify who can be the right person to reach out to in times of trouble.

Preparation Required

- Blank A-4 sheets, colours, pencils/pens, chalkboard and chalk.
- The activity can be conducted inside a classroom.



Process

1. The educator will ask the learners to draw themselves in the centre of a blank sheet.
2. They will draw rings of concentric circles around this image of themselves.
3. The educator will then ask the learners to think of the persons they would approach when faced with any problem.
4. In the circle closest to them, they will write the name of the person(s) whom they usually approach first and confide in the most when faced with a problem.
5. Likewise, they can write the name of the person(s) whom they approach other than those in the closest circle when faced with a problem.
6. The educator will ask the learners to colour these circles in different colours.
7. Once the learners have drawn these circles, the educator will hold a discussion with the learners about who are the persons who can be approached in case of any problems. S/he will also ask a few learners to share specific issues for which they approached different persons for help.
8. In the end, the educator will reiterate that in times of difficulty, we all seek the help of different key persons around us. It is thus important for us to identify the persons whom we can approach and confide in such situations. When learners face a challenge, they will go to different people they trust such as their parents, siblings, teachers and so forth. These relationships and social systems provide us with different kinds of help such as sometimes they will help us seek the right kind of information, teach us ways to approach a problematic person and so forth. Thus, all of these are significant in our lives.



Source of the activity:

Suggested Activity

The educator will ask the learners to draw/write about a specific stressful situation that they faced recently. Ask them to identify and draw/write about a person or social support system that they can approach to deal with that stressful situation.

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



RISKS NONE, TO HAVE ALL FUN

Heading	Risks None, to have All Fun
Estimated Time	30 minutes
Method of Transaction	Situation analysis and discussion



Life Skills Addressed

- Primary: Resilience
- Secondary: Communication, negotiation



Learning Objectives

Learners will be able to:

- build abilities to deal with challenging situations
- tap into available social resources
- thrive across adverse conditions
- learn about the risks to accidents and injuries.

Notes for the Educator

- An increasing number of learners and adolescents suffer from unintentional injuries, mostly from road traffic injuries, burns, falls, and poisonings. Such injuries can be fatal or may leave youngsters with lifelong disabilities. According to WHO, worldwide, approximately 20% of deaths due to unintentional injuries occur in learners under 15 years old. Most injuries take place inside or near home or on roads while commuting. Learners are more at risk for road traffic injuries, more boys than girls. Road traffic injuries are among the top causes of disability and death. There is a need to raise awareness and educate learners on various risks to accidents and unintentional injuries to reduce such environmental risks. It is important for settings like home and those where they learn, play and sometimes work to be safe.
- Childhood injuries are preventable and everyone can play a vital role. Installation of road signs near schools and reducing speed limits in school zones have proven to be effective. This activity is designed to inform learners about safety on the roads. However, the educator will use it as a soundboard to raise concerns around safety in contact with water, in the home and in the community. Bicycle safety, pedestrian safety, avoiding contact with toxic substances, and conducting home and school safety audits are topics that may be discussed along with this activity. Learners should also be taught basic first aid and accessing ambulance or medical help.

Preparation Required

- A-4 size papers, sketch pens, pens, pencils, blackboard, chalk
- The educator may conduct this activity in a large room or in an open space

Process

1. The educator will tell participants that in this session they will learn about how to keep themselves safe from accidents and injuries.
2. Begin by telling the following case vignette to the learners. The educator will narrate it in the form of a story-

Class six learners are going for a picnic at Dhanua Bhanua wildlife sanctuary/national park. All the learners are very excited. They had reached school very early as the bus was to leave sharp at 5:00 am. Learners are waiting at the school gate. Teachers have also reached out. When the bus came Salma, Kamla, Shekhar and Rashid also ran to grab their favourite seat. Shekhar and Rashid sat next to the driver's seat. Just after an hour, when the bus was running on the highway, Rashid noticed that the driver, Sohan Ji, was falling asleep.

Rashid asked the driver, "Are you tired?"

Driver Sohan Ji, "Nah ...nothing like that". He smiled back and changed gears.

Rashid resumed his talks with Kamla, Salma and Shekhar.

Suddenly, Kamla noticed that a huge truck was coming from the front. She screamed, Sohan Ji, careful, there's a truck." Sohan Ji, who was half asleep, quickly pulled himself up and steered the vehicle to safety.

Rashid requested the teacher to ask the driver to stop the vehicle at a safe place. He informed the teacher that there is something wrong with the driver, either he is not well or very tired.

3. Ask the learners if they have understood the situation that is narrated.
4. Revise the situation by asking participants to complete the following sentences:
 - Learners were going for a picnic on a.....
 - The bus was being driven by.....
 - Rashid sat on a seat.....
 - Rashid noticed that.....
 - Rashid asked the driver Sohan Ji.....
 - Kamla noticed a
 - Kamla screamed.....
 - Rashid asked educator.....Now ask whether Rashid did the right thing to inform the teacher and request the educator to get the vehicle stopped. Why or why not?
5. Ask participants what the educator should be doing. Some of the responses could be:
 - The educator should ask the driver to stop the vehicle in a safe place.
 - Accompany the driver and keep talking with him, till the bus reaches the destination
 - Ask the driver to sleep for some time.
 - Keep the trip short, but let the driver sleep well. Give him medicine if he is not well
 - Check if the driver is not under the influence of a drugs or alcohol.
6. Before bringing the activity to a closure, ask the learners to discuss and write ten top road safety measures they consider for themselves.
7. The educator will add information about road traffic injuries, drowning, burns, falls and poisonings and so forth.



Source of the activity:

Modified from

C4D led module draft prepared by UNICEF.

Suggested Activity

The educator will ask the learners to discuss (in groups of four) safety measures in water, at home, school and other surroundings in the community. They may make a chart/drama/song on safety measures for any one of these situations and present them for the entire 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 4



SONGS FOR ME

Heading	Songs for me
Estimated Time	30 minutes
Method of Transaction	Poem and song creation



Life Skills Addressed

- Primary: Resilience
- Secondary: Self-awareness, creativity



Learning Objectives

Learners will be able to:

- appreciate the importance of an optimistic outlook on life
- nurture a positive view of themselves and others
- build the ability to deal with challenges

Notes for the Educator

There is a general tendency in people to focus only on stressors and challenges and not so much on how to move ahead in life. One of the ways of developing resilience in learners is by helping them maintain an optimistic outlook on life. This activity is geared to help learners nurture a positive view of themselves and others by positively resolving conflicts. The activity is based on the premise that some part of any problem gets solved by merely keeping a positive outlook to problems and investing in the belief that the problems will eventually get solved. The educator will, thus, motivate the learners to persistently work towards the goal of solutions to their problems and worries.

Preparation Required

- A-4 size paper, sketch pens, pens, pencils.
- The educator may conduct this activity in a large room. Learners would be required to work in small groups so adequate space for each of the groups would be required.

Process

1. The educator will ask the learners to organise themselves in groups of 4-5. S/he will make slips of different colours and ask learners to pick up a chit each. All the learners with the same coloured chits get to constitute a group.
2. Guide the learners to work in their groups and think of songs either from popular cinema or otherwise that motivate them to overcome challenges and move ahead in life. Make a collation of all these songs.
3. Each of the groups will also be asked to compose the lyrics of at least one original song that can be used to motivate and uplift mood. This song will just be a few words or lines such as “khush khush khush, aaj main khush”; and will not be a long song. Ask the learners to create music for this song.
4. Each of the groups will be given a minute or so to sing their original composition. They will write the lyrics on chart paper and display them while they sing. Other groups will join them in singing the song. They will also participate by clapping alongside them.
5. Conclude the activity by thanking all the learners for their effort in composing songs and singing them with zeal.

Suggested Activity

The educator may ask the learners to write down the songs selected in their groups on chart papers and display them in their class and school. They may also make a small book of these compilations and keep it in the library for all to use and feel good about themselves and their situations.

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 IMAGINE TOGETHER!

Heading	Let's Imagine Together!
Estimated Time	30 minutes
Method of Transaction	Discussion



Life Skills Addressed:

- Primary: Creativity
- Secondary: Communication, participation



Learning Objectives

Learners will be able to:

- think creatively about the given situations.
- communicate and express their thoughts about hypothetical situations.
- listen and appreciate ideas presented by their friends

Notes for the Educator

The idea behind this activity is to encourage learners to think creatively and out of the box. All learners have the ability to imagine and come up with unique ideas, but these are generally not given space in classroom conversations. Even outside classroom situations, learners seldom get a chance to think and speak up differently. The educators in this session must be willing to accept and encourage unconventional answers, hence, this should be kept in mind that there would be no right or wrong answer. Further, while sharing and listening to each other, learners would get an opportunity to communicate effectively and also appreciate other's views.

Preparation Required

The classroom can be rearranged by keeping all the tables and chairs on one side. An open space can be kept free in the centre of the classroom and a mat may be spread for everyone to sit. Alternatively, a playground or open courtyard may be used for the same.

Process

1. After the classroom has been rearranged, all the learners will sit in a circle.
2. Learners will then be asked to respond to the following hypothetical situations:
 - If I had a magic lamp
 - If I had three legs
 - If the Earth had four moons
 - If I had wings
 - If my eyes were behind my head
 - If I had the superpower to be invisible(Learners may be asked to think of more situations)
3. The educator will ask any learner to initiate the discussion and the rest of the learners can share their ideas one by one.
4. The educator will ensure that each learner is sharing and participating in the discussion. Also, s/he will ensure that the ideas shared by the learners are different and interesting. If any learner is unable to give an answer, then they will be permitted to say pass. Then the next learner can continue with the game. In the meantime, learners who didn't answer will be encouraged to take time to think and will be asked to share their ideas at the end.
5. Once all the listed situations have been discussed upon, the educator and learners can think of more such situations to imagine and share. The educator will encourage imaginative and original thinking in the learners.

Source of the activity:

Modified from

10 core Life-Skills, Project Sambhav. Training Module: Strategies to Lead Life. Jharkhand: UNICEF, ContactBase (pg. 24-26)

Suggested Activity

Teachers and students may think of more such situations to imagine and sharing of divergent thinking. Such exercises may encourage creativity and out of box thinking in the students.

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



WHAT IF...?

Title of the Activity	What if ?
Estimated Time	30 minutes
Method of Transaction	Reflection and discussion



Life Skills Addressed

- Primary: Creativity
- Secondary: Communication, participation



Learning Objectives

Learners will be able to:

- reflect on the given situations and come up with varied responses.
- confidently communicate and enact the given task.
- reflect observantly and appreciate everyday situations.

Notes for the Educator

- The activity will provide ample opportunity for the learners to be reflective in everyday situations. They would have observed and experienced many of these situations themselves, but will not have had the platform to think and discuss them.
- Such activities help learners to express themselves with clarity and confidence and appreciate and accept diverse ideas shared by their classmates. The idea to be conveyed is that we all think differently and perceive things in our own unique way. Thus, it is important to respect the views of others.

Preparation Required

- Chits with questions written on them.
- A bowl or container to keep the chits in.
- Pens and papers for learners to write

Process

1. The educator will make small pieces of paper. Each chit will have one of the below-mentioned questions written on it:
 - What if you have to explain a flower to someone who has never seen or heard of it before? How will you do so?
 - What if you have to write and tell a story about the zoo without using the names of any animals? How will you do so?
 - What if you can have any three things that you want? In return, you must give away three things that are about the same size as the things you get. What do you want to have and what will you give away?
 - What if you could talk to trees, what do you think they might say? Create a conversation between you and a tree.
 - What if you could choose one thing that costs money and make it free for everyone forever? What thing would you choose and why?
2. Ensure to make multiple copies, keeping in mind that the number of chits must match the number of learners in the class so that all learners get one chit each.
3. The same question will be repeated in the chits to get different responses on the same question.
4. Each learner will be asked to pick only one chit
5. They will be instructed to work independently
6. The educator must ensure that all learners are doing their work and not sharing with others. They will be given 10 minutes of time to prepare.
7. The educator will facilitate the task by moving around and encouraging learners to complete the task.
8. Learners will then be asked to come forward and share their thoughts. Also, observe the reactions of their peers when sharing is going on.
9. The educator will ask the learners at the end of the activity to share how they felt while doing the activity.
 - Were they excited, apprehensive or scared?
 - Did they find the activity extremely difficult?
 - Have they ever been involved in a similar activity?
10. The educator will tell the learners that it is very important to be able to think independently.
11. The educator will highlight how their answers were different from one another even when some of them had the same question. The learners will be asked to reflect that no answer is wrong or right or is the best answer.


 **Source of the activity:****Modified from**

Dishari- Teacher's Manual. West Bengal, India: UNICEF & Vikramshila (pg. 36)

Suggested Activity

Educator and learners to imagine and list more situations that they would like to discuss.

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



THINKING OUT OF THE BOX

Title of the Activity	Thinking Out of the Box
Estimated Time Required	30 minutes
Method of Transaction	Reflection and group discussion



Life Skills Addressed

- Primary: Creativity
- Secondary: Communication, participation



Learning Objectives

Learners will be able to:

- ideate hypothetical situations in creative ways
- open to perspectives different than their own
- articulate their views with clarity

Notes for the Educator

The activity encourages learners to revisit and reimagine everyday phenomena, encouraging them to share their views which are generally not discussed either at home or at school. Learners have a free flow of ideas and feelings and need to be given platforms to share. Educators should be willing to accept and encourage unconventional answers and appreciate the responses given by the learners as there would be no right or wrong answer.

