

শিক্ষাৰ অধিকাৰ

সৰ্বশিক্ষা অভিযান, অসম
সকলোৰে পঢ়ো, সকলোৰে আগবাঢ়ো

LIFE SKILL EDUCATION MODULE

FOUNDATIONAL
LIFE SKILLS
CURRICULUM

ASSAM - 2023-24

LIFE SKILL EDUCATION MODULE

FOUNDATIONAL

LIFE SKILLS

CURRICULUM

ASSAM - 2023-24

GET IN TOUCH

Address and Contact
Samagra Shiksha
Kahilipara, Guwahati -781019, Assam
Email: ssaassam@rediffmail.com
Contact: 0361-2383803, 2380481

Message from Mission Director Samagra Shiksha, Assam



Dr. Om Prakash, IAS
MISSION DIRECTOR

Samagra Shiksha, Assam
Kahilipara, Guwahati- 781019, Assam



Dear Esteemed Teachers,

I am delighted to extend my warm greetings and introduce "The Foundational Life Skills Book for Assam," a significant resource thoughtfully designed for students in Grade 6 to Grade 12. This initiative is a crucial step in our ongoing mission to empower students with the essential life skills they need to thrive in an ever-changing world.

Life skills are pivotal for personal development, building strong relationships, and achieving success in various aspects of life. They empower individuals to make informed decisions, communicate effectively, manage emotions, solve problems, and interact positively with others. This book is your compass to navigate the intricate terrain of nurturing these essential life skills in our students. It illuminates the "why" and "how" behind the curriculum, enabling a comprehensive understanding of its objectives.

This endeavour would not have been possible without the invaluable contributions of numerous individuals and organizations, to whom we owe our heartfelt gratitude. The Magic Bus India Foundation has played a pivotal role, offering dedication and substantial support in shaping the content of this book.

Furthermore, we extend our sincere appreciation to the State Council of Educational Research and Training (SCERT), the Board of Secondary Education (SEBA) for their meticulous review of the book's content. Their expertise and insights have been instrumental in ensuring the educational relevance and accuracy of this foundational book.

We also express our gratitude to all the other partner organisations, whose support and guidance have been invaluable in aligning our efforts with global standards and best practices in education and child development.

In conclusion, I extend my heartfelt gratitude to you, the dedicated teachers, who will play a pivotal role in implementing this transformative curriculum. It is through your efforts and commitment that we can equip the young people of Assam with the tools they need to lead fulfilling and successful lives. I am confident that together, we can make a lasting impact on the lives of our students.

With profound thanks and warm regards.

Dr. Om Prakash IAS
Mission Director Samagra Shiksha, Assam

Phone (Office): 0361-2386452, 2383108, FAX: 2380134
Email: ssaassam@rediffmail.com

Message from the CEO of Magic Bus India Foundation

I am deeply honoured to express our commitment to the students, educators, departments, and the entire community of Assam for imparting essential life skills education. Magic Bus India Foundation is proud to partner with the department that has undertaken the vision to enable 21st-century skills among young people in Assam.



Our journey in Assam is fueled by an unwavering dedication to the holistic development of the state's young people. We are committed to enabling children and adolescents to navigate life's challenges, make informed choices, and lead fulfilling lives. The "Foundational Life Skills Book for Assam" stands as a testament to our commitment, a resource designed to provide young learners with a roadmap for personal growth and success.

We are aware of the unique challenges faced by Assam's young people. As we work together to nurture their potential, we do so with care and dedication, aspiring to make a meaningful impact on their lives. Our goal is to provide empowerment, equipping them with the tools necessary to face a rapidly changing world with resilience and confidence.

We envision working in partnership with the state education department to strengthen and integrate Life Skills Education across the schools of Assam. This will ensure that the young people studying in Govt. schools thrive and reach their full potential.

We appreciate the Sarba Shiksha Abhiyan Assam, State Council of Educational Research and Training (SCERT), the Board of Secondary Education (SEBA), and the Assam Higher Secondary Education Council for their unwavering support and guidance in the creation of the foundational life skills book. Their collaboration has been instrumental in shaping the content and framework, ensuring that it is both relevant and effective.

In conclusion, I would like to express my sincere gratitude to all our partners, educators, and students who are part of this transformative journey. We are committed to working tirelessly to make this vision a reality, ensuring that every student in Assam is empowered with the essential life skills they need to lead rewarding and fulfilling lives.

Best wishes,

A handwritten signature in black ink that reads "Jayant Rastogi". The signature is written in a cursive, flowing style.

Jayant Rastogi
Global CEO Magic Bus India Foundation

Acknowledgements

Samagra Shiksha , Assam acknowledges the contribution of individuals and Organisations whose dedicated efforts made it possible to create this foundational book on Life Skill Education for teachers and students of Upper Primary , Secondary and Senior Secondary Level (VI to XII) across the State of Assam. We would like to express our sincere gratitude to Magic Bus India Foundation, SCERT, SEBA and UNICEF that played a vital role in this endeavour.

We believe that this book will be a valuable resource for the students in Government/Provincialised Schools in Assam empowering them to develop the essential Life Skills they need to thrive in the 21st century. We are proud of the collaborative effort that brought this project to life and are deeply grateful to all those who contributed to its success.

The State Resource Group Members for Life Skill Education programme involved in development of the Assam Life Skill Foundational Book/ Curriculum

Ms Bandana Duari, Joint Director, SCERT, Ms Borkha Saikia, Joint Director , SCERT, Mr G C Bora , Academic Officer SEBA , Ms Sharmila Thakur , Officer In charge Gender & Equity Component. Samagra Shiksha, Assam, Mr Karam Husain Rizwi , Associate Director, Magic Bus India Foundation, Mr Kumar Vikash, Sr. Manager , Curriculum, Magic Bus India Foundation, Aparajita Bhagar Chaudhury, Education Specialist, UNICEF, Mr Suman Das, Consultant , UNICEF.

About this Book

Dear Facilitator

This book is a continuation of the work done by Samagra Shiksha Abhiyan Axom in life skills education for school children in the state. It builds on previous efforts to provide a helpful guide for teachers to teach important life skills to students. The book contains prescriptive activities, making it easier for teachers to teach life skills. Its aim is to simplify the teaching process, making it easy, experiential, and effective for both teachers and students. This book is not just an ordinary book but a special tool to help teachers and students do well in the area of life skills.

This book provides teachers with simple and practical activities to facilitate discussions around life skills.

There are two segments of this book, "The Notes for facilitator", and Session Plans followed by Additional Resources. The first section containing notes for Facilitator, provides valuable insights and instructions on effectively utilizing the curriculum outlined. "How to use the curriculum" part of the book offers guidance to facilitators about the structure of the session plans its types and ways to follow the structure of session plans. It directs them on how to navigate through the session plans, ensuring a comprehensive understanding of each session's objectives. With a structured approach, facilitators are equipped to lead engaging sessions. Section 1 also delve into "Life Skills framework" and the approach of teaching life-skills to adolescents. This part of section 1 elucidates the rationale behind the formation of the of the Life-Skills-Framework, emphasizing the importance of fostering life skills in adolescents. This book also equips with additional material to enhance the understanding and delivery of the curriculum. Empower facilitators with the tools to facilitate meaningful discussions and activities with the participants.

The section 2 culminates with an additional resources called Adha full sessions. In essence, this book not only illuminates the "why" and "how" behind the curriculum but also serves as a compass for facilitators to navigate the intricate terrain of nurturing essential life skills in participants.

Content

S. NO	TOPIC	PAGE NO.
1.	Message from Mission Director, Samagra Shiksha, Assam	iii
2.	Message from the CEO of Magic Bus India Foundation	v
3.	Acknowledgements	vii
4.	About this Book	ix
SECTION 1 - NOTES FOR FACILITATOR		
1.	How to Use the Curriculum Manual?	2 to 3
2.	Overview of the Project	4 to 5
3.	Life Skills	6 to 12
4.	Facilitation	13 to 17
SECTION 2 - SESSION PLANS		
Session Objective		
1.	Participants will be able to understand the importance of working in a group and will communicate ground rules to each other.	19 to 21
2.	Participants will be aware of the Child Protection Policy.	22 to 25
3.	Participants will be able to list 3 emotions that they feel in different situations	26 to 31
4.	Participants will be able to describe two different emotion and related behaviour to their peers	32 to 36
5.	Participants will be able to recognise two differences between verbal and non-verbal cues.	37 to 42
Project work 1 step 1		43 to 44
6.	Participants will be able to share their experiences and learnings from their Magic Sheets.	45 to 47
7.	Participants will be able to explain the importance of active listening and list three ways to improve listening skills.	48 to 52
Project 1 step 2		53
8.	Participants will be able recognise and appreciate at least two strengths/ accomplishments of others	55 to 61
9.	Participants will be able to list one assumption each (different from the ones mentioned) about their peers/society	62 to 68
Project 1 step 3		69
10.	Participants will be able to share their experiences and learnings from their Magic Sheets.	70 to 72

S. NO	TOPIC	PAGE NO.
	Project 1 step 4	73
11.	Participants will be able to identify two ways to be respectful as a listener	75 to 79
12.	Participants will be able to express two opinions and listen to other's opinions without interrupting.	80 to 85
	Project 1 step 5	86
13.	Participants will be able to recognise two difficult emotions and ways in which emotional outbursts impacts self and others	87 to 92
14.	Participants will be able to list three different ways to reduce intensity of hurt, stress, and anger	93 to 98
	Project 2 step 6	99 to 100
15.	Participants will be able to share their experiences and learnings from their Magic Sheets.	101 to 103
16.	Participants will be able to explain what it means to negotiate and when to use these skills.	104 to 108
	Project 2 step 7	109
17.	Participants will be able to present two ways of dealing (negotiating) with a disagreement at home or at school	111 to 116
18.	Participants will be able to identify a problem that they face in their daily lives (at home and school) and discuss it with a trusted peer.	117 to 122
	Project 2 step 8	123
19.	Participants will be able to gather information to understand a given problem	124 to 128
20.	Participants will be able to share their experiences and learnings from their Magic Sheets.	129 to 131
	Project 2 step 9	132
	ADHA FULL SESSIONS (SELF AWARENESS)	133
1.	Adha full sessions - 1	134 to 136
2.	Adha full sessions - 2	137 to 139
3.	Adha full sessions - 3	140 to 142
4.	Adha full sessions - 4	143 to 145
5.	Additional Resources	146
	ANNEXTURE	147
1.	Energizers & Icebreaker	148 to 163

Section 1

Notes for Facilitator

How to Use the Curriculum Manual?

There is a total of 20 sessions in the first year of life skills curriculum. The duration of each session is forty-five minutes. These 20 sessions broadly comprise of three types of sessions-



Activity Based Sessions: These enable the facilitator to give an input on a competency. Each activity based session is to be transacted outdoors. In situations where that is challenging, an indoor alternative has been provided.



Reflection Based Sessions: These sessions give participants an opportunity to stop and reflect on their learnings so far. They do this using the magic sheets that the learners will fill after the activity-based sessions.



Mandatory Sessions: The initial two sessions comprise of group contract and Child Protection Policy. These are mandatory sessions and are considered essential to establish a child friendly environment.



Project Work: The curriculum includes 2 project works to be completed every half-year. These projects give teachers a chance to see how the life skills lessons are helping improve students behaviour. The projects begin by making groups and setting rules, and then the teacher explains the steps to the students. There are 9 steps for the students' groups to make 2 projects in an academic year, with 5 steps for each half yearly.

The structure of each type of session is consistent across the manual and needs to be completed in one period. The session structures are outlined below: -

1. Session Structures

Activity Based Sessions-

- **Recap** - A recap could be a quick summary or key takeaways that adolescents remember from the last session. A recap could also be sharing of learnings or reflections of the "At Home Tasks" done by adolescents at their homes post the session. This will be a peer led element of the sessions and will provide opportunity to new students to voluntarily

share their work with each other at the beginning of the session.

- **Main Activity** - The Main activity is a game designed for adolescents based on which all conversations regarding the session will flow. Meaning, the Main Game is designed for adolescents to go through an experience and reflection is done based on the experience.
- **Sit-Breathe-Think** - This is the reflection piece. Here, the adolescents as the name suggests - "Sit, Breathe and Think" - on the Main Activity and ponder on questions posed during SBT which leads to learnings on specific life skills. -
- **Takeaway** - Takeaway summarises key learnings from the session.
- **At Home Task** - At Home Tasks are tasks that help an adolescent reflect and apply their learnings from the session in their own time in their homes.
- **Magic Sheets** - Magic Sheets are an opportunity for the participants to consolidate their learnings. The participants will be making a book of at least 50 empty pages, called Magic Sheets Book. They will then use their magic books to fill the magic sheet of each activity-based session.
- **Note:** - The session structure of all the activity based session and the two mandatory sessions are same. However, the two mandatory session do not contain Magic Sheets. Information on core skill, competency covered, session objectives, materials required, and set-up are provided in all session plans for the facilitator's reference.

2. Reflection Based Session-

- **Energiser** - 10 minutes any minor game which has element of fun and participation by all children.
- **Participant Sharing** - This section is to allow all the participants to share the work that they have done on their magic sheets in the previous sessions. Participants first share in small groups of six to eight participants and then a member of each group shares the key points with the larger group.
- **Takeaway** - Takeaway summarises key learnings from the session.

Magic Sheets: - All the activity based sessions contains magic sheets. These are worksheets that serve as valuable tools that enable students to put into practice and think about the skills they've learned through various activities. They provide a structured way for students to apply what they've learned in real-life situations and then reflect on their experiences. These worksheets encourage students to connect the concepts with its application, fostering a deeper understanding of the concepts.

Preparing for the sessions-

For the success of the sessions, it is crucial that the facilitator is very well prepared for the session. The following checklist can help you prepare for the session.

- I have read and understood the session plan completely.
- I remember the flow of the session. (I have written it on a cue card, if needed)
- The materials required for the session are ready.
- The ground/classroom is set up as instructed in the session plan.
- I have a first aid kit ready.



Check-out

One way in which you can ensure covering all parts of the session is -

Overview of the Project

<p>About</p>	<p>Project work helps a teacher to observe the change in the behaviour of students. As part of the project work the students participate in a 6-month long project and hence complete 2 projects per year. While working on the projects the students practice and demonstrate on the behaviours related to the competencies covered through the life-skills sessions. The project work is done in groups and specific tasks are allocated to the individual students for Beter execution of the project work.</p>
<p>Session Structure</p>	<ol style="list-style-type: none"> 1. Context Setting - Behaviour practice checklist is shared with the participants (5 mins). 2. Activity - Working on the task. Each group will end with a concrete output at the end of the session. Teacher is at the liberty to observe some groups during this time. At the end of the activity, the Participants will reflect on their own practice (20 mins). Note: Teachers will be the essential driver to support the groups who are not able to do discussions on their own? 3. Sit-Breathe-Think - Participant answering reflection questions individually and sharing with peers in the group. Teacher then takes a few responses from the whole class. (Only who is comfortable) (10 mins). Note: Teacher to dictate the questions in the large group and ask the group leaders to facilitate the discussion in their sub groups. 4. Takeaway and Project-task - teacher led inputs on working together, followed by homework for the next project session (5 mins).
<p>Student Group Size</p>	<p>Groups of 5 participants = 6 to 8 groups/class depending on the enrolment of the class the groups numbers can even increase or decrease.</p>
<p>Student Roles</p>	<p>Responsibilities</p>
<p>Project Coordinator</p>	<ol style="list-style-type: none"> i. Assembles everyone before class. ii. Supporting the group in applying the learnings. iii. Reminds the team to practice Behaviour checklist.
<p>Project Secretary</p>	<ol style="list-style-type: none"> i. Takes notes of all discussions and decisions around the project work. ii. Ensure that everyone in the team gets time to share or present.
<p>Project File Officer</p>	<ol style="list-style-type: none"> i. Custodian of the project file. ii. Ensuring everyone fills their task related information in the project file. iii. Bringing the project file to class.
<p>Supporting Officer</p>	<ol style="list-style-type: none"> i. Assuming the responsibility of a peer if they have been absent. For instance, if the home task officer is absent, they will fill in for them on the day. ii. Reminding the peers of the key learnings from each session to ensure that they are able to practice them while doing the task.

Project Task Officer	<ul style="list-style-type: none"> i. Makes sure everyone has understood the task and by when it is due. ii. If someone has not understood or been able to complete, offers help to explain the task or reach out to teacher for help. iii. Shares the task with the peers who have missed the session and helps them complete it by next session. 	
	*Note: The responsibilities will rotate after project 1.	
Behaviour Practice Checklist	Project 1	Project 2
	1. Participant is able to follow the instruction given to me.	1. Participant is able to identify and define a problem I or people around me face.
	2. Participant is able to express feelings, thoughts or ideas using verbal and non-verbal cues.	2. Participant is able to ask questions to understand the problem.
	3. Participant is able to listen actively without interrupting when someone talks to me.	3. Participant is able to express feelings, thoughts or ideas using verbal and non-verbal cues.
	4. Participant is able to demonstrate respectful behaviour towards my peers by using kind words, appreciation or actions.	4. Participant is able to listen to others' views and concerns, even when disagreeing.
	5. Participant is able to appreciate others for their strength accomplishments and identity.	5. Participant is able to identify strategies for reducing intense emotions like anger, hurt, and stress, and control impulsive behavior.
	6. Participant is able to recognize other's perspectives and understand acknowledge it.	
Teacher Role(s)	<ul style="list-style-type: none"> 1. Orient the students on the project work at the beginning. 2. Give instructions/task to the students in every session. 3. Observe student behaviour as they work. 4. Ask reflection questions during sit-breathe-think. 5. Give home task to the students after every session. 	
Rationale	1. Each session has a clear output which culminates into the final presentation. This is to ensure participant motivation and a feeling of progress towards the goal.	
	2. Individual reflection and sharing will give an opportunity for each participant to reflect and receive feedback from their peers before being assessed finally.	
	3. Teacher observation checklists is provided for teachers to make note of the behaviour that participants demonstrate. These have majorly been kept the same during one project to ensure that the teacher is comfortable with the checklist when they grade and also to reduce confusion and acclimatisation to newer checklists each session.	

Life Skills

The National Education Policy (NEP) 2020 recognizes the crucial role of life skills education in shaping well-rounded individuals. It emphasizes moving away from rote learning and instead prioritizes the development of critical skills like problem-solving, collaboration, critical thinking, and decision-making. NEP advocates for early integration of these skills into the curriculum, starting from foundational stages. This approach aims to cultivate creative, innovative, and inquiry-based learners who can confidently navigate through life's complexities and make informed choices about their future. Ultimately, NEP envisions an education system that equips individuals not only with academic knowledge but also with life skills necessary for personal and professional success.

Why are life skills essential?

Life skills are a set of abilities, attitudes, and social-emotional competencies that help individuals learn, make informed decisions, and lead healthy and productive lives. These skills enable people to adapt to different situations, communicate effectively, manage their emotions, solve problems, and interact positively with others. Life skills are essential for personal development, building relationships, and achieving success in various aspects of life.

Multiple research studies indicate that life skills assist individuals in –

1. Promoting positive and healthy behaviors
2. Promoting healthy decision-making
3. Improving communication abilities
4. Promoting sociability
5. Enhancing self-management abilities
6. Increasing self-esteem
7. Enhancing emotion management abilities – like anger management

Life Skills for Adolescents

Adolescence is a transition period that bridges childhood and adulthood, during which major physical, cognitive, and psychological changes occur which need to be addressed. A combination of biological, psychological and social forces influences an adolescent's development. This transition is so crucial that adolescents face problems in certain areas of life such as parent-child conflicts, substance abuse, violence, risky behaviors and mood changes. Adding to that, the adolescent today deals with a rapidly changing world with the jobs, climate and lifestyles evolving rapidly. Prevalence of early marriage, school dropout and increasing academic pressures, health problems add to the challenges that adolescents face today.

Numerous research studies have found life skills to be helpful in equipping adolescents to deal with the necessary knowledge, skills and abilities to effectively cope with these situations, and plan for a healthy and positive future. Thus, while life skills are beneficial at any stage of life, it becomes crucial to equip adolescents with them.

Assam Life Skills Framework

Continuing the visionary Life Skills Initiative established by SmSA Axom, this book seamlessly integrates with the comprehensive framework curated by the collective efforts of SmSA Axom, SCERT Axom, SEBA and Assam Higher Secondary Education Council. In close collaboration with knowledge partners and collaborators, a well-thought-out plan has been created to address the unique challenges faced by Assam.

At the core of this plan is the Assam Life Skills Framework, comprising 11 distinct life skills that have been subdivided into specific competencies. Each competency carries the potential to bring about targeted improvements in the lives of children. Notably, every competency stands out due to its comprehensive nature.

The extensive life skills framework of Assam, presented within the pages of this book, is further enriched by the contribution of Magic Bus India Foundation. This organization has played a pivotal role in building and developing the curriculum based on this framework. Moreover, Magic Bus India has been entrusted with the ongoing task of crafting future curricula in alignment with the approved life skills framework.

This holistic framework goes beyond conventional approaches, embracing the distinctive challenges of Assam with a fresh perspective. Through this refined approach to life skills education, we embark on a journey to empower the youth of Assam for a promising future.

1. Assam life-skills Framework 2023

Assam State Life skills Framework
Creativity
Decision Making
Problem Solving
Critical thinking
Self-Awareness
Self-Management
Resilience
Empathy
Effective Communication
Participation
Negotiation

Life-Skills Competency framework Axom

The Axom Life-Skills Competency Framework is an exciting initiative that aims to empower students from grades 6th to 12th with essential life skills. This comprehensive framework builds on the existing foundational book for life skills and will be integrated across various grade levels. Each subsequent book in this series maintains a similar structure, offering engaging

sessions on life skills, insightful project work, and supporting materials designed to help facilitators grasp the concepts effectively. By fostering the development of life skills, this framework strives to equip students with the necessary tools for success in various aspects of life, promoting holistic growth and personal enrichment.

Domain	Skill	Competences
Emotional Dimension	Self-Awareness	<ul style="list-style-type: none"> ● Identify and accept emotions ● Identify personal strengths and weaknesses ● Recognise strategies that allow to reduce intensity of emotions (anger/hurt/stress) and control impulsive behaviour ● Express emotions clearly and openly without hurting or disrespecting others
	Resilience	<ul style="list-style-type: none"> ● Adapt actions and steps taken according to a new situation ● Incorporate feedback and deal effectively with praise, setbacks, and criticism
Cognitive Dimension	Problem Solving	<ul style="list-style-type: none"> ● Identify a problem/ problem situation ● Ask questions to gather information ● Examine own biases ● Analyse and evaluate (Deduce and assess) collected information ● Devise multiple solutions of problems using collected information ● Compare different solutions to a problem
	Decision Making	<ul style="list-style-type: none"> ● Compare and review major alternative points of view ● Assess the consequences (current/future/self/to others) of their decisions ● Make responsible decisions with respect to self and others
	Creativity	<ul style="list-style-type: none"> ● Use idea creation techniques (brain storming/mind-mapping etc.) to generate diverse new ideas ● Develop unexpected solutions by thinking out of the box ● Listen respectfully to diverse perspectives and reassess ideas

	Self-Management	<ul style="list-style-type: none"> ● Recognise their rights and duties as individuals and their responsibility towards themselves and society ● Set realistic and achievable short term and long-term goals for themselves ● Develop plans for personal and professional development over time ● Build plans to work towards a more valuable long-term benefit over a short-term reward
Social Dimension	Empathy	<ul style="list-style-type: none"> ● Recognise others' perspectives and feelings ● Appreciate others for their strengths and accomplishments ● Build positive relationships with others without thinking of personal gain
	Assertiveness	<ul style="list-style-type: none"> ● Identify differences between being assertive/ submissive/aggressive ● Communicate thoughts, feelings, opinions and rights confidently ● Say "no" in an assertive manner without being disrespectful
	Negotiation	<ul style="list-style-type: none"> ● Respectfully listen to others' views and concerns, even when disagreeing ● Identify the root problem in a conflict situation Manage disagreements and misunderstandings
	Effective Communication	<ul style="list-style-type: none"> ● Listen actively without interrupting others ● Express thoughts, ideas and opinions clearly and respectfully using verbal and non-verbal cues ● Identify differences between being assertive/ submissive/aggressive ● Communicate thoughts, feelings, opinions and rights confidently ● Say "no" in an assertive manner without being disrespectful
	Participation	<ul style="list-style-type: none"> ● Work with others and co-create ideas ● Seek support from and provide support to others ● Prioritize group interests to achieve a common goal Contribute towards group success as leaders and members ● Respect social and cultural differences to work effectively with people from diverse backgrounds

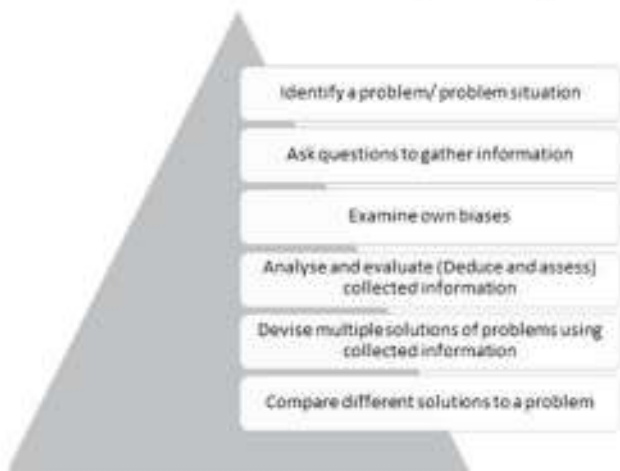
I. Life Skills Covered in Year 1

1. Problem Solving

Problem Solving is the ability to seek, identify and define the problem, generate alternatives or potential solutions, evaluate, and choose between these and act on the chosen solution to reach a goal. It includes the process of using reasoning and analysis to look beyond the surface of a problem and understand the underlying causes to come to conclusions. It is also the process by which we identify or discover effective, adaptive, or creative ways of handling problematic situations encountered in everyday living.

Problem Solving increases our involvement in the learning process. This creates opportunities for higher order thinking which increases our adaptability to our environment and helps us navigate through future trends and uncertainty.

Developing problem-solving skills requires practice and experience. Teachers can help students develop their problem-solving skills by providing opportunities for them to identify and solve problems in different contexts. They can also encourage students to think critically and creatively and to consider multiple perspectives when analysing problems and developing solutions. Through practice and experience, students can develop the confidence and ability to effectively solve problems and make informed decisions in a variety of settings.



Problem-solving is an essential life skill that helps individuals tackle challenges and overcome obstacles effectively. Here are steps to break down the process of problem-solving. Breakdown will help a student better apply the skill in a real-life situation.

i. Identify a problem/problem situation:

Identifying a problem is the first step in problem-solving. It involves recognizing that there is an issue that needs attention. For example, a student is struggling to complete a class assignment on time.

ii. Ask questions to gather information:

Asking questions to gather information is the second step in problem-solving. It involves gathering relevant data to understand the problem better and get to the root cause of the problem. For example, the student can ask questions such as, "What are the specific requirements of the assignment? When is the deadline? How much time is needed to complete the assignment?"

iii. Examine own biases:

Examining one's biases is an important step in problem-solving. It involves being aware of one's assumptions and beliefs that may impact the problem-solving process. For example, the student may have a bias that the assignment is too difficult to complete. Even as a facilitator we may have biases about the participants' ability.

iv. Analyse and evaluate (Deduce and assess) collected information:

Analysing and evaluating the collected information is the fourth step in problem-solving. It involves deducing the root cause of the problem and assessing its extent of impact. For example, after gathering information, the student can deduce that the assignment is doable, but requires time management and organization skills. They can assess the extent of the impact by realizing that not completing the assignment can result in a lower grade.

v. Devise multiple solutions of problems using collected information:

Devising multiple solutions is the fifth step in problem-solving. It involves generating potential solutions to the problem. For example, the student can brainstorm potential solutions such as breaking down the assignment into smaller tasks, creating a schedule to complete each task, seeking help from a teacher or classmate.

vi. Compare different solutions to a problem:

Comparing different solutions is the final step in problem-solving. It involves evaluating the potential effectiveness of each solution and selecting the best one. For example, the student can compare the different solutions and select the most feasible and effective one to complete the assignment on time.

