



DREAM
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Life Skills Curriculum

MIDDLE LEVEL

GRADES 6 TO 8

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***NOTE:** *The parts in the curriculum which are in italics (different font and slant), are instructions which will be read out to the children directly. The rest of it (non-italics) is for the facilitators understanding and will not be read out to the learners.*

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PREFACE

[Dream a Dream](#) is an Indian non-profit organisation in India working to transform the experience of education for the 130+ million children living in poverty in India. Our aim is to change the purpose of education towards the idea of Thriving for every child.

The core of our philosophy is the belief in the inherent potential of every child. At the same time, we recognise that children and young people facing adversity, such as poverty, violence and social exclusion, often experience significant challenges in their personal, social and educational development. The Covid-19 pandemic has also highlighted the struggles of young people and the challenges they face. Hence it is important for government systems, educators and teachers to recognise and work towards mitigating the long-term impact that adversity has on the lives of young people.

We believe education is no longer merely about developing skills, but about holistic development of children, including their social-emotional well-being and life skills. Educators can play a pivotal role in breaking the cycle of generational disadvantage and equip young people with the skills and mindset necessary to lead fulfilling and successful lives. To address these unique needs and challenges, the Life Skills Curriculum and Facilitator Handbook will guide the facilitators to create safe, supportive environments and provide opportunities for children and young people to amplify their strengths, nurture positive relationships, develop self-expression and other life skills.

The 4 Levels of the Life Skills Curriculum were developed based on the educational format and skills mentioned in the National Education Policy 2020. The Facilitator Handbook provides a comprehensive overview of the curriculum framework, pedagogies and session designs that support in conducting engaging sessions for the learners.

With this curriculum, we look forward to a future wherein well-being and life skills are at the core of our education systems both nationally and globally. We hope to redefine success in education systems from narrow academic or economic outcomes to preparing students to thrive at an individual, societal and planetary level. Fuelled by support from teachers, committed donors, strategic partners, governments, longtime supporters, and a global call to action around SDG4- we look forward to changing narratives and shifting mindsets until all young people, have a more equitable and inclusive society to live in.

Suchetha Bhat CEO, Dream a Dream

Date: July 2023

SESSION DESIGN

STRUCTURED SESSIONS

What are “structured” sessions in Life Skills Curriculum?

The curriculum outlines structured sessions that focus on building specific life skills and include **clear activity steps, discussion questions, personal story instructions and reflection prompts.**

CHECK-IN (5 MINUTES) Instruct the learners to quickly check-in with themselves about their moods using several, fun questions.

LIFE SKILLS ACTIVITY (15 MINUTES) Facilitate given activities focused on developing healthy behaviours related to one targeted life skill. Note that each life skill activity includes activity steps, discussion questions and a space for facilitators to prepare personal stories to share with the learners.

REFLECTION (10 MINUTES)

- Lead a discussion on key messages or life skills focused on that day's session. Ask the learners for feedback on what they learned during the session and how they can connect lessons to real life.
- Address any conflict that occurred during the session and how the group can resolve it.
- Praise a participant for at least one strength that they demonstrated during the session.

CHECK-OUT (10 MINUTES) Instruct the learners to quickly check-out with themselves about their moods using several fun questions.

UNSTRUCTURED SESSIONS

What are “unstructured” sessions in the Life Skills Curriculum?

Unstructured sessions are space given to facilitators to design and deliver the life skills activities and interventions based on **the need of their learners**. This curriculum does not outline the steps for unstructured activities, but you (facilitator) should use many of the same rituals as in your structured sessions. Begin each session with **check-in activities, conclude with a Reflection Circle**, and make the most of your Caring Facilitator Time. Use kilos^{1*},

¹ Kilo!: A quick way of giving praise through clapping and cheering. A kilo is an important piece of Dream Life Skills programme culture and is led by a facilitator when a learner or the whole group does something well. learners can create “Kilo re-mixes” throughout the programme to keep the kilo fun and exciting.

churmuri*² to grab group attention, refer to the Team Agreement, praise the learner and utilise any tools you find useful from the structured sessions.

**Refer Facilitator's Handbook for details³*

How should a Facilitator balance structured and unstructured sessions?

Take support of co-facilitators, other class teachers and staff, headmasters, principal, volunteers and learners to decide how to integrate and schedule structured and unstructured sessions into your school calendar. You should complete all **structured sessions at least once in a year and use the rest of the time for unstructured sessions.**

How can a Facilitator lead a Reflection Circle in an unstructured session?