Preparation Required

- Blackboard
- Chalk or marker
- Pens and papers for learners to write their ideas

Process

1. The educator will write questions (from the annexure) on the writing board and ask the learners to think on any 3 questions.
2. The educator will ensure that all the questions are distributed amongst the learners.
3. Learners will be given 10-15 minutes to imagine and write their responses.
4. The educator would facilitate the task by moving around and encouraging the learners to answer.
5. The educator must ensure that each learner participates and completes the task.
6. The educator will initiate a discussion on the first question and all the learners who got this question will be asked to share their views one by one.
7. The educator must ensure that each learner who got that particular question is sharing and participating in the discussion.
8. If any learner is unable to give an answer, then they can be instructed to say pass. Then, the next learner will continue with the discussion. Learners who have passed their turn will be encouraged to take time to think and share their ideas at the end.
9. The same steps (nos. 7-10) will be followed by all the questions one after the other.
10. The educator will conclude by highlighting the need for divergent thinking and how we will look at everyday phenomena through multiple lenses.

Annexure

Questions:

- How do you imagine happiness?
- What colour comes to your mind when you think of today?
- What taste do you associate with the colour purple?
- How do you imagine the voice of your own shadow?
- How do you imagine a rainbow will sound?
- Which colour do you associate with your favourite song?
- What would be the shape of the music coming from a drum?
- How do you imagine the shape of the voice of a cloud?
- What would be the weight of anger?
- How would your favourite book smell?

Source of the activity:

Modified from जीवन कौशल विकास हस्त पुस्तिका: शिक्षकों के लिए उत्तरप्रदेश: यूनिसेफ़ (pg. 41-42)

Suggested Activity

Educator and learners will think of more questions to imagine and reflect on.

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



COMPLETING A STORY

Title of the Activity	Completing a Story
Estimated Time Required	30 minutes
Method of Transaction	Story-writing



Life Skills Addressed

- Primary: Creativity
- Secondary: Communication, critical thinking



Learning Objectives

Learners will be able to:

- use their creativity to create a story
- work in collaboration with other members of the team
- organise their ideas logically

Notes for the Educator

The activity will help trigger the imagination of the learners. The objective is to facilitate the brainstorming of ideas and bring forth their creativity as they attempt to extend the story. Learners will also get an opportunity to work together in groups which would also help in building team-spirit in them, accept the opinions of their peers, and also defend their ideas constructively. The educator must also emphasize that a gathering of people does not necessarily make a team. Instead, teams are formed when a group of people come together to achieve a common objective and work towards the goal in an atmosphere of trust, mutual respect, and a sense of responsibility.

Preparation Required

- A handout with a brief outline of the story can be given to each group. Alternately, the educator can also write the same on the blackboard.
- Pens and papers for learners to write their ideas

Process

1. The educator will divide the class into groups of 4-5 learners each.
2. Each group will be given a handout with a brief outline of the story. Or alternately, the same will be written on the chalkboard by the educator (please check annexure).
3. Each group will be instructed to discuss the plotline amongst the group members and complete the story with the help of the keywords, starting and ending lines.
4. After discussion, they have to extend the story using a maximum of 10 sentences. They will be given 15 minutes to complete the task.
After they complete their group task, each group will be called one after the other to read out their story in front of the class.
5. They will also share the steps they followed while doing the task.
6. The educator will emphasize on the following points:
 - There has been constant communication within the group members.
 - The common objective of the group was to write a story.
 - There was coordination among the group members.
 - The group members have kept in mind that the story is logical and has a sensible flow.
 - This task has made them appreciate and respect their group members

Annexure

One beautiful summer day, a lazy grasshopper was chirping and sitting and playing games, just as he did every day. A hard-working Ant passed by, carrying a huge leaf that he was taking back to the ant's nest.....
The next summer, the grasshopper worked hard to store food for the upcoming winter. That next winter, the grasshopper was well fed and happy..... laughed..... hard work..... food..... trouble.




Source of the activity:

Modified from

Dishari- Teacher's Manual. West Bengal, India: UNICEF & Vikramshila (pg. 20-21)

Suggested Activity

More story plots can be chosen from Jataka Tales, Panchatantra and local folktales. These will be written on chart papers and kept at different spaces in and around the school campus. These will be used as Interactive Charts with space for learners to extend their stories.

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



LET'S PLAY TOGETHER!

Title of the Activity	Let's Play Together!
Estimated Time Required	30 minutes
Method of Transaction	Reflection, presentation and discussion



Life Skills Addressed

- Primary: Critical Thinking
- Secondary: Participation, negotiation



Learning Objectives

Learners will be able to:

- reflect critically on everyday issues
- think from various perspectives on the same issues
- negotiate and appreciate the process before coming to any conclusion

Notes for the Educator

The educator will conduct this activity with an objective to promote rational and logical thinking in learners. Learners face many situations in their day to day lives where they would have to negotiate with their elders or peers, in case of difference of opinions and sometimes, disagreements. The focus can be on weighing the pros and cons by reflecting critically on the situation before arriving at any conclusion.

Preparation Required

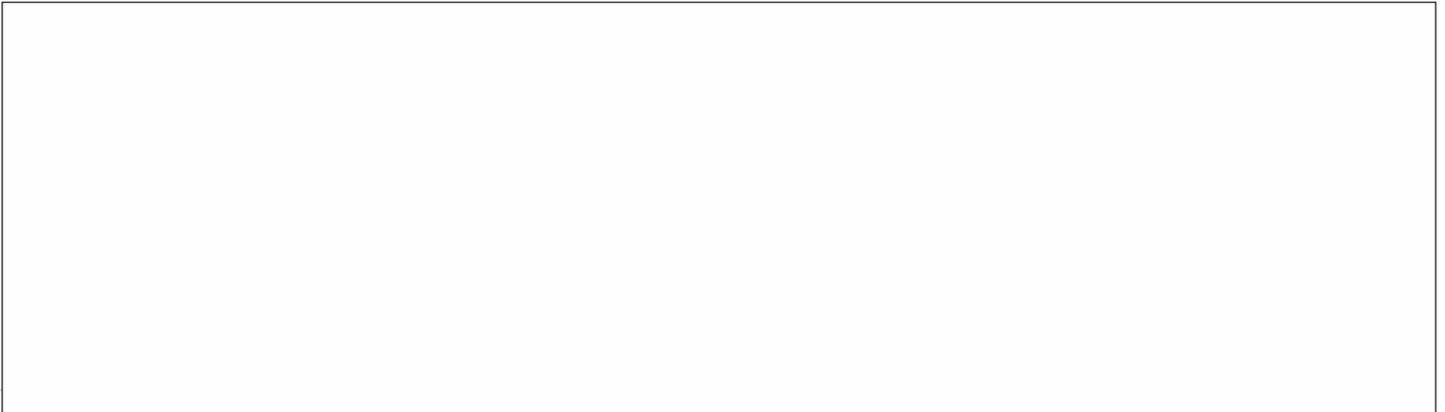
- Chalk board and chalks
- Wide space to draw boxes and for all the learners to assemble. Alternately, corridors outside the classroom will also be used if it is large enough to accommodate the learners.



Process

1. The educator will take the learners to open space.
2. The educator will draw the picture given in the annexure on the floor.
3. The game will be played by one learner at a time. The educator must ensure that each learner gets the chance to participate and hence time the activity likewise.
4. At the start, each learner will tell one work that s/he is doing presently, or some work which will have been given to them by their parents or educators to do. They will also choose any other work they want to do.
5. As the learner steps onto the first box, s/he will have to tell the advantages of doing that work.
6. Then, as the learner takes a step ahead onto the second box, s/he will tell the disadvantages of doing that work.
7. Then stepping ahead onto the third box, the learner has to think and decide whether s/he finally wants to do the work or not, after weighing the advantages and the disadvantages.
8. In this manner, the educator will continue the game with the rest of the class following the same steps (nos. 4-7).
9. The educator will conclude the need to evaluate, reason, debate before being able to infer and decide things for one's best interest.

Annexure



Source of the activity:

Modified from

10 core Life-Skills, Project Sambhav. Training Module: Strategies to Lead Life. Jharkhand: UNICEF, ContactBase (pg. 21-23) [Annexure from pg. 22]

Suggested Activity

Learners to deliberate on the situation below-

My friends and I are interested in playing the new online video game which my parents and educators had instructed us clearly not to play. What should we do?

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



A PRACTICAL SOLUTION

Title of the Activity	A Practical Solution
Estimated Time Required	30 minutes
Method of Transaction	Story-telling and skit presentation



Life Skill Addressed

- Primary: Critical Thinking
- Secondary: Problem-solving, participation, creativity



Learning Objectives

Learners will be able to:

- think critically and logically in any given situation.
- look for possible solutions in case a problem arises.
- appreciate the importance of learning to resolve issues independently.

Notes for the Educator

The activity would help the educator to introduce the learners to a crisis scenario and how calm and logical thinking can help save the day. Learners will learn through scenarios where they would have to reason, infer, discriminate between what's right and wrong, and evaluate everyday situations. These will not necessarily be major issues but situations pertaining to their day to day activities. Through discussions, the educator will communicate the importance of rational thinking and also encourage them to accept divergent views and take independent decisions in life even when there is nobody else to support or guide.

Preparation Required

- The educator could create a story or select a story from children's literature that s/he is aware of.
- Educator will make Picture Card of illustrations depicting the story A practical Solution.

Process

1. The educator will first ask the learners if they know the story of **A Practical Solution**
2. Some of the learners would have heard and some of them will be unaware. The educator can then show the Picture Card with illustration of the story and ask the learners what the story would be about.
3. The educator will then narrate the story with voice modulation and enactment to the whole class (please check annexure).
4. After the story narration is complete, the educator will ask the learners to enact the story.
5. Learners can be told to improvise and they will be prompted to add various roles such as elements like the sun, the trees, other animals or birds, etc. to make the play more appealing and enjoyable for everyone.
6. In the end, the educator will conclude by discussing how the Lakshmi was able to solve the problem through observations, logic and quick thinking. She used low-cost material around her to create a practical solution to a major problem and hence critical thinking is important in our day to day living.

Annexure

A Practical Solution

Lakshmi lives in the foothills of the Himalayas. Her family herds cattle and produces dairy products. After grazing on lush green pastures, the cattle return to the shed to rest in the night. It is small cattle-shed made by Lakshmi's father. It has thatched roof and is surrounded by fences armed with barbed wires. The gate of the shed is locked for the animals' safety at night. But despite all these security measures, there are predators like leopards who descend from the hills at night and steal the cattle. People kill the leopards to protect their lives and cattles.

Lakshmi has observed that leopards are afraid of humans. Usually, they do not attack the herds while the humans are around. So, Lakshmi placed a scarecrow in front of her shed. For few days there was no leopard activity around the shed. To her surprise, after few nights the leopard again entered the cattle-shed and stole a sheep from there. After analysing the situation Lakshmi thought that may be the leopard was able to differentiate between a human and a scarecrow due to the lack of movement.

After a lot of thinking Lakshmi put flickering lights around the fence of the cattle-shed. The flickering of lights created the illusion of movement. Her low-cost, creative idea worked, the leopards do not come closer to her shed since the placement of lights. The people of her village are very proud of Lakshmi's presence of mind and critical thinking. Now Lakshmi is supporting other families in her village to apply the solution to their own sheds.

(Source: Modified by the story of Richard Turere story of social innovation <https://youtu.be/RAoo--SeUIk>)


 **Source of the activity:****Modified from**

Modified by the story of Richard Turere story of social innovation <https://youtu.be/RAoo--SeUIk>

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



PRIORITISING OUR LIFE

Title of the Activity	Prioritising Our Life
Estimated Time Required	30 minutes
Method of Transaction	Reflection and discussion



Life Skills Addressed

- Primary: Critical Thinking
- Secondary: Self-awareness, negotiation, participation



Learning Objectives:

Learners will be able to:

- analyse and list the activities that they perform in their lives.
- differentiate between things that are important and things that are not.
- organize and prioritize their work.

Notes for the Educator

The activity is intended to aid learners to analyse, organise, and prioritise activities in their day to day lives. The educator will introduce the learners to the Urgent-Important Model and help them prioritise their work. All the tasks that we are supposed to do will not have the same degree of urgency and importance; some tasks will not be important at all. Some tasks are not urgent and hence can be pushed back or ignored for the time being without making any significant difference to our lives. But some tasks have to be completed within set timelines and deferring them only adds to their urgency and importance. This activity will aid the learners to first list all their work, then organise these according to importance and urgency, and finally help them prioritise tasks.

Preparation Required

- A handout of the worksheet (please check annexure)
- Writing board
- Chalk or marker
- Pens and papers for the learners to write



Process

1. The educator will begin the session by asking learners the following questions:
 - Do you ever have problems dividing your time and finishing your tasks?
 - Do you feel that you do not have enough time to complete your homework or enough free time to relax?
 - Do you feel rushed all the time?
2. The educator will ask them the following questions:
 - Why do you think this is so?
 - What could be the reasons behind this perpetual shortage of time?
3. Some may try giving some answers and some would probably be trying to think and reply simultaneously.
4. The educator will ask learners to open their notebook and make a list of their daily, weekly and monthly tasks in 10 minutes. Learners have to work individually on this. Some suggestions for the tasks are given below:

Daily tasks – bathing and getting ready for school, making a bed, having meals, taking medicines, arranging school bag as per routine, doing homework, washing clothes and personal items.

Weekly tasks – revision of the week's studies, cleaning shoes, cleaning one's cupboard, suitcase or the place where clothes are kept.