II. Empathy

Empathy is an essential life skill that enables individuals to understand and share the feelings of others. It deals more with the way an individual connects to the

surrounding and its peers. It is a quality that helps individuals to connect with others on a deeper level and develop strong relationships. Empathy is particularly important for students as they learn to navigate the complexities of social relationships and interactions with peers, teachers, and other adults. In this context, empathy can be understood as the ability to:



i. Recognizing others' perspectives and feelings:

Empathy involves being able to understand and identify with the emotions and perspectives of others. In a school context, this could mean that students should be able to understand the challenges and struggles faced by their peers from different cultural backgrounds. For example, a student from a rural area may face difficulties in adapting to the fast-paced lifestyle of an urban school. In such a situation, an empathetic student would take the time to understand the challenges their peer faces and offer support and encouragement.

ii. Appreciating others for their strengths and accomplishments:

Empathy also involves recognizing the strengths and accomplishments of others. This could mean that students should be able to appreciate the talents and abilities of their peers. For example, a student who excels in academics should be able to appreciate the talent of a peer who is good at sports or music. By recognizing and valuing the strengths of others, students can build positive relationships and create a supportive environment in the school.

iii. Building positive relationships with others without thinking of personal gain:

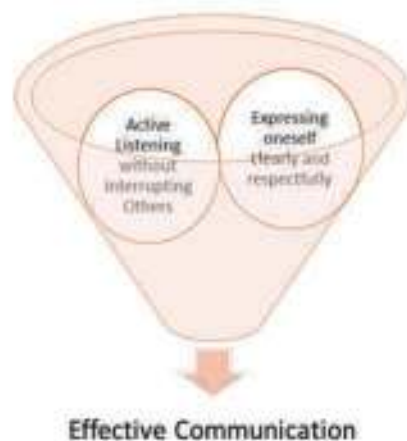
Empathy involves building positive relationships with others based on mutual respect and trust. Students should be able to connect with their peers without thinking of personal gain. For example, a student who is good at a subject could help a struggling peer without expecting anything in return. By building positive relationships based on empathy, students can create

a supportive environment in the school and promote a culture of kindness and respect.

In conclusion, empathy is a crucial life. By recognizing others' perspectives and feelings, appreciating others for their strengths and accomplishments, and building positive relationships without thinking of personal gain, students can develop strong social skills and create a supportive environment in the school. Ultimately, this can lead to a more positive and fulfilling educational experience for all students.

Communication

Communication is a crucial social dimension of life skills and includes the abilities and strategies necessary for effective interaction and expression. In the context of students attending schools, communication encompasses two key sub-topics:



Active Listening without Interrupting Others is the skill of attentively receiving and understanding verbal and non-verbal messages from others without interrupting or imposing our own thoughts. In schools, active listening is vital for students to engage with their teachers and peers effectively. For instance, when a student listens actively to their teacher during a lesson, maintaining eye contact and showing interest, they demonstrate respect and attentiveness. By refraining from interrupting, the student allows their teacher and classmates to express their thoughts and ideas fully, fostering a positive and inclusive learning environment.

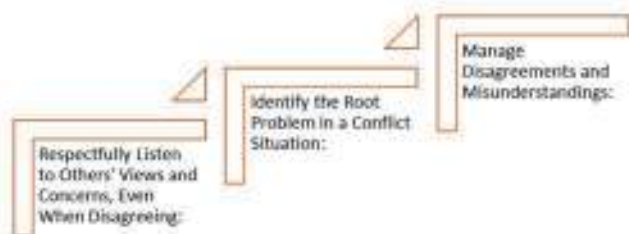
Expressing oneself clearly and respectfully involves effectively conveying thoughts, ideas, and opinions using verbal and non-verbal cues. In schools, this skill enables students to actively participate in classroom discussions and other group activities. For example, during a class debate on a social issue, students express their thoughts clearly and respectfully by providing logical arguments and supporting evidence. By engaging in respectful discourse, students learn to appreciate diverse perspectives and develop critical thinking skills.

Furthermore, clear, and respectful expression is valuable in extracurricular activities as well. For instance, in cultural events or sports competitions, students from government schools need to communicate clearly and respectfully with their teammates, coaches, and competitors. This enables effective coordination, teamwork, and sportsmanship, fostering a positive and collaborative atmosphere.

By cultivating effective communication skills, students attending schools develop the ability to listen actively and express their thoughts and ideas clearly and respectfully. These skills enhance their academic engagement, promote inclusive and respectful interactions with peers and teachers, and prepare them for future personal and professional endeavours.

Negotiation

Negotiation is an important life skill that involves effectively resolving conflicts, reaching agreements, and managing disagreements. It requires the ability to respectfully listen to others' views and concerns, even when disagreeing, identify the root problem in a conflict situation, and manage disagreements and misunderstandings. Here's a breakdown of each aspect, along with examples



1. Respectfully Listen to Others' Views and Concerns, Even When Disagreeing:

Negotiation begins with actively listening to others' perspectives and concerns, demonstrating respect and openness. For instance, in a group project in schools, students may have different ideas on how to approach a task. Through respectful listening, each student has the opportunity to express their viewpoint, understand others' perspectives, and find common ground for collaboration. By valuing and acknowledging diverse opinions, students can foster a climate of mutual respect and constructively negotiate to find a solution that satisfies everyone involved.

2. Identify the Root Problem in a Conflict Situation:

Effective negotiation requires the ability to identify the underlying issues or interests in a conflict. For example, in any school, if two students are involved in a dispute over a shared resource, such as a library book, the root

problem may be a lack of communication or unclear guidelines. By recognizing this, the students can engage in a negotiation process that focuses on addressing the root problem rather than merely arguing over the surface-level disagreement. This approach enables a more comprehensive resolution that addresses the core concerns of all parties involved.

3. Manage Disagreements and Misunderstandings:

Negotiation also involves managing disagreements and misunderstandings constructively. This skill is crucial for resolving conflicts among students. For instance, if two students have a disagreement about a group assignment, they can use negotiation techniques to find common ground and reach a compromise. This may involve discussing their concerns, finding areas of agreement, and exploring alternative solutions that meet the needs of both individuals. By managing disagreements effectively, students learn to handle conflicts with respect and fairness, fostering a positive and collaborative learning environment.

In conclusion, negotiation is a valuable life skill that encompasses respectfully listening to others' views and concerns, identifying the root problem in a conflict situation, and managing disagreements and misunderstandings. By cultivating these skills, students in an Indian school context can develop effective problem-solving abilities, enhance their communication skills, and create an environment of mutual respect and cooperation. Ultimately, negotiation empowers students to navigate conflicts and reach mutually beneficial resolutions in various aspects of their personal and academic lives.

Self-Awareness

Self-awareness is a fundamental life skill that involves understanding and being in tune with one's own emotions, strengths, weaknesses, and the ability to recognize and manage intense emotions and impulsive behaviour. It also encompasses expressing emotions clearly and openly without hurting or disrespecting others. Here is a breakdown of each aspect, along with examples:



1. Identify and Accept Emotions:

Self-awareness begins with the ability to identify and accept one's own emotions. This includes being aware of both positive and negative emotions, such as joy, sadness, anger, or fear. For instance, in a school setting, a student may feel anxious about an upcoming exam. By recognizing and accepting this emotion, the student can take appropriate steps to manage their anxiety, such as seeking support from a teacher or implementing effective study strategies.

2. Identify Personal Strengths and Weaknesses:

Self-awareness involves recognizing and understanding one's own strengths and weaknesses. By identifying personal strengths, such as good problem-solving skills or effective communication, students can leverage these abilities to enhance their academic performance and personal growth. Similarly, recognizing weaknesses, such as difficulty managing time or public speaking, allows students to focus on improving these areas through targeted efforts and seeking support when needed.

3. Recognize Strategies to Reduce Intensity of Emotions and Control Impulsive Behaviour:

Self-awareness includes the ability to recognize strategies that help reduce the intensity of emotions like

anger, hurt, or stress, and control impulsive behaviour. For example, if a student feels angry or stressed, they can practice deep breathing exercises, engage in physical activity, or engage in a calming hobby like drawing or listening to music. By using these strategies, students can regulate their emotions and avoid impulsive reactions that may lead to conflicts or negative consequences.

4. Express Emotions Clearly and Openly without Hurting or Disrespecting Others:

Self-awareness also involves the skill of expressing emotions clearly and openly without hurting or disrespecting others. This requires effective communication and empathy. For instance, if a student feels hurt by a friend's actions, they can express their emotions calmly and assertively, using "I" statements to share their feelings without blaming or attacking the other person. This approach promotes open dialogue and helps maintain positive relationships.

In conclusion, self-awareness is a vital life skill that encompasses identifying and accepting emotions, recognizing personal strengths and weaknesses, employing strategies to reduce the intensity of emotions and control impulsive behaviour, and expressing emotions clearly and openly without hurting or disrespecting others. Developing self-awareness empowers students in a school context to understand themselves better, manage their emotions effectively, and foster positive and respectful relationships with peers and teachers. Ultimately, self-awareness plays a significant role in personal growth, emotional well-being, and overall success in various aspects of life.

Facilitation

Facilitation is a process of skills/ information exchange where you provide opportunities and resources to a group of people that enable them to make progress towards the set objectives.

A facilitator brings the participants (students/audience) together and create a common goal that everyone can be a part of. Facilitation is less about telling information to participants and more about allowing participants to contribute to the learning of the group.

1. Advantages of Facilitation

While there are many ways of ensuring learning, facilitation is a powerful process, especially for life skills sessions. It helps in the following ways -

- A student-centered approach to learning.
- Ensures active engagement from the learners.

- Encourages learners to recognize and reflect on the content being discussed.
- Guides learners to make meaning of the content together.
- Gives an opportunity to the learner to own their learnings by bringing the facilitator and participant group together.



Pro-Tip: When you facilitate learning, most participants are actively engaged in discussing or completing the activities. This can lead to some sound. If the participants follow your instructions and are working on the content related topics, it is an actively engaged classroom!

✔ Do	✘ Don't
<ul style="list-style-type: none">● Model the behavior you wish to see in learners.● Encourage a variety of learners to share their views.● Encourage learners to participate and ask questions.● Be respectful.● Be prepared for the sessions.● Create an environment that is physically, emotionally and socially safe for the learners.● Allow learners time to think/reflect and respond.● Move among participants.● Give short and clear instructions.	<ul style="list-style-type: none">● Be disrespectful.● Share the answer yourself.● Impose your views /opinions /perspectives on the learner.● Use sarcasm or threats.● Cut learner sharing short.● Pretend that you know all the answers.● Discriminate or blame.● Sit down and facilitate.● Reprimand on making mistakes.

2. Questioning

Asking questions is a powerful way to invite participation, direct learning and encourage learners to think deeply. There are different types of questions that can be used while facilitating (especially Sit-Breathe-Think), some of the key types are mentioned below –

1. Open Ended Questions: -

Questions whose answers need statement or explanation as answers. In many instances, there are many correct answers to one open ended question.

Characteristics -	Examples -
Allow multiple participants to share and explain their views.	What did you like about the activity?
Provide an opportunity for the participant to think and answer.	What do you do when you feel excited?
Ensure a rich, two-way conversation on the topic.	How can we improve the game?
Are very helpful while facilitating reflections.	

2. Closed Ended Questions: -

Questions that elicit a single word or yes/no response are called closed ended questions.

Characteristics -	Examples -
Initiate a conversation on a topic. Factual recall.	Are all the students playing?
Do not encourage a conversation or deep thinking on a topic.	Did you like the game?
	How many legs do dogs have?

3. Probing Questions: -

These are questions that are used to elicit deeper explanation to a response that a participant has shared.

Characteristics -	Examples -
Explore or clarify participant's point of view.	Can you explain your point of view?
Think deeply about the topic.	Why do you think so?
Participate actively.	Can you share an example with all of us?

4. Leading Questions: -

Questions that assume something about the experience/perspective/opinion of the participant are called leading questions.

Characteristics -	Examples -
usually end up biasing the responses given by the participants.	What do you think about this fun activity? (Already assumed that the activity is fun).
force the conversation in a particular direction.	I noticed you had difficulty catching the ball, why? (Assumed that the participant felt it was difficult to catch the ball).



Pro-Tip: Try to use open ended and probing questions during sit-breathe-think. It will improve the quality of reflection and student learning.

Encouraging Student Participation

Sometimes, students need more support from the facilitator and environment to be able to participate actively in the sessions. There are numerous techniques that a facilitator can use to invite participation from a majority of class/participant group. Some of them have been highlighted below.

1. Communicate Safety to Participate

- Telling students there is no one right answer or that the emphasis is on them sharing their experiences.

It reduces the pressure on the student to share the right answer, especially in large group sharing. Telling them that there are multiple right answers encourages them to think and share their own perspectives too.

- Telling students that it is okay to make a mistake, we can always learn from it.

We all make mistakes, being reprimanded for making mistakes deters participants from trying or sharing. When we communicate that 'it is okay to make mistakes and encourage learning from them', we make it safe for the students to attempt participating or answering.

- Avoid making fun of participant answers/opinions/ideas.

Avoiding making fun of answers/opinions/mistakes/habits of the participants makes them feel more welcome

and accepted in the group. This lowers their hesitation and barriers in participating.



Pro-Tip: While these are simple and basic things that most of us follow. Explicitly telling and repeating these with students helps them remember these and set a welcome culture in the classroom.

2. Paraphrasing

The act of repeating in your own words what you understood from the participant.

Paraphrasing simplifies and reinforces what a participant is trying to say. This can help other participants understand better, give the facilitator an opportunity to confirm or clarify their response/sharing while making them feel 'heard' by the facilitator.

It is usually helpful to end the paraphrase with a question to confirm if you were able to explain the participant's point of view correctly – this gives them a chance to confirm or clarify.

3. Wait Time

The act of pausing for a few seconds after asking a question.

After asking a question, pause for approximately five to ten seconds before you start taking answers. Ask the participants to raise their hands if they wish to speak. This gives the participants ample time to think about the question and respond – which means even those who need time to think and respond can easily participate!



Pro-Tip: To do this well, you can use the seven second rule – wait for seven seconds after asking a question. Do not interrupt participants in these seven seconds – only ask them to raise their hands if they wish to speak.

4. Ensuring Participation

In case some participants feel uncomfortable participating in a game due physical, social or emotional reasons, do not force them to participate. Instead, find other ways in which they can contribute or participate. Some ideas for these are –

- Keeping score
- Ensuring that the players follow game rules.
- Cheerleading from the side



Check-out

One way in which you can ensure covering all parts of the session is -

Creating Gender-Inclusive Life Skills Education

1. Issues and Stereotypes Restricting

Gender Inclusion:

- Life skills, while essential for all, are often impacted by deeply ingrained gender stereotypes and societal expectations. These issues can hinder genuine inclusion and limit individual growth. Some common obstacles include:
- Gender roles and expectations: Traditional gender roles can restrict individuals to specific activities and limit their participation in certain life skills. Boys may be discouraged from expressing emotions or engaging in household chores, while girls may face pressure to prioritize homemaking over other pursuits.
- Gender bias in language and materials: Educational materials and language used during sessions can inadvertently reinforce stereotypes. Examples include using generic "he" pronouns, showcasing only men in career examples, or emphasizing traditionally feminine traits associated with emotional intelligence.
- Power dynamics and unequal participation: Boys may often dominate classroom discussions, leaving girls feeling hesitant to contribute. This can limit girls' access to learning opportunities and reinforce existing power imbalances.
- Gender-based violence and harassment: The threat of violence and harassment can create a hostile environment for girls and LGBTQ+ students, hindering their full participation in life skills sessions.

2. Creating Gender-Inclusive Schools:

Fostering a gender-inclusive school environment is crucial for effective life skills education. Here are some key strategies:

- Challenge gender stereotypes: Facilitate discussions about stereotypes, encourage students to critically analyze representations of gender in media and curriculum, and celebrate diverse life choices.
- Use inclusive language and materials: Employ gender-neutral language, showcase diverse role models in all areas, and curate resources that challenge traditional gender narratives.
- Promote equal participation: Encourage active participation from all students, create safe spaces for expression, and utilize collaborative learning activities that don't reinforce dominance hierarchies.
- Implement anti-bullying and harassment policies: Ensure clear policies are in place and actively address

instances of bullying, harassment, and violence based on gender or sexual orientation.

- Provide ongoing training for teachers and staff: Equip teachers with the knowledge and skills to identify and address gender bias in their own teaching practices and create a gender-sensitive classroom environment.

3. Making Instructions Gender-Inclusive:

During life skills sessions, adopting inclusive language and practices can significantly enhance learning for all students. Here are some key tips:

- Use gender-neutral language: Employ terms like "students," "everyone," or "team" instead of gendered pronouns or assumptions.
- Present diverse scenarios and examples: Incorporate examples that challenge stereotypes and showcase individuals from various backgrounds and genders excelling in different life skills domains.
- Utilize inclusive activities: Design activities that encourage collaboration and participation from all students, avoiding gendered divisions or assumptions about abilities.
- Facilitate open discussions: Foster respectful dialogue about gender and life skills, allowing students to share their perspectives and experiences without judgment.
- Be mindful of body language and non-verbal cues: Maintain neutral body language and avoid gendered expressions or gestures that may make certain students feel uncomfortable or excluded.

4. Building Gender Sensitivity among Students:

Developing gender sensitivity involves cultivating empathy, respect, and awareness of diverse experiences and perspectives. Here are some ways to promote it:

- Emphasize empathy and respect: Encourage students to consider different viewpoints, practice active listening, and treat each other with respect and kindness.
- Discuss gender identity and expression: Create a safe space for respectful conversations about gender identity and expression, challenging existing biases and celebrating diversity.
- Promote critical thinking: Encourage students to question gender stereotypes, analyse media representations, and critically evaluate information related to gender roles and expectations.

- Model inclusive behaviour: As facilitators, actively demonstrate inclusive behaviour through language, actions, and interactions with students of all genders and backgrounds.

Checklist for Gender-Inclusive Life Skills Sessions:

- Do my lesson materials and language avoid reinforcing gender stereotypes?
- Is there equal participation from students of all genders during activities and discussions?
- Do the examples and scenarios present challenge traditional gender roles?
- Do I create a safe and respectful environment for open discussions about gender?

- Am I mindful of my own biases and actively promoting empathy and respect?
- Are my teaching practices inclusive and accessible to all students regardless of their gender identity or expression?


By actively considering these questions and implementing the strategies outlined in this chapter, facilitators can create life skills education sessions that are truly inclusive and empowering for all students. Remember, fostering a gender-inclusive environment is an ongoing process that requires dedication and continuous reflection.

Section 2

Session Plans

Core Skill

Group Contract

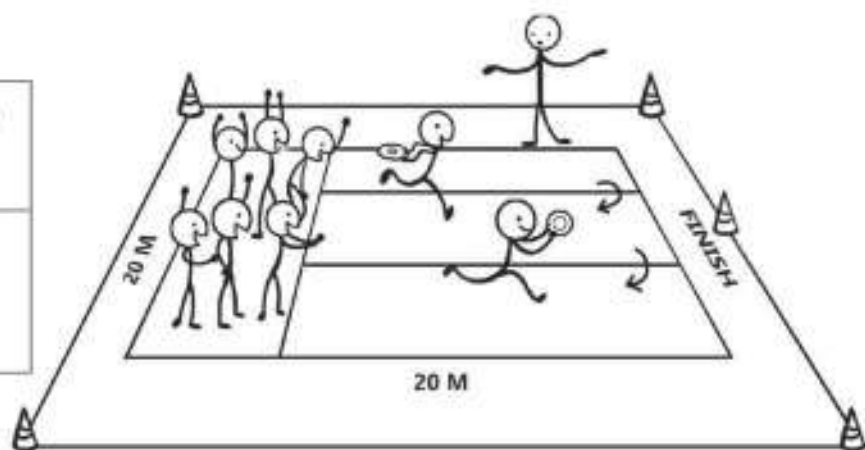
Objective	Participants will be able to understand the importance of working in a group and will communicate ground rules to each other.		
Session Code	AS/LS/G6/CO/SS1	Duration	35 - 45 minutes 

LET US LEARN TOGETHER

20 minutes



Equipment	<ul style="list-style-type: none"> Two Frisbees (ball, book, bottle or any object)
Preparation	<ul style="list-style-type: none"> Mark a start line and end line 20 metres apart



Instructions

1. Divide participants into two teams. Ask each team to choose a captain.
2. Give teams the following instructions:
 - Participants in their team can run the relay either by holding the Frisbee between their elbows or stretching their hands backwards and holding the Frisbee.
 - The participants of the team have to do either one alternately. The first participant will hold the Frisbee between his/her elbows.
3. After teams have arranged themselves in the order they want to run, you announce the relay rules. Tell them that the first participant has to hold the Frisbee between his or her elbows run to the finish line and return. The next participant has to outstretch their hands backwards holding the Frisbee and run to the finish line and return.
4. Participants of the team have to continue alternately till the entire team finishes. Team that finishes first wins.
5. If participants drop the Frisbee, they can pick it up and continue from where they had stopped.



Sit–Breathe – Think

10 minutes



1. Did you like the game? Y/N What about the game did you like or did not like?

Note: Encourage participants to reflect and respond.

2. What did your teammates do to help you play?

Expected answer: Responses may include the following: they were appreciating me, cheering me, and supporting me.

3. What did your teammates do to help you play?

Expected answer: We can help each other, learn from each other, complete work faster and can help

accomplish more. There is a feeling of bonding and sharing when one cooperates with others.

4. Create a group contract that you as a group will abide to for all sessions hereby that you will be a part of.

Note: Tell participants that the instructions of the game were like a 'group contract' that everyone followed. Encourage them to participate and create a group contract with you for all the upcoming sessions. For example: Attending the session on time, being respectful to one another, and so on could be part of the group contract. Give them some time to discuss and then finalise the group contract with them.



Takeaway:

There are many benefits to us working as a team or a group. We can help each other, learn from each other complete work with better quality. There is a feeling of bonding and sharing when one cooperates with others. In groups, we must ensure that we respect others and do not hurt/harm anyone or any property during the session. We must follow the rules we made for ourselves in the group contract.

At Home Task: 5 minutes



Make their own journal (or book) from old books or papers. This book will be called "Magic Sheets Book." You will need about 50 blank pages at least in this book. You can be as creative as you can be! Bring this book with you for the next session.



Magic Sheets:

Tell participants that there will be fun and reflective Magic Sheets where they can draw, write, and do interesting tasks after every session. Inform them that after every session you will give them a few things to do, and they must use their MAGIC SHEETS BOOK to do these tasks.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

Core Skill

Child Protection Policy

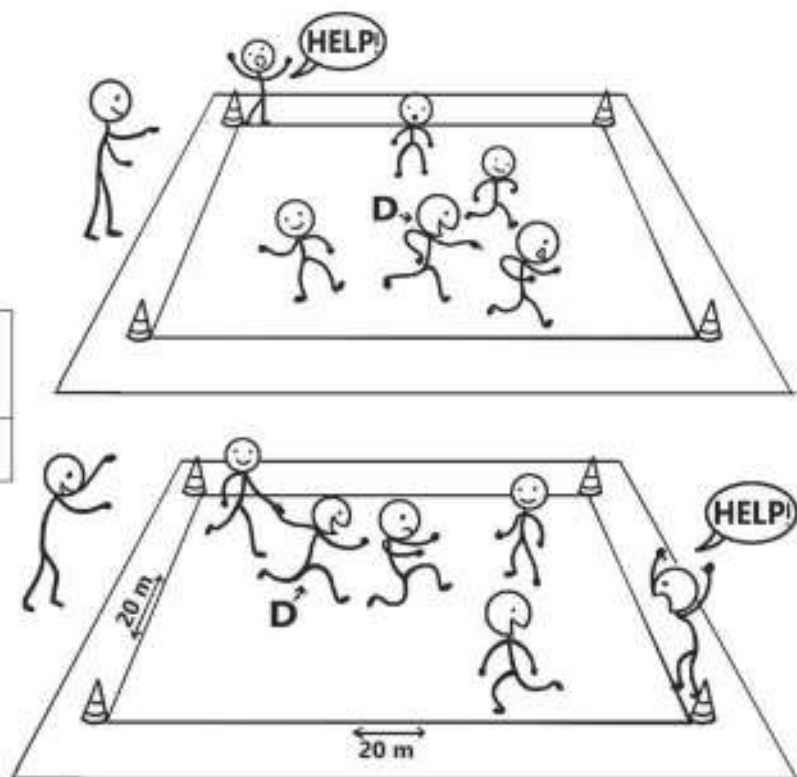
Objective	Participants will be aware of the Child Protection Policy.		
Session Code	AS/LS/G6/SA/SS2	Duration	35 - 45 minutes 

ASK FOR HELP

20 minutes



Equipment	<ul style="list-style-type: none"> ■ Markers ■ Cones
Preparation	<ul style="list-style-type: none"> ■ Mark a 20m x 20m grid.



Instructions

1. Ask for a volunteer to be a den.
2. The den attempts to catch other participants by tagging them.
3. The tagged participants have to leave the grid, stand outside the grid in one corner and cry out, "Help!"
4. The tagged participants can join the game again if a participant who is inside the grid tags them.
5. Change the den at regular intervals.



Sit—Breathe – Think

10 minutes



1. How did it feel to be hurt (tagged by den)?

Expected answer: Encourage participants to reflect and respond.

2. How did it feel to be helped (tagged by the participant other than the den)?

Expected answer: Encourage participants to reflect and respond.

Note: Hurt could be understood as a wrongdoing done physically, sexually, emotionally, or mentally. Hurt can range from something as seemingly simple as passing a comment to something as violent as a physical attack.

3. What are the different ways in people get hurt?

Expected answer: Responses may include teasing, bullying, harassment on the streets, corporal punishment by teachers, and so on.

4. What are some of the things we can do to be safe?

Expected answer: Responses may include: Seek help from a trusted adult, avoid talking to strangers, avoid travelling alone to strange places rather travel in groups, if we are hurt we must speak to an adult we trust, ask to be accompanied if we are scared, and so on.

Child Protection Policy Related information

Be sure to cover the following child protection-related information in the session.

- No staff or adult can touch/hug/caress participants in a way that they do not like. Participants can report to the teacher/Principal in such a case.
- If participants feel unsafe or if they feel that someone has violated their right to protection, they can complain about this to any teacher/principal in school.
- Inform participants that no adult in a session has a right to photograph them without their consent as well as their parents'/caregivers'/guardians' consent.
- Inform participants about the free, telephone child helpline—1098—that they can use to seek help.
- Participants have a right to privacy when using toilets.
- Participants should always inform the teacher on field when they move away from the group to change their clothes, use washrooms, rest in a room, and so on.
- Participants have the right to say, "No" to participating in any activity and refuse to answer any personal question that makes them feel uncomfortable.



Takeaway:

There are many safe practices that will help protect us from harm. We should approach a trusted adult, teacher, parent, caregiver or guardian or contact the child helpline number if we feel threatened or unsafe.

At Home Task: 5 minutes




Remember last session, our task was to make the Magic Sheets Books. This Magic Sheets Books will have at least 50 blank pages, but you can draw or create something creative for book cover page and back page.

Show you Magic Sheets Books to you friends. Remember, we have to bring this book every time we come to the session.



Magic Sheets:

Tell participants that there will be fun and reflective Magic Sheets where they can draw, write, and do interesting tasks after every session. Inform them that after every session you will give them a few things to do, and they must use their MAGIC SHEETS BOOK to do these tasks.

 **Note:** As educators, ensuring the safety and well-being of our students is paramount. In India, this responsibility is further emphasized by the Child Protection Policy (CPP), a comprehensive framework safeguarding children from abuse, neglect, and exploitation. Following is a brief overview of the CPP and its key provisions relevant to life skills education.

1. Key Legislation for Child Protection:

The CPP is grounded in several important laws, including:

- **Juvenile Justice (Care and Protection of Children) Act, 2015:** This Act outlines the procedures for identifying, reporting, and addressing cases of children in need of care and protection, including victims of abuse and neglect.
- **Protection of Children from Sexual Offences Act (POCSO), 2012:** This Act provides stringent punishments for sexual offences against children and outlines reporting mechanisms for such cases.
- **Prohibition of Child Marriage Act, 2006:** This Act prohibits child marriage and sets the legal minimum age for marriage at 18 years for both girls and boys.
- **Right to Education Act, 2009:** This Act guarantees free and compulsory education for all children aged 6-14 years, creating a safe and nurturing environment for learning.

