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Unit One

Introduction to Life Skills – Ages 9-12

Total Time: 2.5 Hours

PART 1: Introductions/Icebreaker

PART 2: Setting Ground Rules

PART 3: Rights of the Child

PART 4: Life Skills

PART 5: Follow-Up Activities

ANNEXURE 1: Find Someone Who...

ANNEXURE 2: Evaluation

POWER POINT: Introduction to Life Skills (Ages 9-12)

Part 1: Introductions/Icebreaker

Time:

15 Minutes

Objective:

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

Materials:

(Depending on Activity Selected)

Option One:

- Annexure 1: Find Someone Who...
- Pens/pencils

Option Two:

- Name Tags and markers

Option Three:

- Music

Techniques:

Ice Breaker

TRAINER INSTRUCTIONS:

1. Introduce yourself to the group and give a brief introduction to Life Skills Education and the purpose and format of these sessions:

- Explain that the group will be learning about Life Skills such as communication, thinking skills, problem solving and decision making, expressing emotions, stress management, and more.
 - These skills will help them deal with the challenges of their everyday life and will help them accomplish their goals and live to their full potential.
 - The group will take part in a training session to teach them the skill, “homework” activities to practice the skill, and follow up lessons to discuss their progress in building the skill.
2. Invite the participants to join in an ice breaker activity. Select one from the options that follow:

Option One: “Find Someone Who...” Distribute Annexure 1. Instruct the participants to find someone in the room with one of the characteristics listed on the worksheet and have them sign the appropriate box on the form. Continue going around the room, finding people who can fill in the boxes on your form.

Option Two: Mistaken Identities Make a name tag for each child with their first name only in large bold letters. Distribute the nametags to the group, making sure no one gets his/her own name tag. Let the participants mingle and find the person with their correct tag, as well as find the person to whom their tag belongs.

Option Three: Double Wheel Divide the children into two groups of equal size. Each group forms a circle, one group inside the other. The inside circle moves clockwise and the outside circle moves counter-clockwise when the music plays. When the music stops, the circles stop moving and the children in both circles face each other and exchange names and a few small facts about themselves with the person directly across from them. (Trainer can make suggestions for items to share if necessary.) When the music resumes, the children move in circles as before. Continue until time is up or most participants have met each other.

Options Two and Three taken from Life Skills Education Toolkit for Orphans and Vulnerable Children in India http://www.fhi360.org/sites/default/files/media/documents/Life%20Skills%20Toolkit_India.pdf

Part 2: Setting Ground Rules

Time:

20 Minutes

Objective:

Participants will share in establishing ground rules for Life Skills Education sessions.

Materials:

- Marker Board/Chart Paper and markers
- Poster Boards
- Colored markers and other items to decorate posters

Techniques:

- Brainstorming
 - Art Activity
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TRAINER INSTRUCTIONS:

1. Explain that we want the session to be fair and comfortable for all participants. Just as there are rules in school, for playing games, etc., we need to set rules for everyone to follow in these sessions.
2. Encourage the children to participate in setting guidelines. Ask for their suggestions and write them on the board or chart paper. Suggested rules include:
 - Only one person speaks at a time
 - Everyone gets a chance to speak
 - Everyone should participate; not just a few people

- Listen to the other person's views
 - Do not make fun of another person
 - Do not pass along secrets outside of the training session
 - Treat everyone equally
 - If you disagree with someone, disagree with their ideas, but don't attack the person
3. Invite the group to create a poster displaying the ground rules they established. The artwork will be posted for all future sessions. Divide the children into small groups. Each group will create a square (a portion of a poster) for one or more of the ground rules depending on the size of the group. They may decorate it however they wish. Allow each group to show their square to the entire group and state which rule it illustrates. All squares will be pieced together to create the poster. Display the rules in every session and encourage participants to refer to them when necessary.

