

1

Unit One

Introduction to Life Skills – Ages 5-8

Total Time: 1.5 Hours

PART 1: Introductions/Icebreaker

PART 2: Setting Rules

PART 3: Rights of Children

PART 4: Life Skills

PART 5: Follow-Up Activities

ANNEXURE 1: Name Tag Picture Cards

ANNEXURE 2: Pictures of Rules

ANNEXURE 3: Evaluation

POWER POINT: Introduction to Life Skills (Ages 5-8)

Part 1: Introductions/Icebreaker

Time:

10 Minutes

Objective:

Participants will understand the purpose of Life Skills Education and take part in an activity to become better acquainted with other members of the group.

Materials:

Annexure 1: Name Tag Picture Cards and tape to attach name tags to the children's clothing.

Techniques:

Ice Breaker

TRAINER INSTRUCTIONS:

- I. Introduce yourself to the group and give a brief introduction to Life Skills Education and the purpose and format of these sessions. **Be sure to speak to the children at their level of understanding using age-appropriate vocabulary, and take breaks when necessary.**
 - Explain that the group will be learning about themselves, what is important to them, how to make and keep friends, how to handle their feelings, how to make learning easier, and more.
 - They will learn about “skills,” which are things they are good at.
 - These skills will help them grow to be happy, successful teens and adults.
 - The group will take part in a training session to teach them each skill, “homework” activities to practice the skill, and follow up lessons to talk about how their practice went.

2. Using the name tag picture cards from Annexure 1, distribute the nametags to the children and instruct them to look for the child who has the other half of the picture on their nametag. When they find the child with the other half, they wait together until they receive the next instruction. Once all children are partnered, they introduce themselves to their partner and state how old they are, their favorite food, etc. (Trainer should give ideas.) Then the partners take turns introducing their friend to the group. (**Trainer Note:** if you have an uneven number of children in your group wear a tag yourself and be a partner to a child.)

Part 2: Setting Rules

Time:

15 Minutes

Objective:

Participants will understand the rules for participating in Life Skills Education sessions.

Materials:

- Annexure 2: Pictures of Rules
- Crayons

Techniques:

- Group Discussion
- Art Activity

TRAINER INSTRUCTIONS:

1. Explain that we want the session to be fair and comfortable for all children in the group. Just as there are rules in school, for playing games, etc., we need to set rules for everyone to follow in these sessions.
2. Using Annexure 2, hold up each picture of a rule, one at a time, and discuss the rule illustrated. (**Trainer Note:** We have limited the number of rules so they are easier for the children to remember.)
 - Teach the rules to the children by modeling the appropriate behavior and asking the children to practice the skill along with you. (For example, “raise your hand to speak” – model raising your hand and then ask the children to show how they

would raise theirs. Add some distractions such as not calling on them right away and continuing to speak yourself, or any other ideas you may have.)

3. Distribute one rule sheet (Annexure 2) to each child and invite the children to color in the pictures of the rules. Allow them to decorate as they wish; limit time to a few minutes. Invite each child to hold up their page and tell the class which rule is represented. Display the artwork in every session and encourage the children to refer to the pictures of the rules when necessary.

Part 3: Rights of Children

Time:

20 Minutes

Objective:

Participants will understand the role of Miracle Foundation and will realize the rights held by every child.

Materials:

- Book, “I have the Right to Be a Child” by Alain Serres

Techniques:

- Discussion
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TRAINER INSTRUCTIONS:

1. Describe the role of the Miracle Foundation within their home:
 - Miracle Foundation works with children and their families throughout India to make sure that you have everything you need to live a comfortable, happy life.
 - Examples of areas Miracle Foundation supports include helping your family:
 - take care of your health so you can grow up strong
 - make sure you get a good education
 - provide healthy food and clean water
 - make sure you live in a safe, happy and loving home.
 - Miracle Foundation works to make sure your rights are protected. (Lead into topic: rights of the child – next step)

2. Facilitate discussion on “what is a right?” A “right” is something set up by countries that a person should be able to do, things you should have, and things you can ask for. Use the book in the next step to discuss examples of rights.
3. Read the book, “I Have the Right to be a Child” to the group and clarify any vocabulary that the children may not understand.
4. Follow up with discussion questions such as: What are rights? Do you think rights are important? How would you feel if you didn’t have one of the rights in the book? Name your favorite picture/right from the book – what do you like about it?
5. Explain that Miracle Foundation focuses on the rights of every child as they make sure you have what you need.

Part 4: Life Skills

Time:

20 Minutes

Objective:

Participants will be introduced to Life Skills and understand the importance of these skills in leading a positive, fulfilling life.