2. Responsibilities of Educators:

Under the CPP, educators play a crucial role in child protection. This includes:

- Understanding and adhering to the provisions of the CPP and relevant laws.
- Creating a safe and supportive learning environment where children feel comfortable reporting any concerns they may have.
- Identifying and reporting suspected cases of child abuse, neglect, or exploitation to the designated authorities, such as the Child Welfare Committee.
- Providing age-appropriate life skills education that empowers children to recognize and report abuse, develop healthy relationships, and protect themselves from harm.

- Maintaining confidentiality and respecting the privacy of children who disclose abuse.
- Participating in ongoing training and awareness programs on child protection to stay updated on best practices.

3. Integrating Child Protection into Life Skills Education:

Life skills education provides a valuable platform to integrate child protection awareness. Here are some ways to do so:

- **Discuss child rights and responsibilities:** Teach children about their rights to be safe from harm, express their concerns, and receive support.
- **Identify different types of abuse and neglect:** Help children recognize the signs and symptoms of physical, emotional, and sexual abuse, as well as neglect.
- **Develop communication and assertiveness skills:** Empower children to express their feelings and concerns confidently and say "no" when they feel uncomfortable.
- **Build positive relationships with students:** Foster trust and open communication so children feel comfortable coming to you with any concerns they may have.
- **Promote healthy relationships and decision-making:** Teach children about healthy relationships, consent, and responsible behavior online and offline.
- **Provide resources and support:** Share information about helplines and support services available to children in need.

By actively incorporating these principles into your life skills education program, you can contribute significantly to the well-being and safety of your students.

This chapter provides a concise overview of the Child Protection Policy in India and its relevance to life skills education. Feel free to adapt and expand on this information based on your specific context and educational materials. By prioritizing child protection, we can create a nurturing and empowering learning environment for all students.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:


- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

Core Skill

Self Awareness

Objective	Participants will be able to list 3 emotions that they feel in different situations.		
Competency	Identify and accept emotions.		
Session Code	AS/LS/G6/SA/SS3	Duration	35 - 45 minutes 

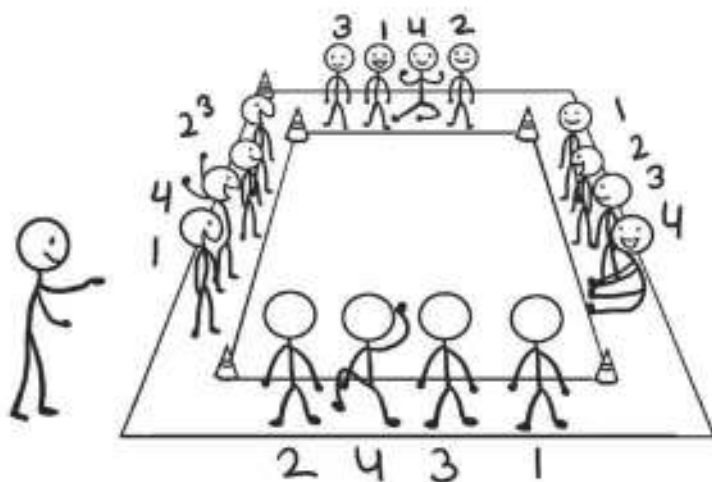
RECAP: All recap shall be conducted as a peer-led conversation.

CATCH THE EMOTION

15 minutes



Equipment	■ 8 Markers
Preparation	■ Create a 15mx15m grid using markers




Instructions

Outdoor activity: Catch the emotion.

1. Divide participants in 4 equal teams – A, B, C, D.
2. Make each team stand in a straight line (horizontal) forming one side of the square each.
3. Ask the participants to assign a number to each member in their team:
 - a) The total number of members in the team.
 - b) **Example** – If the teams have 6 members, they have to assign a number from 1 to 6 to each team.
4. Tell the teams that they will not disclose to other teams which team member is assigned what number.
5. Instruct the participants that when a number is called, the participants from each team who have been assigned that number have to do an action standing at their place (specified in note). Then, the participant from team A has to catch the one from Team B, while the one from Team B has to catch from Team C, the one from Team C has to catch the one from Team D and the one from Team D has to catch the one from Team A.

Note: Ask the called number participants to do an action before they start to run. The actions can be to do a sit-up, or spin at their place or jump twice.

6. In *Round 1*, the participants will simply run while in *Round 2*, the participants will run one-leg hopping.

 **Note:** If there are any participants who might not be comfortable to do one-leg hopping in case of a wound or a physical disability, change one-leg hopping to one-arm behind back or any other suitable modification.

7. Tell the participants that whichever team member catches the member from the other team (according to the instructions), their team gets 10 points and the team with maximum points wins after the end of each round.

Indoor activity: Catch Emotions


Materials: Bowl/Box and Chits.

Preparation: Create a bowl of chits with different emotions with 1-line situations in it.

Example: You missed your ST bus and had to walk to school; You were appreciated in assembly for regularity in school; Your friend is ill and could not attend school today; Your mother gave you sweets randomly; Your parents scolded you even when it was your sibling's mistake; You had a free period in school but a teacher gave you a surprise test in it; You got lost in the market and could not find your parents.


Instructions

1. Divide the participants into 4 equal teams.

 **Note:** As participants are seated in rows in the classroom, make each row 1 team. Before doing that jumble the participants by asking them to change rows or places in same row so that participants are sitting randomly.

2. Tell the participants that when called, one participant from one team at a time will come near the blackboard and pick one chit each from the bowl.


3. Tell the participant that they must enact the emotion (in 1 minute) they have felt/ would feel if the situation written in the chit happens with them.

 **Note:** The participant should share the emotion that they are going to enact after reading the chit and thinking about the situation.

4. Instruct the teams that only the team of the participant enacting will identify the emotion and must share the final answer loudly.

5. Tell the teams that if they identify correctly then their team will get 10 points.

6. Ensure there are several rounds are played and each team gets to enact and identify an emotion at least once.

 **Note:** Make sure that the participants take maximum 30 seconds to understand the situation and deciding the emotion before enacting it and only 1 minute is given for enacting. This will ensure that each team gets to act twice, and the other teams will not get bored.



Sit–Breathe – Think

10 minutes



1. What was happening in the game? (Both Indoor and Outdoor).

Expected Answer (Outdoor): We were trying to catch each other. There was cheating happening. They caught me before I caught them.

(Indoor): We could guess, we couldn't guess the emotion, bad acting).

2. If Outdoor (Pick from above answered situation, ask the follow up question) How did you feel when this happened?

Expected Answer: (There was cheating happening). I felt unhappy and angry that I didn't get the point even though the other team cheated.

3. If Indoor, how were you feeling when you could guess or couldn't guess the emotions during the activity?

Expected Answer: Happy, Excited, Sad, Angry.

4. Do we feel these emotions in our daily life as well? (Y/N) Tell me one situation when you felt this emotion other than today.

Expected Answer: When I get a toy/chocolate; When I lose in a game with friends; When I go out with family; When I get scolded even though it was not my mistake.

5. Can you share any other emotions that you felt other than the ones we have discussed?

Expected Answer: Shame, Fear, Disappointment, Jealousy.

Note: Share that sometimes we only say we are feeling good or bad. However, there are many emotions that can make us feel good like happiness, excitement and many emotions that we sometimes call bad or not good like anger, sadness, hurt, disappointment, fear.



Takeaway:

In our day-to-day life all of us feel multiple emotions in different situations. It is absolutely normal to feel these emotions be it happiness, sadness, fear, shame or anger. It is important to identify the emotions that we are feeling and think of the situation that made us feel in a certain way.

At Home Task: 5 minutes



Ask the participants to observe the emotions expressed by your parents/siblings/people or cartoons on television.



Magic Sheets:

Please refer to Magic Sheets Book.

Note: Remind participants to carry their Magic Sheets Book to the next session.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

1. Draw an angry face and colour it. Example given below.



2. Draw a happy face and colour the face using one colour only.

3. Draw a disappointed face and colour the face using one colour only.

4. Name two emotions that you have experienced below. (You cannot write happy, angry or disappointed.)

.....

.....

.....

.....

.....

5. Think of your favourite TV show or movie. Draw or write as many emotions as you observed in the TV show or movie in the space below.

.....

.....

.....

.....

.....


.....

.....

.....

Core Skill

Self Awareness

Objective	Participants will be able to describe two different emotion and related behaviour to their peers.		
Competency	Identify and accept emotions.		
Session Code	AS/LS/G6/SA/SS4	Duration	35 - 45 minutes 

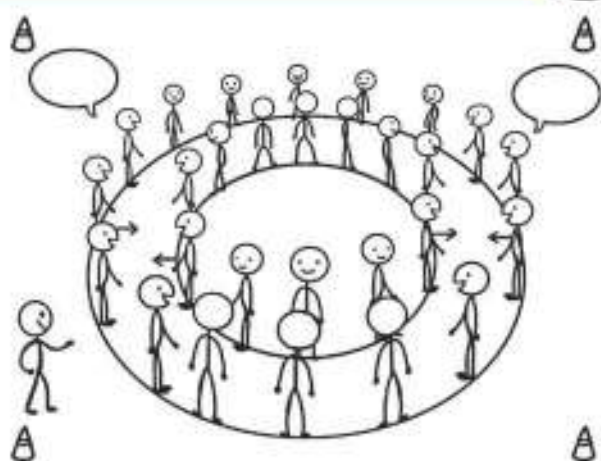
RECAP: All recap shall be conducted as a peer-led conversation.

SHARING CIRCLE

15 minutes



Equipment	■ 4 Cones to mark the grid.
Preparation	■ Mark a 15m x 15m grid.



Instructions

Outdoor activity: Sharing circle


1. Divide the participants into two groups - Group A and Group B.
2. First ask Group A to stand in a circle and then ask Group B to form a circle around them, creating an inner and outer circle.
3. Tell the participants that they will play "Taar, Tapal, Telephone" activity. In this activity, the inner circle (Group A) moves to their right, while the outer circle (Group B) moves to their left.
4. Instruct that when "Taar" is called out they walk in the said direction, when "Tapal" is called out, they have to jog and when "Telephone" is called out, they have to halt.
5. Tell the participants that when they halt, they have to face the person from the opposite group. Now both circles will stand facing each other.
6. Call out one statement from the following. The participants will complete the statement with their emotions and behaviours in that situation and share it with the participant standing opposite them.

For example: When I get very angry...I break things.

- When I go in the dark....
- When I get appreciation from someone....
- When I am asked to leave the class as punishment...
- When I am teased or hit by my classmates....

- After 2 rounds of the activity, ask the participants how they felt discussing their emotions with others and then continue with the activity after few responses.

Expected answers: I felt shy, uncomfortable or I felt light, relaxed.

 **Note:** Play at least 3-4 rounds

Indoor activity: Catch Emotions

- Divide the participants into 4 groups. Ensure that the grouping is random.
- Instruct the class that when a statement is shared with the class, they have to complete the statement with their emotions and behaviours in that situation and share it with the group. For example: When I get very angry...I break things.

- The statements can either be read aloud or written down on the boards. The statements are given below:

- When I go in the dark...
- When I get appreciation from someone...
- When I am asked to leave the class as punishment...
- When I am teased or hit by my classmates...

- After 2 rounds of the activity, ask the participants how they felt discussing their emotions with others and then continue with the activity after few responses.

Expected answers: I felt shy, uncomfortable or I felt light, relaxed.

 **Note:** Play at least 3-4 rounds.



Sit-Breathe - Think

10 minutes



- What were the different behaviours we discussed today?

Expected answers: Shouting, dancing, hitting, laughing, stop talking to others, walking off/or run away, ignoring, crying, praying.

- What are the behaviours that can be harmful for self or others while expressing emotions?


Expected answers: Self-inflicted pain, hitting others, swearing bad words, ignoring peers, hurtful comments or expressions.

- Do we all behave the same way when we express an emotion? For example, do we all cry when we are sad? If no, how else do we express sadness?

Expected answers: We don't always react the same way. Some of us cry, some of us sleep and some of us get angry etc.

- Similarly, do all of us always feel the same emotions in a given situation? For example, do we all feel the same when our exams get cancelled?

Expected answers: No, some of us are happy, sad, irritated, angry, etc.

 **Note:** Do not force the participants to share their emotions if they are not comfortable. If there are odd numbers in the group 1 person can share with 2 participants.



Takeaway:

Different people feel different emotions in a similar situation. For example, playing cricket might feel exciting for some, it may be scary for others who believe that they cannot play. Sometimes people might feel same emotions but behave differently. What we must remember is that whatever emotion we feel, it is absolutely okay. It is important to see how our behaviour affects ourselves and others around us.



At Home Task: 5 minutes

Discuss with your siblings or parents about an instance when they felt happy or excited.



Magic Sheets:

Please refer to Magic Sheets Book.

 Note: Remind participants to carry their Magic Sheets Book to the next session.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

1. Draw a feelings volcano (like shown below). Divide the volcano into three parts and fill in the blanks.




When someone does something wrong, I feel

When someone appreciates me, I feel

When someone leaves me in a dark room, I feel

2. Think of a situation when you felt very happy. Try to remember that situation and draw it below.

Core Skill Communication

Objective	Participants will be able to recognise 2 differences between verbal and non-verbal cues of communication.		
Competency	Express thoughts, ideas and opinions clearly and respectfully using verbal and non-verbal cues.		
Session Code	AS/LS/G6/CO/SS5	Duration	35 - 45 minutes 

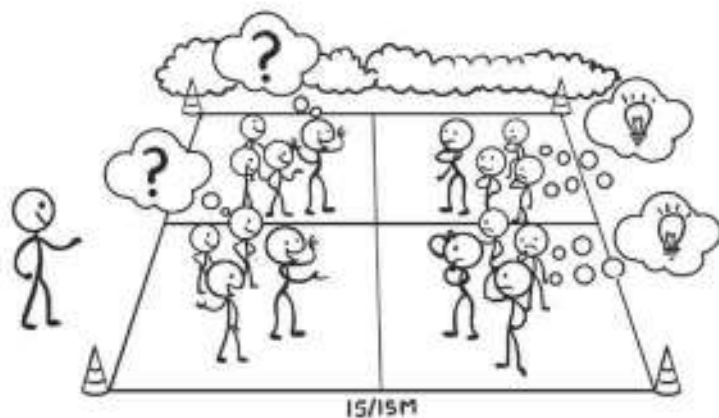
Note: Recaps for all sessions are peer-led.

VERBAL AND NON-VERBAL COMMUNICATION

15 minutes



Equipment	<ul style="list-style-type: none"> pen and paper for each participant.
Preparation	<ul style="list-style-type: none"> Mark a 15m x 15m grid.



Instructions

(For Indoor and Outdoor)

1. Divide the participants into four equal teams.
2. Give different scenarios to the teams on which they need to act.
3. Tell the teams that there will be 2 rounds of this game.
4. Instruct that in each round, two teams will enact the scenario given to them. The other two groups will guess it.
5. The teams will get 5 minutes to plan and enact where the other team has to guess.

Scenarios in chits:

Round 1 – Railway station/Students getting scolded by the teacher.

Round 2 – Hospital/Children playing in the park.

Round 1:

1. Ask the participants of the first 2 groups will have to enact the scenario written in the chit, without using any words or sounds.
2. Pause them for 30 seconds as soon as they use a sound or word.

Pause:

Ask the participants what all they did to communicate to guess. Write the things being said by the participants on the board (example – hand gestures, body posture, hand movements, signs, eye gaze).

Round 2:

1. Ask the two teams who were guessing in round 1 to now enact while the first 2 teams from round 1 will guess.
2. Tell the participants that now they have to make the other team guess without using any of the things mentioned on the board. They can only use words and sounds to communicate. However, they cannot use complete descriptive sentences like "I am a chaiwala".
3. Children who enact and the audience will not face each other.
4. Pause them for 30 seconds as soon as they use a non-verbal cue.



Sit–Breathe – Think

10 minutes



1. What were the two different ways we tried to communicate the scenario to the other teams?

Expected answer: Through action, with words, without using words.

2. Was any one way easier to understand? (Y/N) If yes – Which one was easier to understand for the guessing teams? If no – Why?

Expected answer: Words one/ Action one.

Note: Mention that using words is called verbal part of communication and gestures, body language, eye movements are non-verbal parts of communication.

3. Can the others understand us without using words if we are not in front of them? (Y/N) If no, why can't they understand?

Expected answer: If they are not in front of us, we can't see what they are doing. With no words, we can't even hear them.

4. How are verbal and non-verbal parts of communication different from each other?

Expected answer: In verbal, we use words and sounds and in non-verbal, we use body language, gestures etc. In verbal, we can understand even if they are not in front of us, while in non-verbal we cannot.

5. Do we only use one way of communicating in real life? (Y/N) If No – Why do we use both verbal and non-verbal ways?

Expected answer: Because it is then easier to communicate our message. Some messages cannot just be communicated with words and without actions.



Takeaway:

Today we learnt that while communicating we use both verbal and non-verbal methods. We use both words and gestures to convey our messages easily and quickly to others. Verbal and non-verbal methods are different from each other, but both are important in communication.

At Home Task: 5 minutes



Ask the children to enact verbal and non-verbal communication in front of a mirror.



Magic Sheets:

Please refer to Magic Sheets Book.

 **Note:** Remind participants to carry their Magic Sheets Book to the next session.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

1. Draw three to five miniature drawings of the reaction you see of yourself when you communicate in front of mirror. For example, there is one drawing done for you.



2. Write one difference between verbal and non-verbal communication in the space below.



.....

.....

.....

Project Work 1 Step 1

Step 1 (Setting up of the project)

Context Setting (5 mins)	<ol style="list-style-type: none">1. Welcome the participants to the session.2. Inform them that they will be working on a project as a way to practice the life skills that they are learning during the classes.3. Each project session, they will get a set of behaviors to practice. These behaviors will help the participants to be aware of the life skills they are learning and practice the same.
Activity (20 mins)	<ol style="list-style-type: none">1. Make groups of five students each.2. Explain about the roles of project coordinator, project secretary, project file officer, supporting officer, Project task officer. Give them five minutes to assign the roles in their groups. Rather the teacher can explain the roles of each responsible and ask the group to come with the names at the end of the session.3. Explain to the participants that -<ol style="list-style-type: none">i. They will be working in this group across the year to work on two project submissions. Each of them will be observed on how they work in this project session. The behaviour they practice is more important than the project itself.ii. The first project is "Make a poster about Embracing Diversity" and the second will be "Depletion of Natural resources" or " Completion of Schools "iii. They will work on first project till half-yearly exams and then work on the second project from half-yearly till final exams.<p>Note: For the academic year 2023-24, tell the students only about the first project.</p><ol style="list-style-type: none">iv. They will have both in-class task and Project task for these sessions.iii. Each group will have to submit one project work and a project file that details the work that the group has done.iv. They will have to write the home-task in the project file. Each person needs to write and the project file in charge will ensure that it is brought to the session for project work. This will be graded at the end of the year. Why will each member write, How will they write and where will they write?
Sit-Breathe-Think (10 mins)	<ol style="list-style-type: none">1. Ask the following two questions -<ol style="list-style-type: none">i. What were the different emotions you experienced when you heard about the Project Work that you have to do this year?ii. What is one thing that you look forward to about working on this project?2. Solve any doubts that students may have regarding the project.


Project Task (5 mins)	<ol style="list-style-type: none"> 1. Summarize the key points from the session on project work, team roles and frequency of work and project files. 2. Each group to make a project file of 20 pages using the best out of waste method. Each project file to contain the names of all the group members and their roles. 3. For project 1 Each member has to identify different people around them based on cultural practices, food habits and festivals they celebrate and make a note about the same and discuss with the group and write in the project file.
-----------------------	--

Step 1

Title of Project 1 :	Embracing Diversity
Duration:	<p>To be completed from school opening till Half-Yearly Exam.</p> <p>Note:</p> <ol style="list-style-type: none"> 1. Each step is one period of 35-45 minutes 2. For academic year 2023-24, this will be the only project that gets implemented.
Behavior Practice Checklist (To be shared with the students)	<ol style="list-style-type: none"> 1. I am able to follow the instructions given to me 2. I am able to express feelings, thoughts or ideas using verbal and non-verbal cues. 3. I am able to listen actively without interrupting when someone talks to me 4. I am able to demonstrate respectful behaviour towards my peers by using kind words, appreciation or actions. 5. I am able to appreciate others for their strength accomplishments and identity 6. I am able to recognize other perspectives and understand acknowledge it

Core Skill


Self Awareness, Communication

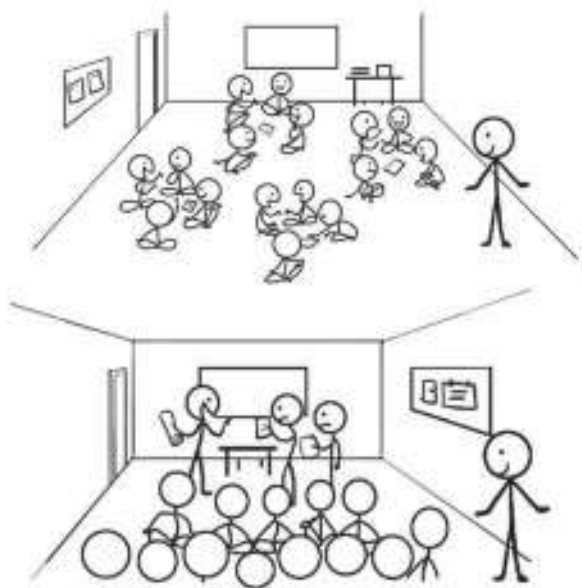
Objective	Participants will be able to share their experiences and learnings from their Magic Sheets.		
Competency	Identify and accept emotions, Express thoughts, ideas and opinions clearly and respectfully using verbal and non-verbal cues.		
Session Code	AS/LS/G6/RS/SS6	Duration	35 - 45 minutes 

IT IS TIME FOR MAGIC SHEETS

35 minutes



Equipment	NA
Preparation	 Note: Ask participants to bring Magic Sheets of Sessions 3, 4 and 5.



Instructions

1. Appreciate the participants for working on their Magic Sheets and for bringing it for the session today.
2. Ask the participants to "Clap-Clap, Snap (your fingers)-Snap (your fingers), (and say the word) MAGIC." So, it will be Clap-Clap, Snap-Snap, Magic."
3. Ask the participants what task of the Magic Sheet they liked working on the most. Encourage two to three participants to respond.
4. Ask the participants what task of the Magic Sheet they found difficult or had to think a bit before they worked on it. Encourage two to three participants to respond.

Group Work:

5. Divide participants into four to five groups. Each group will have approximately six to eight participants. Ask them to discuss in their groups about both Magic Sheets they have worked on so far. Give them 15 minutes to discuss.
6. Ask one volunteer from each group to share three key points from their discussions. Spend two minutes per group.

Conclude:

Conclude with key points discussed in the session.



Takeaway:

In our day-to-day life all of us feel multiple emotions in different situations. Emotions are natural and everyone experiences different emotions in their lives. It is absolutely normal to feel these emotions be it happiness, sadness, fear, shame or anger. For example, playing cricket might feel exciting for some, it may be scary for others who believe that they cannot play.

Sometimes people might feel same emotions but behave differently. It is important to see how our behaviour affects ourselves and others around us.

Verbal and non-verbal methods are different from each other, but both are important in communication. These are essential elements of a good communications skill.



Magic Sheets:

Please refer to Magic Sheets Book.

 **Note:** Remind participants to carry their Magic Sheets Book to the next session.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).


V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

Core Skill Communication

Objective	Participants will be able to explain the importance of active listening and list three ways to improve listening skills.		
Competency	Listening actively without interrupting.		
Session Code	AS/LS/G6/CO/SS7	Duration	35 - 45 minutes 

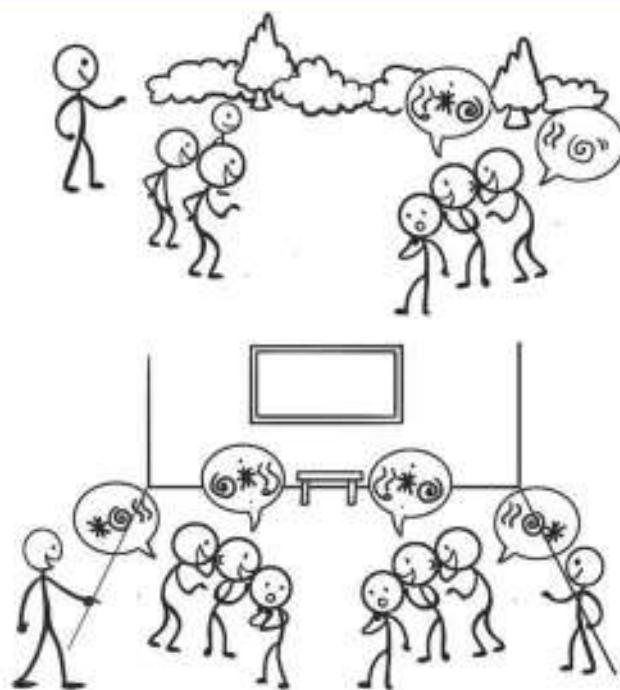
Note: Recaps for all sessions are peer-led.

PASSING THE MESSAGE

15 minutes



Equipment	<ul style="list-style-type: none"> Any ball (for outdoor activity).
Preparation	<ul style="list-style-type: none"> None



Instructions

Instructions (For Indoor and Outdoor Activity):

Round 1:

- The game will be played in two groups, and one volunteer will initiate it in each group.
- The instructor will set a stopwatch for 1 or 2 minutes depending on the classroom's strength, and in the given time, the riddles should reach the last participant in each group.
- The instructor will whisper a riddle in the ear of the volunteer initiating the game.
- At the same time the other group will clap and woo to distract the other group.
- Repeat the game for both the groups.

6. **Riddles:** (In Hindi as an example, can be changed to make it more context-specific).

- *Bakri chadi pahad pe is taraf se, uss taraf ghaas khake utar gayi, pyass lagi jo usko pani peeney nikal gayi.*
- *Peetal key patiley mein papita peela peela, peela patila papita peela peela.*

7. Ask the last participants to say aloud the riddle and check with the first person if it is correct. (The riddle will be fully/partially changed).

Pause :

1. Ask Participants "why did the riddle change till it reached the last person?"

Expected answer: Misunderstood/assumed the words, couldn't hear properly, couldn't say properly, could not remember, words got added into it, game was fast.

2. What can we do to ensure the message reaches the last person correctly?

Expected answer: Listen attentively, say it slowly & clearly, ask again if I did not hear it properly.

Now let us play again using these strategies to ensure the message is clearly passed and trying our best to not get distracted by the noise around.

For round 2 whisper new riddles in the ear of one volunteer from each group and ask the second group to make noise to distract group passing the riddle.

Two riddle that can be used are: -

1. *Titli tirati thi, taalab mein tairati thi, Titli tirati thi, taalab mein tairati thi. Taalab khali ho gaya, titli kahan gayi?*
2. *Char chidiyon ne char chidiyagharon mein chidiya paali, Char chidiyagharon mein chidiya paali, char chidiyon ne.*

Note: The activity can be done both indoor and outdoor, when played outdoor participants need to stand in the circle and pass the ball while passing the riddle.



Sit—Breathe – Think

15 minutes



1. Ask participant what changed in the game in second round while listening and passing the riddle?

Expected Answer: We were more attentive towards the message, we asked again when we could not listen, did not focus on the noise around.

2. How did listening attentively and actively help us in the game?

Expected Answer: We understood the riddle better, we could recall the statements easily.

3. What are the other steps that help us better understand what others are saying?

Expected Answer: Ask questions when we are unable to understand, share our thoughts or respond, repeat what we understood for clarification.

4. Do we do these things at other times in our life as well? (Y/N) If yes, when do we do these things like listening to someone or sharing our thoughts?

Expected Answer: When a person is talking to us or telling us something, when we want to tell something to others.

Note: Share with participants that this process of listening, understanding the message we listen to and then expressing our thought is how we communicate with others.

5. Now can you put these steps of good communication in an order or sequence? If yes what would be the sequence?

Expected Answer: Listen to others; Understand what others have said before we share our thought; Share our thought/response.

6. Give examples of people who we listen to, understand, and talk with, in our daily life?

Expected Answer: Teacher; Parents; Siblings; Friends; Shopkeeper; neighbors and so on.