Part 3: Rights of the Child

Time:

30 Minutes

Objective:

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

Materials:

- A Right World Book by Tamara Lobe

Techniques:

- Discussion
 - Brainstorming
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TRAINER INSTRUCTIONS:

1. Describe the role of the Miracle Foundation (Miracle) within their home:
 - Miracle works with families of children throughout India to make sure that you have everything you need to live a full and comfortable life.
 - Examples of areas Miracle supports include medical care, education, healthy food, clean water, and a safe, happy and loving home.
 - Miracle works to make sure your rights are protected. (Lead into topic: rights of the child – next step)
2. Begin a discussion on the rights of children by reading the book “A Right World” to the group.

3. Make sure that the group understands what is meant by “right,” and explain that Miracle Foundation focuses on 12 rights of every child as they support children’s homes.

Part 4: Life Skills

Time:

1 Hour

Objective:

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

Materials:

- Power Point: Introduction to Life Skills (Ages 9-12)
- Videos of stories (as detailed in Trainer Instructions)
- Marker Board/chart paper, markers
- Annexure 2: Evaluation

Techniques:

- Group Discussion

TRAINER INSTRUCTIONS:

1. Begin viewing the power point and add the following comments at the slides as noted:
2. Slide #2 – explain that life skills are the building blocks that help you deal with challenges of everyday life, and help you to learn, grow, and become a productive adult.
3. Ask the children to name some skills that they think would help them throughout their life. Write them on the marker board if you wish.
4. Explain that you are going to go through the PPT to add to their list, or discuss the skills they mentioned. Continue with the PPT, discussing the skill portrayed on each slide:
5. Slide #3 – state that you need to know what is important to you to help you make decisions. For example, if you know that it is important to you to have good marks in

school, you will decide to do your homework before playing. (Ask the group to give other examples, or give some yourself if they have difficulty)

6. Slide #4 – explain that an important life skill is learning to get along with others (family, friends, teachers, house parents, etc.). Can they think of why that is important?
7. Slide #5 – note that they need to learn to express their feelings appropriately. Everyone is sad, mad, scared, etc at times, and it is important to learn what to do with those feelings. Discuss why it is important.
8. Slide #6 – ask the children to talk about why thinking and studying skills are so important
9. Slide #7 – tell the group that learning to listen carefully and tell others what they want are really important life skills. What happens if they don't listen carefully? What if they aren't clear when they tell the other person what they want? Give examples.
10. Slide #8 – state that they will need to learn to take care of themselves in order to grow to a healthy adult. Ask the children to share the ways they will need to take care of their bodies. (eat healthy, exercise, brush teeth, bathe, etc.)
11. Conclude the PPT by saying that these are some of the life skills that they will be learning about in the upcoming months.
12. Explain that you will now think about how life skills are used in everyday life by listening to some popular stories.
13. View the video for each of the stories below, one at a time, and facilitate a discussion around the life skills utilized in each story.

- **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:

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

Decision Making – She decided to start looking for water so she found a solution to her problem.

Thinking – She finds that the water level is too low and she cannot reach it; cannot topple the jug or break it

- **Birabl Ki Kichhidi:**

3:30 Minute video in English:

<https://www.youtube.com/watch?v=dz181qV2hsEBirabl>)

4:23 Minute video in Hindi:

<https://www.youtube.com/watch?v=BVHVcGvqYf8>)

Possible answers regarding life skills utilized in the story:

Thinking – Birabl understood the problem. The King was unfair by refusing to give the gold coins to the old man. Birable used the kishadi cooking example to make the king realize his mistake without hurting his feelings.

Working together – Birabl felt sorry for the old man and wanted to help him.

Decision Making – Birabl decided to help the old man

Communication – Birabl found a creative idea to communicate to the King that he must give the gold coins to the old man. The old man was lacking of communication skills.