Monthly tasks – preparing for exams, writing letters to family.
5. The educator will ask a few learners to read out their lists.
6. The rest of the class will be asked to tick the items under each section that have been mentioned.
7. If there is any item left that has not been covered, learners may add it to the list.
8. Now, the educator will distribute the handout to the learners with the table drawn on it (please check annexure).
9. The educator will discuss the handout with the learners and tell them that the quadrant shown is divided into 4 parts

Part 4: Neither Urgent, Nor Important – activities like going to explore the mall, gossiping among others.

Part 3: Urgent but Not Important – a surprise visitor in school who needs to be taken around to show all the school activities.

Part 2: Not Urgent but Important – a school project that needs to be submitted one month later. It is important but you have a month's time to complete the task.

Part 1: Urgent and Important – the same project work which you did not complete on time. It has moved from 2 to 1 because you need to submit it the next day and there are lots left to do.
10. The educator will ask learners to look at their lists and place the items in the 4 boxes according to their own understanding of the Urgent-Important Model. The educator will give learners 10 minutes for this task and keep facilitating wherever they get stuck.
11. The educator will ask the learners what they learned from this activity and tell them to note their learning. The educator will suggest the learners to plan all their activities from now onwards keeping the Urgent-Important Model in mind as it will help them to maintain timelines and prioritize their tasks.

Annexure

Urgent-Important Model

1. Urgent Important	2. Not Urgent Important
3. Urgent Not Important	4. Not Urgent Not Important

Source of the activity:

Modified from

Dishari- Teacher's Manual. West Bengal, India: UNICEF & Vikramshila (pg. 56-57) [Annexure from pg. 57]

Suggested Activity

Learners can plan and prioritise all upcoming school assignments and tasks with the help of the Urgent-Important Model.

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



HOW TRUE ARE SUPERSTITIOUS BELIEFS ?

Title of the Activity	How True are Superstitious Beliefs?
Estimated Time Required	30 minutes
Method of Transaction	Activity-based discussion



Life Skills Addressed

- Primary: Critical Thinking
- Secondary: Participation, empathy



Learning Objectives

Learners will be able to:

- be aware of superstitious beliefs that exist in society
- critically examine practices around them
- think rationally about such practices.

Notes for the Educator

This activity aims to address the superstitious beliefs and practices that continue to exist in society, irrespective of rural or urban contexts. We continue to practice them without any scientific nor rational basis to them.

For instance:

- Hanging lemon and chillies at the doors of homes and shops.
- Believing that if a cat crosses our path then it brings bad luck.
- Sneezing, which is a reflexive action, brings bad luck.
- Drinking milk before a journey is inauspicious.
- Believing that inviting a widow to any happy events such as marriage or birth brings misfortune to the family.

Preparation Required

- Educator may make Picture Card Illustrations depicting the story.
- Blackboard
- Chalk or marker

Process

1. The educator will show the Picture Card illustrating the story and ask the learners what the story would be about.
2. After the prediction, the educator will then narrate the story with voice modulation and enactment (please check annexure).
3. After the story narration is complete, the educator will start the class by asking the learners to share any superstitious beliefs they have heard or practice themselves.
4. The educator will make a list of such practices on the blackboard.
5. The educator will then conclude by discussing how we must not rely on superstitious beliefs and black magic to get our work done. Instead, we need to reason out the scientific basis for these practices.

Annexure

Ghost at the Coconut Tree

Ramesh was an extremely superstitious person. He used to get alarmed at even the slightest problem. He believed in tokenism and black magic. Whereas his wife, Sunita, was a wise woman. She used to always advise Ramesh but he never listened to her. There was a coconut tree at the back of their house. Ramesh had this false alarm of hearing the cry of a child coming from the tree. He was sure that the spirit of some dead person must be the reason for the cries. One day, he brought a person who was believed to have the power to chase away such spirits. The man told many things to Ramesh and made him very fearful. The only solution according to the man was to pay a sum of twenty-one thousand and conduct prayer to chase away the spirit. If this was not complied with then the spirit would cause harm to Ramesh and his family. This led Ramesh to pay the man a sum of twenty-one thousand rupees and get the prayers done. But after a few days, the same cries were heard again. Again, Ramesh went to the person who did the prayers. He suggested the same process and asked for more money. Ramesh returned home and told his wife, who suggested that let's go back and check the source of the cries. He agreed after her persisted appeals. When both of them reached the place, they saw their neighbour, Kisna already there looking for something, when they enquired, he said he had misplaced his mobile and he was searching for it.

Then Ramesh shared the reason why they were there, saying that we hear cries of a child coming from this coconut tree, I guess some child's spirit is residing in this tree. Hearing this, Kisna laughed and said that is the ringtone of my mobile. When I climbed the coconut tree and a call came, you must have heard the ringtone, I guess. Finally, the truth came out to Ramesh and Sunita. Ramesh realised his mistake and regretted his actions. He finally understood that superstitious beliefs were the root cause of his mental and economic woes.

Source of the activity:

Modified From

अरमान: किशोर-किशोरियों के लिए जीवन कौशल शिक्षा हेतु प्रशिक्षण मॉड्यूल, सर्व-शिक्षा अभियान, उत्तरप्रदेश: सिफ़सा एवं यूनिसेफ़ (pg. 121-124)

Suggested Activity

Learners will make a list of superstitious beliefs and practices they have observed or themselves practice. Also, they will find out and discuss the scientific basis to it, if any.

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

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

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PROBLEM - SOLVING

ACTIVITY 1



HUMAN KNOT

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



Life Skills Addressed

- Primary: Problem-solving
- Secondary: Negotiation, communication, Participation



Learning Objectives

Learners would be able to:

- resolve conflict in a situation by working as a team.
- co-operate and complete the task in the stipulated time.
- Negotiate in any situation and communicate clearly.

Notes for the Educator

This activity would help facilitate the learners to understand how to resolve conflicts in any situation or issue at hand. They would be facing similar situations in their everyday lives and taking the required initiatives in addressing these on their own. The educator will focus on helping the learners understand various skills such as communication, co-operation, healthy negotiation and strategizing as a team to come to a workable solution. The educator will highlight these as important skills required to handle any life situations and deal with issues effectively.

Preparation Required

- Open space will be needed for learners to move around with ease, depending on the class strength. Preferably a playground or open courtyard may be used for that purpose. In the case of paucity of space, activity may be conducted in the classroom after rearranging the furniture so that there is enough space for learners to move freely.
- The educator must ensure that learners do not push each other and the furniture is properly arranged on the sides or outside the classroom so that learners do not hurt each other.



Process

1. The educator will take the learners to the activity area and give proper instructions prior to the task such as not pushing or shoving each other, and completing the task with utmost care.
2. The educator will allocate 15 minutes to complete the task. Learners will be asked to form a circle. They will be told to put their hands up in the air, and hold the hand of the person next to them and form a big circle.
3. Then the educator will instruct one of the learners to start the process of forming the human knot.
4. Each learner will free one of her/his hands and try to move under the chain of hands. The other hand will continue holding someone's hand and while moving under the chain of hands, the learners will also take along with her/him whosoever is behind.
5. Moving under will continue to happen to face the circle and moving away from the circle alternately.
6. Both the educator and the learners will ensure that the circle mustn't break at any point of time. If at any moment, the chain of hands is broken, the educator will ask the learners to repeat the task from the beginning.
7. This way, the learners would have entangled themselves and formed a human knot. The educator will instruct them that no hand should be left free and they should hold another learner's hand.
8. Following this, the educator will instruct the learners to untangle themselves to form a circle without breaking the chain of hands.
9. The educator will monitor the learners throughout the challenge and stop the game if there is too much pushing and shoving, or there seems to be a chance of learners hurting themselves.
10. The educator will then conclude the activity by asking the following questions:
 - How did you decide to form the knot?
 - What challenges did you face while forming the knot?
 - What strategies did you follow to untangle yourself? Did you decide individually or did you consult anyone?
 - What thoughts did you have while making the knot?
 - How did you come upon a decision to untangle yourself?
 - Were you able to keep the chain intact?
 - Who amongst you were able to give clear instructions?
 - Who amongst you were not able to follow the instructions?
 - Were you able to complete the task at the given time?
 - How could you have done the activity better?
11. The educator will then conclude the activity by highlighting the importance of various skills such as communication and cooperation to assess any situation, and the significance of healthy negotiation and teamwork to resolve any issue at hand. The educator will further stress the importance of time management and completing the task within the stipulated time frame.

Source of the activity:

Modified From

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

Suggested Activity

Learners may discuss the steps they would take to resolve the following situations and the people they would consult

1. A big tree has fallen down on their way to school.
2. The main road towards the school has been filled with water.

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 DISCUSS!

Title of the Activity	Let's Discuss!
Estimated Time Required	30 minutes
Method of Transaction	Group work, presentation and discussion



Life Skills Addressed

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



Learning objectives:

Learners would be able to:

- discuss daily life situations and ways to address them.
- share their thoughts as well as listen to peers.
- negotiate the best possible solution they encounter in their daily lives.

Notes for the Educator

- Learners encounter many situations in their daily life but do not get the opportunity to share or discuss these. In most contexts, learners are viewed as dependents who need to be guided and instructed at all times. In inculcating life skills in the learners, it is imperative that we view them as thinking and able beings; and provide them with multiple opportunities to put forward their ideas and express their thoughts. Also, they would learn to listen and appreciate multiple perspectives through peer discussions and exchange of ideas.
- The educator will emphasize on the following steps of problem-solving while conducting the activity: P = The first step is to identify a problem (P) and understand its core. Analyzing the situation objectively and considering its possible causes constitutes critical thinking. This deep understanding and awareness will give ideas for solutions.

O = The second step is to examine probable options (O) for solving it. The more options, the better the decision is. This step uses critical and creative thinking and involves decision-making for selection of suitable solutions.

W = The third step is to reflect upon the positive and negative consequences of each option (W which stands for weighing the options). This step also uses creative thinking. Consider only those options that reflect your values and goals and if their outcomes are sensible and implementable.

E = Then the next step is to prioritize your options and keep the best five ways to solve the problem. Electing (E) is the best option and plans for the actions required to implement it.

R = The last step is to review and reflect (R) on the impact of the decision. Being able to take action on the decision, implementing it and accepting the responsibility to see it through.

Preparation Required

- Writing board
- Chalk or marker
- Pens and papers for the learners to write

Process

1. The educator will divide learners into small groups of 4-5 learners each.
2. The educator will instruct each group to elect a group leader who will present the group's findings to the whole class at the end.
3. Each group will be allocated 3–5 situations from those given below (please check annexure).
4. They will write at least three possible suggestions for each of these situations.
5. The educator will facilitate the task by moving around the groups and listening to the discussions. If any group requires any kind of help, the same can be provided by the educator.
6. After giving all the groups at least 15 minutes to discuss and write the possible suggestions, the educator will ask the group leader from each group to share the suggestions that they had discussed with the whole class.
7. Each group would then share their findings.
8. The educator will appreciate the findings of each group, and/ or add to the suggestions, wherever required.

Annexure

Select from the following situations (you may add some more):

Provide suggestions for the following situations?

- To do well in their studies and score better grades.
- To agree with their parents with regards to their study and play timings.
- To deal with a disagreement with a friend regarding sharing toys.
- To deal with a change of school due to the transfer of parents.
- To deal with the death of a parent or a close family member.
- To help a relative or friend who is suffering from some chronic illness.
- To help a classmate who is getting low marks despite working hard.

Source of the activity:

Modified From

Life-Skills Education for Students of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India (pg. 19)

Suggested Activity

Learners can be asked to discuss the following situations-

1. How will you help a friend who has fallen into a bad company such as smoking or taking drugs?
2. How will you help a friend who spends most of his time playing video games which is affecting his family life and performance 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)

ACTIVITY 3



A SAD STORY!

Title of the Activity	A Sad Story!
Estimated Time Required	30 minutes
Method of Transaction	Story-telling and discussion



Life Skills Addressed

- Primary: Problem-solving
- Secondary: Empathy, communication



Learning Objectives

Learners would will be able to:

- Discuss with their peers and put forth their views.
- Think empathetically about the given situation and express themselves.
- Think from multiple perspectives and appreciate others.

Notes for the Educator

Learners come from different families and social backgrounds. It is likely that they will have observed families around them or experienced family conflict situations from close quarters. Usually, discussions on such situations are avoided or ignored, even though it will be a mundane reality for many learners. Instead of resolving such issues or even discussing how these close experiences and observations will impact growing up learners/ children, such scenarios are conveniently not addressed at all. This activity will provide spaces for catharsis for learners who will have been experiencing such situations in their family life. For others it will provide an opportunity to empathise with others. Most importantly, it will provide the whole class with spaces to look for possible solutions and also look at a situation from multiple perspectives. They will also be made aware of the need to maintain cordial interpersonal relations in order to avoid or minimise conflicts within the family.

Preparation Required

- Pens and papers for the learners to write



Process

1. The educator will narrate the story given below to the whole class:

A Sad Family!

This is the story of a family of seven members. The family consisted of the father, the mother and their three children. The children's paternal grandparents also stayed with them. The eldest child is a boy of 16 years. He usually has conflicts with the parents due to studies and his habit of spending too much time with his friends. They worry about his studies and career and try to control him in whatever he does by putting restrictions on his movements. He also has constant fights with his younger brother who is 14 years old. They mostly quarrel over the sharing of personal items and often complain about each other to their parents and grandparents. The youngest sibling is a 12 years old daughter who usually feels left out because she has no one to share her feelings with, and mostly spends her time alone or helping the grandparents with household activities. The grandparents are physically not in the best of health but they take care of the home and children in the best possible way. Both father and mother are working professionals and travel frequently for work. They have frequent conflicts of their own, with regard to their role and responsibilities towards the family. All family members seem to lead busy lives due to their work and studies respectively. They do not have time to sit down together for a meal, let alone have a conversation about what is going on in their lives. Nobody seems to be happy in this family.