Takeaway:

Active listening improves communication and builds positive relationships while helping us to understand information better. Various strategies like listening attentively, asking for clarity, and not interrupting while someone speaks can be used to improve active listening. For a better communication we must first focus on listening actively and then, trying to understand the meaning and finally add relevant message from our side. All these lead to an effective communication.



At Home Task: 5 minutes

Observe a conversation between two people around you. **For example:** a shopkeeper and customer and two neighbors.



Magic Sheets:

Please refer to Magic Sheets Book.

 **Note:** Remind participants to carry their Magic Sheets Book to the next session.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

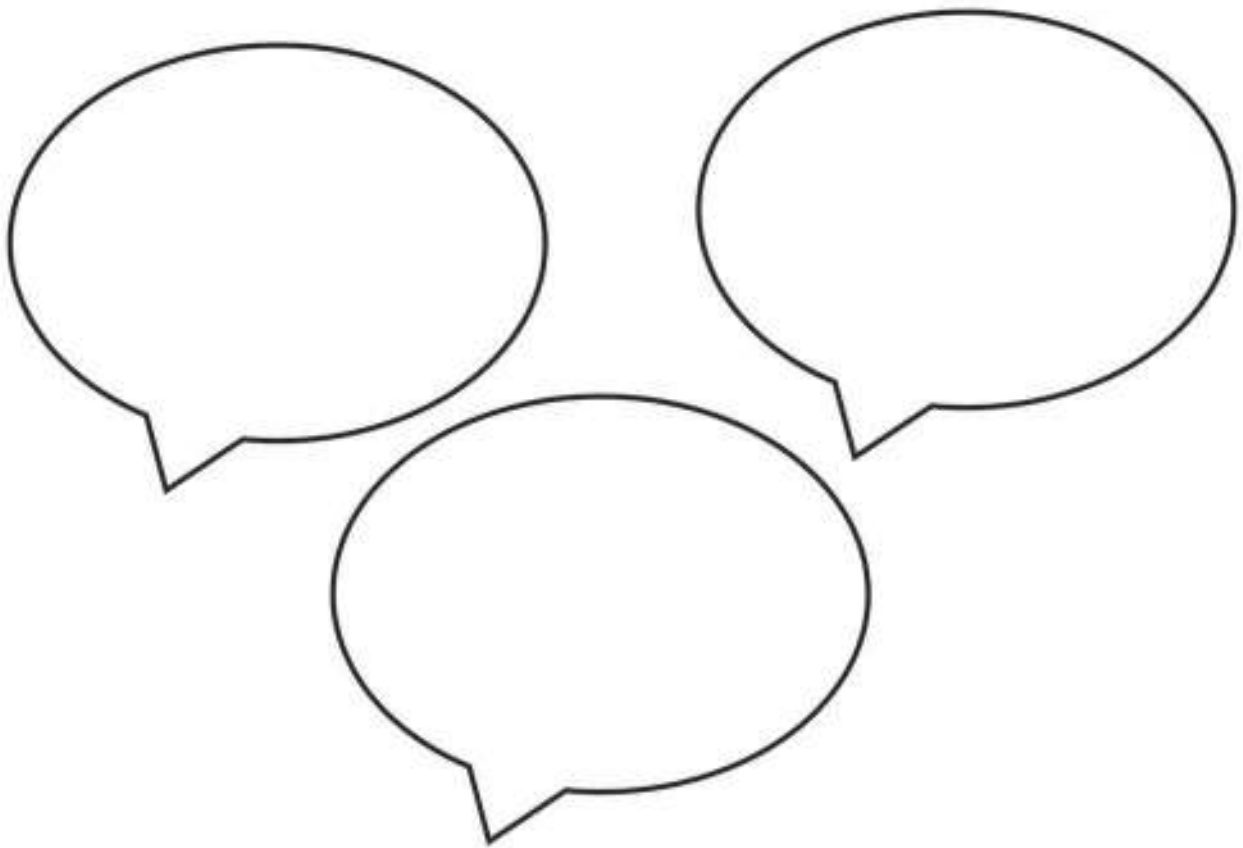
V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

1. **Observe a conversation two people have in your school and at your home. Based on your observation, write three points about “the process of communication.”**



2. **Draw or stick a picture of a person who communicates well and someone you look up to!**

Project 1 Step 2


Step 2	Time: 30 -35 mins
Context Setting	(5 mins)
<ol style="list-style-type: none"> 1. Tell groups to note the behaviour practice checklist for project 1 in their project files. 2. They will have to practice these behaviours when they work in a group, it will help them apply the life skills that they are learning in class. 3. All the members who have different roles to ensure smooth functioning of the group and each on are the custodian of their respective roles. 	
Activity (20 mins)	Discuss and Note
<ol style="list-style-type: none"> 1. Meet someone in the classroom who follows a different culture from you or speaks a different mother tongue (it can be any dialect or language). Preferably in their group. <i>Alternatively, each member to identify one unique quality about every person in the group and note the same in the project file.</i> 2. Meet them and listen carefully what kind of practices they follow and learn new words or about new food items from them. <i>Alternatively appreciate the unique quality of each member and discuss in the group.</i> 3. After a 5 minutes of discussion sit in your groups and note down everything that you observed and listened. <i>Note: one students from each group can either write draw/collect images of the information's they collected.</i> 	
Active Review	
<p>Each group member to look at the behaviour practice checklist and tick the behaviours they were able to practice. (in their own note books)</p> <p>Note: If time permits, they can share their reflection with the group.</p>	
Sit-Breathe-Think	(10 minutes)
<p>Ask -</p> <ol style="list-style-type: none"> i. Did you learn something new about each other? ii. How did you feel after knowing new things about each other? iii. Were you able to note the observations of every participant in the file? 	
Project Task	(5 mins)
<ol style="list-style-type: none"> 1. Recap the main points from the discussion. 2. Remind students to keep practicing the behaviours 3. All the students to reach out to at least 1 family or person form the community who practices different culture, follows a different kind of food practice or speaks different dialect or language. and try to learn about them. <p><i>Note:(Remember to be respectful and acknowledge the diversity)</i></p>	

Here is a table sample that the students can use to collect information about the diversity of a person. The categories in the following table are just few examples. Students can add or remove categories as needed,

and also add more specific information within each category. For example, students can list a person's specific favourite foods or hobbies.

Category	Description	Example
Culture	The person's cultural background, including their native state, community etc	Native of state, community etc
Languages	The languages that the person speaks fluently.	Assemese, Hindi, Bangali, Bodo,Englis,
Favourite Foods	The person's favourite foods from different cultures.	Paratha, Biryani, Fish etc
Religious Beliefs (optional)	The person's religious beliefs, if any.	Hindu, Catholic, Muslim, Buddhist
Hobbies and Interests	The person's hobbies and interests, which may reflect their cultural background.	Playing soccer, listening to music, dancing
Festivals celebrated	Festivals celebrated by the person	Durga Puja, Diwali etc
Other (optional)	Any other information that you think is relevant to the person's diversity.	Has traveled to 10 different countries, speaks three languages fluently

Core Skill Empathy


Objective	Participants will be able recognize and appreciate at least two strengths/accomplishments of others.		
Competency	Appreciate others for their strengths and accomplishments.		
Session Code	AS/LS/G6/EM/SS8	Duration	35 - 45 minutes 

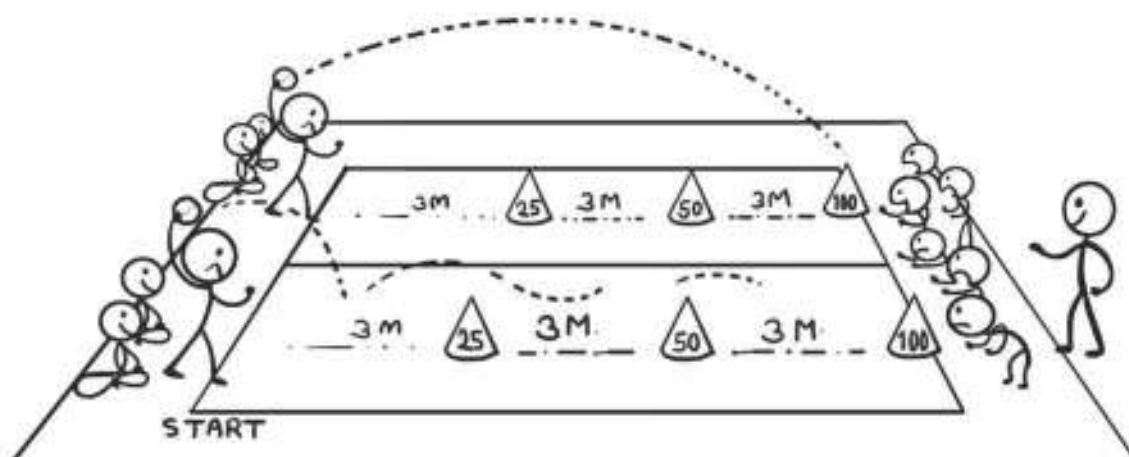
Note: Recaps for all sessions are peer-led.

LET'S APPRECIATE

15 minutes




Equipment	<ul style="list-style-type: none"> ■ 2 Ball ■ Cones (use bottles to mark or use chalk to make circles on the ground)
Preparation	<p>Place three cones on the ground.</p> <ul style="list-style-type: none"> ■ The first one should be placed 3 meters from the start. Mark it as 25. ■ The second one should be placed 3 meters from the first one. Mark it as 50. ■ The third one should be placed 3 meters from the second one. Mark it as 100. <p> Note: if cones are not available, use bottles or make markings using chalk.</p>



Instructions


Outdoor Activity: Let's appreciate

1. On the ground, make three markings of 3 meters each and mark the first point as 25, second as 50 and third as 100 points.
 2. Divide the participants into groups of ten. Ask the first two teams to come forward and stand at the starting point, which is 3 meters away from the first marking.
-  **Note:** Refer the image to make markings on the ground.
3. **Instruct:** participants of Team A can throw the ball and hit any target of their choice (25, 50, 100), and they will get that many points. Team B on the other hand can only choose to hit 100, they won't score any points unless they hit the target marked 100.
 4. Team A will first decide their team's target. Each participant will have to decide and announce their individual target to others before they make their throw.
 5. The teams will take alternative turns to hit the target. Appoint a leader to maintain the scores for each team.
 6. Instruct the class to appreciate the player each time they hit the target. They can use words like- good job, awesome, very good, shabash, and so on.
 7. Play the game for 5-6 minutes. The team with the most points, wins.

Pause:

Ask the participants to reflect and answer the following questions:



- a. **Ask Team B:** What do you think about the rules of the game?
- b. **Ask all:** Were you always able to hit your target? (Y/N) How did you feel when you hit the target?
- c. **Ask all:** How did everyone react to you when you missed the target and how did that make you feel?


 **Note:** Ensure the safety of the participants while playing the game. If there are any participants with disabilities, the game can be modified to include them; or they can be asked to be the scorekeepers and referrers. In case the group size is larger than

30, make two grids and divide the participants into 4 groups.

Indoor activity: Act it out

Materials: Book and pen/pencil (if required)

1. Divide the participants into groups of four to six (make sure there are even numbers). Within the group, ask them to select a pair.
 2. Ask the participants to think of a reason why they appreciate their partner. Ask them to give specific reasons like "I appreciate ___ for their kindness because they helped me complete my homework" or "I like how well they dance; I enjoy watching them dance" etc.
-  **Note:** Give the participants 1 minute to think. If they want to write down reasons, you can encourage them to do so.
3. Ask the participants to share the reasons in the group and discuss this with each other.
 4. To make it fun, ask them to select one reason they can act out in front of the class.
-  **Note:** Make sure the reasons that are being acted out are not repeating.
5. Each group will take turns to act and the next group will have to guess what they are acting. Give 10 points for the correct guess and ask all the other groups to do an appreciation clap when they have guessed correctly.


 **Note:** Appreciation clap is 2 snaps, 2 claps and say well done!

6. Play the game for 5-7 minutes.

Pause:

Ask the following questions:

- a. Has anyone else appreciated you for the same reasons?
- b. What are some of your other strengths or accomplishments?

 **Note:** The facilitator will have to summarize the strengths and accomplishments shared and do the appreciation clap for everyone.



Sit–Breathe – Think

10 minutes



- 1 How do you feel when someone identifies and appreciates your strengths and accomplishments?

Expected Answer: When someone appreciates me, I feel good about myself. I feel motivated and confident.

- 2 Was it easy for you to think of your partner's strengths or was it easier to think of your own strengths? Why?

Expected Answer: Accept all relevant answers.

- 3 Would you like it if others appreciated you more often and respected you for who you are?

Expected Answer: Yes, I would like it. It makes me feel happy and confident about myself.

- 4 Think of a time when you appreciated someone, and try to remember how they reacted to you?

Note: Accept all relevant answers. Make sure that participants are sensitive and feel safe while sharing. If the participants are not able to share, share an experience from your life.



Takeaway:

When we appreciate others for their strengths or accomplishment, it will make them feel happy. Similarly, when someone appreciates us, we feel good.

At Home Task: 5 minutes



Appreciation Cards: Choose any 4 people you want to appreciate. Write down three of their strengths or accomplishments (you can also draw pictures) on a card. Encourage them to be specific and genuine in their appreciation. You can decorate the card give it to the people you appreciate. Sample image of an appreciation card:

Compliment Card!

_____ wants to compliment

_____ for _____

Thank You!

Note: Ask them to make it a habit to give appreciation cards every month and ask to make sure the appreciation is not repeated.



Magic Sheets:

Please refer to Magic Sheets Book.

Note: Remind participants to carry their Magic Sheets Book to the next session.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

1. Draw or Paste the appreciation cards for your friends or family members.

Appreciation Card 1

Appreciation Card 2

Appreciation Card 3

Appreciation Card 4


2. Fill in the following columns using the sentence starters.

Things I am good at....	Compliments I have received....
1.	1.
2.	2.
3.	3.
Times I have made others happy	Compliments I have given....
1.	1.
2.	2.
3.	3.

3. At home, find a newspaper and find any words or pictures of appreciation. Paste them on your sheet. If you can't find a newspaper, write down a few words of appreciation.

NOTE : Remind participants to carry their Magic Book or printed Magic Sheet booklet to the next session.

Core Skill Empathy

Objective	Participants will be able to list one assumption each (different from the ones mentioned) about their peers/society.		
Competency	Recognise others' perspectives and feeling.		
Session Code	AS/LS/G6/EM/SS9	Duration	35 - 45 minutes 

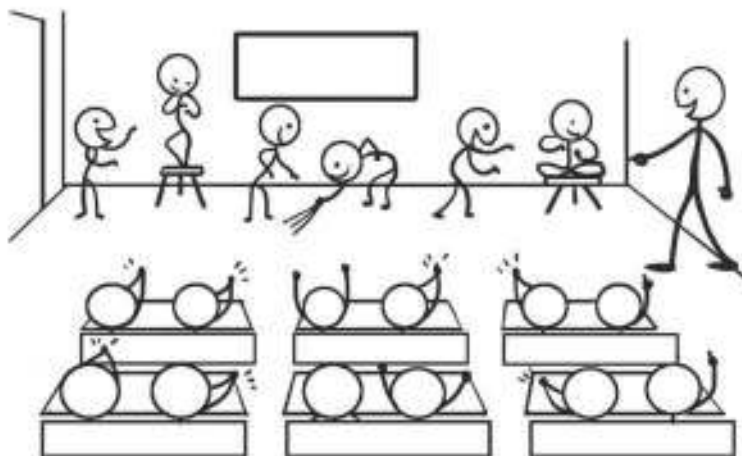
Note: Recaps for all sessions are peer-led.

MAKE AND BREAK

15 minutes



Equipment	<ul style="list-style-type: none"> ■ Paper and pen ■ Bowl to place the chits
Preparation	<ul style="list-style-type: none"> ■ None



Instructions

Outdoor and Indoor Activity: Act it out.

1. Divide the class into pairs. Ask them to stand facing each other.
2. One will be the sculptor and the other will be the model.
3. Ask the whole class to sing the song:

"I clap once, I clap twice, now create the model of.....".

4. Fill in the blank with one of the following options:


- Father (or male caregiver/guardian)
- Mother (or female caregiver/guardian)
- Girl in your community
- Boy in your community
- Teacher
- Cricketer
- Doctor

- Lawyer
- Nurse
- Driver
- Shopkeeper

5. Tell participants the name a character and the model freezes in place. The sculptor can make changes to the model's position based on the character (if required.)

- Start with the character – mother from the list.

6. Participants should switch roles after every four rounds. Continue this for 8 rounds.


 **Note:** Facilitator needs to observe the actions of the participants, every time when they are asked

to become something. Facilitator needs to carefully observe the actions of the participants. Encourage the participants to observe the roles and actions of the other pairs as well.

Pause:

Now make the participants stand in a circle, and ask the following questions:

- Why did you do that particular action?
- What is your understanding of this character?

 **Note:** Tell the participants that these are all assumptions based on your experiences. Assumptions are the opinions you have created about someone, or things based on your personal experiences.



Sit–Breathe – Think


10 minutes



1. List some of the differences and similarities that you observed in your model and other groups' model.


 **Note:** Encourage participants to reflect and respond.

2. In the activity, what actions did you show for the character mother?

 **Note:** If someone did housework, cooking or cleaning or taking care of the baby or doing any other domestic chores, ask the following question.

3. Why did you act out as the mother doing housework like cooking, cleaning or taking care of the baby?

Expected Answer: We usually see our mothers do these activities in our community.


 **Note:** Spend some time to talk of more such assumptions from the activity.

4. Where did these assumptions come from? Did someone else tell you this or did you come up with it on your own?

Expected Answer: While growing up, I observed certain things and heard some things from my family, community and movies/ tv/news/mobile.

5. Are all your assumptions, right? How can we be more open-minded about making assumptions about others?

Expected Answer: Yes/no. Avoid rumours and judgment, listen to others' point of view, and make only reasonable assumptions about others. Try to understand the reasons for someone's choices and actions.

 **Note:** Encourage participants to think from other's point of view and try to understand the reasons for their actions before making an assumption.



Takeaway:

All assumptions are usually based on your experiences. Assumptions are the opinions you have created about someone, or things based on your personal experiences. We have to be thoughtful and understanding of others while making assumptions about them. Assumptions may always not be true. Understanding others' perspectives can lead to more positive and healthy relationships.



Magic Sheets:

Please refer to Magic Sheets Book.

 **Note:** Remind participants to carry their Magic Sheets Book to the next session.

At Home Task: 5 minutes



"Nature Walk"

Ask the participants to take a walk around their neighborhood, park, or any other outdoor space that they enjoy with a friend or family member. As they walk, ask them to pay attention to their thoughts and assumptions about the people and things they see and discuss with them.

Example:

1. The participant sees a church and assume that only Christians go to the church.
2. The participant sees a tall building and assumes that people living there are rich.
3. The participant sees a car and assumes that a man is driving the car.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

1. Complete the following table.

Category	Boy	Girl	Both
Best at sports in your class			
Smartest in your class			
Favorite sportsperson			
Most popular			
Favorite teacher			
Strongest friend			

2. Draw picture of a busy day in a house with family members like- father, mother, sister, brother, pets and so on doing different activities.

3. At home, find a newspaper and find any words or pictures of appreciation. Paste them on your sheet. If you can't find a newspaper, write down a few words of appreciation.


NOTE : Remind participants to carry their Magic Book or printed Magic Sheet booklet to the next session.

Project 1 Step 3

Step 3	Time: 30 -35 mins
Context Setting	(5 mins)
<ol style="list-style-type: none"> 1. Ask the group leader to remind the group of the behaviours they need to practice during their work (behaviour practice checklist) 2. Remind them that these behaviours will help them apply the life skills that they are learning in their weekly sessions. 	
Activity (20 mins)	Discuss and Note
<p>Ask each group to discuss among themselves and note down responses to following questions after discussion among themselves.</p> <ol style="list-style-type: none"> 1. Names of two different kind of food consumed. 2. Name different kinds of festivals you have discovered among the people you have interacted. 3. List different kind of languages you got to know about. <p>Note: Students can also draw/collect images for their poster if they want.</p>	
Active Review	
<p>Each group member to look at the behaviour practice checklist and tick the behaviours they were able to practice. (in their own note books)</p> <p>Note: If time permits, they can share their reflection with the group.</p>	
Sit-Breathe-Think	(10 minutes)
<p>Ask -</p> <ol style="list-style-type: none"> 1. Did everyone participate in the group and shared their observations? 2. Did everyone get chance to share their perspectives in the groups? Mention ways to ensure every one gets a chance to express. 3. Is it important to listen to everyone in the group? 4. Name one strength that each of your group members have. Take a moment to appreciate them. 	
Project Task	(5 mins)
<p>Everyone has to go back to the same families or people they have interacted earlier and try to understand about at least 1 thing in detail. It could be the food, festival or language.</p> <p>Each member to share about themselves to the families they have interacted.</p> <p>After the interaction every member have to write responses to the following pointers</p> <ol style="list-style-type: none"> 1. I new thing I learnt today after my discussion. 2. How did I feel after sharing about myself? 	

Core Skill


Communication, Empathy

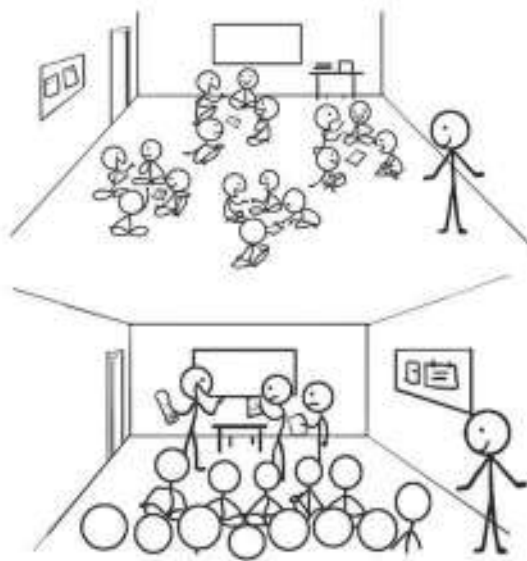
Objective	Participants will be able to share their experiences and learnings from their Magic Sheets.		
Competency	Listen actively without interrupting others. Appreciate others for their strengths and accomplishments. Recognise others' perspectives and feelings.		
Session Code	AS/LS/G6/RS/SS10	Duration	35 - 45 minutes 

IT IS TIME FOR MAGIC SHEETS

35 minutes



Equipment	NA
Preparation	 Note: Ask participants to bring Magic Sheets of Sessions 7, 8 and 9.



Instructions

1. Appreciate the participants for working on their Magic Sheets and for bringing it for the session today.
2. Ask the participants to "Clap-Clap, Snap (your fingers)-Snap (your fingers), (and say the word) MAGIC." So, it will be Clap-Clap, Snap-Snap, Magic."
3. Ask the participants what task of the Magic Sheet they liked working on the most. Encourage two to three participants to respond.
4. Ask the participants what task of the Magic Sheet they found difficult or had to think a bit before they worked on it. Encourage two to three participants to respond.

Group Work:

5. Divide participants into four to five groups. Each group will have approximately six to eight participants. Ask them to discuss in their groups about both Magic Sheets they have worked on so far. Give them 15 minutes to discuss.
6. Ask one volunteer from each group to share three key points from their discussions. Spend two minutes per group.

Conclude:

Conclude with key points discussed in the session.



Takeaway:

Listening helps us to understand the other person's point of view and it will help us to respond with empathy.

It is important to appreciate others. When we appreciate others for their strengths or accomplishments, it will make them feel happy. Similarly, when someone appreciates us, we feel good.

It is important to recognise others perspectives and work on our assumptions. All assumptions are usually based on your experiences or the conditioning about the world. Assumptions are the opinions you have created about someone, or things based on your personal experiences. We have to be thoughtful and understanding of others while making assumptions about them. Assumptions may not always be true.



Magic Sheets:

Please refer to Magic Sheets Book.

 **Note:** Remind participants to carry their Magic Sheets Book to the next session.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?


Project 1 Step 4

Step 4	Time: 30 -35 mins
Context Setting	(5 mins)
<ol style="list-style-type: none"> 1. Ask the group leader to remind the group of the behaviours they need to practice during their work (behaviour practice checklist) 2. Remind them that these behaviours will help them apply the life skills that they are learning in their weekly sessions. 	
Activity (20 mins)	Discuss and Note
<p>All the members to sit in their group discuss around the following points and note the same in the project file -</p> <ol style="list-style-type: none"> 1. List of Festival we found interesting and want to share about as a group 2. List of food items we found interesting and want to share about as a group. 3. List of languages or dialect we liked and want to share about as a group. <p>Then discuss, how you will show all the collected information in a poster. You can use photos, diagram, Drawings, best from waste ideas, or any other creative idea as decided by the group.</p> <p>Note: The poster should have all the information about the topic. Their poster if they want.</p>	
Active Review	
<p>Each group member to look at the behaviour practice checklist and tick the behaviours they were able to practice. (in their own note books)</p> <p>Note: If time permits, they can share their reflection with the group.</p>	
Sit-Breathe-Think	(10 minutes)
<p>Ask -</p> <ol style="list-style-type: none"> 1. How many names of festivals, languages or food, each group could list in the first place? 2. How did you arrive at selecting the design of the poster? 3. Can group members have different views on the same topic? If yes, how does the group conclude the discussion. 4. What did you do when people in your group had different opinions? 5. Name one quality of another group member that you would like to learn yourself. 	
Project Task	(5 mins)
<ol style="list-style-type: none"> 1. Each group to make the poster. They can think about innovative ideas to make the posters. 2. Write the part each person will play in presenting the poster in the project file. 3. Everyone to also create an appreciation card stating one unique qualities each for their group members as discussed in day one to be shared next day in the classroom. Ensure everyone to receive at least 1 appreciation card. <p>Note: Time for presentation will be 5-7 minutes max.</p>	

Use the below Example to explain the students how to make an appreciation card



Core Skill Communication

Objective	Participants will be able to identify two ways to be respectful as a listener.		
Competency	Express thoughts, ideas and opinions clearly and respectfully using verbal and non-verbal cues.		
Session Code	AS/LS/G6/CO/SS11	Duration	35 - 45 minutes 

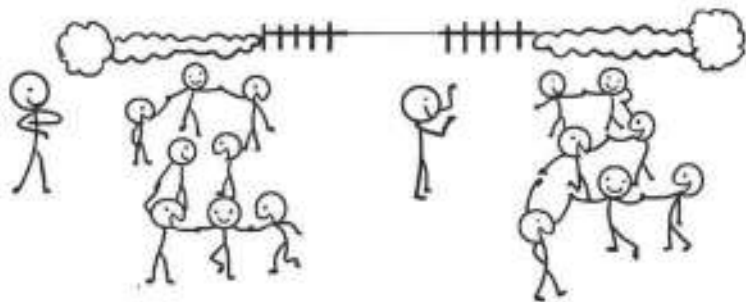
Note: Recaps for all sessions are peer-led.

BE A GOOD LISTENER

15 minutes



Equipment	<ul style="list-style-type: none"> ■ Pen and pencil ■ Cones to mark the area
Preparation	<ul style="list-style-type: none"> ■ None



Instructions

Outdoor Activity: Be a good listener

Round 1:

1. Tell the participants that today they will be playing to "Be a Good Listener."
2. Divide the participants into 3 groups of 8 to 10 members each. Ask the groups to appoint one leader from their group.
3. The leaders will get a shape, and they will have to arrange their group members to form that shape. The leader has to give instructions to the group members without telling them what the shape is. The group members can ask the leader one or two questions to seek clarity.
4. Give all group leaders the shape - **alphabet "z"** to make the formation.

 **Note:** Refer to the image to understand the shape they need to form.

5. Once the participants are done with round 1. Ask them to guess what shape they have formed.
6. Give 5 minutes for groups to complete the activity.

Pause:

Make all the participants stand in a circle and ask probing questions like:

- a. List 3 things that helped you to complete the activity.

Expected Answer: 1. Listening to the instructions. 2. Following the instructions. 3. Asking questions to seek clarity.

- b. **Ask the group leader** - How did you know that your group is following your instructions?

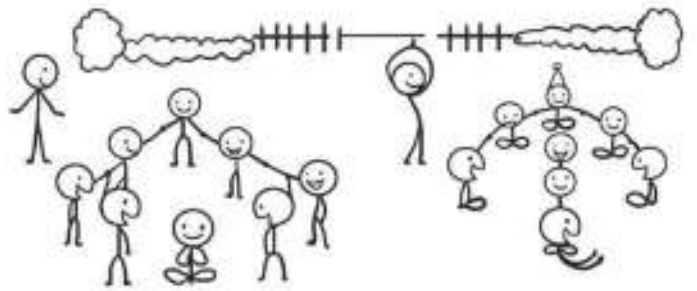
Expected Answer: By seeing that the groups are responding correctly to the instructions and observing their actions and expressions.