- **Hunter and Pigeons:**

2:45 Minute video in English:

<https://www.youtube.com/watch?v=0KURKXDqloo&t=3s>

2:24 Minute video in Hindi:

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

Possible answers regarding life skills utilized in the story:

Knowing yourself – The pigeons knew that they were in trouble and needed to find a way out of the net

Thinking – The young pigeon identified that they were wasting energy by trying to fly out individually. They found a solution – to fly together.

Communication – The young pigeon assertively communicated his suggestion of flying together

Decision Making – They decided to fly as a group

14. Distribute Annexure 2 and invite the children to complete the evaluation form regarding this Unit.

- Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
 - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn't like or are confused about.
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Instruct them to be as specific as possible in their comments.
15. Gather the completed evaluations and include the responses in your trainer report.

Part 5: Follow-Up Activities

Time:

15 Minutes

Objective:

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

Materials:

- Journal for each participant

Option Two:

- Art materials

Techniques:

- Applying learning to daily life.

TRAINER INSTRUCTIONS:

1. Explain that participants will have the opportunity to practice the new material throughout the next few weeks, and will have follow-up sessions to discuss success or difficulties they had during their practice.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

Option One: Rights of Child Choose one or two of the rights and look for ways you can see them being put into practice in your home or community throughout the week. Make a list in your Journal and be prepared to share it during the follow up session.

Suggested Follow-Up Questions for the Trainer: Why did you choose your particular right? What is the home/community doing to address this right? Were you surprised about

anything you saw? Can you think of other ways the right could be addressed in your home/community?

Option Two: Creating a Children’s Book on Rights Create a picture book for young children that outlines Miracle Foundation’s Rights of the Child. (Trainer: you may need to provide a list of rights.) Use simple words and illustrate with colorful drawings.

Suggested Follow-Up Activity: Hold a book fair where the completed books are displayed on tables and allow the participants to walk around and view other children’s works. Make it special and serve snacks. Consider inviting younger children and asking the authors to read their books to the younger children in small groups or pairs.

Option Three: Prioritizing the Rights Put rights into an ordered list, from most important to least important to YOU. Write briefly about why you chose the order you did. Be prepared to discuss.

Suggested Follow-Up Questions for Trainer: Did you find this to be a difficult or easy exercise? Would you expect your friends’ lists to be similar? How might you expect the list to be different for other people based on their living conditions? Ask for volunteers to present and discuss their lists. (This activity will help them in Unit 2- Self Awareness as they begin to look at their values, and it is included as an option in that unit as well.)

Option Four: Life Skills Choose one of the life skills that you would like to focus on during the week and take note of times you utilized that skill in your daily life. Write or draw in your journal about times when you used that skill throughout the week. Did you do anything differently now that you learned about the skill in this training session?

Suggested Follow-Up Questions for the Trainer: Invite participants to share their experiences. Were you surprised by the number of times you used the skill? Did you feel you were effective in using the skill? Can you think of other situations in which you could have put the skill into action?

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Unit One Annexures

Introduction to Life Skills – Ages 9-12

ANNEXURE 1: Find Someone Who...

ANNEXURE 2: Evaluation

POWER POINT: Introduction to Life Skills (Ages 9-12)

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Annexure 1: Find Someone Who...

Favorite color is yellow	Celebrated a birthday this month	Is younger than eleven years old	Is wearing green	Loves math
First name starts with "S"	Favorite meal is breakfast	Is younger than you	Is left handed	Loves eating fruit
Plays cricket	Favorite hobby is singing	FREE	Loves learning English	Has a five letter name
Is wearing her hair in a plait/braid	Loves animals	Knows the answer to 6+4	Loves playing kho-kho	Likes to read
Likes to dance	Knows the capital of India	Is older than you	Loves chocolate	Is on the gardening committee

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Annexure 2: Evaluation

Unit 1 – Life Skills	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Ice Breaker	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Setting Ground Rules	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Rights of the Child	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
What are Life Skills?	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Overall Score	1 2 3 4 5		