Materials:

- PPT: Life Skills (Ages 5-8)
- Annexure 3: Evaluation

Techniques:

- Presentation
- Discussion

TRAINER INSTRUCTIONS:

1. Begin by explaining to the children that a “skill” is something you can do...something you are good at. Invite them to share some of their skills with the group. (For example, “I can run really fast,” or “I am a great dancer,” or “I am good at math.”)
2. Inform them that in these sessions they are going to learn “Life Skills” which are important skills that help throughout their lives.
3. Show the Power Point on Life Skills (Trainer Note: this younger age group will only receive training on core life skills). Explain that they will receive training in each of these areas throughout the upcoming months. Add the following comments at each slide:

- **All About Me** (pertains to Self-Awareness) - You need to know who you are to help you to make decisions and grow to be a happy and healthy adult someday. What is important to you? What are you good at? Who would you like to be like when you grow up? (Trainer: Invite the children to share their thoughts.)
- **Use Your Ears, Use Your Words** (Effective Communication) – It's important to be able to listen carefully to make sure you really hear what the person is saying. You also need to ask for what you want clearly and with respect for the other person. You will learn to share your thoughts and feelings using your words without yelling, crying, screaming, etc. (**Trainer:** Model asking for something nicely vs. whining, crying and begging. Invite the children to do the same.)
- **Family and Friends** (Interpersonal Relationships) - Being good to your family and friends involves talking to other people nicely and treating them with respect and kindness. You will learn how to stop arguments by talking rather than yelling. You will also think about how your actions affect others. (**Trainer:** Model solving an argument with words and by treating the other person with respect rather than by yelling.)
- **I Feel...** (Expressing Emotions) – Sometimes you feel really happy and excited, but sometimes you are angry and frustrated. What do you do when you're happy? What do you do when you're angry? When you're sad? When you're scared? You will learn ways to handle your feelings. (**Trainer:** Invite children to show through actions what they do when they're happy, sad, scared. For example, jump with joy, cower with fear, stomp feet when angry.)
- **Learning is Fun!** (Study Skills) – You've got a lot of years of school ahead of you and so many things to learn. Sometimes you might feel like your brain is going to explode! You will learn ways to make learning new things easier. (**Trainer:** As an example, invite the children to sing the alphabet song or a nursery rhyme and explain how putting the letters or words to music makes it so much easier to remember the order. These are the kinds of things they will learn in this session.)
- **Taking Care of Me** (Personal Hygiene/Body Awareness) – You need to take care of your body to keep it healthy and strong. What are some things you do every day to take care of yourself? (**Trainer:** Examples include brushing teeth, combing hair, bathing, etc.)

We will talk about why these things are so important and how you can make sure you are doing a great job of taking care of yourself.

- **Eating Right to Grow Up Strong (Nutrition)** – What you feed your body makes a big difference in whether you are strong and healthy or weak and sickly. What are some foods that are good for you? What are some foods that you should stay away from or have only in small amounts? (Trainer: Invite children to brainstorm.) You will learn more about what to eat to make sure you grow up strong.
 - **Good Friends (Anti-Bullying)** – Good friends are so important. It's great to know that your friends really care about you, and it's important to be a good friend to others. What are some fun things you do with friends? Have your friends ever teased or hurt you? How did you feel? (Trainer: Invite sharing.) We are going to talk more about how to be a good friend to others and make sure your friends are being good to you.
4. Explain that this has been an overview of the skills they will be learning. They will be talking more about each of these areas in upcoming training sessions.
 5. Distribute Annexure 3 and invite the children to complete the evaluation form regarding this Unit.
 - Explain that they are to circle the appropriate smile face for each part of the Unit, as well as for the Unit overall. (Circle the smile if they liked it, circle the straight mouth if it was ok, or circle the frown if they didn't like it.)
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Solicit comments from the group and write them on the back of your form. The older children are welcome to write comments on the back of their form if desired. Instruct them to be as specific as possible in their comments.
 6. Gather the completed evaluations and include the information in your trainer report.

Part 5: Follow-Up Activities

Time:

10 Minutes

Objective:

Participants will practice material learned through an activity they will do throughout the upcoming weeks.

Materials:**(Depending on Option Selected)**

Option One:

- “Color it Rights!” Coloring Book
https://resourcecentre.savethechildren.net/node/8580/pdf/coloring_book-1.pdf

Option Three:

- Videos as listed in the Trainer Instructions

Techniques:

- Applying learning to daily life.

TRAINER INSTRUCTIONS:

1. Explain that they will have a chance to talk more about what they learned today when we meet again. In the meantime they have some fun activities to do on their own or with their house parents/social worker to practice what they've learned.
2. Assign an activity from the options below. Additional activities can be assigned in future weeks.

Option One: “Color it Rights!” Coloring Book

This activity may be spread out over several weeks. Distribute a coloring book to each child and ask them to color a certain number of pages and bring it with them to the next meeting. It would be ideal if the child could color the pictures with an adult present to read the text and reinforce the meaning of the right. Discuss the rights that are illustrated at the follow-up meeting. Assign additional pages for the next weeks until completed.