Round 2:

1. Assign group numbers to each group.
2. In the next round, ask the group leader to join the group. The group leader can tell the rest of the group what the shape is. Instruct the groups to choose one shape from the options given and form that shape.

Options - house, umbrella, car, flower, chair.

3. Now, ask the groups to form the shape. Give them 5 mins to complete this activity. Once done, check the formations and give points.
4. Now ask the groups how they were able to help each other complete the task.



Note: The groups can stand or sit to form the shape. Participants should be comfortable while doing the actions.

Indoor activity: Be a good listener

Materials: Distribute papers to all the groups, if not participants can use their notebooks.

Round 1:

1. Tell the participants that today they will be playing a game called **Be a good listener**.
2. Divide into 4 groups and select a leader. The leader will be shown a picture of a train.
3. They have to give instructions to the team members and make them draw a train, but the leader is not allowed to show the picture to the rest of the group or tell them what they are going to draw.

Note: Image of train given below for reference

4. Once the group has finished drawing the picture, they will have to guess what they have drawn.
5. Give 4 minutes to all groups.

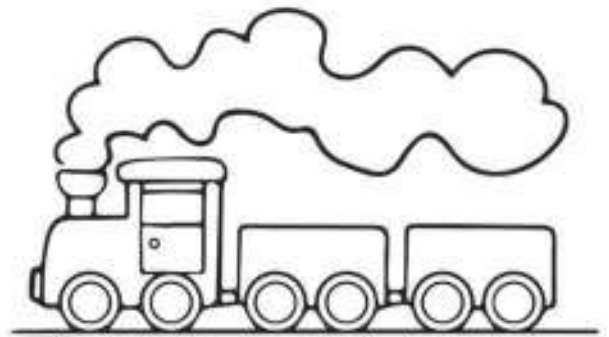
Pause:

Now ask them the following questions:

- a. List 3 things that helped you to complete the activity.

Expected Answer: 1. Listening to the instructions. 2. Following the instructions. 3. Asking questions to seek clarity.

- b. Ask the group leader- How did you know that your group is following your instructions?



Expected Answer: By seeing that the groups are responding correctly to the instructions and observing their actions and expression.

Round 2:

1. In the next part of the activity, groups can choose any shape from the option given below:

Options - house, umbrella, car, flower, chair.

2. Ask the participants to take turns to draw a part of the object they have chosen. Each of them has to contribute to drawing the picture.
3. Say that the group members can help each other by explaining how to draw the shape/what to draw next.
4. Give the groups 3 to 4 minutes to complete the task. Once done, the facilitator will check the pictures and give points.
5. Now ask the groups how they were able to help each other complete the task.



Sit–Breathe – Think

10 minutes



1. Which round was difficult for your group to complete and why?

Expected Answer: Students can answer round 1 or 2. If round 1- it can be because they didn't know what they had to do, they could only follow instructions as opposed to round 2, where they could also contribute. If round 2- it can be because the activity required them to make a decision together and they couldn't come to a decision.

2. Which team did well, and which team did not? Why?

Expected Answer: The team that did well listened to their leader and to each other. The team that did not do well was not paying attention. Or the leader could not direct them properly.

3. Why is it important to be a good listener?

Expected Answer: When we listen to others, it will help us understand their point of view, we can also learn from them and grow.

4. How can you be a respectful listener?

Expected Answer: I can be a respectful listener by being attentive to the speaker and responding with verbal and non-verbal cues. I can wait the other person to finish talking and then talk in my turn.

Note: Encourage participants to answer in turns and listen to others while talking. Tell them that for good communication, one needs to express thoughts clearly and also listen to others respectfully.



Takeaway:

Listening helps us to understand the other person's point of view and it will help us to respond with empathy.

At Home Task: 5 minutes



Think of a sports/education/political news that you have heard recently from someone in your community. Discuss more about the news with them and understand their view and opinions about this news, while also sharing your thoughts on the same.

Note: In the next session, ask the participants about the home task- While sharing the news, were you able to listen to them respectfully? How did you come to know that the other person was listening to you?



Magic Sheets:

Please refer to Magic Sheets Book.

Note: Remind participants to carry their Magic Sheets Book to the next session.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?


Sort the dos and don'ts of a good listener in the below table:

List of words:

- Eye contact
- Nodding
- Looking away
- Interrupting
- Giving inputs to the conversation
- Asking questions
- Yawning

Dos	Don'ts

Core Skill Communication

Objective	Participants will be able to express two opinions and listen to other's opinions without interrupting.		
Competency	Listen actively without interrupting others.		
Session Code	AS/LS/G6/CO/SS12	Duration	35 - 45 minutes 

Note: Recaps for all sessions are peer-led.

LISTEN TO ME (*Meri Bhi Toh Sunoh*)

15 minutes




Equipment	<ul style="list-style-type: none"> ■ Chart paper to display preparation points if necessary.
Preparation	<p>Write these points on a paper. If participants ask, show this paper to them, and tell them about it.</p> <ul style="list-style-type: none"> ■ Are exams important? Advantages: helps broaden knowledge, develops confidence and personality, benefits memory, helps them be competitive. Disadvantages: anxiety and stress, creates comparison among students, may not be an equal judgment. ■ Can we live without using plastic in our day-to-day life? Yes, we can use alternatives like glass, steel etc. We can say no to plastic bags and carry cloth bags from home while shopping. No, plastic is cheap and is easily available. It's easy to use and works in most situations.



Instructions

Outdoor and Indoor Activity: Listen to me (*Meri bhi toh sunoh*).

 **Note:** If the participants are stuck, use the points given in the preparation to help the groups express their opinions.

Round 1:

1. Divide the participants into groups of three and assign the following roles to the participants:
 - Speaker A
 - Speaker B
 - Observer
2. Instruct Speaker A and B to talk about any one of the topics: Are exams necessary? / Can we live without using plastic in our day-to-day life?
3. Instruct the Observers to observe the conversation between the Speaker A and B.
4. Give the participants a minute to think about the topic. After the participants have thought about the topic, give them 4 minutes to express their opinions.


5. After 4 minutes of conversation, ask the participants the following questions:

- **To the speakers:** Were you able to express your opinions completely with your partners? Why or why not?

Expected answer: Yes, we took turns to talk to each other. No, both of us were trying to talk.


- **To the observer:** Did both the speakers give each other a chance to talk? What was the best way to complete this activity?

Expected answer: Yes/no. The best way was to let one person speak and talk when they finish.

 **Note:** Ensure that the speakers are not deviating from the topic and time limit is followed.

Round 2:

1. Give the participants another 2 minutes to complete the discussion.
2. This time instruct the Observer to give negative points to the Speakers each time they interrupt the other speaker.


 **Note:** Ask the students which round was better. Then explain to them that if they had divided their time to speak and listened to each other without interrupting, the conversation would have been more fruitful.



Sit–Breathe – Think

10 minutes



 **Note:** Ask the participants about the activity and how did they feel while expressing their opinions.

1. Raise your hand if your group listened to each other's opinions.
2. How did you manage to share your opinions and to listen to others' opinions in the limited time?

Expected Answer: By listening to others, by taking turns to complete the sharing opinion. By not interrupting while talking and so on.

3. Why do you think it is important to express your opinions?

Expected Answer: When we share our opinion, we are more confident. Without having opinions and discussing them, we cannot grow in life.

4. Why is it important to not interrupt others when they are speaking?

Expected answer: It is important to not interrupt others so that we can actively and fully listen to what they have to say, so that they do not forget the points that they would like to share, and so on.

5. How will you manage if someone interrupts you while you are sharing your views?

Expected Answer: We can take a pause and gather our thoughts again before starting to share. We can request those who interrupted us to kindly wait so that we can finish speaking and then they can make their point, etc.



Takeaway:

Listening is all about patience to comprehend and understand what the other person is saying. The listener must not interrupt with questions or comments while the other person is talking. If we listen, we will be able to learn and grow. We will be able to express our thoughts and opinions in a better way in our day-to-day life.



At Home Task: 5 minutes

Go home and find a spot in your home where you can do this activity. Close your eyes and try to meditate. See how long you are able to meditate. Then, recollect the sounds that interrupted your meditation. How did you feel when your meditation was interrupted?



Magic Sheets:

Please refer to Magic Sheets Book.

 **Note:** Remind participants to carry their Magic Sheets Book to the next session.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

1. Observe the sounds around you and make a list of 5 sounds you have observed.

1)

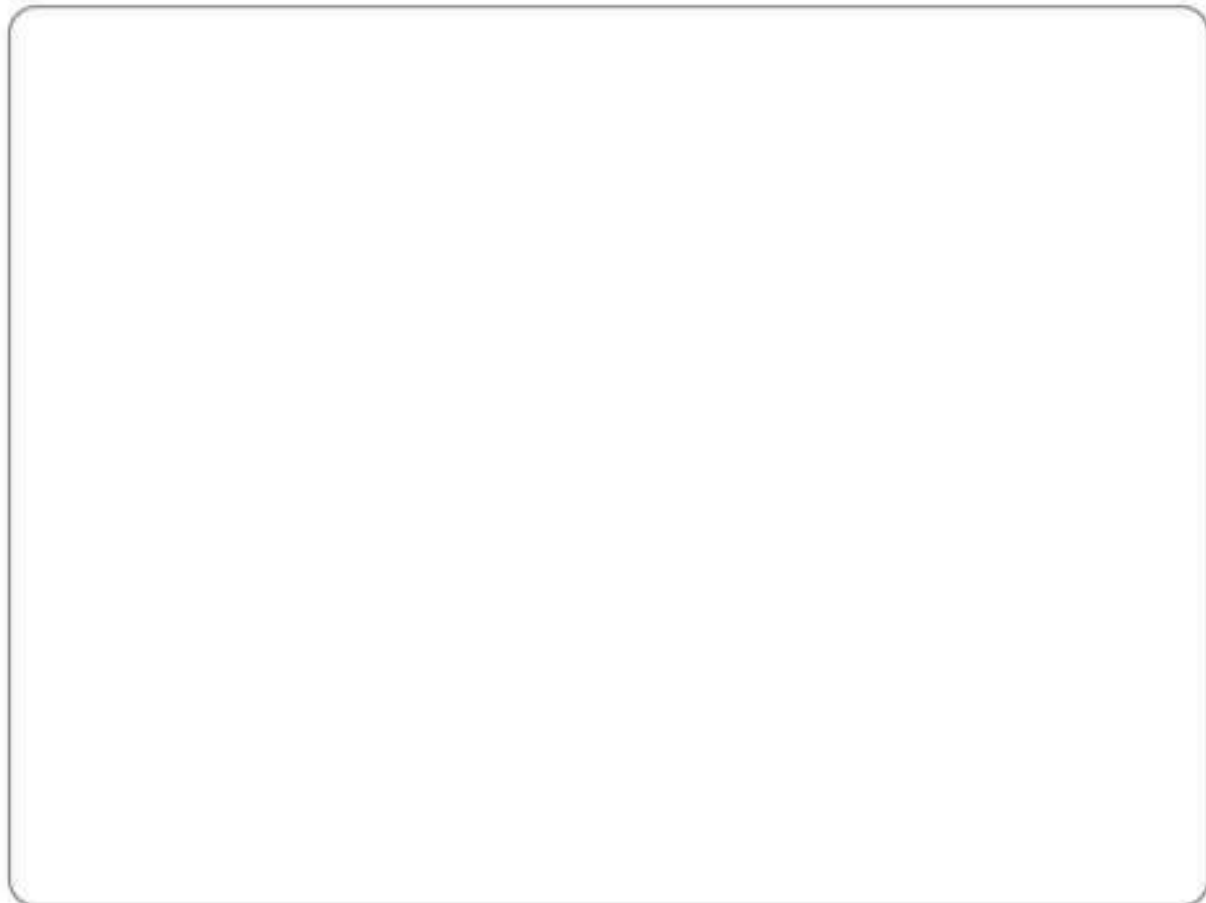
2)

3)

4)

5)

2. Draw 4-5 emotions to show how you feel when someone interrupts you?



OR

3. Select and Circle 4-5 emotions to show how you feel when someone interrupts you?



4. From the following conversations, identify which of the following is “asking opinions”, “expressing opinion”, “agreeing” and “disagreeing”.

Teacher 1:
What's your opinion
about using technology in the
classroom?

Teacher 2: I believe that technology is time-
saving, and makes students more attracted to
the lessons. How about you?

Teacher 1: I disagree with you because
it's not reliable and can break
down at any time.

Anna:
What do you think
about aesthetic plastic surgery?

Katy: In my point of view, it is quite
dangerous for people who do it. What about
you?

Anna: I totally agree with you, it can
fail and it can even lead to
death.


Asking opinion	Expressing opinion	Agreeing	Disagreeing

Project 1 Step 5

Step 5	Time: 30 -35 mins
Context Setting	(5 mins)
<ol style="list-style-type: none"> 1. Ask the group leader to remind the group of the behaviours they need to practice during their work (behaviour practice checklist) 2. Remind them that these behaviours will help them apply the life skills that they are learning in their weekly sessions. 	
Activity (20 mins)	Discuss and Note
<p>Each group to get 5-7 minutes to present their poster to the whole class.</p> <p>After the poster presentation each group to exchange the appreciation cards. Ensure everyone gets at least 1 appreciation card.</p> <p>Note: If there are more groups, use an extra class or adjust class time accordingly.</p>	
Active Review	
<p>Each group member to look at the behaviour practice checklist and tick the behaviours they were able to practice. (in their own note books)</p> <p>Note: If time permits, they can share their reflection with the group.</p>	
Sit-Breathe-Think	(10 minutes)
<p>Ask -</p> <ol style="list-style-type: none"> 1. How does each group member feel today after their poster presentations? 2. What did you like about working on this topic in your groups? 3. What was difficult while working ? 4. How did you feel after receiving the appreciation card? 5. Why do you think it is good and important to embrace Diversity? 	
Project Task	(5 mins)
<ol style="list-style-type: none"> 1. Summarize the thoughts and reflections that come during the session. 2. Ask the groups to paste/attach the poster to the project file. They can also paste the poster in their classroom. 	

Core Skill

Self Awareness

Objective	Participants will be able to: <ul style="list-style-type: none"> Recognise two emotions that were difficult to manage and their reaction to it. Explain two ways in which emotional outbursts impact self and others. 		
Competency	Express emotions clearly and openly without hurting or disrespecting other.		
Session Code	AS/LS/G6/SA/SS13	Duration	35 - 45 minutes 

RECAP: All recap shall be conducted as a peer-led conversation.

PASS THE OBJECT

15 minutes



Equipment: (for both indoor and outdoor activity)	<ul style="list-style-type: none"> Any five handy objects such as ball, marker, cones, water bottle, a paper wrapper. Pen and paper for each participant.
Preparation	<ul style="list-style-type: none"> Mark a 15m x 10m grid. From the 10m line, mark an end zone area till 2 metres on both sides.



Instructions

For Outdoor and Indoor Activity

- Divide participants into two (or more groups if it is a larger group of participants) and ask them to stand in a circle.
- Choose a volunteer or a participant from each group and give them five objects.
- Instruct the volunteer to pass the objects to each team member, who will then pass them back. (For example, Volunteer passes the objects to team member A, which then is passed back by team member A to the volunteer. The volunteer then passes it on to team member B and so on. Likewise, they are to pass all 5 objects, and the team that finishes first wins.)
- The team that finishes passing all the objects first wins.
- If anyone drops an object during the exchange, they have to start from the beginning. If the volunteer drops an object, they switch roles with a team member.

Note: Be aware of any unfair treatment towards girls if they drop the objects while the activity and remind the participants that gender does not affect how someone handles an object.



Sit–Breathe – Think

10 minutes



- 1 Did you enjoy the game? (Y/N).
- 2 The Main Activity was called Pass the Object. How did you feel if someone in your team dropped the object?

Note: This question is especially applicable to the team that did not complete the task or lost in the Main Activity.

Expected answer: I felt angry/disappointed/sad. I felt nervous at the beginning of the game.

(Indoor): We could guess, we couldn't guess the emotion, bad acting)

- 3 We know of different emotions such as happy, sad, angry, disappointed and so on. Think of emotions that you find difficult or emotions that make you uncomfortable or emotions that do not allow you to think clearly. List at least two difficult emotions. For example: Getting very angry on something or somebody.

Expected answer: Extreme happiness, feeling incredibly sad, very tensed or nervous (that we start sweating, our hearts start racing).

- 4 How did you react when you felt difficult emotions?

Note: If participants are able to respond by themselves, please listen to their responses. If they are finding it hard to think, ask at least two of the following questions. If time permits, you can ask more.

- a. How did you react to when you felt extremely sad?

Expected answer: I cried, I screamed at others, I blamed others for my sadness, I did not talk to anyone, and so on.

- b. How did you react to when you felt extremely angry?

Expected answer: I threw things or broke things, I insulted others using foul language, I hit others, I cried, I screamed at others, I blamed others for my sadness, I did not talk to anyone, and so on.

- c. How did you react to when you felt extremely happy?

Expected answer: I was jumping with joy, I felt I was on top of the world, I thought I was the best, I thought I did not need to listen to anybody else anymore, and so on.

- d. How did you react to when you felt extremely nervous or tensed?

Expected answer: I could not understand what was happening, I was sweating, my heart was racing, I could not think clearly, my hands or palms were cold, and so on.

5. What are the consequences of not managing difficult emotions?

Expected answers: If we don't manage our emotions, we might end up getting angry at others, disrespecting others, and damaging relationships. Not managing our emotions can lead to stress, which can negatively affect our physical and mental health. If we let our emotions control us, we might make sudden decisions that we later regret. Not managing our emotions can lead to problems and misunderstandings, especially in group settings.

6. Think of one or two ways you can manage your difficult emotions.

Expected answer: To take a pause and breathe, to move away from the situation, to listen to music or focus our energy on a hobby, to take a walk (if it is safe), singing or dance, and so on.

Note: Our emotions can affect our mood and behaviour or our reaction. Managing emotions will help us deal with difficult emotions in a calm and healthy way. Managing emotions will ensure we do not negatively hurt or harm our self or others.



Takeaway:

Emotions are normal. We feel different emotions. To manage especially difficult emotions, we have to recognize emotions that we find difficult. Emotions not only impact us but also those around us. After we recognise difficult emotions, we can think of different ways to manage these difficult emotions. Choosing to behave differently can change our emotions and help others around us too. Emotional outbursts can cause us to lose control, lose friends, and feel regretful or embarrassed which might lead to being sadder and more disappointed. We should be able to identify and manage our emotions so that we can help ourselves and others to be less stressed.



At Home Task: 5 minutes

Identify two difficult emotions you have ever experienced. When did you experience these emotions? How did you react when you felt these difficult emotions?



Magic Sheets:

Please refer to Magic Sheets Book.

 Note: Remind participants to carry their Magic Book or printed Magic Sheet booklet to the next session.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

1. Draw/stick at least three to five pictures that you associate with your emotional outbursts. (What does your outburst look like?)

Example:

2. Draw two trees where one is very healthy and another one is not. Draw emojis of emotions that are healthy and pleasant on the healthy tree. Draw emojis of emotions that are not healthy on the unhealthy tree.


3. List two ways in which you can manage difficult emotions.

1.
.....
.....
.....
.....
.....
.....
.....

2.
.....
.....
.....
.....
.....
.....
.....

Core Skill

Self Awareness

Competency	Recognise strategies that allow to reduce intensity of emotions (anger/hurt/stress) and control impulsive behaviour.		
Objective	Participants will be able to list 3 different ways to reduce intensity of hurt, stress, and anger.		
Session Code	AS/LS/G6/SA/SS14	Duration	35 - 45 minutes 

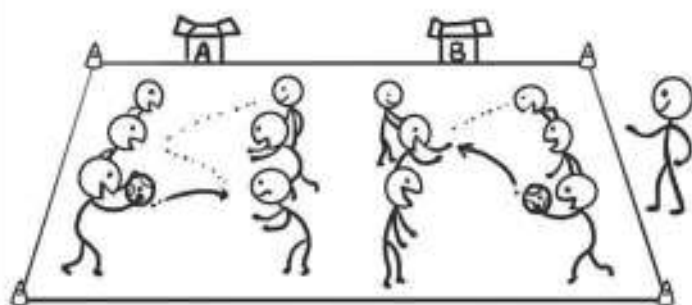
RECAP: All recap shall be conducted as a peer-led conversation.

LEARNING TO BE CALM

15 minutes



Equipment	For outdoor <ul style="list-style-type: none"> ■ paper ball/soft ball ■ box/bins ■ cones (to make a zig-zag way)
	For indoor <ul style="list-style-type: none"> ■ 2 to 3 pens or pencils ■ 3 to 4 erasers
Preparation	<ul style="list-style-type: none"> ■ Give them the necessary resources to play the game.



Instructions

Outdoor activity

Round 1

- 1 Ask two participants to volunteer as referees for both the groups.
- 2 Guide them and all the participants about the instructions of the activity.
- 3 Divide the participants into two groups, group A and B.
 - Ask each team to stand in two opposite parallel lines. Give each team a paper ball/soft ball.
 - Instruct the participants to toss the ball in a zigzag way and drop the ball in the assigned box/bin. (Every child should get a chance to touch the ball once and drop it in the bin or the box. This can be done in any possible way, which is up to the group.)

4. Every time they complete and drop the ball in the bin/box they get 50 points.
5. Deduct 5 points every time they drop the ball before it reaches the bin/box or they drop it outside the box.
6. Continue the activity for 5 mins, the team that scores the highest wins.

Game changer:

1. Did you feel stress/anger during the activity?

Expected answer: Yes/No (answer can vary according to their experiences).

2. Why could you not complete the task?

Expected answer: Poor communication, lack of coordination and trust.

3. List down what could have been done.

Expected answer: Plan better, improve communication, resolve conflicts.

Round 2

1. Play the same activity. Ask the participants to discuss in group what strategies they can/will adapt.

2. Instruct them to play for 5 more mins with the same rules. (Similar to Round 1).

Note: If the participants are enjoying the activity, change the rule and make it more difficult.

Indoor activity: Being Calm

1. Divide the participants in 2 groups, in sitting or standing position.
2. Take 2 pencils or pens and tell them to hold it like a chopstick.
3. Now ask the participants to pass the erasers given from one end of the participants line to another (they can be passed in a row).
4. Ask them to pass 3 erasers or any small objects till the end of the group. If they drop in between, they will have to start again.
5. Make note of the number of times each team restarts the game (if they drop in between) and deduct 5 points out of the total 50 points for each time it happens.
6. Play for 5 minutes. The team with most points, wins.



Sit-Breathe - Think

10 minutes



1. What are the different kinds of emotions you experienced in this activity?

Expected answer: Happy, excited, competitive, stress, anger, and so on.

2. Have you felt stressed? (Y/N) Anger? (Y/N) Hurt (Y/N). Why do people feel these emotions?

Expected answers: Family expectations, insecurities, fear, performance pressure, poor health, someone does not understand us, and so on.

3. Now think of different situations where you felt stressed or hurt or anger. Name some such situations.

Note: Encourage participants to respond.

4. Try to divide these situations between

- Things I can directly control
- Things I cannot control.

5. The Main Activity is called Learning to Be Calm (outdoor)/Being Calm (indoor). Let us all take a deep breath.

- Think of three ways you can relieve your stress, anger or feelings of hurt.

Expected answer: Laugh about it, take deep breaths, think positively, do not bottle things up, talk to friends and family etc., always to stop, pause and think, spend time doing something we love (a hobby), take a walk, and so on.

Note: Try to use your 5 senses – See, Touch, Feel, Smell and Taste. Think of a few things that calm you down and make you feel good that appeal to these senses.



Takeaway:

There will be various situations in life which can be stressful, hurtful or can make us angry. When we feel such emotions, we need to ask for help and take support from family. We can build our own ways to reduce the intensity of these emotions like to always stop, breathe and think before acting, to meditate, to pursue a hobby, to take a walk and so on.



At Home Task: 5 minutes

Talk to a didi and bhaiya in your community who are in a college. Ask them about how they managed the pressure of preparing for Board Exams.



Magic Sheets:

Please refer to Magic Sheet booklet.

 **Note:** Remind participants to carry their Magic Book or printed Magic Sheet booklet to the next session.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

1. Create a small activity with a few steps that you can practise. This activity can be used to help you relax when you feel stressed, hurt and angry. You can write and draw the steps that you will take.

Example:

Step 1: I will sit in a comfortable position.

Step 2: I will take deep breaths.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. Given below is the list of various things. Put it in the boxes given below:

Earthquake, Road accident, Personal health, Family's money matters, My study time, My goal for my education

Things you can control	Things you can't control

Project -2, Option

Title of Project 2 O-2 :	Completing Schooling
Duration:	To be completed from half-yearly till final examinations Note: Each step is one period of 35-45 minutes
Behavior Practice Checklist (To be shared with the students)	<ol style="list-style-type: none"> 1. I am able to identify and define a problem I or people around me face 2. I am able to ask questions to understand the problem 3. I am able to express feelings, thoughts or ideas using verbal and non-verbal cues. 4. I am able to respectfully listen to others' views and concerns, even when disagreeing 5. I am able to identify strategies for reducing intense emotions like anger, hurt, and stress, and control impulsive behavior.


Project 2 Step 6

Step 6	Time: 30 -35 mins
Context Setting	(5 mins)
<ol style="list-style-type: none"> 1. Tell groups to note the behaviour practice checklist for project 1 in their project files. 2. They will have to practice these behaviours when they work in a group. It will help them apply the life skills that they are learning in class. 3. All the members who have different roles to ensure smooth functioning of the group and each on are the custodian of their respective roles. 	
Activity (20 mins)	Discuss and Note
<p>Discuss -</p> <ol style="list-style-type: none"> 1. Do you think it is important to complete schooling (12th) ? Why? 2. How many people do you know who were not able to complete 12th grade? 3. How do you think it impacted their lives? <p>For students of class 11th and 12th.</p> <ol style="list-style-type: none"> 1. Do you think it is important to pursue higher education? Why? 2. How many people do you know who had to stop formal education after 12th? 3. How do you think it impacted their lives? 	

Active Review	
<p>Each group member to look at the selected behaviors from the practice checklist and tick the behaviors they were able to practice. (in their own note books)</p> <p>Note: If time permits, they can share their reflection with the group.</p>	
Sit-Breathe-Think	(10 minutes)
<p>Ask-</p> <ol style="list-style-type: none"> 1. Have you spoken about importance of completing school before? If yes, where? If no, why not? 2. Do you think people not being able to complete their schooling is a problem? Why? <p>For students of class 11th and 12th.</p> <p>Have thought of perusing higher education? If yes what career do you wish to pursue?</p> <p>Do you think perusing higher education leads to better opportunity in life?</p>	
Project Task	(5 mins)
<ol style="list-style-type: none"> 1. Summarize the discussions 2. Each member talk to at least 1 adult who have not been able to complete 12th. Ask them the following two questions- <ol style="list-style-type: none"> a. Why were they unable to complete 12th? b. Do they face any challenges because of not completing 12th? If yes, what? <p>Everyone to record their conversations in the project file.</p>	

Core Skill


Communication, Self Awareness

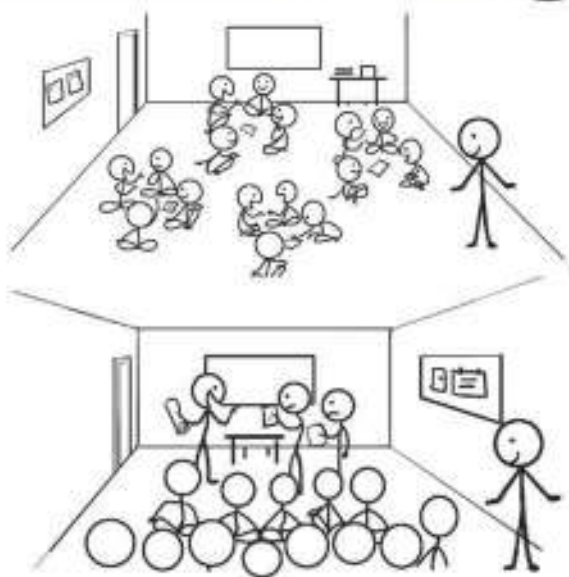
Objective	Participants will be able to share their experiences and learnings from their Magic Sheets.		
Competency	Express thoughts, ideas and opinions clearly and respectfully using verbal and non-verbal cues. Listen actively without interrupting others. Recognise strategies that allow to reduce intensity of emotions (anger/hurt/stress) and control impulsive behaviour.		
Session Code	AS/LS/G6/RS/SS15	Duration	35 - 45 minutes 

IT IS TIME FOR MAGIC SHEETS

35 minutes



Equipment	NA
Preparation	 Note: Ask participants to bring Magic Sheets of Sessions 11, 12, 13 and 14.