2. After completing the story, the learners will imagine that they are in the place of the young girl. A discussion will be held on the following question:
 - How would you try to change this sad family into a happy family?
3. Then the learners will be asked to choose a partner and discuss the following question:
What role can be played by each family member to make the family a happy one?
4. Learners will be asked to discuss and suggest what role each of the seven family members should play in making the family happy.
5. Each pair will write their answers on a paper and submit.
6. The educator will discuss and display learners' work in the classroom.

Source of the activity:

Modified From

Life-Skills Education for Students of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India (pg. 29)

Suggested Activity

Both you and your siblings, want to watch different T. V. channels at the same time and are arguing for the same. How can you resolve the conflict in this situation?

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



RESOLVING CONFLICT SITUATION

Title of the Activity	Resolving a Conflict Situation
Estimated Time Required	30 minutes
Method of Transaction	Story-telling and discussion



Life Skills Addressed

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



Learning Objectives

Learners will be able to:

- resolve issues in a peaceful manner through dialogue and discussion.
- become considerate of everyone's perspectives while addressing any issue/ situation.
- suggest multiple plausible solutions regarding the issue at hand.

Notes for the Educator

Through this activity, educator will communicate to the learners that any conflict situation can be resolved by taking the right actions and with sincere intentions. They would be experiencing such situations on a daily basis where they would have disagreements with siblings and friends on a variety of issues. Instead of arguments and fights, they will be introduced to alternative ways to address these through discussion and dialogue. They will be encouraged to think how the same issue could be impacting different groups, differently. What seems to be the best way for us will be completely wrong for others, and vice versa. The educator will emphasise the importance of keeping everyone's perspectives in consideration while trying to resolve any issue. Learners will be given the opportunity to participate and the most appropriate solution should be arrived at.

The educator will discuss the following steps of problem-solving while conducting the activity:

1. P= The first step is to identify a problem (P) and understand its core. Analyzing the situation objectively and considering it is possible causes constitutes critical thinking. This deep understanding and awareness will give ideas for solutions.
2. O= The second step is to examine probable options (O) for solving it. The more options, the better the decision is. This step uses critical and creative thinking and involves decision-making for selection of suitable solutions.
3. W= The third step is to reflect upon the positive and negative consequences of each option (W which stands for weighing the options). This step also uses creative thinking. Consider only those options that reflect your values and goals and if their outcomes are sensible and implementable.
4. E= Then the next step is to prioritize your options and keep the best five ways to solve the problem. Electing (E) is the best option and plans for the actions required to implement it.
5. R= The last step is to review and reflect (R) on the impact of the decision. Being able to take action on the decision, implementing it and accepting the responsibility to see it through.

Preparation Required

- Writing board
- Chalk or marker
- Pens and papers for the learners to write

Process

1. The educator will narrate the short story given below:

Whose Work is It?

Imagine a school which is supposed to organise a craft exhibition. From each class, two representatives have been chosen to undertake the responsibility to arrange the display of exhibits of learners of their class. Since Class VI, Rashmi and Raghav have been given the task of displaying craft materials for their classmates. Both of them discussed the work to be done which were mainly to arrange for furniture and tents and to assemble the exhibit materials.

The conversation between the two learners is as follows:

Rashmi said to Raghav, 'All the materials required for the exhibition such as chairs, tables and tent would be arranged by you. I would assemble all the exhibits that are to be put on display'.

Raghav replied, 'Assembling exhibit materials is not a big task. Arranging the materials required for the exhibition should also be done by you'.

(This situation could be taken further through discussion in the class)

2. The educator will write the following points on the board for post-discussion:
 - i. State the problem.
 - ii. Discuss to resolve the problem.
 - iii. Find a solution and work towards it.
3. The educator will instruct the learners to discuss all aspects of the problem at hand.
4. After the narration, the educator can stop for discussion and questioning.
5. The class will be divided into two groups. One group will speak in favour of Rashmi and the other group in favour of Raghav.
6. Both groups will be instructed that both the conflict parties must be willing to have a dialogue without shouting or arguing.
7. They should come with an objective to resolve and not escalate the problem.
8. They should both be willing to look for a solution acceptable to both parties.
9. Discussion pointers could be:
 - i. How would you ensure that the solution is correct or would work?
 - ii. Discussion on plausible/ multiple solutions could be accepted.
10. The educator will continue to encourage the learners to listen to other's point of view.

Source of the activity:

Modified From

जीवन कौशल विकास हस्त पुस्तिका: शिक्षकों के लिए उत्तरप्रदेश: यूनिसेफ़ (pg. 30-31)

Suggested Activity

Resolve the following situation-

You and your friend have been given a group project which both of you have to do together. You are not agreeing on the distribution of tasks and an argument has ensued.

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



GOING TO AN ISLAND

Heading	Going to an Island
Estimated Time	30 minutes
Method of Transaction	Situation analysis and discussion



Life Skills Addressed

- Primary: Decision-making
- Secondary: Problem-solving, critical thinking



Learning Objectives

Learners will be able to:

- prioritize and make decisions about materials essential for daily life
- critically evaluate a situation by examining it from all sides
- prepare for difficult situations
- take on roles and responsibilities during collective action

Notes for the Educator

Schools often provide learners with an opportunity for field visits. These will either be in the form of picnics in the vicinity of school or outstation trips. These field trips are intended not just for fun but also for the learners to develop different life skills. One of the core life skills that can be nurtured in the learners through such an activity is that of decision-making. When going for a trip, learners have to take decisions on a variety of issues such as what all to carry, how to prioritise what can be carried as per weight and size constraints of the luggage, whom to become partners with while boarding and lodging, how to take care of one's own belongings, what roles and responsibilities to dispense as part of the larger group and so forth. In all this, learners learn to take independent as well as collective decisions and subsequent actions. This activity will gear them up for such decision-making.

Preparation Required

- Flipchart, sketch pens, chalkboard, chalk
- The educator will first arrange for the learners to sit in a circle. In the latter half of the activity, they will sit in smaller groups. This activity will be conducted in a large room with a chalkboard.



Process

1. The educator will tell learners that they will participate in a very interesting activity where they can use their imagination freely.
2. The educator will tell the learners about an imaginary situation in which they are to go to an island for five days on a school trip. For this, each of the learners has to pack their bags.
3. Each learner will independently decide upon the following points
 - Number of bags
 - List of things to carry
 - Placement of things in the bag
4. Now, the educator will inform the learners that they can carry only a limited number of things. Therefore, they need to prioritise what can be carried as per the weight and size constraints of the luggage. The educator will give them 10 minutes to decide what things they will finally carry or drop. They will prioritize the items in the order of most important (1) to least important (20).
5. In the second part of the activity, the educator will announce that different teams have to be made for collective action. Some of the possible teams for the game will be refreshment, discipline, boarding and lodging and so forth.
6. The educator will ask learners to volunteer for any one of these teams.
7. Learners will then organise themselves into these groups.
8. They will work together to evolve a list of tasks that each of these teams will manage; the materials they need to carry and do a justified division of labour among the members of the group.
9. Once these lists are ready for each group, the educator will ask the groups to present the details of their suggested preparations. The educator will further ask the groups to add to their lists in case they have missed out on anything.
10. The educator will conclude the session by thanking and appreciating the learners for their active participation.

Source of the activity:

Modified From

Dishari- Teacher's Manual. West Bengal, India: UNICEF & Vikramshila (p. 38-39)

Suggested Activity

The educator will arrange a field visit near the school. It may be to a monument of historical importance/bio-diversity park/Post office/Bank. The educator will reiterate some of the points relevant for these places from the list of issues discussed above. The educator will involve the learners in making decisions related to the visit.

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



TOSS KA BOSS-HAAN YA NA

Heading	Toss ka Boss-Haan ya Na
Estimated Time	30 minutes
Method of Transaction	Activity-based discussion



Life Skills Addressed

- Primary: Decision-making
- Secondary: Problem-solving, negotiation



Learning Objectives

Learners will be able to

- Weigh different options for decision-making
- Realise that everyday dilemmas and problems require decision-making
- Negotiate their viewpoint to arrive at a decision.

Notes for the facilitator

We seldom realise that we make decisions all the time. Making decisions is a complex process. Learners in the age group of 8-12 years are constantly dealing with the world around them. They too have to make decisions on issues of concern for them. Good decision-making depends on understanding the situation well, being aware of our choices and, most importantly, preparing for the consequences of our choices. Learning to make decisions that keep us safe requires both critical and creative thinking. This activity is designed keeping learners' contexts in mind and the way they constantly work towards making sense of the problems they encounter. It is aimed to make learners aware of their decision-making skills and sharpen their abilities further.

Preparation Required

- Chits with issues written on them, blank chits, empty bowls, markers and pens.
- The educator will make some chits with issues that require learners to make decisions in their everyday lives.
- The educator will either make the learners sit in a regular seating arrangement or s/he will ask the learners to sit in a circle. The seating arrangement will be decided as per the number of learners in a class. Learners will be required to move between the two groups so adequate space will be made available for that.



Process

1. The educator will begin the session by telling the learners that they are going to do an activity that requires them to 'think before they act'.
2. Learners will be given blank chits and asked to write in pairs a situation/concern that required them to make decisions in the recent past. Encourage the learners to discuss before they write.
3. Add these chits into the bowl of chits already made by the educator.
4. The educator will write a few concerns on the chit herself/himself. Some of the suggestive issues may be as follows-
 1. I have got very poor marks in my unit tests/mid-term examination.....I will hide my results from my parents.....
 2. I like the pen that one of the learners in my class has.....I will take that pen when that learner is not aware of my picking it up.....
 3. I will never play with my best friend again as s/he broke my pencil box and spoke rudely to me.....
 4. My friends are not there in the park today.....I play with the children who make fun of my other friends...
 5. Ma'am has changed my seat and made me sit with the girl who does not study well.....I will just not sit with her.....
 6. My mother did not allow me to eat food from outside...but today on my way home, I ate something from a food stall...but I will not tell my mother.
 7. I will hide my mother's phone and take it to school.....
 8. I will not raise my hand to admit before the class educator that I have not done my homework.....I don't think I will be caught this way.....
 9. Although my mother told me to do a particular task, I will go and tell my sister that mother has asked her to do that task...this way I won't have to do that task.
5. The educator will invite the learners to come one by one and play the game.
6. The game begins with the educator inviting any learner to pick up a chit. The learner will read aloud what is written on the chit.
7. Learners will then be told that if they agree with the statement, they will join group A on one side and if they disagree with the statement, they will join group B on the other side.
8. Each of the groups then has to present their arguments for joining any of the groups. The learner volunteer will hear out the arguments of each of the groups and will take a stand on whether s/he agrees (Yes) or disagrees (No) with the statement and finally join that group. This child will clearly have to state the reason for her/his decision i.e. why s/he finally chose to join this group; what were the arguments that s/he got convinced with.




Source of the activity:

Modified From

the manual '10 Core Life-skills Project Sambhav Training Module-Strategies to Lead Life', UNICEF Jharkhand pg 46.

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



IDENTIFY THE QUALITY

Heading	Identify the Quality
Estimated Time	30 minutes
Method of Transaction	Discussion



Life Skills Addressed

- Primary: Decision-making
- Secondary: Critical thinking



Learning Objectives

Learners will be able to:

- become aware of their gender identity
- think critically about traits assigned to each gender
- analyse a challenging situation
- understand that gender-based identity is socially constructed
- recognise that social forces operate upon our decision-making processes.

Notes for the Educator

This activity is designed to help learners make decisions pertaining to gender. Learners at this age begin to understand concerns from multiple perspectives. They begin to see possibilities beyond the most apparent and the most obvious. This is also the age when they become cognitively mature enough to be able to appreciate people's internal qualities and understand them against the backdrop of social and cultural ethos. This is extremely important for decision-making. As we cannot understand issues and concerns in a vacuum, it is imperative to recognise the social forces that operate upon our decision-making processes. Nevertheless, despite these forces, there are values that we take courage to stand for. This activity is aimed to open those vistas for the learners wherein they understand that their decisions are at times coloured by the social milieu that they come from. Their traditional understanding of gender will be challenged through this activity. They will be propelled to revisit their stereotypes and take informed positions.

Preparation Required

- Chart paper and bold marker, pens
- Learners may be asked to sit in a group. They may choose to sit in a semi-circle.

Process

1. The educator will make the following figures either on the chalkboard or on chart papers.

(Draw figure of a man)	(Draw figure of a woman)

2. The educator will write 'man' and 'woman' on each of these figures.
3. The educator will ask the learners to discuss the different bodily and emotional qualities of people.
4. While the discussion is taking place, the educator will ask learners whether these qualities stand appropriate for men or women and will accordingly place them in the corresponding 'men' or 'women' figures or into both.
5. The educator will further discuss whether the qualities they have written for men and women are exclusively for any gender or can both genders display these qualities, either in equal or in varying degrees.
6. Learners will decide and reflect on whether they should try to fit people into such categories based on gender..
7. The educator will highlight the fact that our decisions with regard to gender identities are coloured by the social milieu that we come from. It is from the outside society that we have picked up these stereotypes, standards and prejudice and it is up to us to decide what we personally believe in. For example, the educator will state that women are not emotionally weak just because they will weep at times, in fact, women show great courage in times of challenges and stress. Likewise, unlike the social perception that men can't cook, men will become good cooks.
8. In the end, the educator will highlight the fact that both men and women have similar bodily and emotional qualities, they will only vary in degrees. Societal expectations try to put them into neat categories, which is not always the right thing to do.