Sample Discussion items for the Trainer: Why do you think children should have rights? Are there any rights we discussed that you don't understand or are confused about? What rights do you think are really important? How do you see these rights in action in your home? Should all children have the same rights? Should children have all of the same rights as adults?

Option Two: Book Fair with Older Children

One optional activity for the older children (ages 9+) is to create a children's book on the Rights of the Child and hold a book fair where all books are displayed and the older children read their books to the younger children. (See Unit 1 Introduction to Life Skills for ages 9-12 and 13+.) This is a great opportunity for the younger children to have the material reinforced while seeing the older children in a mentoring role.

Option Three: Life Skills Stories

In the follow up sessions reinforce the overview of Life Skills they will be learning about in future sessions (as covered in the Life Skills Power Point) by viewing videos of stories and discussing the use of life skills within the stories.

- **The Thirsty Crow:**

3 Minute video in English:

<https://www.youtube.com/watch?v=WPktMBW2k98>)

3:27 Minute video in Hindi:

<https://www.youtube.com/watch?v=MZKFkdS3se0>)

5:24 min video in Tamil:

<https://www.youtube.com/watch?v=XqC9qQhwfbM>)

Possible answers regarding life skills utilized in the story:

All About Me (Self-Awareness) and Eating Right to Grow up Strong (Nutrition) –

The crow realizes that she is thirsty and she has to do something to find water

I Feel... (Expressing Emotions) – The crow is frustrated

- **Hunter and Pigeons:**

2:45 Minute video in English:

<https://www.youtube.com/watch?v=0KURKXDgloo>

2:24 Minute video in Hindi:

<https://www.youtube.com/watch?v=dMCI4KKxau8>)

Possible answers regarding life skills utilized in the story:

All About Me (Self-Awareness) – The pigeons knew that they were in trouble and needed to find a way out of the net

Use Your Ears, Use Your Words (Effective Communication) – The young pigeon spoke up and suggested they fly together

Good Friends - The pigeons worked together as good friends

1

Unit One Annexures

Introduction to Life Skills – Ages 5-8

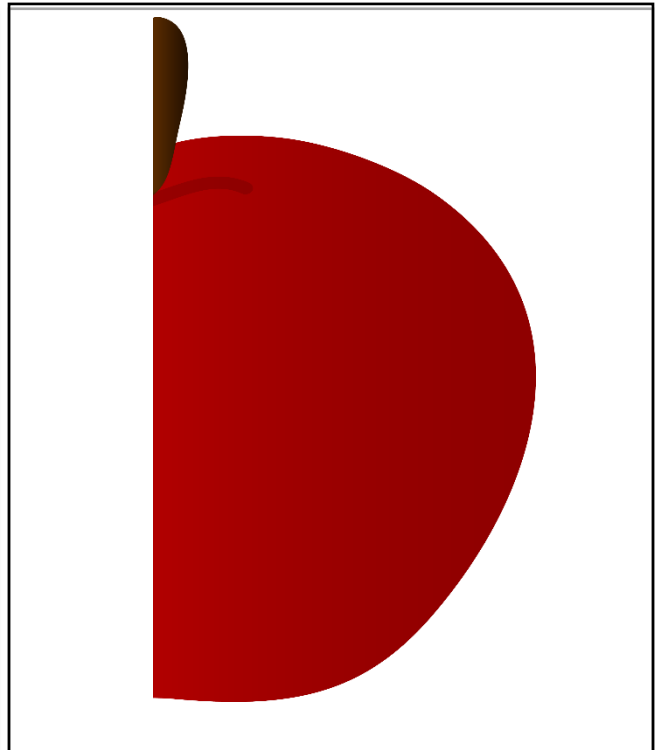
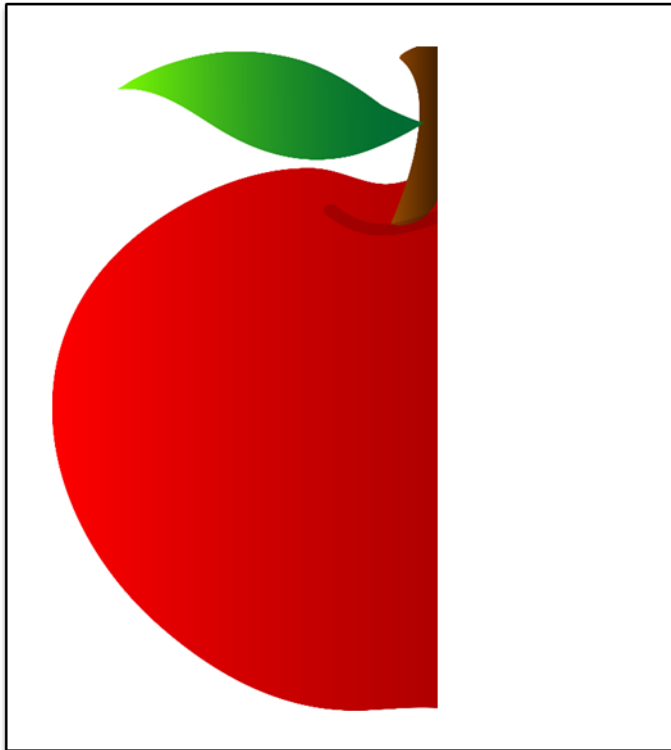
ANNEXURE 1: Name Tag Picture Card