Instructions

1. Appreciate the participants for working on their Magic Sheets and for bringing it for the session today.
2. Ask the participants to "Clap-Clap, Snap (your fingers)-Snap (your fingers), (and say the word) MAGIC." So, it will be Clap-Clap, Snap-Snap, Magic."
3. Ask the participants what task of the Magic Sheet they liked working on the most. Encourage two to three participants to respond.
4. Ask the participants what task of the Magic Sheet they found difficult or had to think a bit before they worked on it. Encourage two to three participants to respond.

Group Work:

5. Divide participants into four to five groups. Each group will have approximately six to eight participants. Ask them to discuss in their groups about both Magic Sheets they have worked on so far. Give them 15 minutes to discuss.
6. Ask one volunteer from each group to share three key points from their discussions. Spend two minutes per group.

Conclude:

Conclude with key points discussed in the session.



Takeaway:

It is very helpful when one has ability to express thoughts, ideas and opinions clearly and respectfully using verbal and non-verbal cues. Since communicating clearly solves many of the problems that we may face in daily lives while interacting with others.

It is also important to listen attentively to the message being sent by the other person, understand what we have heard and after that respond to them. To improve

our communication skills, we can adopt different strategies like listening attentively, asking for clarity and not interrupting others.

Talking about the emotions, they are natural and normal. We feel different emotions. To handle different emotions, especially those that we find difficult to understand, we need to recognise those emotions. Then, we can handle such emotions.



Magic Sheets:

Please refer to Magic Sheets Book.

 **Note:** Remind participants to carry their Magic Sheets Book to the next session.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:


- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

Core Skill

Negotiation

Objective	Participants will be able to explain what it means to negotiate and when to use these skills.		
Competency	Respectfully listen to others' views and concerns, even when disagreeing.		
Session Code	AS/LS/G6/NG/SS16	Duration	35 - 45 minutes 

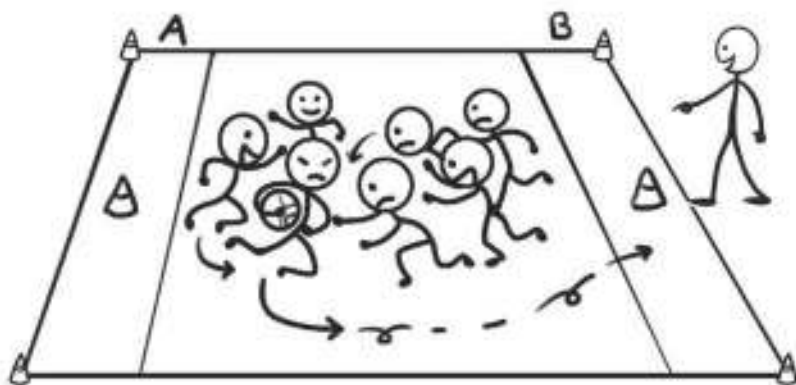
Note: Recaps for all sessions are peer-led.

I WILL NEGOTIATE

15 minutes




Equipment	<ul style="list-style-type: none"> ■ 10 cones or markers ■ bibs ■ hand balls
Preparation	<ul style="list-style-type: none"> ■ Keep two different scenario's cards ready to give to the participants on the picnic spot.



Instructions

Outdoor activity:


 **Note:** Keep a close watch as there is no referee for the game. It is likely that participants may get into heated arguments.

1. **Divide the participants into two teams:** Team A and Team B and have them play a game of handball.
2. The objective is to pass the ball to their teammates and score goals by keeping the ball on the goal line of the opposite team.

3. The rules of the game are as follows:

- Team A starts with the ball and must try to pass it to their teammates to score goals by keeping the ball on the goal line of the opposing team.
- Team B can also grab the ball and score by keeping the ball on Team A's goal line.
- Participants are not allowed to run with the ball and must pass it within five seconds.

- Participants must grab the ball when it is in the air and not take it from their opponents' hands.
 - If the ball goes over the touchline, the last participant from the opposite team who touched the ball gets a chance to take a throw from outside the touchline.
4. After giving instructions, let the participants take three minutes to discuss strategy and player positions, and then start the game.
 5. Play for five minutes, and then give both teams three minutes to discuss again about what to do.
 6. After the break, Team A and Team B will change ends and start playing again for the next five minutes.

 **Note:** As there is no referee, participants may argue or get into heated discussions. Observe them, and take note of any change in strategy, player position, or performance after the break. The team with the most goals at the end of the game wins.

Indoor activity: Learn to Negotiate

Preparation – Keep two different scenario's cards ready to give to the participants on the picnic spot.


Scenario 1: Hidden Valley Picnic Spot

Hidden Valley Picnic Spot is located in the Himachal Mountains and is surrounded by tall trees that give shade. The fresh mountain air is cool and there's a brook nearby that makes peaceful sounds. The road to get there is small, so visitors need to park at the entrance and walk a little, but it's worth it because of the beautiful scenery. It's a peaceful place, great for people who want to spend time alone in nature or with their family and friends.


Scenario 2: Sunny Beach Picnic Spot

Sunny Beach Picnic Spot is a beautiful place near the ocean with a wide sandy beach that goes on for miles. It's always sunny, and you can park easily or take public transport. It's a fun and lively place with lots of things to do, like playing volleyball, building sandcastles, and swimming in the clear water. Families, friends, and couples can have a great time here.

1. Divide the participants into two groups, Group A and Group B.
2. Give one scenario each to both the groups.
3. Give the teams 5 minutes to read the scenario and discuss the strategies of how they will negotiate with the other team about how their picnic spot is better than theirs.

 **Note:** For instance, one group may say, the place is in the neighbourhood, no transportation is required. There will be lots of space and sports for them to play.

4. Bring both the groups together and let them persuade the other team and negotiate how their picnic spot is better.
5. Give each group 5 minutes to make their points.
6. Instruct the team not to interrupt while the other team is making their points.

 **Note:** Negotiation means discussing with another party or group or individual on something usually aimed at drawing some conclusions respectfully.



Sit–Breathe – Think

10 minutes



- 1 Did you follow your team's suggestions, or did you choose to do what you wanted to do?

Note: Encourage participants to reflect and respond. Then, tell participants that negotiation means discussing with another party or group or individual on something usually aimed at drawing some conclusions respectfully.

- 2 **For outdoor only:** What negotiation skills did you use to agree on the scoring point?

Expected answer: We listened to each other's ideas and discussed each option, we tried to find a compromise that both teams were happy with, we used persuasive language to convince the other team to agree with our choice, we made sure to consider everyone's opinions before making a decision.

- 3 Can you think of a time when you had an argument with someone, such as friends, family, or team members, because you thought they did not understand your point of view or vice versa? What actions did you take in that situation?

Note: Encourage participants to come up with their own examples. Then, tell them that it is important that we understand different points of views, listen

carefully and then arrive at a solution to which both the parties agree.

- 4 Think about your daily life, what are the different areas where you need to apply negotiation skills?

Expected answers:

- **At home:** my parents want me to quit school and start working so that I can support them, we are five sisters and as I am the eldest, my parents want me to get married early, my parents want me to help them at home, my parents do not give me time to go to the playground etc.
- **At school:** lack of safe drinking water, clean toilets, playgrounds; in the playground, one team wants to play football and the other wants to play handball etc.
- In such cases, for example, at home, I can negotiate with my parents that I will help them complete the household obligations along with going to school; I will do part-time work after I complete my school and continue with my higher education.

Note: Start with an example from your own life and give cues, if children are unwilling to share initially.



Takeaway:

Negotiation requires participants to identify issues about which they differ, educate each other about their needs and interests, generate possible settlement options and bargain over the terms of the final agreement. Good negotiation processes require taking other people seriously, listening to their views and treating them with respect. We can use negotiation skills at home, school or in the community.



Magic Sheets:

Please refer to Magic Sheets Book.

Note: Remind participants to carry their Magic Sheets Book to the next session.

At Home Task: 5 minutes



Think of examples of where you have been involved in negotiations with a parent or friend. Discuss these examples with your friends.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

1. Write what negotiation means to you in this cloud.



2. Draw/Cut five pictures of situations or places where you can use negotiation skills in your life.

Example:



Project 2 Step 7


Step 7	Time: 30 -35 mins
Context Setting	(5 mins)
<ol style="list-style-type: none"> 1. Ask the project coordinator to remind the group of the behaviors they need to practice during their work (behavior practice checklist). 2. Remind them that these behaviors will help them apply the life skills that they are learning in their weekly sessions. 	
Activity (20 mins)	Discuss and Note
<ol style="list-style-type: none"> 1. How did not completing 12th impact the people you spoke to? 2. Why were they unable to complete 12th standard? 3. How would their lives be different if they were able to complete 12th? 	
Active Review	
<p>Each group member to look at the selected behaviors from the practice checklist and tick the behaviors they were able to practice. (in their own note books).</p> <p>Note: If time permits, they can share their reflection with the group.</p>	
Sit-Breathe-Think	(10 minutes)
<p>Ask -</p> <p>Did you learn something about the people you spoke to?</p> <p>How did asking questions about the problem help you understand it better?</p> <p>Did you find something you did not know before?</p> <p>Did members in your group have different opinions about something? What did you do in such a situation?</p>	
Project Task	(5 mins)
<ol style="list-style-type: none"> 1. Every group member to think about the following two questions and note their responses in the project file - <ol style="list-style-type: none"> a. Is it important for one to complete 12th? Why? b. What are some challenges that one may face while completing 12th? <p>Note down each member's points in the project files.</p> 2. As a group, select the most important challenge from the ones you all mentioned above. Start noting ideas about how you can show it in a skit. <p>Note: Each skit to be 5 to 7 minutes long.</p>	

Demonstrate the below table to the students and ask them to create a similar table in their files to capture the details of the task.

Group Member	Importance of Completing 12th	Challenges Faced in Completing 12th
Member 1		
Member 2		
Member 3		
Member 4		
...		

Core Skill

Negotiation

Objective	Participants will be able to present two ways of dealing (negotiating) with a disagreement at home or at school.		
Competency	Respectfully listen to others' views and concerns, even when disagreeing.		
Session Code	AS/LS/G6/NG/SS17	Duration	35 - 45 minutes 

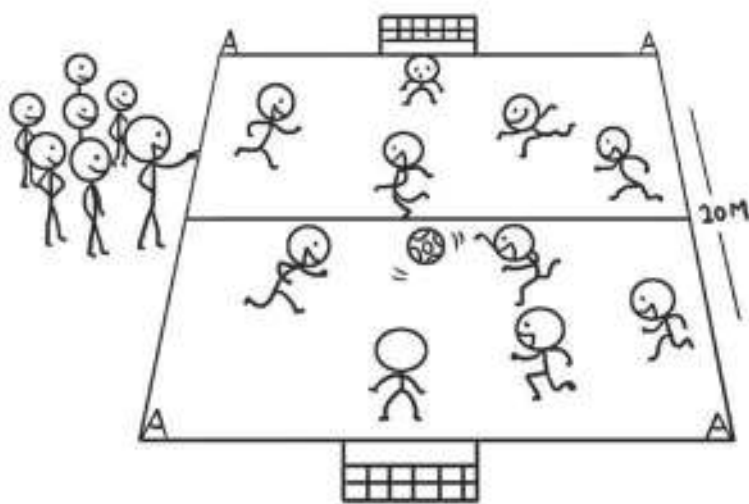
Note: Recaps for all sessions are peer-led.

NEGOTIATE AND PLAY

15 minutes



Equipment	<ul style="list-style-type: none"> ■ Football ■ Markers and cones
Preparation	<ul style="list-style-type: none"> ■ Mark 20m x 20m grid. ■ Make two goalposts.



Instructions


(For outdoor activity)

1. Play a football match.
2. Divide participants into four teams.
3. Assign them goalposts of opposite sides.
4. If the ball goes outside the grid, the opposite team will restart the game.
5. If a participant's hand touches the ball, it will be considered a foul. Then, the opposite team restarts.
6. The team scoring maximum goals wins at the end.
7. One team will be given three minutes to play, and the other team will be given seven minutes to play.

PAUSE:

Ask participants if the rules are fair? Why/Why not? What can you do to make it fair?

 **Note:** Encourage participants to negotiate and play.

 **Note:** If participants seem confused on what negotiation means, tell them the following. Negotiation means to discuss so different persons or teams or groups can come to a conclusion.


(For indoor activity)

1. Divide participants into five groups.
2. Tell them to imagine the following scene:
 - a. You are walking in the jungle since morning. Now it is really late in the night – dark, cold, and raining. You can hear the thunder in the sky roar! And, you have lost your way in the jungle...
 - b. Now comes a magic genie. The genie tells you that you can have three things that can help you through the night in the jungle. However, you have a list of eight things to choose from.

3. **List:** (Share the list with participants)

- Matchbox/Lighter
- Water bottle
- Hot and fresh biryani (one plate)
- Torch
- Umbrella
- Gun
- Knife
- Compass

4. Each group has to negotiate and decide three things that they can use in the jungle. Participants will get five minutes to decide. If not, they will not receive any things.

 **Note:** If participants seem confused on what negotiation means, tell them the following. Negotiation means to discuss so different persons or teams or groups can come to a conclusion.



Sit–Breathe – Think

10 minutes



1. What did you do in the Main Activity? What was the name of your Main Activity?

Expected answer: We played football, or we played a small group activity. Name of the main activity Negotiate and Play (outdoor)/Negotiate-Negotiate (indoor).

2. For outdoor activity Why did it take time to start the game?


Expected answer: It took time to start the game because the instructions were not fair to both teams. We were negotiating with the other team to ensure we both got to play equally. We had to discuss with the other team, some of them were agreeing/some of them were not. All this took time to start the game.

3. For indoor activity: What did you all discuss in your groups for this activity?

Expected answer: We had many things to choose from to use in the jungle. We needed to convince each other, discuss, and finalise things.

4. How did you come to a conclusion?

Expected answer: We spoke to each other, gave our reasons why we must do this, some continued to disagree and get angry, but there were others who understood us, and we were able to come to conclusion (or a WIN-WIN situation.)

 **Note:** Negotiation must be done in a manner where we respectfully listen to others' views and concerns, even when disagreeing. When negotiating, we must not get angry and lose our temper. We can always discuss and find out ways to deal with the situation or come to a conclusion.

5. You used negotiation skills in this in the game. Think of your real life, tell us two ways of negotiating with a disagreement at home or at school.

Expected answer: Some of the potential responses could be: Listen to others respectfully, put our views in a calm manner, try and understand the others concerns, opinions, feelings, and so on.



Takeaway:

Negotiation must be done in a manner where we respectfully listen to others' views and concerns, even when disagreeing. When negotiating, we must not get angry and lose our temper. We can always discuss and find out ways to deal with the situation or come to a conclusion. When we have a disagreement, we have to calmly listen to others' views and concerns and be able to share our views respectfully.



Magic Sheets:

Please refer to Magic Sheets Book.

 **Note:** Remind participants to carry their Magic Sheets Book to the next session.

At Home Task: 5 minutes



Imagine that your peers are telling you to do something that that you do not want to do. What will you say to them? Remember, that at the end of this conversation, you will still (must) be friends with these people.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

1. Which statement do you think you can use for negotiation? Tick that statement.

<i>I will listen to you, and you listen to me.</i>	
<i>I will not listen to what you have to say, I am right no matter what.</i>	

2. Do you see this bucket below? This is called a “BUCKET of NEGOTIATION.”

Draw a bucket with words that you think are important to use during negotiation. Or you can circle words that need to go inside the bucket below.



Respectful communication

Ignore

Listen to others

Empathy

Fight

Compete

Understand others' views, opinions respectfully


Run away

2. Write one or two Do's and Don'ts of Negotiation.

Do's	Don'ts

Core Skill

Problem Solving


Objective	Participants will be able to identify a problem that they face in their daily lives (at home and school.)		
Competency	Identify a problem/problem situation.		
Session Code	AS/LS/G6/PS/SS18	Duration	35 - 45 minutes 

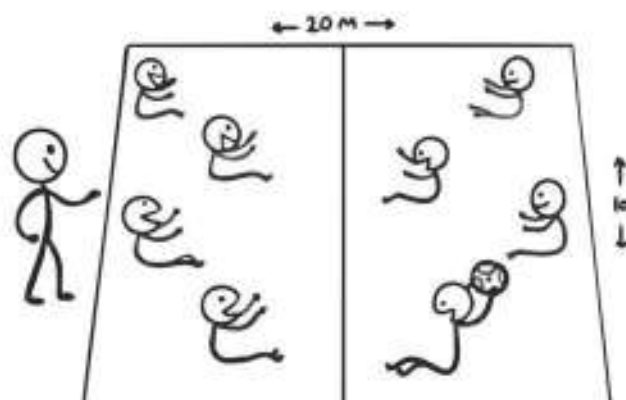
Note: Recaps for all sessions are peer-led.

IDENTIFY THE PROBLEM

15 minutes




Equipment	<ul style="list-style-type: none"> ■ Handball ■ Cone ■ Marker
Preparation	<ul style="list-style-type: none"> ■ Mark two 20m x 10m grids. Place cones and markers in the middle of the grid. <p> Note: If there is space, make two grids.</p>



Instructions

(For Indoor and Outdoor)

Round 1: (5 minutes)

1. Divide participants into two teams. Tell the teams to choose one captain. Do a toss. Whoever wins the toss, will be the first to start the game.
2. Teams (Team A and Team B) will play throwing and catching against each other.
 -  **Note:** If space is available, make four teams and two grids. If not, two teams and one grid.
3. Team A participants will sit down and stretch their legs facing Team B. Similarly, Team B will do the same facing Team A (see Illustration 1).
4. The goal of the Main Activity is to score more than the other team and win.
5. Some obstacles for the teams to consider are:
 - a. If the ball falls in the gap or anywhere in the court, the opponent gets 1 point and the opponent will restart the game.
 - b. Participants can only move side to side (left to right). If a participant moves from their original position, the opponent gets 1 point.
6. The team that scores 10 points first, wins. Play for five minutes.


Active Review: (5 minutes)

Ask participants the following questions:

1. What was the goal of this Main Activity?

Expected answer: To score more points and win.

2. The Main activity is called - Identify the problem. Think carefully and identify the problem in this activity.

 **Note:** Participants will identify many problems. But highlight the problem as given in the expected answer.

Expected answer: We could not move from our original position; we could only move from left to right or sideways. This prevented us to catch the ball.

3. Discuss in your team on how you can play better, score and win.

Round 2:

1. Repeat the game with the same rules as mentioned in Round 1. Teams will change courts (Team A will sit in Team's B's place and Team B will sit on Team A's place on the grid.)

2. Team gets two minutes to play. The team that scores five points first, wins.

 **Note:** The facilitator will keep score.

(For Indoor Activity)

Identifying the Problem (Illustration to be added)

1. Divide participants into two teams.
2. Both teams will get three paper balls each and they will use it simultaneously.
3. Assign targets on the opposite wall. Team A's target will be behind Team B and Team B's target will be behind Team A.
4. Both teams have to block (defend) the opponents paper ball from reaching the target.
5. Participants can use their hands to block the paper ball. They cannot cover the target purposely.
6. If a team hits their target, they get one point.
7. The team that scores the maximum points in the given time, wins.



Sit-Breathe - Think

10 minutes




(For Outdoor Activity)

1. How was the activity?

Note: Encourage participants to reflect and respond.

2. Explain what a 'problem' is in your own words. You can also give examples to explain it.


Expected answer: A problem can be an obstacle that comes in our way to reach a goal. Problems can be a situation or lack of resources, opportunities, etc. that prevent us from reaching our end goal.

 **Note:** Different people can have different problems. We cannot blame ourselves or others for our problems. For example, in the Main Activity, the problem was your sitting position, you could move only sideways and that prevented you from stretching, catching the ball and scoring more to win.

3. Pair up with a peer you trust and share the following two things with them -

- a. A problem you have faced in your life.
- b. The reason behind the problem (why the problem is happening).

Expected answers: Some responses may include: My problem is that I am not able to attend school regularly. I am not able to attend school because I have to look after my younger sibling at home. (Some participants may also share more: I am not able to attend school because I have to look after my younger sibling at home. So, I told my parents that they have to look after my younger sibling or ask my grandparents to help in looking after my younger sibling. This way I can attend school.)

 **Note:** If the participants are unable to think of a problem, then give them a hint to think about the things that stop them from achieving their goals in school, work and life.

4. How did it feel when you discussed a problem with someone you trust?

Expected answer: I felt someone was listening to me, I felt someone could help me, we came up with different ideas and it made me happy/motivated/relieved that I had options, it became easier to understand the cause of the problem after I spoke to my peers, and so on.

(For Indoor Activity)

1. How was the activity?

Note: Encourage participants to reflect and respond.

2. What obstacles did you face that prevented you from reaching your target?

Expected answer: The tall people were blocking well, target was too far, paper ball was not able to reach the target, I was not getting the ball, and so on.

3. Explain what a 'problem' is in your own words. You can also give examples to explain it.

Expected answer: A problem can be an obstacle that comes in our way to reach a goal. Problems can

be a situation or lack of resources, opportunities, etc. that prevent us from reaching our end goal.

4. The name of the Main Activity is "Identify the Problem." In your real life, at home or at school, identify one problem you faced in your life and share it a peer you trust.

5. Think of why the problem is happening and share it with the peer too.

Note: Encourage participants to reflect and respond. Help them get to "why" there is a problem. Keep asking the "why" questions until you get to the cause of the problem.

Tell participants that different people can have different problems. We cannot blame ourselves or others for our problems. Instead, we have to think and identify the cause of the problem we are facing.

6. How did it feel when you discussed a problem with someone you trust?

Expected answer: I felt someone was listening to me, I felt someone could help me, we came up with different ideas and it made me happy/motivated/relieved that I had options, it became easier to understand the cause of the problem after I spoke to my peers, and so on.



Takeaway:

A problem can be any obstacle that comes in our way. Different people can have different problems. We cannot blame ourselves or others for our problems. We have to think and identify the cause of the problem. After we have identified the problem, we must discuss it with people we trust. By discussing our problem, it helps us understand the cause of the problem. It also makes us feel happy/motivated/relieved that we have options to resolve our problem.



Magic Sheets:

Please refer to Magic Sheets Book.

Note: Remind participants to carry their Magic Sheets Book to the next session.

At Home Task: 5 minutes



Identify problems that your mother, or father, or sibling are facing in their daily life.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

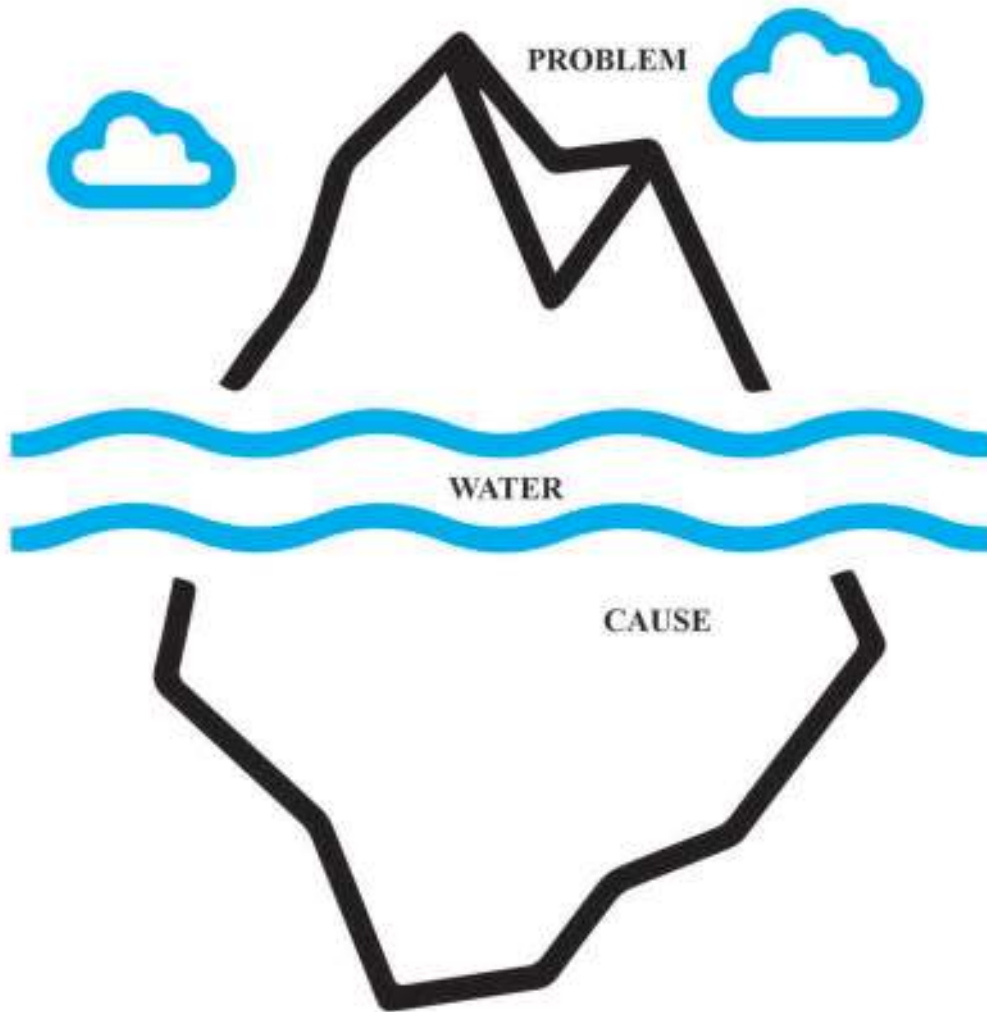
V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

1. Look at the iceberg. Identify one problem and the cause of a problem. Write or draw the problem on the tip of the iceberg and the cause of the problem beneath the surface of water.



2. Name three people you can discuss this problem with . They can be people you trust.

1.

2.

3.

- 3. DAILY ROUTINE:** Observe all the tasks your mother (guardian) does, all the tasks your father (guardian) does, and all tasks they do together from the time they wake up till they sleep. Write in the table below.

Mother's (Guardian) Tasks	Father's (Guardian) Tasks	Common Tasks done by them

- 4. IDENTIFY THE PROBLEM:** Observe the daily routine above. Try and identify the problem in this daily routine. Hint: Observe: Who is doing more tasks? How many tasks are common to both parents? Can they share more tasks together?




Project 2 Step 8

Step 8	Time: 30 -35 mins
Context Setting	(5 mins)
<ol style="list-style-type: none"> 1. Ask the project coordinator to remind the group of the behaviors they need to practice during their work (behavior practice checklist) 2. Remind them that these behaviors will help them apply the life skills that they are learning in their weekly sessions. 	
Activity (20 mins)	Discuss and Note
<ol style="list-style-type: none"> 1. Which is the most important challenge your group has identified one may face in order to complete 12th standard/Higher education? <p>Prepare a skit around the challenge and practice the same for the final presentation.</p> <ol style="list-style-type: none"> 1. Remember, each person needs to get a part to play in the skit. 2. Show why is it important to solve this challenge to solve the problem. 	
Active Review	
<p>Each group member to look at the selected behaviors from the practice checklist and tick the behaviors they were able to practice. (in their own note books)</p> <p>Note: If time permits, they can share their reflection with the group.</p>	
Sit-Breathe-Think	(10 minutes)
<p>Ask -</p> <ol style="list-style-type: none"> 1. What factors did you consider before selecting the most important challenge to solve? 2. Were there any disagreements when you were discussing today? If yes, what? 3. When discussing in your group, how did you handle disagreements? 	
Project Task	(5 mins)
<ol style="list-style-type: none"> 1. Plan and prepare the skit presentation for next project session. 2. Note down the final script and every members' role in the project file. 	