Source of the activity:

Modified From

राष्ट्रीय माध्यमिक शिक्षा अभियान हेतु जीवन कौशल शिक्षा प्रशिक्षण मॉड्यूल (2016) राजस्थान: यूनिसेफ़ एवं संधान (p 22).

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



SAY NO!

Heading	Say No!
Estimated Time	30 minutes
Method of Transaction	Storytelling and discussion



Life Skills Addressed

- Primary: Decision-making
- Secondary: Negotiation, communication



Learning Objectives

Learners will be able to:

- realise the importance of decision-making in evading risks and threats
- identify one's agency in vulnerable situations
- negotiate their viewpoint
- understand the significance of assertive communication.

Notes for the Educator

- This activity addresses multiple issues as it is designed primarily to help learners understand the significance of weighing options in decision-making. These decisions will be related to judging risks and vulnerabilities.
- The activity subtly touches upon the issue of gender. It is intended to make both girls and boys aware of difficult or unsafe situations in which they will be required to make decisions to safeguard themselves.
- It also brings forth the need to negotiate and communicate one's decision assertively. It is about making informed choices and standing by and facing the consequences of one's decisions. The activity is aimed at encouraging learners to talk about ways to empower themselves as individuals and not as only girls and boys. It reiterates the importance of good decision-making.

Preparation Required

- The educator may either make the learners sit in a regular seating arrangement or in a circle. The seating arrangement will be decided as per the number of learners in a class. Learners will be required to move between two groups so, adequate space may be made available for that.
- The educator will make some chits with issues that require learners to make decisions in their everyday lives.

Process

1. The educator will begin the session by telling the learners that s/he is going to narrate a story. Tell the learners to identify the hidden intent of the characters in the story.

This story is about Sarita, who studies in the sixth standard. Sarita has an uncle who sometimes visits his home to meet her parents. One day, while Sarita was returning from school, she heard her uncle call out to her.

Ramesh Uncle (calls out): Sarita...

Sarita: Namaste Uncle.

Ramesh Uncle: I am fine.

Ramesh Uncle: Are you going home? Come and I will drop you.

Sarita: No Uncle, I can go walking.

Ramesh Uncle: Come on, I can meet your family too.

Sarita: Sure, please go and meet them. They will be very happy. I have to go now, my friends are getting late.

Ramesh Uncle: Let them come. I will drop you off fast.

Sarita (assertively): No Thanks. As I said, I always travel with my friends and so will go home with them today as well. Namaste

2. Once the story is over, the educator will discuss the following points:
 - Why did Sarita decide not to go on the bike with Ramesh uncle?
 - Was she anticipating any risk? What risks would Sarita have had if she had gone with him?
 - What do you think about Ramesh? Is he right to force Sarita to leave her friends and go with her?
 - What do you think about Sarita? Did Sarita do the right thing by saying no to her uncle? Can we say no to people, especially adults?
 - Was Sarita polite or assertive in communicating with Ramesh uncle?
 - Ask who SMART is and why do they think so?
 - Can boys encounter similar situations where they have to make such tough decisions and make themselves safe?
3. The educator will discuss that sometimes we have to make tough decisions. But they are seemingly important to make.
4. With the help of the chart below, s/he may explain the difference between non-assertive, assertive, and aggressive communication.

Advantages and Disadvantages:

Non-Assertive	Aggressive	Assertive
Disrespectful to oneself	Disrespectful to others	Respectful to oneself as well as to others
Undervalue knowledge, feelings and rights of oneself.	Undervalue the knowledge, feelings and rights of others	Be sensitive to self as well as others
Remain quiet in situations where personal rights, needs and feelings are violated	Only talking and not listening or trying to understand the other person's situation	You have control of the situation and can express your opinion on the right judgment of the situation
Giving in to external pressure against your own wishes and values	Being impolite and rude to others	Being confident and polite
Blaming oneself	Blaming others	Judging the situation without biases and blaming game

5. The educator will state that it is important to communicate assertively and skills to say 'no' to deal with negative pressure or any negative influence. This is part of the negotiation as well. By giving in to negative pressures one will be disrespecting oneself and undervaluing one's own knowledge and decision-making skills.

6. The educator will conclude the activity by motivating the learners to respect their own rights while using one's judgment to act upon pressure.


 **Source of the activity:****Modified From**

UNICEF-C4D Bihar draft manual

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



CHINESE WHISPERS

Heading	Chinese Whispers
Estimated Time	30 minutes
Method of Transaction	Activity-based discussion



Life Skills Addressed

- Primary: Communication
- Secondary: Self-awareness



Learning Objectives

Learners will be able to:

- identify the barriers to communication
- list effective ways to overcome barriers to communication
- highlight the importance of listening and speaking skills for effective communication
- practice active listening

Notes for the Educator

- Communication is a two-way process in which each person expresses her/himself and listens and responds to the other person. In any situation, it is important to be clear what we have to say. Equally important is to be able to listen attentively and patiently to the other person in conversation. This activity is aimed to equip learners to identify various barriers to effective communication. It will help them recognise that listening, speaking and turn-taking are some of the aspects of effective communication. In the activity, they will be able to assess their communication skills and practice them.
- The educator may minimise the noise coming from outside the class, before beginning the activity. Make sure the learners patiently wait for their turn.

Preparation Required

The educator will arrange a big room to conduct this activity. Ensure that the noise coming from the outside and the distractors are minimised.

Process

1. The educator will begin the session by telling the learners that they will participate in a fun activity. They will form a big circle and play 'Chinese Whispers'.

If there are more than 50 learners in a class, the educator may form 2 separate circles and, in each circle, give a slightly long and complex statement to the first learner and begin the game.

E.g. " _____ " or " _____ ".

The rules for the game are as follows:

- a. Each learner will whisper the sentence to the one on her right just once
 - b. She cannot repeat the sentence
 - c. The one hearing the sentence cannot ask the other one to repeat or clarify
2. After the last learner calls out the sentence, the educator will ask the beginner whether it was the same sentence with which the game began. In the end the sentence will become completely different or a jumbled version of the original sentence.
 3. The educator will ask the learners if they faced any difficulty while listening to the other person. Some of their responses could be as follows:
 - a. We could not hear clearly
 - b. Whispering made it difficult to understand
 - c. There was too much noise outside
 - d. Lack of clarity in the way the sentence was spoken
 - e. The person spoke so fast that most words could not be understood
 - f. We were nervous about the activity
 - g. We do not know the outcome of the activity
 - h. We wanted to be able to say the full sentence and that made us nervous/anxious
 - i. We were preoccupied with something and were thus distracted
 4. At this point, the educator will tell the learners that this activity signifies some important things. When we communicate, we must keep in mind the following?
 - a. Where we communicate- a public, noisy place or a quiet place?
 - b. Who we communicate with – friends, teachers, parents, elders?
 - c. The mental state of the person either speaking or listening.
 - d. Voice modulation and pitch, loud or soft, garbled or clear.
 - e. Importance of listening attentively and patiently.
 - f. Saying what we need to say clearly and on an ample volume.


 **Source of the activity:****Modified From**

Dishari- Teacher's Manual. West Bengal, India: UNICEF & Vikramshila, (p. 27)

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



CIRCLE OF FRIENDSHIP

Heading	Circle of Friendship
Estimated Time	30 minutes
Method of Transaction	Activity-based discussion



Life Skill Addressed

- Primary: Communication
- Secondary: Participation



Learning Objectives

Learners will be able to

- understand the importance of effective communication
- assess the strengths of team members & work towards the collective strength of the team
- address issues that crop up when we work together.

Notes for the Educator

This activity provides the learners with an opportunity to interact and discuss with each other. As they work on their individual goals, they will realise that individual goals should not conflict with overall group goals. This activity is aimed to improve their communication with each other. They will realise the importance of clearly communicating how to achieve group goals.

Further, the educator will highlight that there is no joy like the joy of working together. This session provides an opportunity for learners to come together and achieve certain time-bound tasks. Different learners have different working styles. But as learners, we should be able to get together to achieve common goals. This session will help them realize the importance of working in teams.

Preparation Required

- The educator will conduct this activity in a large room or in an open space.



Process

1. The educator will welcome the learners and tell them to join hands and form a big circle. Ask each of the learners to identify a spot in the room which will be their destination. But they are not supposed to share this with others.
2. Tell them on hearing the word 'Go', they have to start walking and reach their individual destinations within 1 minute; the condition being that at no point of time can they leave each other's hands. Learners will be told that they will stop the activity when the educator will clap twice.
3. Observe that learners end up leaving each other's hand and the stronger ones among them drag the others towards their own destination.
4. Clap twice to indicate the end of the activity and allow them to settle down.
5. Take their feedback on the activity, whether they had fun doing it, whether they faced any difficulty in the process.
6. Ask learners who could not reach their destinations, why they could not do so. Ask the ones who could why according to them their friends could not reach their destinations. Learners will respond – some among them were pulling the others hard and they were forced to move away from their destination. Still, others will say that they were not aware of each other's goals; hence they did not have a strategy in place to move around.
7. Ask them to reflect and discuss how this work can be completed with coordination and within the time limit. You can explain to them that had they known each other's goal and divided the 1 minute into the number of team members and spent each part in each destination, they would have been able to complete within a minute.
8. End the activity with the following discussion points:
 - a. Each team member should be aware of the individual goals of the team members and should maintain proper communication with each other
 - b. The individual goals of a team should converge into a common goal for the entire team
 - c. Team members should help each other at all times
 - d. There should be complete trust among and respect for each other. There should be a willingness to achieve team objectives together and each team member should work towards the common goal.
 - e. Teams should constantly review their work and evaluate whether they are on track.

Source of the activity:

Modified From

Dishari- Teacher's Manual. West Bengal, India: UNICEF & Vikramshila, (p. 18)

Suggested Activity

Learners will be asked to choose a theme from any of their subject books and make a chart/skit/poem on it. They have to work in teams and work towards the combined goal. Learners will be given a timeline after which they will have to present the same in 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 3



TOGETHER WE DRAW

Heading	Together We Draw
Estimated Time	30 minutes
Method of Transaction	Drawing and discussion



Life Skills Addressed

- Primary: Communication
- Secondary: Participation



Learning Objectives

Learners will be able to:

- understand how communication can be made effective
- identify gaps in ways of communication
- work collaboratively in groups.

Notes for the Educator

This activity is designed to help learners understand that it is significant to cooperate within groups and for this one must inculcate within oneself the ability to communicate effectively with each other. Learners will also understand the importance of playing out the designated roles in a group.

Preparation Required

- Sheets, pens, colours
- The activity requires the learners to do group work. So, this activity can be conducted in a big room where different groups can be asked to sit in different corners of the room. This will ensure that they do not disturb each other while interacting in their groups.



Process

1. The educator will divide the learners into groups of 6-8 each. Tell them to think of an image which they have to draw with the help of either a straight line or a curved line. When the educator says "Start" they will draw the first straight line or curved line in their Workbook to start their drawing. Next, they will pass it to the person to their right and take the book from the person to their left. But they cannot discuss among themselves what they are drawing.
2. In this way, the book will move around until it comes back to its owner. Once this is complete, ask them to show the drawing to each other. Sharing can also happen among different groups. It will be seen that they have drawn random lines; no sensible image has been created. Ask learners why a picture could not be drawn. Is it not possible to draw in this way?
3. Now ask learners to repeat the exercise with a difference. In this round they will again draw either a straight line or a curved line; except this time, they will be allowed to discuss among themselves. The team can choose a leader who will start the drawing and will discuss what each one will draw. This will enable them to plan within their group and perform as a team. Give them 10 minutes to complete the exercise. This time it will be seen that they manage to come up with a proper picture.
4. Discuss with the learners how they went about doing the task. Some of the possible steps involved in completing the task are listed below:
 - a. The group decides on a common objective
 - b. Each member in the group has an assigned role
 - c. One person will act as a team lead and organize the entire process
 - d. There is constant communication among the group members
 - e. Each member works towards the common objective
 - f. There is coordination among the group members
 - g. Each member ensures and supervises that the task is accomplished keeping in mind the set objectives
5. Using the above discussion points, explain the importance of communication in the working of a team.


 **Source of the activity:****Modified From**

Dishari- Teacher's Manual. West Bengal, India: UNICEF & Vikramshila, (p. 19)

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



MAKING MY POINT

Heading	Making My Point
Estimated Time	40 minutes
Method of Transaction	Activity-based discussion



Life Skills Addressed

- Primary: Communication
- Secondary: Negotiation



Learning Objectives

Learners will be able to

- identify gaps in communication
- differentiate between passive, aggressive, and assertive communication
- develop strategies for effective communication
- work in collaboration with others towards a common goal

Notes for the Educator

As the social circle expands for learners, they encounter various issues emanating from miscommunication. This becomes the age when learners begin to face situations where they need to clarify their stance, deal with bullying, report theft of their personal belongings, assert their choices and so forth. All of these require assertive and effective communication. This activity is designed to give them space where, through enactment, they can revisit some of these situations and become thoughtful of the need for effectively communicating their thoughts in such situations. Further, this activity aims to assert the role of effective communication in establishing good interpersonal relationships.