Praise at least one learner every Reflection Circle and ask some of the following questions:

- How did today's session make you feel?
- What did you learn in today's practice?
- What was your favourite or least favourite part of today's session?
- Were there any conflicts in today's session? How can the team resolve the conflict?
- Is there anything important going on in your life that you would like to share?

USING THE LIFE SKILLS CURRICULUM

- Please read through each session twice, a day before facilitating, so that you are properly prepared.
- Refer to the Facilitators handbook as a guide while you work with learners and keep in mind that the:
 - Words in italic font are instructions for learners which you need to read to learners as it is.
 - Words in normal font are instructions for you to read on your own.

² Churmuri – is word which facilitators use to grab the group attention. when facilitators call out the word churmuri the learners should respond saying HoHo and remind silence to facilitators instructions.

³ Refer Facilitator's Handbook for details

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- Outcomes are for your reference and you need not share them with the learners.
- Reflection questions are just guiding questions. You can refer to them based on where your learners are at.
- Check-In and Check Outs questions are mapped considering the main activity and age appropriateness.
- Identify your learners' learning needs and use unstructured sessions to meet those learning needs in case they are not covered in the curriculum.

1 GOALS AND AGREEMENTS

OUTCOMES

- ◇ Understand and name the goals of the Life Skills programme.
- ◇ Understand and name the team agreements.
- ◇ Understand the importance of goals and agreements.

MATERIALS

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- Chart paper with Goals and Agreements written on them
- Sketch Pens

CHECK-IN: *How do you feel right now about this new programme?*

INSTRUCTIONS

GOALS –

- Show the chart paper you have created (don't forget to decorate it a little! Make it attractive and fun) with the following goals:
 - ✓ *BE KIND TO ALL*
 - ✓ *SHARE*
 - ✓ *JUST TRY IT*
 - ✓ *TO HAVE FUN!*
- Go through each goal with the group. Show lots of curiosity and positivity while you explain the goals of the programme:

Be Kind to All

Sometimes we meet people who are very different from us. They may look differently, speak differently or have different ideas. To be kind to all means to accept someone just as they are without judging them and trying our best to support them. How will we know if we are being kind to all? (Answer: If all feel welcome and happy)

Share

You all know how important it is to share our things and make sure everyone has equally what they need. But what does it mean to share ourselves? It means that we are open hearted, we share our smiles, our stories and even our struggles. This group will be a place where you are welcome to share yourself and whatever is important to you. We will all be listening ears for each other.

Just Try It

If you want to learn something, anything, what is the first thing you should do? Just TRY it! So here in this group we will encourage you to try new things very often, so you can discover what you enjoy and care about. Sometimes trying new things can be difficult. We might be scared and hear a voice that says, you can't do it. Do you ever hear that voice? Sometimes it says, everyone will laugh at you, or you are too stupid for this. Everyone hears that voice some days. That is the voice that stops us from trying new things. Everyone please raise one hand high in the air, now reach into the back of your head, like this. Now pluck out that voice! Together, we will throw it out the window! Okay, one, two, three throw! Now those voices will be outside. If you hear it, remember to throw it outside with the rest of the voices.

Have Fun

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This is the most important goal! You should have lots of fun in this group. It's a place for you to enjoy yourself, learn new things and make friends. Now, to achieve these goals together, we are going to need to agree on how we will work together as a group. I have a few suggestions that have worked for different Life skills programme groups in the past, and then I'm going to ask you what you need for us to achieve these goals together.

❖ AGREEMENTS -

Explain each one, using questions and giving examples

- ✓ NO PUTTING DOWN OF SELF OR OTHER
- ✓ PARTICIPATE FULLY
- ✓ BE WILLING TO TRY NEW THINGS
- ✓ LISTEN WELL

NO PUTTING DOWN OF SELF OR OTHER

What does 'put down' mean?

We are going to help each other remember this agreement by gently reminding people who accidentally use put downs.

- *It can be a hard habit to break, since we hear a lot of put downs in our lives.*
- *The other part of this agreement is not putting ourselves down. That can sometimes be even harder.*
- *What are some put downs of yourself that you might notice? (I'm too stupid, I can't do this...) Okay, now everyone put one hand in the air and reach back behind your head (show them).*

PARTICIPATE FULLY

Does this mean that you must be talking all the time? It just means being as present as you can be at any time. It's okay to say no and it's great to take care of you. What are some ways you can participate fully even when you don't want to be in the activity? (By being present, listening, witnessing and letting others know what's going on with you.)