Core Skill

Problem Solving

Objective	Participants will be able to gather information to understand a given problem.			
Competency	Ask questions to gather information.			
Session Code	AS/LS/G6/PS/SS19	Duration	35 - 45 minutes	

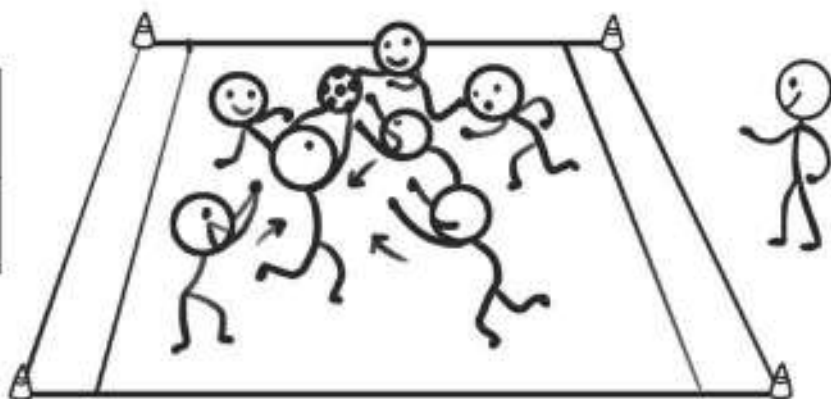
Note: Recaps for all sessions are peer-led.

ASK AND GATHER

15 minutes




Equipment	<ul style="list-style-type: none"> ■ Handball ■ Cones and markers
Preparation	<ul style="list-style-type: none"> ■ Mark one 20mx10m grid.



Instructions


(For Outdoor activity)

 **Note:**

- Tell participants that the name of the Main Activity is **Ask and Gather**. Tell them that you will give instructions **only** if they ask you questions.
- Show them the grid and tell them that this is the grid in front of them. Tell them that you have a ball with you.
- To play any further, they need to ask you questions. Questions cannot be repeated.
- After they ask relevant questions, give them the **first three instructions**.
- (If participants ask questions that are relevant to instruction number 4 onwards, give them those instructions as well.)

1. Divide participants in two teams.
2. No one can hold the ball for more than three seconds.
3. Participants can only use underarm or over arm throws, cannot drop the ball and cannot run with the ball.

PAUSE

 **Note:** Participants, at this point, can ask you a few questions on the instructions of the game. If they do, give them instructions and let them play. If they do not ask any questions, interrupt their game and provoke them to ask you relevant questions on the instructions. **For example:** What is the score? How is the game progressing? Are the instructions of the game complete?

4. Team with the maximum number of points wins.
5. Participants of the opposition team can intercept the ball by catching it mid-air.
6. If the ball is intercepted by the opposite team, both teams have to start their passes from the beginning.
7. To score one point, participants have to make continuous five passes without the opposite team intercepting the ball.



Sit–Breathe – Think

10 minutes



1. What did you do in the game?

Expected answer: Encourage participants to reflect and respond.

2. How did you begin the Main Activity and how were you able to complete playing this activity?

For indoor activity: How did identify others' drawing or writing?

Expected answer: Asked, observed, understood information, and so on.

3. The Main Activity is called Ask and Gather (outdoor activity)/Ask and Know (indoor activity). Think and share why it is important ask questions.

(For indoor activity)

ASK AND KNOW

1. Divide participants into five groups.
2. Give each group two themes: Animal or Thing.
3. Each group has to pick one theme. They have to draw or write on the theme.
4. Once all groups are ready, invite each group to come forward. The rest of the groups have to ask questions and gather information to guess what this group drew or wrote.
5. Continue this with all groups.
6. Those who guess the drawing or writing correctly, wins.

Expected answer: Asking questions is important to gather information. We need to ask multiple sets of questions (why, when, what, how and so on.)

4. In the previous session we identified a problem and discussed it. What should you do to understand the cause of a problem?

Expected answer: I will think about the problem, I will think why this a problem is, I will discuss with a trusted person (can be peers), I will try to gather information about the problem, I will ask questions to gather information, I will then think of my possible next steps/ways will be and so on.

5. Where can we gather information?

Expected answer: Newspapers, parents, guardians, teachers, books, media, and so on.



Takeaway:

If we have a problem, gather information around it. To gather questions, we need to ask multiple sets of questions (why, when, what, how and so on). We can simplify our problems by asking questions.



Magic Sheets:

Please refer to Magic Sheets Book.

 **Note:** Remind participants to carry their Magic Sheets Book to the next session.

At Home Task: 5 minutes



Gather information by asking questions, discuss your learnings and share with others in your family on the following topic:

- What are the different helplines available in your community?

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

1. Read the questions below and gather information about it. You can use paper cuttings or draw or write the information in the space below.

How many official languages are there in India?	
How many states are there in India?	
How many oceans are there in the world?	

2. Draw five sources of information. *For example:* You can get information from newspapers and there is a picture of newspaper below.



3. Draw different body parts that you use and help you in asking questions and gathering information.



4. Practice asking questions to gather information:

1. Raju is not able to attend school.

What

How

Why

2. In school, boys and girls are not able to play together.

What

How

Why

3. Faraz and Rita have a disagreement on a school project.


What

How

Why

Core Skill


Negotiation, Problem Solving

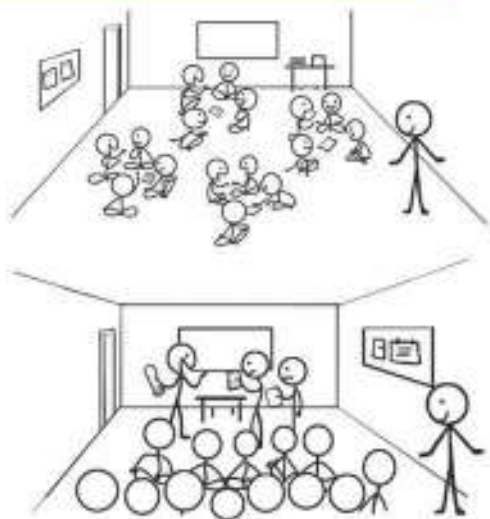
Objective	Participants will be able to share their experiences and learnings from their Magic Sheets.		
Competency	Respectfully listen to others' views and concerns, even when disagreeing. Identify a problem/ problem situation. Ask questions to gather information.		
Session Code	AS/LS/G6/RS/SS20	Duration	35 - 45 minutes 

IT IS TIME FOR MAGIC SHEETS

35 minutes



Equipment	NA
Preparation	 Note: Ask participants to bring Magic Sheets of Sessions 16, 17, 18 and 19.



Instructions

1. Appreciate the participants for working on their Magic Sheets and for bringing it for the session today.
2. Ask the participants to "Clap-Clap, Snap (your fingers)-Snap (your fingers), (and say the word) MAGIC." So, it will be Clap-Clap, Snap-Snap, Magic."
3. Ask the participants what task of the Magic Sheet they liked working on the most. Encourage two to three participants to respond.
4. Ask the participants what task of the Magic Sheet they found difficult or had to think a bit before they worked on it. Encourage two to three participants to respond.

Group Work:

5. Divide participants into four to five groups. Each group will have approximately six to eight participants. Ask them to discuss in their groups about both Magic Sheets they have worked on so far. Give them 15 minutes to discuss.
6. Ask one volunteer from each group to share three key points from their discussions. Spend two minutes per group.

Conclude:

Conclude with key points discussed in the session.



Takeaway:

Negotiation requires participants to identify issues about which they differ, educate each other about their needs and interests, generate possible settlement options and bargain over the terms of the final agreement. Good negotiation processes require taking other people seriously, listening to their views and treating them with respect.

A problem can be any obstacle that comes in our way. Different people can have different problems. We have to think and identify the cause of the problem.

If we have a problem, gather information around it. To gather information, we need to ask multiple sets of questions (why, when, what, how and so on). We can simplify our problems by asking questions.



Magic Sheets:

Please refer to Magic Sheets Book.

 **Note:** Remind participants to carry their Magic Sheets Book to the next session.

Post-Session Self-Review Questionnaire for Facilitators

This questionnaire is designed to help you reflect on your recent life skills session and identify areas for improvement. Please take a few minutes to reflect on each question thoughtfully and honestly.

I. Effectiveness of the Session:

- To what extent did the session achieve its learning objectives? (Very Well, Somewhat, Not Well)
- What evidence do you have to support your answer? (Student responses, activities, observations).

II. Ensuring Participant Safety:

- Do you feel all participants felt safe and comfortable during the session? (Yes, No, Unsure).
- Were there any instances of bullying, harassment, or inappropriate behavior? (Yes, No).
- If yes, how did you address these issues?
- How can you further strengthen the safety and security of future sessions?

III. Encouraging Maximum Participation:

- Did all students have an opportunity to participate actively in the session? (Yes, No, Some).
- What strategies did you use to encourage participation from quieter students?

IV. Ensuring Concept Delivery:

- Do you feel all participants grasped the key concepts presented in the session? (Yes, No, Some).
- What evidence do you have to support your answer? (Student responses, questions, observations).

V. Gender Inclusivity:

- Was the language and content of the session free from gender bias and stereotypes? (Yes, No, Unsure).
- Did you provide examples and scenarios that were inclusive of diverse genders and identities? (Yes, No, Unsure).
- Did all students feel comfortable and respected regardless of their gender identity or expression? (Yes, No, Unsure).
- What steps can you take to ensure greater gender inclusivity in future sessions?

VI. Overall Inclusivity:

- Did the session cater to the needs of students with diverse abilities and backgrounds? (Yes, No, Unsure).
- Were there any students who seemed excluded or marginalized during the session? (Yes, No).
- How can you make your sessions more welcoming and inclusive for all students in the future?

Project 2 Step 9

Step 9	Time: 30 -35 mins
Context Setting	(5 mins)
<ol style="list-style-type: none"> 1. Ask the project coordinator to remind the group of the behaviors they need to practice during their work (behavior practice checklist) 2. Remind them that these behaviors will help them apply the life skills that they are learning in their weekly sessions. 	
Activity (20 mins)	Discuss and Note
<p>Each group presents their skit to the whole class.</p> <p>Note: Each skit to get 5-7 minutes time.</p> <p>If more time is needed, teacher can do the session in two parts or extend period time.</p>	
Active Review	
<p>Each group member to look at the selected behaviors from the practice checklist and tick the behaviors they were able to practice. (in their own note books)</p> <p>Note: If time permits, they can share their reflection with the group.</p>	
Sit-Breathe-Think	(10 minutes)
<p>Ask -</p> <ol style="list-style-type: none"> 1. How does each group member feel today after their skits today? 2. What did you like about working on this topic in your groups? 3. What was difficult while working ? 4. What is the meaning of this topic? 5. How many challenges did your group identify and how did you as a group choose one among all those solutions discussed? 	
Project Task	(5 mins)
<ol style="list-style-type: none"> 1. Summarize the discussions based on the reflections and note in the project file. 2. Finally each group need to submit the final project file for the record purpose to the teacher. 	


Adha Full Sessions

(Self Awareness)

Adha Full Sessions - 1

Core Skill

Self Awareness

Activity:	Story Telling – ‘AdhaFull and Khajane ki Naksha’
Objective	Students will become aware of their own gender identity, develop a positive self-image emanating from their gender identity and develop sensitivity towards ‘other’ genders.
Competency	Awareness of one’s biases gender and social stereotypes; prejudices and blind spots.
Duration	45 Min 
Suggestions:	Teachers will use their abilities to reconsider social norms and stigma surrounding gender and develop a positive sense of self. They should consider the following during the session: <ul style="list-style-type: none">● Respect diversity● Encourage to ask questions freely● Maintain confidentiality

Instructions:

1. Tell students the name of the story and ask them to repeat the story name loudly.
2. Tell students that today we are going to read a story called ‘AdhaFull and Khajane Ki Naksha’. This story is about some children, who went on a daring journey to find some hidden treasure. Let read the story first, then all will discuss about it.
3. Instruct students to read the story (A small group of students / individual student can read the story in classroom).
4. After reading the story, invite some students to share the followings with class:
 - How did you feel
 - what do you think the story is about?
 - The main objective of the story?
5. Please share the moral of the story with students. When students understand the moral of the story, let them do the following game.

Story:

The story is about three children Kitty, Adrak and Tara. They live in Badlipur and having spying skill. Whenever something happens in Badlipur, they are the first on the scene, and together, solve the toughest of cases. Everybody knows them as the AdhaFULL team.

One day there was a storm, clouds roared, lightning flashed in Badlipur. In such a situation, a piece of paper flying from somewhere hits Seema. Seema saw that the paper looks like a map, but she could not understand it. She went to Kitty and showed her the map. Kitty said, it looks like a treasure map! Perhaps she knew it. Kitty once read a book called History of Badlipur. It is written that many years ago some bandits robbed a wealthy merchant. They looted all the money and hid it somewhere. They made a map of it; in case they forget the hiding place. Perhaps, it is that map.

Tara said they will have fun now. They will go and search the treasure together. But Seema told she would not be come with them as her mother not allow her to go outside or play. Her mother said girls must remain inside the home and they do chores like sewing and cooking only. Adrak said I am not a girl, but I stitch my own buttons. Kitty Said I play outdoors, even though I am a girl. Tara Said these are all gender stereotypes. Seema asked what is gender stereotype?

Tara said gender refers to the social system in which, depending on whether you are a boy or girl, it is decided how your conduct should be and what work you should do. What will be the expectations from you, what will be your duties and what kind of rights and resources will be given to you, these also depend on whether you are a boy or a girl. These rules are made on the basis of the conservative thinking that has been going on for years, and not according to the physical ability of boys and girls.

Stereotype means, society sets a standard and then forces everyone to follow the same standards. For example, all the girls will take care of the house and all the boys will earn money.

Adrak said but girls can do everything that boys can do. Can't Seema walk using both feet like a boy? Yes I can, Seema Said. Kitty said so, if you can walk, you can also run. Even then, girls are told not to run outdoors. This is what gender stereotype is. Tara said look at Adrak. He has same arms and legs, same heart, same mind as

you have. Still, girls are questioned. Seema said You are right. Then, why does Mom stop me? Kitty said, it's due to gender stereotypes. When your mother was young, she must have been told that you are a girl, just do the housework, do not go out, and do not play. Now she is telling you the same things. Seema replied let us break the gender stereotype.

They started searching the treasure together. All four of them proceed to the jungle. After walking a short distance, they reached a deep ditch. Tara asked how they will cross the ditch. Kitty suggested to cross the ditch by hanging the tree roots. All four of them cross the ditch one by one by hanging from the tree roots. All four of them walk and reach near the ruins. The ruin was so scary that Adrak started to sweat. The map says that the treasure is inside this ruin. Adrak said he won't go inside as he got scared. Seema said all of you stay outside, she will go alone and bring it. Adrak asked Seema, you may have to remove stones too! will you be able to do it? Seema replied you too got stuck in the gender stereotype! You think that I am a girl, so I will be unable to do it. Be it using the brain or removing stones, I can do it all. Seema went inside and removed the stone and found the treasure hidden below. When Seema come out with the treasure, everyone cheered with joy. The next day, Seema's achievement was published in all the newspapers. It was also featured in the news on TV. After watching news in TV, Kitty's father said wow! Seema did this in spite of being a girl. Kitty said Daddy, Boys and Girls, both are equal. The only thing we now need is that this equality should be there in our mind too.

Moral of the Story / Key Takeaway:

When society decides what boys and girls can and cannot do, we call them stereotypes. These stereotypes have been part of our culture for long, and are now embedded in our society.

They are harmful to both boys and girls, and they prevent them from moving ahead in life. For example, boys who are fond of cooking, do not cook thinking that only girls should do the cooking. And, girls who are fond of playing cricket, do not play it thinking that only boys can move forward in this game.

It is necessary that both boys and girls, are given equal opportunities to progress in life.

Game:

Take some time to think what you learned from this story.

Now, read the tasks given below carefully. Then, circle B next to each task/activity if you think boys do that, or circle G if you think girls do that. And, if you think both of them can do that task, circle both, G as well as B.

-: Usually in your home :-

Who is allowed to play cricket? G/B	Who wakes up late in the morning? G/B	Who helps in cooking? G/B	Who brings items from the market? G/B	Who helps in cutting the vegetables? G/B
Who washes clothes or dishes? G/B	Whose favourite food is cooked more frequently? G/B	Who mops the floor? G/B	Who is allowed to go outdoors after dusk? G/B	Who brings water? G/B


At Home Task

Share the moral of the story with parents, siblings and peers

Adha Full Sessions - 2

Core Skill

Self Awareness

Activity:	Story Telling – ‘AdhaFull and Cheetahs of Badlipur’
Objective	Students will become aware of societal appearance ideals, how it is harmful to chase what is called the ideal look. The pursuit of achieving the so-called ideal looks wastes our money, time and peace of mind, which can be used to do our favorite tasks. It can also lead to negative emotions such as anger, frustration, indifference, jealousy, worry, shame, etc.
Competency	Awareness on harmful impact of achieving ideal look. Appreciate someone for his/her merits.
Duration	45 Min 
Suggestions:	<p>Teachers will use their abilities to understand if students know what appearance ideal means. Teacher will tell students that today they are going to learn about the appearance ideal. They will also identify how it can put mental pressure on them and affect their daily lives. And finally, they will know strategies for challenging the so-called ideal look and countering them. Teacher should consider the following during the session:</p> <ul style="list-style-type: none">● Respect diversity● Encourage to ask questions freely● Maintain confidentiality

Instructions:

1. Tell students the name of the story and ask them to repeat the story name loudly.
2. Tell students that today we are going to read a story called ‘AdhaFull and Cheetahs of Badlipur’. This story is about some children, who went on a daring journey to find some hidden treasure. Let read the story first, then all will discuss about it.
3. Instruct students to read the story (A small group of students / individual student can read the story in classroom).
4. After reading the story, invite some students to share the followings with class:
 - How did you feel
 - what do you think the story is about?
 - The main objective of the story?
5. Please share the moral of the story with students. When students understand the moral of the story, let them do the following game.

Story:

Badlipur school is going to host a district-level sports tournament. Kitty is doing shooting practice day and night. She wants to win shooting competition this time. Adrak appreciated Kitty for her hard work and said, Wow Kitty! You are definitely going to win the shooting competition this time. Kitty replied it is not so easy as long as Payal is there. As always, Payal will win this time too.

Next day, the list of sports participants was posted on school notice board. Kitty and Tara were shocked when they saw the list. Payal's name was not there in the list. Payal's brother Abhay was also not there in the racing list. Kitty said how is it possible! The brother-sister duo who bags first place every year isn't participating. You are right, Tara said. Abhay runs as fast as a Cheetah. And Payal also has a sight as sharp as that of a Cheetah. That is why all of us call the duo Cheetah of Badlipur.

Kitty said there is something fishy. We'll have to find out why the two are not participating. Adrak and Tara got excited as AdhaFull has its new case. First, the trio went to the PT teacher and asked him why are Payal and Abhay not participating in the tournament? PT teacher informed he don't know and also, they have not been coming to school for two days. Kitty said they are not coming to school! But why? What happened to them? Let us go to their home after school to find out the matter.

AdhaFull team went to Payal's house and met with Payal's mother. 'Aunty, we are here to visit Payal and Abhay.' Payal's mother said they are in their room. They have not been going to school for two days.

Kitty found Payal and Abhay and told, the cheetahs of Badlipur are hiding in their den, so somebody has to come to check. She asked why are you two not participating in the tournament? Are the Cheetahs of Badlipur not going to play this time?

Payal replied I'd be tanned in sunlight. All the models and stars shown on TV and in commercials are fair, and they look very beautiful. I want to look fair like them. Therefore, I'll not participate in the tournament. I came to know that applying homemade face pack, I'll become fair, similar to what they show in commercials. Otherwise, I'll never be successful in life, nor will I become a celebrity like Samira Kapoor.

And what about you? Kitty asked Abhay. Abhay replied I took money from my mom to get a stylish haircut. Now, if I run, I'd sweat and it will spoil my hair. I have seen it in TV. All the money would go down the drain. Girls would

make me their friend if I look like a hero. That is why we are not participating in the tournament. And nor are we going to school.

Kitty said, but Payal and Abhay, who told you that the look you want to copy is the ideal look? It's just the society's point of view. Payal replied what if I become dark-skinned! The people around me not like me. Kitty tried to make Payal and Abhay understand and said if you get pressurized from TV and commercials, and continue to focus on your looks and shape of your body, you'll never be able to have fun. You'll neither be able to meet your friends, nor be able to participate in a tournament. We like people because of their uniqueness, not because of their looks. Tell me Abhay, who is your favorite teacher? Abhay replied my favorite teacher is Roshni ma'am.

Kitty asked Abhay why is she your favourite? Abhay told because she cares for me, explains every lesson thoroughly, because she jokes too.

So, it means that it does not matter how Roshni ma'am looks like, right? Kitty said. So why worry about hair? When people like you because of your merits, not because of your looks. And don't bother about what people would say.

Abhay and Payal smile after listening to this. They understand what AdhaFULL is trying to say. They said you all are right that we should not lose our time, money and happiness on our looks. We should not be stressed to achieve what people publicise as the ideal look.

On the next day, Abhay leaves all the participants behind by running like a Cheetah, without worrying about his hair. And Payal also hits the bull's eye. The brother-sister duo secures first place and all the people clap for them.

Adrak told Kitty, you have harmed yourself by convincing Payal to participate in the tournament. You secured second place, Payal defeated you. Kitty replied Adrak, I already won when Payal and Abhay stopped worrying about their looks.

Moral of the Story / Key Takeaway:

We try to copy the look shown as the ideal one on TV and in commercials, due to which we feel stressed. For example, girls feel the pressure of looking fair and slim. White boys are under pressure of looking muscular.

It is harmful to chase what is called the ideal look. The pursuit of achieving the so-called ideal looks wastes our money, time and peace of mind, which can be used to do our favourite tasks.

We must appreciate ourselves for our merits. We must remind ourselves that we like people because of their merits, and not because of their looks.

Game: 1

Take some time to think about why Payal and Abhay liked Roshni ma'am mentioned in the story.

Because of her looks or because of her merits

Now, think about some of your merits, which make you stand out and unique. For example, you crack very good jokes.

Next time when you feel the pressure to achieve the so-called ideal look, think about these merits of yours and remind yourself that the importance of merits is much more than that of looks.

Game: 2

Take some time to think what you have learnt from this story.

From the list, select the statements that prove that trying to achieve the so-called ideal look is harmful

Increasing fame
Feeling jealous towards others
Getting a lot of love from people
Unable to spend time with friends
Become famous
Spending money to buy magazines
Being upset with one's looks
Focussing on what you eat for the sake of looks
Buying a lot of things to make hair attractive


At Home Task

Share the moral of the story with parents, siblings and peers.

Adha Full Sessions - 3

Core Skill

Self Awareness

Activity:	Story Telling – ‘AdhaFull and Kidnapping of a film star’.
Objective	Students will learn that they should not compare the characters of television or commercial with them. Because what they see those are not real and those could not be achieved. Students should not spend time and money to achieve such character.
Competency	Awareness on how characters of electronic media can influence someone.
Duration	45 Min 
Suggestions:	Teachers will tell students that how characters in electronic media are made with a lot of preparation and manipulation. It is impossible to look exactly like them in real life. They should consider the following during the session: <ul style="list-style-type: none">● Respect diversity● Encourage to ask questions freely● Maintain confidentiality

Instructions:

1. Tell students the name of the story and ask them to repeat the story name loudly.
2. Tell students that today we are going to read a story called ‘AdhaFull and Kidnapping of a film star’. This story is about Ranu, who was influenced by a TV actress. As a result, she lost all her interests and he started remain depressed. Finally, she understood her mistakes and now she is happy.
3. Instruct students to read the story (A small group of students / individual student can read the story in classroom).
4. After reading the story, invite some students to share the followings with class:
 - How did you feel
 - what do you think the story is about?
 - The main objective of the story?
5. Please share the moral of the story with students. When students understand the moral of the story, let them do the following game.

Story:

Ranu is a young girl, who lives in Badlipur. Ranu likes Sameera Kapoor, who is a TV actress and looks very beautiful. She wants to look like Sameera Kapoor. Ranu likes Sameera Kapoor movie. One day Ranu's mother asked her to take a bath. Ranu told her mother that she will watch Sameera Kapoor's movie first and then take bath. Her mother was very tense about her as she always dreams of Sameera Kapoor.

One day when Kitty came to Ranu's house, Ranu was applying makeup. Kitty asked Ranu, why are you so upset? Ranu replied, even when I use Sameera's favourite lipstick I still don't look as pretty as she does. Have you not seen on TV? All the successful people look beautiful like Sameera. My life will never be as bright as Sameera and other stars. There will be no fans, no cameras, and no photographers. Gradually Ranu started to get upset for not being able to look like Sameera. Ranu's mother requested Kitty to make her understand. She is very upset, does not talk to anyone. She says she does not look like Sameera, so she has no life.

Kitty was thinking Ranu will have to be explained in a different way.

One day, there was a news in the newspaper. Kitty's mother informed Kitty that Sameera Kapoor is coming to Badlipur to shoot a film. Kitty's mother said to Kitty, Sameera is very beautiful. You should also try to look like her. Kitty replied to her mother, Oh God, now you have also started it, as if Ranu was not enough. Do you know how long it takes to achieve a look like a heroine? Everyone is as good as they are. You should just feel good, that is the only source of confidence.

Chandu-Champa, the well-known crooks of Badlipur, come to know about Sameera Kapoor's arrival in Badlipur. They planned to kidnap Sameera and demand one crore as ransom.

Adrak overheard them while they planned the kidnapping. He goes to Kitty and Tara and tells them the whole plan of Chandu-Champa. Kitty said, we must go to Sameera and inform her. Tara asked, in which hotel Sameera is staying? Adrak informed that Sameera is staying in Hotel Rajmahal. The trio reached hotel Rajmahal. They approached hotel security officer and requested him to meet Sameera Kapoor. The Security officer did not allow them and say, get lost, who are you to meet her? Tara again requested security officer and said uncle, it is very important to meet her. The Security Officer got angry and replied, I said no! Can't you hear? Just get lost.

Kitty said what do we do now? Adrak said there is so much security; Chandu - Champa will not be able to kidnap her. Let us leave.

Just then Chandu and Champa were climbing up with the help of the pipe. Champa was telling Chandu, hurry up or someone will see us. Adrak said, they are Chandu-Champa, right? Kitty said, yes! What are they carrying with them. Tara said, it seems they have kidnapped Sameera Kapoor. Let us follow them. After reaching the base, Chandu and Champa are shocked to see Sameera after taking her out of the sack. This is not the same Sameera Kapoor whom we see on TV and in commercials. Chandu asked, did we kidnap someone else?

After reaching Chandu - Champa base, Tara asked, what do we do now? Adrak told, I have an idea. He shouted; the police have surrounded you from all sides. Champa said, the police are here! Let us run away. Chandu - Champa left the base. Kitty said, Adrak, your idea worked. Wow, what a police voice you mimicked! Let us go in. The trio freed Sameera. While untying Sameera's hand, Kitty saw her and spoke with surprise. You are not Sameera. Tara also said, yes, she is not looking like she does in movies. Sameera said, I am Sameera. Adrak asked, but why are you not looking as you look in movies and commercials? Sameera replied, I look ordinary without my team and makeup. We should never have blind faith on whatever we see on TV and commercials.

Kitty told Sameera everything about Ranu. They wanted a favour from Sameera. We have a friend, Ranu...

Sameera agreed to help them. All four of them went to Ranu's home. Tara called Ranu and told, see who is here to meet you! Ranu asked, Who? Sameera replied, me, Sameera Kapoor! Ranu said, you are lying. Sameera looks very glamorous. You are just like me. Sameera replied, I am Sameera, and it is my real look without any makeup. Before we are photographed for commercials, the whole team works to prepare us. First of all, our makeup is done, hair is made and we are dressed well. Then, they take our photographs. The photographs are further edited so that we look even more beautiful. For example, our complexion is made fairer. Our height is increased and our face is made blemish free.

Ranu again asked, are you telling the truth? Sameera told the purpose behind showing me like this in commercials is to make other people feel bad about their looks. So, what happens is that the people buy all those things which I try to sell through commercials. But when all those things do not work, they feel even worse. Because, whatever we see in commercials, is not the reality. The beauty we see on TV and in commercials is fake.