Preparation Required

- Paper slips/chits with different themes for role-play written on them, and pens
- The educator may conduct this activity in a large room or in an open space. Learners will be required to work in small groups. Minimise noise from the outside before the activity begins.



Process

1. The educator will begin the session by asking the learners to share an incident where misunderstanding occurred because communication was unclear?
2. The educator will then divide the learners into smaller groups of 5-6 and ask them to pick up a chit with the plots for role play. Learners will be asked to prepare a role play on the suggested plot. The educator will note that the plots remain incomplete and the learners will be asked to evolve concerns on communication their own.
 - Everyday Sonu and his gang of friends stop Sudhir while he is on his way to school. They snatch away his bag and throw away all his books. One day Sudhir decides to talk to them.....
 - Rani reaches school late almost every day. The educator scolds her, but she does not tell her that she gets late as she drops her younger brother to his school on her way to
 - On her birthday Akram is asked by his parents what he would like as a present....
 - While Meenu was carrying a tray of glasses to offer water to the guests, she slipped and all the 5 glasses that she was carrying fell and broke. Her mother came and without listening to any of her clarifications slapped her....
3. Once the learners have enacted the plays the educator will explain to the group the difference between passive, aggressive and assertive communication.
 - Passive communication means to communicate in a “weak” way. You have confused body language, which shows you are weak, timid, undecided and have low self-esteem.
 - Aggressive communication means to communicate in a way that threatens the other person. You have threatening and forceful body language.
 - Assertive communication means to communicate in a way that does not seem rude or threatening to others. You are standing up for your opinion, ideas, feelings, for your rights without endangering the rights of others. You have strong, steady but non-threatening body language.
4. Further talk to them about ways of assertive communication.
5. The educator will bring the activity to closure by reiterating the role of effective communication in making one's point clear. Thank all the learners for their active participation.

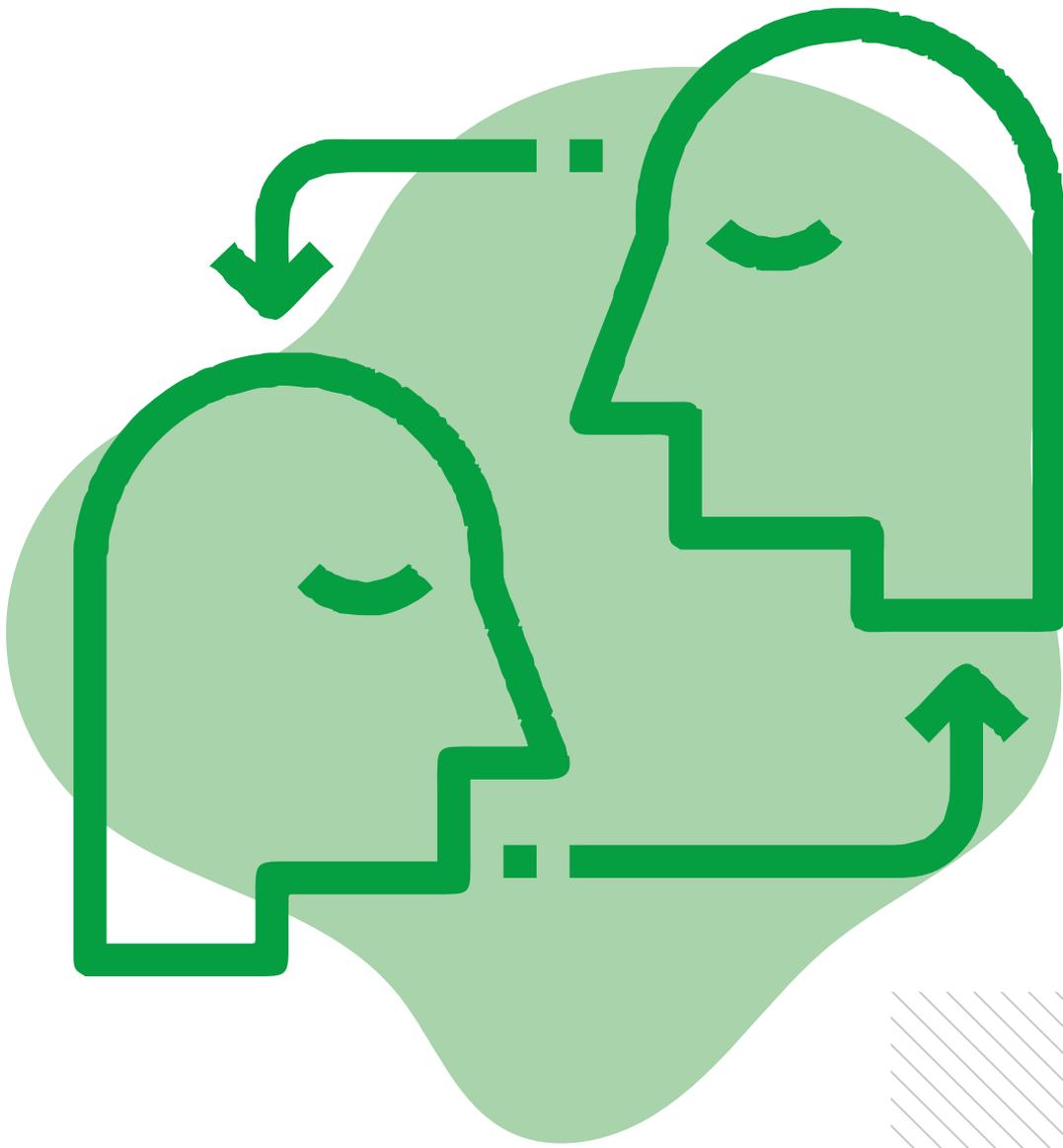
Source of the activity:

Modified From

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

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



TRUST BUILDING

Title of the Activity	Trust Building
Estimated Time Required	30 minutes
Method of Transaction	Hands-on activity and discussion



Life Skills Addressed

- Primary: Empathy
- Secondary: Communication, participation



Learning Objectives

Learners will be able to:

- discuss importance of mutual respect, trust and understanding that help in building healthy interpersonal relationships.
- build trust with their peers.
- work in collaboration with others

Notes for the Educator

The educator will hold a discussion on the importance of interpersonal relationships. Learners will be introduced to the idea of interpersonal relationships as a strong, deep or close association between two or more people that will range in duration from brief to enduring. The best relationship results from both people contributing positive qualities like mutual respect, trust and understanding. The educator will also stress how effective communication helps improve relationships and helps one relate to people in a positive way and deal with problems constructively.

Preparation Required

- An open space for learners to assemble and work together
- A mattress or mat if needed



Process

1. The educator will ask any 3 learners to volunteer for this activity.
2. Then the educator will ask one of the volunteers to call any 6 people from the group whom s/he trusts.
3. Then these 6 people will be asked to make a circle around the learner.
4. Next, the educator will ask the learner who is standing in the centre of the circle to close her/his eyes. Or, alternately blindfold him/ her. The other 2 learners who volunteered can also be blindfolded at the same time and asked to wait for their turn.
5. Now the educator will tell the learner in the centre to fall down to the floor on her/his back and that the others will catch her/him before s/he falls down. The mattress can be kept as support and back up, but the learners in the centre need not be told of this.
6. The educator should be mindful and instruct the 6 people circling the learner at the centre to be alert and not get anyone hurt during the task.
7. Repeat this activity with the other 2 volunteers who had also been blindfolded (refer to step nos. 2-6).
8. The educator should not force any of the volunteers to participate if they start to panic after hearing that they have to fall down on the floor.
9. The educator will conclude the discussion emphasizing the importance of how people can come together and contribute towards building positive qualities like mutual respect, trust and understanding. No matter how hard you work or how brilliant you are, if you cannot connect with the people with whom you work or live with, your life will suffer. Keeping healthy relationships is very much essential for success in life.




Source of the activity:

Modified From

10 core Life-Skills, Project Sambhav. Training Module: Strategies to Lead Life. Jharkhand: UNICEF, ContactBase (pg. 61-62)

Suggested Activity

Learners may be asked to reflect on how they can maintain healthy relationships with their peers and siblings.

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



CHANGING PLACES

Title of the Activity	Changing Places
Estimated Time Required	30 minutes
Method of Transaction	Role-reversal and discussion



Life Skills Addressed

- Primary: Empathy
- Secondary: Participation



Learning Objectives

Learners will be able to:

- get acquainted with the issues and experiences of the opposite sex
- think from others' perspectives
- reflect and appreciate the challenges of the opposite sex

Notes for the Educator

The educator will relate this activity to previous gender-based activities as it is based on role reversals. This activity can provide learners with the platform to understand others' perspectives and also put themselves in their place and at least reflect on their situations. This will help them attempt to understand the opposite sex and appreciate them. Also, misconceptions and biases can be addressed that will emerge while conducting the task. For now, the activity only addresses two genders and not all genders. The tasks involve enacting someone whom they know and interact with from the opposite gender so only two genders have been taken up. The concept of other genders will be introduced in higher modules.

Preparation Required

- Masks of girls and boys to be worn by the learners
- Open space where learners can assemble and sit on the floor
- Mat
- Chart paper



Process

1. The educator will take the learners to an open area. Alternately, the classroom may be rearranged to make enough space for learners to sit on the floor.
2. The educator will divide the learners into two groups - one group consisting of boys, and the other group consisting of girls.
3. Both groups will be instructed to sit in a circle.
4. The educator will guide learners to imagine role-reversal by saying, 'Think like a girl, if you are a boy; Think like a boy, if you are a girl!'
5. The educator will ask one learner from each group to come in the centre of the circle.
6. Then masks will be given to learners. Girls will be given the mask of a boy and boys will be given the mask of a girl. (In case, it is a single-sex school, still, learners will wear masks of the opposite sex)
7. Learners can be asked to give themselves a name (it could be of their sibling's, friend's, or a family member's).
8. Then, they will be asked to act in a way that the person whose name they have chosen acts and share their good qualities, habits, tasks they do, and any problems they face.
9. Once all the learners have shared, the educator can ask the whole class to discuss and think about:
 - What was shared?
 - How were the experiences and sharing the same or different?
 - What would be the reasons for these differences?
10. The educator will conclude by addressing the need to be sensitive towards others and recognizing the needs of others.


 **Source of the activity:****Modified From**

Annexure from pg. 75. 10 core Life-Skills, Project Sambhav. Training Module: Strategies to Lead Life. Jharkhand: UNICEF, ContactBase

Suggested Activity

Learners have to do this activity with their siblings and 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)

ACTIVITY 3



BUILDING EMPATHY

Title of the Activity	Building Empathy
Estimated Time Required	30 minutes
Method of Transaction	Activity-based discussion



Life Skills Addressed

- Primary: Empathy
- Secondary: Participation



Learning Objectives

Learners will be able to:

- be aware of the challenges faced by a differently abled person
- experience the life of a visually challenged person
- identify their responsibility towards differently abled people

Notes for the Educator

- The educator may carry out this activity as an extension of the previous activity on interpersonal relationships. This activity will further reinforce qualities like mutual respect, trust, freedom, love, kindness, and understanding discussed earlier. The educator can emphasize 'trust' as the basis for effective communication and fulfilling interpersonal relationships.
- In addition, the educator will facilitate a discussion on building empathy towards people who are visually challenged and the different capacities in which people around will support them. Emphasize that the idea is not to patronise differently abled people. There is a tendency to consider and address differently abled people as someone who is helpless and needs constant help. This misconception needs to be highlighted, questioned and put to rest. Emphasis needs to be on the fact that they are equally capable in their own ways, and can succeed with the right access and support. It is just that we need to ensure that the infrastructure we have should be more disabled-friendly for them to access and participate with ease.

Preparation Required

- Cloth to blindfold learner volunteers



Process

1. The educator will divide learners into pairs.
2. Then one learner from each pair will be blindfolded.
3. The second learner who has her/his eyes open will then lead the partner and do the following tasks:
 - Make the partner touch or feel things around the room, asking them to identify.
 - Make sure the partner does simple tasks like eating from the tiffin box.
 - Make the partner arrange their books and other belongings and put them inside their school bag.
 - Make sure your partner finds a particular textbook or copy from inside the school bag.
4. The educator will instruct beforehand that no one should speak during the task.
5. All pair can do this task simultaneously.
6. After 3 minutes, the pair will reverse their role, i.e., the learner who was leading will now be led.
7. After the task is over, the educator will ask learners the following questions:
 - How did you feel when you were leading your partner with his/her eyes closed?
 - I was scared that my partner would fall down.
 - I felt responsible to lead him/her correctly.
 - I felt happy to be helpful.
 - How did you feel when you were being led?
 - I was afraid.
 - I trusted my partner.
 - I was glad that there was someone to help me.
8. The educator will then conclude the session by telling learners that they must understand others and empathize with the other person's situation for trust-building and effective communication. There will be a further reiteration of the fact that all human beings, irrespective of physical disabilities or otherwise, are equally capable of doing things in their own ways, and can succeed with the right access and support. Our concern should be with treating themselves as equals rather than as helpless beings.




Source of the activity:

Modified From

Life-Skills Education for Learners of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India (pg. 31-31)

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



MANAGING EMOTIONS

Title of the Activity	Managing Emotions
Estimated Time Required	30 minutes
Method of Transaction	Discussion



Life Skills Addressed

- Primary: Empathy
- Secondary: Participation, critical thinking



Learning Objectives

Learners will be able to:

- identify ways to manage one's emotions.
- empathise with the situations of others.
- reflect upon and appreciate the perspectives of others.