ANNEXURE 2: Pictures of Rules

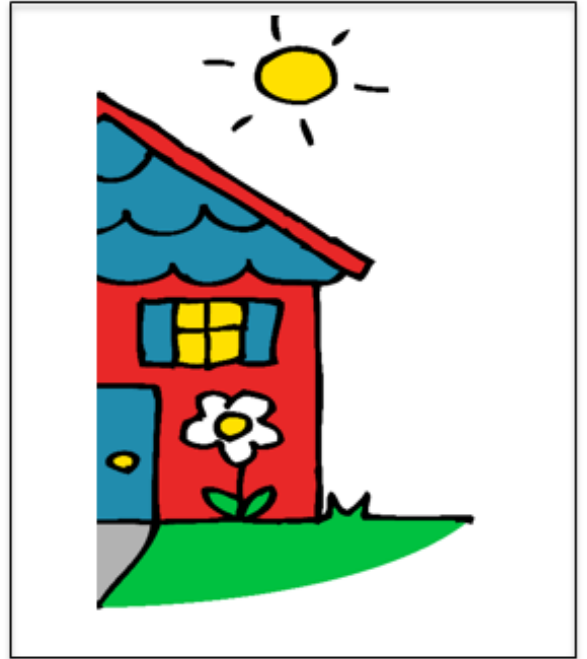
ANNEXURE 3: Evaluation

POWER POINT: Introduction to Life Skills (Ages 5-8)

Annexure 1: Name Tag Picture Cards







Annexure 2: Pictures of Rules

LISTENING EARS



RAISE HAND TO SPEAK

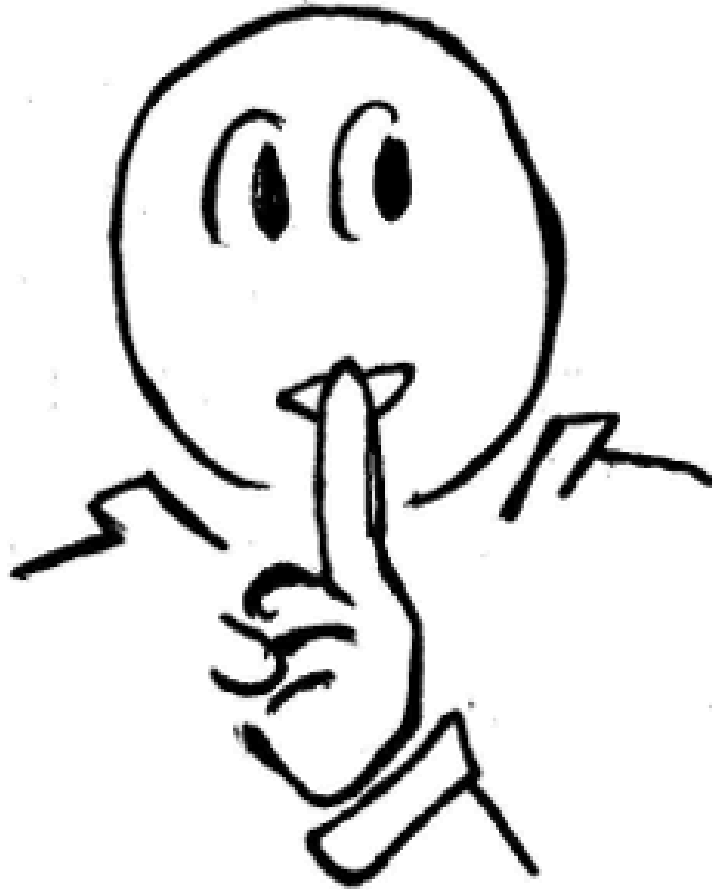


EYES ON THE SPEAKER



INSIDE (quiet)
















VOICES



ONE PERSON TALKS AT A TIME



Annexure 3: Evaluation

Unit 1 – Life Skills	 Liked It	 It was OK	 Didn't Like It
Ice Breaker			
Setting Rules			
Rights of Children			
Life Skills			
Overall Score	