Sameera told Ranu about her all efforts she put in to achieve that movie look. She sits in front of the mirror for hours applying makeup, and that is very expensive. After the makeup, the hairstylist comes and works on the hair. Sameera got completely fed up of sitting down. After doing all these things Sameera got the look that Ranu love so much. So, Ranu should not compare herself with Sameera.

Kitty said, here Ranu is bothering herself to look like you. Ranu realized and said yes, I do not even step out of my home, thinking that I do not look like you. Sameera again told Ranu that the beauty we see on TV and in commercials is fake. So, do not try to look like me and do not compare yourself with me.

Ranu told Sameera, I understand. May I hug you? You are my most favourite.

Next day, all of them go to the railway station to say goodbye to Sameera. Sameera invited Adhafull team to visit Mumbai and told them I will never forget you. Sameera asked Ranu, if you wish, I will instruct my team to do your makeup; what do you say? Ranu replied, no thanks, I am happy the way I look. Instead of spending hours applying makeup, I can use the time to have fun with my friends.

Kitty told Sameera, you too please come to meet us. We will love you no less, even if you look like you do.

Goodbye. See you soon – Sameera said.

Moral of the Story / Key Takeaway:

What did you learn from this story?

The way people appear in TV, movies and commercials, is not the reality. Before they get their pictures taken, a large team works on them. First of all, their makeup is done, hair is made and they are dressed well. Then, they are photographed. The photographs are further edited. For example, their height is increased, and the face is made blemish free, so that they look even more beautiful.

Whatever we see on TV and in commercials, is portrayed in such a way that we feel bad about our looks. And we buy all those things, thinking these will help us achieve the ideal look.

Therefore, we should not compare ourselves with whatever we see on TV and in commercials. Because what we see is not the reality and cannot be achieved. It is a plan only to sell cosmetics and accessories, which, in the end, only hurts us.

Game

Take some time to think what you learned from this story.

Now, read the sentences given in column A, and link them with the reasons given in column B that you think are the most appropriate.

A	B
1. After taking photographs, they are edited.	1. It is done to sell cosmetics and accessories.
2. The beauty portrayed in the commercials is not the reality.	2. It is performed to change the looks, such as, making the complexion fairer.
3. The beauty we see in photographs cannot be achieved.	3. A whole team works to prepare them.
4. We must not compare ourselves with the actors we see in commercials.	4. Because it is not the reality, and it is impossible to achieve such kind of beauty.


At Home Task

Share the moral of the story with parents, siblings and peers.

Adha Full Sessions - 4

Core Skill

Self Awareness

Activity:	Story Telling – ‘AdhaFull and the Missing Elephant’
Objective	Students will learn look comparison is harmful, which has a negative impact on them and their friends. When they compare their look to others, they fall into a cycle. It causes them to feel the pressure to get the same looks like others. Which leads them deeper into this problem.
Competency	Awareness on harmful aspects of look comparison.
Duration	45 Min 
Suggestions:	Teachers will use their abilities and ensure that children understand the story and messages in the story. They should consider the following during the session: <ul style="list-style-type: none">● Respect diversity● Encourage to ask questions freely● Maintain confidentiality

Instructions:

1. Tell students the name of the story and ask them to repeat the story name loudly.
2. Tell students that today we are going to read a story called ‘AdhaFull and the Missing Elephant’. In this story, Vivek compares himself with Khubhilal’s look. Khubhilal is a mahout who has an elephant. Vivek likes Khubhilal’s body, complexion and his hair. One day Vivek was upset that he did not look like Khubhilal and got angry and stole Khubhilal’s elephant. AadhaFull team helps Vivek to realize that it is inappropriate to compare yourself with others, it makes you unhappy.
3. Instruct students to read the story (A small group of students / individual student can read the story in classroom).
4. After reading the story, invite some students to share the followings with class:
 - How did you feel
 - what do you think the story is about?
 - The main objective of the story?
5. Please share the moral of the story with students. When students understand the moral of the story, let them do the following game.

Story:

A boy named Vivek lived in Badlipur. He was not happy at all with his looks. He was always sad as he was fat! He wishes he could look like Khubhilal. Khubhilal was a Mahout. He looked just like a hero. Wavy hair, tall and brawny body.

Khubhilal used to earn money by giving elephant rides to the children of Badlipur. Khubhilal used to leave the elephant to graze at Vivek's farm, where the elephant grazed all day and returned to Khubhilal in the evening. Comparing himself to Khubhilal, Vivek begins to feel sad and wishes that he too looked like Khubhilal. Vivek thought that if he looked like Khubhilal, Khubhilal would never have called him an elephant. People like Khubhilal because he looks good, and that's why he is always happy.

One day, Khubhilal comes to AdhaFull team crying. Adrak asked, what happened, Khubhilal? Why are you crying? Khubhilal replied, my elephant is missing. Kitty asked, what? How can an elephant go missing? Khubhilal replied, I leave my elephant in the farm of the 'ELEPHANT' every day. Adrak asked, in the farm of the elephant? Khubhilal said, yes, Vivek, that fatty boy.

Kitty said, you should not tease anyone like this. For you, this is just a word; but do you know the harmful affect it has on the people you say it to? They start considering themselves inferior, judging themselves lesser than others. One such word from you completely destroys their confidence. So, in the future do not tease anyone like this, even by mistake. Understood? And always speak thoughtfully. Now tell me, what happened.

Khubhilal said that the elephant used to come back home on its own. Today, my elephant did not come on its own so I went to Vivek's farm to take it and asked Vivek if he had seen my elephant. But Vivek replied that how would he know anything about elephants? It has already left his farm. Khubhilal told to Adhafull team that he do not know where his elephant is. But he wants his elephant back.

Tara said, I know who has taken your elephant. Khubhilal asked, Who? Tara replied, Vivek. Adrak asked, what evidence do you have? Kitty said, I got what Tara is saying. The evidence is at Vivek's home only. All four of them went to Vivek's home.

After reaching Vivek house, Khubhilal said here is the 'ELEPHANT'. Adrak told his name is Vivek. Do not call him an 'ELEPHANT'. Kitty said, I'm sure we're not far from finding a clue to the missing elephant. Let us talk to him.

Vivek asked what do you want? Why have you come here? Kitty replied, Vivek, have you seen Khubhilal's elephant? Vivek replied, I do not know anything. Adrak

assured Vivek and said, do not worry and tell everything you know.

Vivek started running fast. Kitty and Adrak run after him and catch him. Kitty asked, why are you running? Talk to us. Vivek replied, look how good Khubhilal's hair and body are. You don't know how I feel when he calls me 'ELEPHANT'. In such a situation, how can I not compare myself with Khubhilal? I don't even have his fair complexion. I have dark skinned like Adrak. I tried hard to look like Khubhilal. I used powder and gel; set my hair. Even then, I could not be like him. Khubhilal added fuel to the fire. He teased me by calling me 'ELEPHANT'. Kitty, Tara and Adrak were also saddened after listening Vivek. Adrak said, it is wrong to tease someone like this. Khubhilal should not have done so. Vivek said, if I cannot be happy because I cannot look like Khubhilal, then I can make him sad like myself. That is why I hid the elephant. Everyone understood the matter after listening to Vivek. Oh, so this is the matter.

Adrak asked, but Vivek, if you do not look like Khubhilal, why are you sad? I am dark skinned and sometimes I compare myself to others because it is a common thing. Everyone does it. But I remind myself that every person is unique and after that I stop feeling bad. Tara said, I wear spectacles, but Kitty does not. But why should I think that I have to look like Kitty? I am Tara and Tara is fine the way she is. I am not like anyone; I am just like me.

Kitty said, you've upset yourself by comparing to Khubhilal, haven't you? If anyone teases you, you should tell someone who is closest to you, someone you trust. Vivek replied I have understood. Now, I will not compare myself to anyone. I have now understood how harmful it can be to compare one's looks to others. It can destroy relationships. By comparing, we hurt others and ourselves.

Khubhilal realised his mistakes and said, Vivek, I teased you by calling you 'ELEPHANT'. Please forgive me. I will never do that again.

Adrak asked Vivek, now tell me, where is the elephant? Vivek leads them all to the farm. They found the elephant standing behind a big pile of sugarcanes. Khubhilal hug the elephant and said my dearest elephant.

The next day the children of Badlipur again started riding on the elephant.

Adrak asked Tara, how did you know Vivek was the one who hid the elephant? Tara replied, I smelt a rat, the moment Khubhilal said that he takes the elephant to graze in elephant's field. I thought the matter must be related to looks.

Comparing your looks and physique with that of others can only be harmful. It weakens your confidence, and you

start thinking of yourself as less than others. Everyone is unique in themselves, everyone has a merit, which makes them different from others. Therefore, do not compare yourself with anyone and do not tease anyone.

Moral of the Story

It is natural to compare yourself with others or with film actors. We only compare ourselves to those who we think are better than us.

It is harmful to compare looks. When we compare our looks with others, we fall into a trap in which no matter how much we try to look like others, we do not end up looking like them. Then we feel even worse. Seeing us, our friends also start comparing themselves with others.

It causes us to feel the pressure to get the same looks like others, that is, to look like them. In this way all the people who compare their looks with someone else's get caught in this trap.

There is no point in comparing our looks with others. Everyone is unique in their own way. We should not try to look like each other. We should embrace our uniqueness.

Game

Take some time to think what you learned from this story. Read the list below. You will see some sentences given in column A and column B. Read the sentences given in column A and tell which sentence in column B matches with the sentence in column A.

A	B
1. You and your friends are going somewhere. Your friend tells you, "I wish I were fair skinned like you."	1. It is because I am using a new cream, which enhances looks and fairness. I saw it in a commercial.
2. You and your friend pass by a Bollywood movie poster. Your friend says, "I wish I were as good looking as the actor in this poster."	2. You do not have to be fair skinned to be happy. You are more than your looks.
3. Your friend looking at a picture of you says how thick your hair is... I wish I had such hair.	3. Imagine how boring it would be if we all had the same kind of hair. It is good that we look different, and it makes us unique.
4. Your friend looks at a girl sitting in the class and tells you, "Look, she has a very few hair on her hands. I have so many hair on my hands."	4. Yes, I am lucky that my hair is so thick. But you do not get upset. You at least do not have any pimples.
	5. But he does not look like this in reality. The actor is indeed looking good, but this picture is not the reality.
	6. Yes, if we looked as good as this actor did, we would have many friends too.
	7. Do not think like this. Yes, commercials show many of such body hair removal products. But these are all ways to sell stuff.
	8. Yes and she is so slim too. I wish I also looked like her.

At Home Task

Share the moral of the story with parents, siblings and peers

Additional Resources

For your convenience, we are providing QR codes that link to relevant sections in previous year's life skills books. These QR codes can be scanned using a smartphone camera, granting you immediate access to additional information and resources. By utilizing these

QR codes, you can seamlessly access further reading material and delve deeper into specific topics that pique your interest. This technology allows for a more interactive and dynamic learning experience.



**Self-Learning Instructional
Package for Life Skills
Educators (Age 8-12 Years)**



**Self-Learning Instructional
Package for Life Skills
Educators (Age 13-15 Years)**



**Self-Learning Instructional
Package for Life Skills
Educators (Age 16-18 Years)**

Annexture

Energizers & Icebreaker

Introduction

Energizers are short and fun activities designed to get adolescents involved and active during life skill sessions. These activities break the routine and add some excitement to the session. We're also introducing Ice Breakers, which are like warm-up activities, perfect for starting or refreshing a session. The idea is that a good activity can set the right mood for the session. These activities can help bring everyone back on track. This section provides various energizers tailored for adolescents, so choose activities that match their age and interests. For inspiration, we're sharing these activities that work well to bring some fun to your life skill sessions with adolescents! We've added this section to make learning a joyful experience. Please choose these activities based on your need.

Contents

1. Act like One
2. Sound Identification
3. Colour Identification
4. Imaginary Drawing/Drawing without pen
5. Gandhi Ji and Parrot
6. Action Jackson (Action Reaction)
7. River bank (In and Out)
8. Hinglish Counting
9. Seven-Up
10. Say and Do
11. Follow the Command
12. Volleyball without a Ball
13. Rock, Paper, Scissor
14. Body Parts
15. Jungle Hoo Ha

1. Act like One

Time Required:	5 Minutes
Groups/Teams Required:	3 Groups
Mode of Delivery	Face to Face
Materials:	None
Preparation:	None
Activity:	<p>Instructions:</p> <ol style="list-style-type: none">1. Divide the participants into 3 groups, Group A, Group B and Group C.2. Ask the groups to stand in a triangle (triangle shape), as shown in the image. Note: Keep in mind the social distance maintain among the participants.3. Every team will have a slogan and they will have to act the same. Group A: Tight-fitting jeans (Action - act like wearing jeans) Group B: Very Pretty hat (Action - act like wearing a hat) Group C: Very Nice people (PEOPLE) (Action – making a wow sign with both hands)4. Group A will start singing the slogan and act out, they will repeat it twice and the third time they will have to sing and perform the slogan of a group (Group B or Group C) which they want to pass.5. The group who got a pass will repeat their slogan and act it out twice and in the third time they will sing and act the slogan of the group to which they want to pass. Let the activity continue. Example: Group A starts and performs the slogan 2 times (acting tight fitting jeans-2X) and in the third time Group A wants to pass Group B. Slogan of Group B (performs the Very Pretty Hat). And that is how the activity progresses.
Facilitator Note:	<ol style="list-style-type: none">1. Facilitator can make this activity a competition one by eliminating the group whose action were wrong and the group that remains the last will be the winner.

2. Sound Identification

Time Required:	5 Minutes
Groups/Teams Required:	None
Mode of Delivery	Face to Face/video call
Materials:	None
Preparation:	None
Activity:	<p>Instructions:</p> <ol style="list-style-type: none">1. Let participants stand in a circle following physical distancing norms.2. Instruct the participant that you will give them, sounds of different animals and birds or vehicles or anything else.3. The participants have to guess/tell which animal or bird it is. The participant who gives the correct answer will get 5 points.4. Continue the activity, let all the participants get a chance to answer. The participant who scores the most will be the winner.
Facilitator Note:	<ol style="list-style-type: none">1. Give chance to the participants for make the sounds and other participants will guess/identify the sound.2. This activity can also be done in Non-Contact mode

2. Colour Identification

Time Required:	5 Minutes
Groups/Teams Required:	None
Mode of Delivery	Face to Face/Video Call
Materials:	None
Preparation:	None
Activity:	<p>Instructions:</p> <ol style="list-style-type: none">1. Ask participants to stand in a circle2. Tell the participants that, you will take the name of any item/fruit/vegetable etc. and the participants will have to tell its colour. Note: Participants can tell the colour of an object differently but the participant who answers first will get points. Example: Mango, participants can tell the colour as Green, Yellow however, the participants who answer first will get the points. Before taking the name of an object, you can say "bomb chiki raaka chiki raaka chiki bomb" participants have to repeat it after you. As soon as the participants repeat it, you can take the name of an object.3. The participant that give the correct answer will get 10 points.4. Continue the activity for a while. . At the end, the participants with more points, will be the winner.
Facilitator Note:	<ol style="list-style-type: none">1. Allow participants to facilitate the activity and let them take the names of fruits and vegetables and other participants will identify and guess the color. Remember, do not talk about the color of a person.2. This activity can also be play in teams. The team that has the maximum points, will be the winner.3. This activity can also be played on the basis of a theme, such as vitamins, minerals, healthy unhealthy food, etc. in which we can give the name those vegetables, fruits that belong to particular vitamin or any other theme




3. Imaginary Drawing/Drawing without pen

Time Required:	5 Minutes
Groups/Teams Required:	None
Mode of Delivery	Face to Face
Materials:	None
Preparation:	None
Activity:	<p>Instructions:</p> <ol style="list-style-type: none">1. Ask participants to stand in a circle following physical distancing norms.2. Instruct the participants that you will take the name of an item/fruit /vegetable etc. and the participants will have to draw it in the air with hands.3. This activity can be played in 3 rounds: Round-1: - For example, participants will draw the shape of an apple in the air with one hand. Round-2: - Participants will draw the shape of an apple in the air with one hand and mango with the other hand. Note: Instruct the participants what is to be drawn. Round-3: - In round 3,give a chance to a participant to draw anything in the air by his/her own choice and let the other participants guess the drawing.4. The participant who identifies correctly will get the next chance; the rest of the participants will guess the object/thing.5. Participants will close their eyes while drawing.6. Continue the activity according to the availability of time.

4. Gandhi Ji and Parrot

Time Required:	5 Minutes
Groups/Teams Required:	None
Mode of Delivery	Face to Face
Materials:	None
Preparation:	None
Activity:	<p>Instructions:</p> <ol style="list-style-type: none">1. Ask the participants to stand in a circle following physical distancing norms. The facilitator also joins the circle.2. Participants are to follow the Instructions what Gandhi Ji says and does not act on what parrot says.3. Only do the actions if the command starts with the phrase "Gandhi Ji says".4. If participants do the action on command that starts with the phrase "Parrot Says", they will be out!<ol style="list-style-type: none">a. For example, if facilitator calls out, Gandhi Ji says:<ol style="list-style-type: none">i. Swing your arms.ii. Clap your hands.iii. DanceParticipants have to do the action.b. For example, if facilitator calls out, Parrot says:-<ol style="list-style-type: none">i. Put your hands on your headii. Sit downParticipants are not supposed to do the action. If any participants do the actions the participant will be out.5. The participant who remains till end of the activity will be the winner.

6. Action Jackson (Action Reaction)

Time Required:	5 Minutes
Groups/Teams Required:	None
Mode of Delivery	Face to Face
Materials:	None
Preparation:	None
Activity:	<p>Instructions:</p> <ol style="list-style-type: none">1. Ask the participants to form a circle distancing norms.2. Demonstrate 3 actions to the participants – Action-1: Doing Namaste in the Air  Action 2: I do not know  Action 3:- Dancing 3. Start the game, stand in front of the participants, and do one of the three actions shown above. The participants to responds by doing the next action. For example: If facilitator does the first action, the participants should do the second action. If the facilitator does the second action, the participants should do the third action.4. If the participant makes a mistake, he/she changes roles with the facilitator. The task for the facilitator is to confuse the players and encourage the changing of roles.

7. River bank (In and Out)

Time Required:	5 Minutes
Groups/Teams Required:	None
Mode of Delivery	Face to Face
Materials:	None
Preparation:	None
Activity:	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Ask the participants to stand in a circle following physical distancing norms. 2. Instructs participants that when he/she will say river all participants will have to jump forward simultaneously. 3. On saying river bank participants will have to jump backward simultaneously. Note: Facilitator can also add ice and water. The facilitator says ice participants enact like feeling shivering and on saying water participants to stand by spreading their both hands and legs sideways. 4. All the participants must watch the facilitator while performing the said action. 5. Try to confuse the players by doing wrong actions like say river and jump backward instead of jumping forward. 6. Keep saying river bank inter-changeably like river-river, river bank-river bank, river bank-river and so on. Continue the game for some minutes. Note: Pace of saying river bank can be changed 7. If any participant make a mistake, they will be out of the game. 8. The last two participants in the game will be winner.
Facilitator Note:	<ol style="list-style-type: none"> 1. You can change the speed of the game to fast or slow pace. 2. Facilitator can choose similar words for jump:- For examples: River - Poetry, Marriage, etc. River bank - Star, box, etc.

8. Hinglish Counting

Time Required:	5 Minutes
Groups/Teams Required:	None
Mode of Delivery	Face to Face
Materials:	None
Preparation:	None
Activity:	<p>Instructions:</p> <ol style="list-style-type: none">1. Ask the participants to form a circle following physical distancing norms.2. Participants to stand in the circle and start counting numbers.3. First participants will say the number in Hindi and next participants will say the number in English. Continue till participant make a mistake and will be out of the game. For examples One, Do, Three, Char, Five..., etc.4. Participants to follow the flow of numbers counting.5. During the counting if any participant counts wrong number and not follow the flow then that participant be will out and activity will start again from next participant.

9. Seven-Up

Time Required:	5 Minutes
Groups/Teams Required:	None
Mode of Delivery	Face to Face
Materials:	None
Preparation:	None
Activity:	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Ask the participants to stand in a circle following physical distancing norms. 2. Instruct participants that they have to start counting one after another. When number which is multiple of 5 (5, 10, 15, etc.) come, the participant will clap once without calling that number. Then the next participant call out next number. For example: 5 will come on 5th participants in the circle, the participant will clap once as it is the multiple of 5 then next participant call out 6, next participant will call out 7 and so on. 3. When any number which is multiple of 7 (7,14,21,28 Etc.) comes then the participant will give the direction to left or right by raising the hands over the head without calling that number. Counting will continue from that direction For Example: 7 number comes on 7th participant in the circle, the participant raise the hands over the head and give direction to left by raising his/her right hand and vice-versa then next number 8 will be called out by the participant standing next to his/her left. For examples:- 1-2-3-4-(5-Clap) 6-(7-Pass to the right or left participants)-6-7-8-9-(10-Clap)-11-12-13-(14- Pass to the right or left participants) - (15-clap)-16-17-18-19.....etc. <p>Points to be remembered:</p> <ul style="list-style-type: none"> • Numbers should be called out immediately if the participant takes time, they will be out of the game. For example: If any participant call out the no. which is multiple of 5 or 7 will be out. • 35 is the number which can be multiple of 5 and 7, mention it in the beginning of the game that when 35 number come the participants can either clap once or give direction. • Counting starts from one whenever any participants get out of the game. <ol style="list-style-type: none"> 4. Last participants will the winner of the game.

10. Say and Do

Time Required:	10 minutes
Groups/Teams Required:	None
Mode of Delivery	Face to Face
Materials:	None
Preparation:	None
Activity:	<p>Instructions:</p> <ol style="list-style-type: none">1. Have all the participants stand in a circle by following physical distancing norms2. Tell them that they will be carrying out any of the following four instructions:<ul style="list-style-type: none">• Jump left• Jump right• Jump in• Jump out3. Make them practice the above instructions giving them 2 minutes.4. Round 1: Ask participants to say what you say and do what you say. For example, if you say, "Jump left", then participants must say, "Jump left" and then jump to their left. 5. Make them play this round for about 2 minutes. Note: Remind them the above instructions and sometimes repeat the same instruction multiple times in a row. In short, ensure speed and unpredictability in instructions. This is likely to cause confusion of a fun kind and laughter.6. Round 2: Ask participants to say the opposite of what you say and do what you say. For example, if you say, "Jump left", then participants must say, "Jump right" but jump to their left. This will make their brain say an instruction and do exactly the opposite causing confusion and laughter.7. Play the round 2 for about 2 minutes.8. Round 3: Ask participants to say what you say but do the opposite of what you say. For example, if you say, "Jump left", then participants must say, "Jump left" but jump to their right. This will make their brain say an instruction and do exactly the opposite causing confusion and laughter.9. Play the round 2 for about 2 minutes.

11. Follow the Command

Time Required:	5-10 Minutes
Groups/Teams Required:	None
Mode of Delivery	Face to Face
Materials:	None
Preparation:	None
Activity:	<p>Instructions:</p> <ol style="list-style-type: none">1. Ask participants to stand facing each other following physical distancing norms.2. Share with them the following numbers and their actions one by one. When you say - Number 1- the participants clap both their hands. Number 2- the participants do a sit up. Number 3- the participants do a jump action. Number 4- the participants turn round 360 degrees.3. Do this activity together with the participants together once to get into the action. Then starts calling out number and make it confusing for them. Eg.-1, 1, 2, 3, 44231, 222314 etc.4. Let the participants have fun as it does bring in a lot of commotion during the activity.
Facilitator Note:	<ol style="list-style-type: none">1. Can also make it more interesting by making group and letting them compete to win the game.2. The last 2 people left standing doing the action right wins.

12. Volleyball without a Ball

Time Required:	5 Minutes
Groups/Teams Required:	Two
Mode of Delivery	Face to Face
Materials:	chalk or stick
Preparation:	Mark a 10m X 10m grid and divide it into two halves by drawing a line. The line represents an imaginary net.
Activity Instruction	<p>Instructions:</p> <ol style="list-style-type: none">1. Divide the participants into two teams, Team A and Team B2. Have them stand opposite each other on either half of the grid. Note: Maintain social distancing norm3. The teams have to imagine themselves playing a game of volleyball but without a ball. The participants will have to mime the actions of serving and passing a ball.4. They must play the game as described below:<ol style="list-style-type: none">a. Nominate Team A to begin with a serve. Team A player must mime a serve and simultaneously call out the name of a player in Team B.b. The Team B player has to pass the ball to a teammate by calling out their name.c. The receiving teammate of team B has to pass the ball to other teammate of his/her team by calling out that person name then that teammates of team B who receives ball should call out the name of a player in Team A and pass the ball.Note: In short each team will have to pass the ball twice in among their teammates then third pass will be given to opposite team.5. Team gets a point when:<ol style="list-style-type: none">a. A player does not call out the name before passing the ball.b. A player passes the ball before the ball has passed two hands within the team.c. A player delays passing the ball to a teammate or across the net

13. Rock, Paper, Scissor

Time Required:	8 Minutes
Groups/Teams Required:	Two Group
Mode of Delivery	Face to Face
Materials:	None
Preparation:	None
Activity Instruction	<p>Instructions:</p> <p>Divide the participants into two teams.</p> <ol style="list-style-type: none"> 1. Ask the two teams to stand in parallel lines. The teams must face each other. 2. In the game of Rock, Paper, Scissor both team have to show either Rock, paper or Scissor using their hands as shown in the picture given. 3. The rule of the game are that, Scissors beats paper (it cuts) (Scissor Wins) Paper beats rock (It wraps) (Paper Wins) Rock beats scissors (It breaks) (Rock Wins) If both teams show the same hands it is draw. 4. Give both the team 30 seconds to decide any action out of given three actions. Note: While deciding the action, ensure that they keep physical distance. Suggest participants to talk in coding language as for Rock they can raise 1 finger, for Paper can raise 2 Finger and for Scissor can raise 3 fingers as one way to maintain distance 5. On the count of 3 both the team will perform their decided action simultaneously. 6. 10 points will be given to winning teams in each round. 7. If any team member perform different actions apart from their team then the point automatically goes to opposite team. 8. If both team perform same action then no points will be awarded to any team. 9. This activity can be played till it reached 50 or 100 points by any team depending on the availability of time.
Facilitator Note:	Add some more interesting actions on the counting of 1 and 2 like on calling 1 both team will say SUSAN by bring both their hands up and on calling 2 they can dance by saying tinak dhin dha.... Then on calling 3 they will do their decided actions.



14. Body Parts

Time Required:	5 Minutes
Groups/Teams Required:	None
Mode of Delivery	Face to Face
Materials:	None
Preparation:	None
Activity Instruction	<p>Instructions:</p> <ol style="list-style-type: none">1. Ask the participants to form a circle. Note: Participants should be stand in such a way so that physical distancing is maintained.2. Instructs the participants that you will call out any body parts and touch that part with both hands.3. The participants have to touch the body part that is called out.4. Try to confuse the participants or to check the concentration by touching different body parts instead of the body part called out, participants have to touch only that body part that is called out and not follow the action.5. If any participant make a mistake than they will be out of the game Note: Sometime multiple participants will make a mistake, they all will be out of the game.6. The last to be in the game, wins.
Facilitator Note:-	Facilitator can call parts of body's with different pace like sometime slow and sometime fast. Be mindful that only external body parts be called out, do not call the name of private parts. Facilitator can call name like Head, Ear, Nose, Chick, Chin, Neck, elbow, Knee, belly etc. Facilitator can call out the parts in regional language.

15. Jungle Hoo Ha

Time Required:	5 minutes
Groups/Teams Required:	None
Mode of Delivery	Face to Face
Materials:	Cones and markers
Preparation:	Make one 20m x 20m grid.
Activity:	<p>Instructions:</p> <ol style="list-style-type: none">1. Ask the participants to form a circle. Note: Ensure physical distancing be maintained among the participants.2. Perform a punching action and shout, "Jungle." On hearing this, participants standing in the circle raise their hands over their heads and shout, "Hoo Ha." This should be done two or three times.3. Point to anyone standing in the circle and say, "Jungle." That participant must raise his/her hands and shout, "Jinga lala." At the same time, the persons standing on either side of the participant must squat down, raise their hands, and shout, "Hoo Ha."4. If any participant does the wrong action, they will take on your role and continues the activity.