Notes for the Educator

The educator will point out that any situation will give rise to feelings, which in turn leads to a reaction that may be negative or positive. At times, such situations will give rise to negative reactions. It is in our hands to manage our emotions and we must not allow the situation or circumstances to control our emotions and feelings.



Process

1. The educator will draw a circle on the board and divide it into three equal parts and the educator can write:
 1. "Not Feeling Good"
 2. "Feeling Good"
 3. "Feeling Okay"
2. The educator will tell the learners that the figure on the board is the mood meter and they can each say what their mood is like today by just ticking the appropriate part.
3. Then the educator will make the learners in three groups as per their mood that they are feeling that day.
4. Then the learners will be instructed to discuss amongst themselves why they are feeling good, not feeling good, or feeling okay.
5. Further, each group will be asked to share with the larger group the reasons behind their mood.
6. The educator will then ask the learners to think of any recent event from their lives where they felt sad, angry or upset and it disturbed them.
7. The educator will ask the learners to share the emotions or feelings attached to those incidents or events, allowing them to freely associate their feelings. Expected responses:
 - I felt sad, when my father scolded me.
 - I felt ashamed when my mother shouted at me in front of my aunt.
 - I was very angry when my brother fought with me.
8. Now the educator will ask the learners how they reacted to the situation. Expected responses:
 - I cried a lot.
 - I ran away.
 - I fought back.
9. Now the educator will ask the learner how the same incident could have been handled in a different manner so that there is a positive outcome. Expected responses:
 - I could have asked my father to allow me to explain.
 - I could have told my mother later how hurt I was when she scolded me.
 - I could have shared my frustration with my friend instead of losing my temper on him.
10. The educator will conclude by stressing the need to give importance to views of others and not react to situations. Also, participation in the group task will help in building empathy amongst the group members and everyone could learn how to respond with an understanding approach.



Source of the activity:

Modified From

Life-Skills Education for Learners of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India (pg. 32-33)

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



LET US WRITE A STORY

Heading	Let Us Write a Story
Estimated Time	30 minutes
Method of Transaction	Story-writing and discussion



Life Skills Addressed

- Primary: Negotiation
- Secondary: Communication, creativity



Learning Objectives

Learners will be able to:

- express their views freely
- negotiate with group members
- accept or reject the ideas and opinions of others rationally
- utilise verbal and non-verbal ways of communication

Notes for the Educator

This activity is designed to help learners understand that it is significant to cooperate within groups and for this, one must inculcate within oneself, the ability to negotiate effectively with each other. It will give the learners a chance to share their thoughts in front of their group. In case of any disagreement with group members, each of the learners will have an opportunity to negotiate their ideas and convince others with their ideas. Each of the learners will accept or reject the ideas propagated by the other team members.

Preparation Required

- Story (first line) sheets, pens
- The activity requires the learners to do group work. So, this activity may be conducted in a big room where different groups can be asked to sit in different corners. This will ensure that they do not disturb each other while interacting in their groups.



Process

1. The educator will divide learners into groups. Give each group the first 2 and the last 2 lines of a story. Also give the group members some keywords or phrases from the story which will act as links. One example of a story that can be taken is given in the annexure.
2. Ask them to complete the story with the help of the keywords and starting and ending lines. They can use a maximum of 10 sentences. Give them 15 minutes to do this.
3. Let each group read out their story before the class. Next, ask them to mention the steps that they followed while doing the activity.
4. Encourage learners to speak up and guide them through the discussion with the help of the following points:
 - a. That there was constant communication within the group members
 - b. The common objective for the group was to write a story
 - c. There was coordination among the group members
 - d. There was one team leader for the activity
 - e. Group members have kept in mind that the story is logical and has a sensible flow
 - f. Working this way has helped them to appreciate and respect their group members
 - g. Constant negotiations were taking place between the team members while finalising the story.
5. Congratulate the learners for participating enthusiastically and bring the activity to an end.

Annexure

Sample of a Suggested Story:

There was young girl named Myra aged 10 years. Every evening she went to the park to play with her friends from the neighbourhood. A group of boys and girls..... deciding what to play..... discussions..... arguments..... resolve the issue finally..... The children were called by their parents as it was getting dark. They all went home happy and decided to meet again the same time tomorrow.

Suggested Activity

The educator will ask the learners to think and write a story where the protagonist had to negotiate for what s/he wanted. Ask them to specifically highlight the dialogues that bring out that negotiation between the protagonist and whom s/he was negotiating with.

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



ME AND MY FRIENDS

Heading	Me and My Friends
Estimated Time	30 minutes
Method of Transaction	Worksheets and discussion



Life Skills Addressed

- Primary: Negotiation
- Secondary: Resilience, communication



Learning Objectives

Learners will be able to:

- identify the characteristics of true friends
- enlist ways of maintaining good relations with their friends
- appreciate the importance of friendships.

Notes for the Educator

For children in this age group, their peers and friends become extremely important. As their worlds expand, they wish to discuss their issues with their friends, sometimes even more than their parents and family members. Keeping in view their expanding social circle, this activity is geared to help learners first identify what are some of the difficult situations in which they have to negotiate and deal with their friends. The activity is also aimed at giving learners an opportunity to make subtle comparisons between their own and their peers' ways of negotiation, communication and problem-solving skills.

Preparation Required

- Worksheets and pens.
- The educator will keep multiple copies of worksheets that will be distributed to learners.



Process

1. The educator will begin the activity by welcoming the learners.
2. S/he will distribute the worksheets to the learners. S/he will instruct them to fill these sheets thoughtfully and reflectively. It is essential that the learners do not discuss their responses with each other or write their responses after discussion with their friends at this stage.
3. Once the learners have written their responses, the educator will discuss each of the five issues and ask learners to read their responses one at a time.
4. The educator will then ask the learners to think about the responses given by other learners on the same concerns. The learners will be asked to think about whether some of their friends have found better and more effective ways of negotiating in difficult situations; how can we resolve problems positively?
5. The educator will highlight how negotiations can be made assertively without hurting the sentiments of others.

Annexure

Worksheet: Me and My Friends

1. If my friend forgets to bring her/his lunch, then I will.....
2. If my friend often borrows money from me, then I will.....
3. If my friend breaks the glass of a neighbour's windows and the neighbour inquires from me about the same, then I will.....
4. If my friend does not complete her/his homework and asks me to give her/him my notebook to copy from that, then I will.....
If my friend seeks my help to shoplift, then I will.....

Source of the activity:

Modified From

जीवन कौशल विकास हस्त पुस्तिका: शिक्षकों के लिए उत्तरप्रदेश: यूनिसेफ़ (pg 100-103).

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



NEGOTIATING DIFFICULT SITUATIONS

Heading	Negotiating Difficult Situations
Estimated Time	30 minutes
Method of Transaction	Analysis of situation and discussion



Life Skills Addressed

- Primary: Negotiation
- Secondary: Empathy, communication, resilience



Learning Objectives

Learners will be able to:

- become aware of difficult situations around them
- highlight the nuances of effective negotiation
- empathise with people in stressful situations
- build resilience to deal with stressors

Notes for the Educator

We face different kinds of situations where we have to communicate our viewpoints to people close to us or such as our parents, teachers, friends etc. There will be other times when we have to negotiate with those whom we do not know so well. Despite the closeness or little acquaintance of relations, at times it is difficult to have the courage to hold our own stand. This activity is aimed to bring forth such situations in which the learners will have to negotiate with others on issues of concern. The educator will discuss with the learners how to make negotiations in a non-threatening and effective way.

Preparation Required

- Situation cards, notebooks, pens
- Learners will be required to sit at their seat and write in their notebooks. Later, they need to be divided into 3 groups. The educator will conduct this activity in a large group, preferably in an open area.



Process

1. The educator will tell the learners that they will be given some situations to read and respond to.
2. The educator will divide learners into 3 groups and give one situation card to each group. S/he will tell them that they have to go through the situations and share within the group how they would have reacted to the situations.

Situation 1: Environment

Vishal is studying the sixth standard. His parents have told him that the water supply to their area has been disrupted. The pipeline supplying water to their locality has been broken during digging work. Water will be supplied through tankers until the supply is restored to normal. As the tanker arrives, Vishal goes to fetch water for the family. He observes that some children and adults are taking 4-5 buckets of water for their consumption while there are others who have not got access to even 1 bucket of water.

- What can he do about this situation?
- Who can he approach to resolve the problem?
- Whom does he need to report the matter to?
- Can he personally talk to people taking more water? Can he convince them to take water as per distributive justice? What arguments can he present for the same?
- What can he do if people get hostile and resort to physical aggression?

Situation 2: Constraining Social Situation

Meenakshi is a learner of grade five. Her father does not contribute to the family income. Her mother works as domestic help and spends most of her day working. When she returns home, she does not do any household chores other than cooking. She expects Meenakshi to lend a helping hand. Meenakshi has an unwed aunt and an uncle in the family but they too do not contribute to the functioning of the family.

As she reaches home, she has to warm the food and give it to her two younger sisters and one older brother. She then sweeps home and washes the dishes. By the time it is evening, she is expected to help her mother in cooking and serving food to the family members. Each day she wishes to spend some time on her studies but her situation does not give her a chance to do so.

- What can she do about this situation?
- Who can she approach to resolve the problem?
- In what ways can she discuss this with her family members?
- What reaction can she expect from her family members and other people?
- Can she devise any strategy for making some time available for herself during which she can study?

Situation 3: Conflicting Interests

Ashfaq is studying in sixth grade. He wants to become a cricket player. He plays all through the day to enjoy and practice for his future goal. Her mother and father are very particular about his studies. They believe that playing games can be a hobby but cannot be taken up as a profession. Ashfaq feels constrained and stressed as he is made to sit and study through the entire evening most days.

- What can he do about this situation?
- Who can he approach the problem?
- In what ways can he discuss this with his family members?
- What reaction can he expect from his parents and other family members?
- Can he devise any strategy for balancing time between studying and playing?
- How can he communicate this and negotiate with his parents?

3. The educator will let the learners first write down their responses in their notebooks. They will later share their responses in their respective groups.
4. Each group will then share their common understandings with the larger group. The class can respond to the same.
5. At the end of the activity, the educator will discuss how it is essential to be able to communicate clearly. It is also important to be able to speak up and stand up for what is right.

Source of the activity:

Modified From

Dishari- Teacher's Manual. West Bengal, India: UNICEF & Vikramshila (pg. 28)

Suggested Activity

The educator will ask the learners to write about their personal experiences where they faced such difficult situations. They will clearly spell out how they reacted and dealt with such situations. They will be asked to highlight their challenges and sense of personal achievement in negotiating such situations.

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



NEGOTIATING GENDER ROLES

Heading	Negotiating Gender Roles
Estimated Time	30 minutes
Method of Transaction	Reflection and discussion



Life Skills Addressed

- Primary: Negotiation
- Secondary: Self-awareness, communication



Learning Objectives

Learners will be able to:

- identify their own rigidities, biases, stereotypes with regard to gender
- recognise the changing roles and possibilities related to being men and women
- reflect upon their situations and experiences with regard to their gender

Notes for the Educator

This activity is planned to help the learners identify their own rigidities, biases, stereotypes with regard to gender. They will understand after this activity that we will be born male or female but the societal influences and sometimes 'dictates' what we can and cannot do as persons of a particular gender. This activity is designed to help them critically think of what they wish to accept and digress from in terms of gender roles. Learners can be given a space to openly communicate their thoughts regarding the possibilities of taking up roles traditionally inhabited by the other gender. They can also be encouraged to reflect upon the situations and experiences where they themselves or other people will have faced the consequences of transgressing gender roles. Finally, they will bring into consciousness what negotiations will be required in bringing about changes in gender roles.

Preparation Required

- Chart paper, bold pens, blackboard and chalk
- The educator will make arrangements for learners to sit in smaller groups of 6-8. In the second half of the activity, they all will be required to see the blackboard. So, arrangements will be made for the same.



Process

1. The educator will ask the learners to organise themselves into same-sex groups.
2. The educator will provide each group with chart paper and bold pens to fill in the details on the chart.

We will do this work	We can do this work	We cannot do this work

3. Each group will make a presentation of their charts.
4. The educator will discuss each of the activities that boys and girls feel they can do, cannot do and write an analysis/highlight points of each of these presentations on the blackboard as the presentations are being made.
5. The educator will go on to discuss how they would negotiate; what preparation and support would be required by boys and girls to attempt 'what we can do'.
6. The educator will further have a focussed discussion on the reasons for 'what we cannot do'. The educator will highlight what are the situations, persons and other reasons that pose hurdles and challenges in doing these tasks.
7. The educator will make an attempt to bring into critical awareness some of the reasons that will have had some relevance in the past but do not hold relevance in contemporary scenarios.
8. The educator will encourage learners to devise ways to make negotiations on accepting or digressing from gender roles. They will state why and how they will change roles.

Source of the activity:

Modified From

राष्ट्रीय माध्यमिक शिक्षा अभियान हेतु जीवन कौशल शिक्षा प्रशिक्षण मॉड्यूल (2016) राजस्थान: यूनिसेफ़ एवं संधान. (pg. 20).

Suggested Activity

Learners will make a list of tasks they will do differently than what is supposed from their gender. For instance, a boy will choose to sweep the house when needed and a girl will choose to do all chores related to going to the market. They will also make a skit as to-

- What situations/challenges they are likely to face when they do this
- How will they convince the people involved such as their parents, siblings, peers, grandparents, neighbours, teachers and others as to why role reversals are required.