BE WILLING TO TRY NEW THINGS

Why is it important to try new things? (So, we can learn, so we can know what we like and what we don't like, to gain courage, etc.)

LISTEN WELL

- *How do you know you are listening well? Take all their answers.*
- *Then say, you are listening well when the other person feels heard. How do you know when someone feels heard? List the behaviours that they might see.*

REFLECTION

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Have a conversation with the group about what they might do if the agreements are broken. Steer them away from any punishments and towards ways of working together, supporting each other and taking responsibility for themselves and each other.

CHECK OUT: *One thing you have learnt from this session.*

2 FIND THE LEADER

OUTCOMES

- ◇ Improve their observation and awareness skills
- ◇ Take initiative to be a leader

MATERIALS: No Materials required

CHECK IN: *What made you smile today? It can be something you saw or heard.*

FACILITATOR NOTES

- Mix the reflection circle into the game and do a mini reflection after each round. The experience of each leader and learner will be quite different; and there may be interesting learnings from each.

INSTRUCTIONS

- Make a circle (square/rectangle/ triangle)
- Ask one player – “A” to leave the room.
- Decide on a leader from the learners in the circle. They will make a simple pattern of claps/ leg movements / finger clicks that everyone else will follow.
- Invite the learners in the circle to follow the leaders' action and then invite - “A” to return to the room.
- When “A” will return, “A” will stand in the middle of the circle and try to point out who the leader is.
- The leader must change the pattern while “A” is in the middle. Everyone else should try to hide the leader by copying as closely as possible and not staring at the leader.
- “A” has three tries to guess. Coach them gently if they are having trouble.
- Play a couple of times with different volunteers. The leader can vary the movements as the game goes on.

REFLECTION

1. *What was it like to be the leader?*
2. *How did you find the leader?*
3. *How could these strategies help you in your life?*
4. *When are you aware of your leadership in your life?*
5. *What does this game teach us about leadership?*

CHECK OUT: *Act out the best parts of your day.*

3 SOUND CIRCLE

OUTCOMES

- ◇ Practice deep and active listening
- ◇ Work together in a group to achieve goals
- ◇ Learn how to take initiative to try new things

MATERIALS: No materials required.

CHECK IN: *What is a song that you really like? How do you feel when you hear it or sing it?*

FACILITATOR NOTES

This activity can be conducted in a circle or triangle or square or any shape which is convenient for your classroom.

INSTRUCTIONS

Level 1:

- Make a circle (square/ triangle/rectangle/ any other shape).
- Pass a sound (eg: clap, expression using sound) to the person on their right.
- The next person will wait until they understand exactly what the sound is and then begin to repeat it.
- Let the pass go around the circle and come back to you.

Level 2:

- Pass another sound (eg: snapping your fingers, clicking your tongue) to the person on their right.
- After the sound has passed by a few people (maybe six or seven at first, so there is enough time for people to really hear the sounds) send a new sound along.
- Keep sending new sounds and listen to the music you are creating!
- When the song is over (you'll know...just by listening) ask if anyone else wants to try it.
- The key to this exercise is staying on the rhythm and sending sounds that complement each other.
- Use all the parts of the beat, and remember to vary the dynamics, the pitch and the kind of sound you are sending.

REFLECTION

1. *What was it like to make music together?*
2. *What did you notice about each other?*
3. *What are some situations when you work together?*

CHECK OUT: *Show how you are feeling in the form of an action?*

4 PAPER CRUSH AND DRAWING

OUTCOMES

- ◇ Use their creativity to create a picture.
- ◇ Practice patience.
- ◇ Improve their critical thinking.

MATERIALS

- Blank sheets
- Pen or pencil
- Crayons/Sketch pens (optional)

CHECK IN: *Share one thing you always wanted to do but could not do till now? For example: I always wanted to climb a tree, I always wanted to water the plant outside the school, I always wanted to smile at the guard, I wanted to say thank you to my auto driver.*

INSTRUCTIONS

- Invite learners to take a sheet of plain paper or offer A4 sheets to every learner.
- Tell them to crush the paper as much as possible
- Then open the sheet and observe the paper
- Tell them to find an image in that crushed paper
- And start drawing on the paper (it can be animal, it can be human, it can be any image)
- After drawing they can add colours to their pictures (optional)
- Find a partner and share the picture