State these arguments as dialogues. Present this skit in front of the class/morning assembly.

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

CLOCK CYCLE OF BOYS AND GIRLS

Title of the Activity	Clock Cycle of Boys and Girls
Estimated Time Required	30 minutes
Method of Transaction	Activity-based discussion



Life Skills Addressed

- Primary: Participation
- Secondary: Critical thinking, empathy



Learning Objectives

Learners will be able to:

- view household work as a base for understanding gender inequalities in daily life
- identify unfair distribution of daily chores due to gender inequality
- analyse gender discrimination that exists around them

Notes for the Educator

- By birth, only the bodies of a boy and a girl are different but this physical difference creates their social identities as male and female. Based on this, norms are imposed on the behaviour of women and men; what they should do and what they should not. In these norms, men have been given more power, agency and scope to grow whereas women have been burdened with many restrictions in terms of access to education, work opportunities, nature of work that is expected they must do, control over decision-making, right to economic independence, and so on. This has created discrimination that is harmful to both women and men. The foremost beginning of this discrimination begins from our own families, where the maximum burden is on women. For example, there are more cases of females who suffer from malnutrition, missing out on educational and work opportunities and female foeticide.
- The educator will focus on making the learners aware of the expression of gendered practices in the various aspects of our daily lives. Understanding the creation and perpetuation of inequalities between boys and girls from a young age needs to be the first step towards such an awareness. Understanding this process of gender identity formation is necessary for changing the biased perceptions that exist in society and working towards the important goal of achieving gender equality.

Preparation Required

- Handout of a clock chart (please check annexure)
- Information brochure about tasks and colours to be applied according to them (please check the box in 'Process' section)
- Crayons, cello tape or thin rope or notice board to display learners' work
- Chalk board, chalks or marker, pens and papers for the learners to write on



Process

1. The educator will begin the session by telling learners that today's discussion is about household chores.
2. The educator will divide the learners into small groups of 4-6 members. It will be a mixed-member group consisting of both boys and girls.
3. The educator will then instruct learners to make a list of all the household activities they do. In the case of a same-sex classroom, the learners will be asked to list all the household activities done by them and their male/ female sibling or any male/ female member in their family. The idea is that learners be able to compare and observe the different activities done by members of different sex.
4. Then the educator will ask them to assign different colours for different tasks as given below:

Home Tasks with Colour Coding

How work is divided as per gender discrimination is to be understood through the cycle of the clock.

For example:

- Housework (washing clothes/ cleaning utensils/ cooking/ helping for all these tasks/ cleaning the tiles/ sweeping) - Blue
- Preparation for school - Red
- Going to school - Green
- Study - Dark Blue
- Watching TV - Black
- Sleeping - Pink
- Playing - Yellow

5. This is only suggestive; the educator will encourage learners to discuss and decide their own colour code amongst the groups. Learners will also add more home tasks and assign colours if they include additional work.
6. After the listing of household activities and assigning of colours is completed, the educator will distribute the handout of clock chart and crayons to all learners.
7. Learners will fill the colours in the chart as per the colours that they have agreed on different activities.
8. After completion of filling colours, everyone should place the chart before them.
9. The educator can then initiate the discussion. The pointers for the discussion are as follows:
 - Which colour is more on the clock for boys? Which task does it represent? Is this task an indoor task or an outdoor one?
 - Which colour is more on the clock for girls? Which task does it represent? Is this task an indoor task or an outdoor one?
 - What are the general similarities between the clocks for boys and girls?
 - What are the general differences between the clocks for boys and girls?
 - Who tells us to do these tasks? Why?
 - Are tasks of boys and girls different? If yes, why? Who has decided this?
 - Which tasks are more important - the indoor ones or the outdoor ones? Why?
 - Are there rules about tasks to be done by women and men? Who has made these rules?
 - What will happen if these tasks are interchanged? What will happen if a 'boy's task' is done by a girl? Do you think it is right and possible for girls and boys to do each other's tasks?
 - What will happen if a 'girl's task' is done by a boy? For example, cleaning and cooking.
 - What kind of effects can be seen in the personalities of boys and girls due to the difference in their work? How?
 - What kind of restrictions are there on boys/ men due to gender inequality? How? Give examples.
10. The educator will conclude the activity by discussing the unequal distribution of home tasks done by men and women. Instead of only telling the learners, this participative activity provides an opportunity to the learners to reflect, analyse, and discuss on their own at the primary level of gender discrimination that begins from our homes itself. This platform will be a beginning to many reflections and discussions at various levels.

Source of the activity:

Modified From

यूनिसेफ़ मीना राजू मंच शालेय उपक्रम पुस्तिका मुंबई, भारत: यूनिसेफ़ एवं महाराष्ट्र प्राथमिक शिक्षण परिषद मुंबई (pg. 12-14)

Annexure

यूनिसेफ़ मीना राजू मंच शालेय उपक्रम पुस्तिका मुंबई, भारत: यूनिसेफ़ एवं महाराष्ट्र प्राथमिक शिक्षण परिषद मुंबई (pg. 34)

Suggested Activity

- Observe and analyse the distribution of work between parents/ any male and female members in the family.
- Learners can present a Skit on this distribution of work and suggest ways for equal distribution of household activities.

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



SNAKES AND LADDERS

Title of the Activity	Snakes and Ladders
Estimated Time Required	30 minutes
Method of Transaction	Activity-based discussion



Life Skills Addressed

- Primary: Participation
- Secondary: Communication, critical thinking



Learning Objectives:

Learners will be able to:

- discuss discrimination between boys and girls.
- understand that girls and boys only have physical differences which are natural.
- be aware of the differences between experiences of girls and boys due to different social norms

Notes for the Educator

In continuation with the previous activity on gender discrimination and fixed gender roles assignment in our society, the educator can carry forward the discussion that only physical differences are natural and all other differences are created by the society. The physical difference should not be a marker to assume that there will be any sort of unequal capabilities amongst different genders. If given the right access and opportunity, people of all genders are equally capable of doing any tasks assigned to them. The educator must also stress upon the fact that girls should be given the opportunity of education as everyone have equal rights, including the Right to Education.

Preparation Required

- • A snakes and ladders board of 8*10 or 6*8 feet, 2 dices of half feet each.
- • An open space large enough to fix the board and for learners to assemble.
- • Chits with statements (please check annexure)
- • Two boxes, one for positive statements and another box for negative statements.

Process

1. Educator must ensure that the snakes & ladders board is ready. This game of snakes & ladders is based on our conventional board game with squares from 1 to 100. There are ladders which connect some squares and using them the players can quickly move on. Also, there are some snakes connecting two squares, due to which the player advancing ahead will come down.
2. This game is played between two or more players with the help of dice. One who first reaches 100th square is the winner.
3. The educator will ensure that the board is properly fixed on the ground and all the learners should be asked to assemble around it.
4. The educator will ask the learners to form two groups - one for boys and one for girls.
5. The educator will call any two boys and two girls from the respective groups to participate first.
6. Then one boy and one girl will stand up on the snakes-ladders board.
7. Other pairs will stand away and will throw the dice. After throwing the dice, the first pair will walk as per the number of dice.
8. In this game, we have used the ladder for giving a positive message and the snake is used for indicating unequal rules. Whenever a learner reaches a snake or a ladder, they will have to pick a chit and read-aloud for all the learners present on the ground. For example
 - 'Give equal opportunities for education to women.' This message would be in the chit and can be read when a learner reaches a square with a ladder.
 - 'Housework is mainly girls' responsibility'. This message would be in the chit and can be read when a learner reaches a square with snakes.:
9. While reading aloud the statements, the educator will have a brief discussion and involve all the learners and ask for their opinions. This can also ensure that everyone is taking part in the discussion and trying to build an appropriate understanding of those concepts
10. In between, the educator will change the players by calling other learners to take the places of the previous learners. In this way, other learners will also participate in the game.
11. This game is played until one player reaches the winning square.
12. The educator will conclude by asking each learner what did they learn? And any decision they would follow to create a gender equal world?

Annexure

Statements for Snakes & Ladders Game

(Educator may add more statements, these are only suggestive)

Snake:

Girls should be the last in the family to have a meal.
Girls should not be given higher education.
A boy is the one who takes the family lineage forward.
Only girls should do household work.
Girls should take up the Arts stream.
Only boys can take the Science stream.
Boys are physically stronger than girls.
Girls shouldn't play football.

Ladder:

Celebration of a girl's birth with happiness.
Education is the Fundamental Right of girls.
Responsibility for household work belongs to both boys and girls.
Boys can take up Home Science classes.
Girls can take up any profession they want, including Astronaut and Engineers.
There should be equal sharing of household chores between boys and girls.
Boys should also do the cooking and cleaning chores at home.
Girls should play all types of sports, including cricket and wrestling.

Source of the activity:

Modified From

यूनिसेफ़ मीना राजू मंच शालेय उपक्रम पुस्तिका मुंबई, भारत: यूनिसेफ़ एवं महाराष्ट्र प्राथमिक शिक्षण परिषद मुंबई (pg. 36-38)

Suggested Activity

Learners may add to the statements for snakes and ladders and play the games with family and 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)

ACTIVITY 3



SOLVING THE PUZZLE

Title of the Activity	Solving the Puzzle
Estimated Time Required	30 minutes
Method of Transaction	Puzzle Game and discussion



Life Skills Addressed

- Primary: Participation
- Secondary: Problem-solving



Learning Objectives

Learners will be able to:

- recognise the role of leader and team members in any task
- work in collaboration with other members of the team
- identify the significance of cooperation in teamwork

Notes for the Educator

The educator will explain and emphasise how more can be achieved through teamwork and the importance of sharing responsibility with each group member makes the work an easy and enjoyable process for all. The educator will focus on the following two aspects of group work while initiating this activity.

• Qualities of a Leader:

- * Bring the team together
- * State new ideas
- * Support and direct the team
- * Is a team member
- * Encourage each individual in the group
- * Knows how to plan and delegate work
- * Achieve the goal

• Meaning of Teamwork:

- * T - Trust each other
- * E - Enthusiasm to work
- * A - Ambition to succeed
- * M - Mutual support
- * W - Work towards the goal
- * O - Open to feedback
- * R - Result oriented
- * K - Keep team spirit

Preparation Required

Get calendar pictures of public figures such as sportsperson, politicians, industrialists, philanthropists, writers, historical figures, etc.



Process

1. The educator will have to first source the pictures and then cut these into 8-10 pieces and mix them up.
2. Then the educator will divide the class into smaller groups of 5-6 learners each.
3. Each group will be given pieces of two to three pictures and they can be instructed to match those pieces and form three complete pictures.
4. The educator must ensure that each group gets at least two to three pictures to work on.
5. Each group will be instructed to select a team leader and an observer for their group.
6. The role of the team leader would be to guide the group and delegate work and ensure that the task is completed on time. Learners will be given 10 minutes to complete the task.
7. The role of the observer would be to observe the conduction of the task, list the qualities they would want in their team leader and compare it with how their own team leader was conducting the task, and to also observe the role and participation of the rest of the group members. They need to be oriented to be unbiased with their observation.
8. As the learners are working in their groups, the educators will facilitate the tasks of the team leaders, the observers and the team members.
9. After all the groups have completed forming the pictures, the educators will lead the conversation in a manner which will highlight to the learners the various aspects of leadership and participation in teamwork such as cooperation, sensitivity to others as well completion of the activity or work. The following questions will be asked:
 - What was the goal of this game?
 - What work was necessary to achieve that goal?
 - Was the goal achieved? If not? Why?
 - Reflect on the role played by all the members (Observers can be asked to share their analysis)

Source of the activity:

Modified From

Modified from Life-Skills Education for Students of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India (pg. 35-36)

Suggested Activity

Learners will be asked to share stories of situations in the community when they had to work with other members.

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



BEING RESPONSIBLE

Title of the Activity	Being Responsible
Estimated Time Required	30 minutes
Method of Transaction	Group activity and discussion



Life Skills Addressed

- Primary: Participation
- Secondary: Self-awareness



Learning Objectives

Learners will be able to:

- identify their role and responsibility in the family, society and school
- list the qualities expected from citizens
- participate actively in activities of school and community

Notes for the Educator

Through this activity, the educator will ensure that learners are prepared for their long-term role of being aware and responsible citizens. The educator will focus on developing the skills and values of self-confidence, being motivated and responsible, having leadership qualities, willpower, self-respect, integrity in the learners. The educator will also relate this activity to concepts of Political Science such as Fundamental Rights and Duties of a citizen. Learners will be able to relate as they get introduced to these concepts in their VI and VII grades as per school syllabi.



Process

1. The educator will divide the learners into 3 groups.
2. Each group is to be given one aspect for discussion:
 - Group 1 - their role and responsibilities in Family plus overall qualities in a person
 - Group 2 - their role and responsibilities in Society plus overall qualities in a person
 - Group 3 - their role and responsibilities in School plus overall qualities in a person
3. Each group will be instructed to make a list of their responsibilities and qualities expected from them. Learners will be given 15 minutes to complete the task.
4. The educator will facilitate the activity by taking rounds and helping learners in the task.
5. After discussions, the educator will instruct each group to make a presentation in the class.
6. The educator is to conclude the activity by summarizing key points from all 3 groups.

Source of the activity:

Modified From

जीवन कौशल विकास हस्त पुस्तिका: शिक्षकों के लिए उत्तरप्रदेश: यूनिसेफ़ (pg. 91)

Suggested Activity

Reflect on your responsibilities at home, school and society.

(They can be encouraged to fulfil their roles and build the qualities as it is a continuous process)

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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