REFLECTION

1. *What did you experience in the activity?*
2. *Was this activity difficult? If yes how?*
3. *How did you show patience to create this picture?*
4. *What situations in your life require you to be patient?*

CHECK OUT: *How will you rate your patience level out of 10? Show the number using your fingers.*

5 GROUP SCULPTURE

OUTCOMES

- ◇ Practice thinking creatively.
- ◇ Take initiative to express themselves
- ◇ Build connection with each other

MATERIALS: No materials required

CHECK IN: *What is your favorite space in the classroom? It could be where you sit, a corner or wall in your class, decorations or activity areas in your class.*

INSTRUCTIONS

- One person goes into the circle and takes any shape that shows how they are feeling.
- One by one, everyone goes in, taking poses that are linked to each other and show how they themselves feel.
- When everyone in the group becomes a sculpture, the last person unfreezes and come out to form the circle. Then the second last learner joins the circle, then third last and so on, until the first person also unfreezes.
- Remind people to remember who went into the circle before and after them.

REFLECTION

Invite some learners to share the meaning of their sculptures.

1. *What happened in the activity?*
2. *Share what feelings you expressed?*
3. *What sculptures did your friends make? What did you notice about them?*
4. *What have you learnt from this activity?*

CHECK OUT: *Which is that one feeling that is difficult for you to express?*

6 MAGIC FINGER

OUTCOMES

- ◇ Take initiative and share a story
- ◇ Build awareness and focus
- ◇ Work together and build connection with each other
- ◇ Practice speaking in large groups

MATERIALS: Not Required

CHECK IN: *If you get the opportunity to spend a full day outside the classroom, what activities will you do?*

INSTRUCTIONS

- Everyone stands in a circle, with their right palm facing up, and their left index finger in the palm of the person beside you, to your left (the original position)
- Ask and choose a “magic” word together. (Eg: bird, happy, paper, mountain)
- Now, tell a little story. Use the magic word as part of the story.
- Whenever you say the magic word, everyone must grab the finger in their right palm and not get their own left index finger caught.
- Encourage them to get back to original position right away so that the story can continue. After a few rounds, see if one of the learners wants to try telling the story.
- Learners can choose to change the magic words and continue the activity as well.

REFLECTION

1. *How was the game?*
2. *What did you do in the activity?*
3. *What do you like about story telling?*
4. *What do you learn from it?*
5. *How will you use this learning in your life?*

CHECK OUT: *Think of a word that describes how you are feeling right now. Take a second to spell it backwards and share the backwards word!*

7 MIRROR ACTIVITY

OUTCOMES

- ◇ Express emotions
- ◇ Observe how others express
- ◇ Empathise with others' emotions

MATERIALS: Not required

CHECK IN: *What is a habit that your friend has that you would like to adopt/ practice?*

FACILITATOR NOTES

Role model the movements the learners can make. Also invite the learners to think about how their movements can help create safety and not discomfort for their partners.

Class 6th learners can try level 1 and 2 and encourage learners from 7th and 8th class to spend more time exploring level 3 as well.

INSTRUCTIONS

Level 1

- Everyone finds a partner.
- Choose partner A and Partner B
- In the same place, partner A will slowly move their hands and legs and partner B will imitate exactly as if they are looking into a mirror.
- Now switch roles between A and B and repeat the previous experience.

Level 2

- Now try to move together without knowing who the leader is at any time. Sometimes A will lead sometimes B will lead without saying who is who.

Level 3

- A will express different emotions (Happy, Angry, Excitement, Sad etc.)
- B will be imitating the same and double the intensity of the expression.
- Now switch A and B and repeat the previous experience.
- Continue for a while till a few emotions are experienced.

REFLECTION

Invite partners to share their experience.

1. *What did you find easy or difficult about this activity?*
2. *How did you imitate each other when there was no leader?*
3. *What are some situations where you observed your friend's feeling?*
4. *Do your friends express their emotions similarly to yours? If not, how are they different?*

CHECK OUT: *What was the one thing that you did today that surprised you?*

8 PAPER DROP

OUTCOMES

- ◇ Practice deep and careful listening
- ◇ Improve observation and focus

MATERIALS

- Sheet of paper

CHECK IN: *What is the one sound that you have heard today that has stayed with you? (It can be a song, vehicle sound, rain drops, someone washing utensils, etc.)*

INSTRUCTIONS

- Show the learners a single sheet of paper.
- Instruct them *“close your eyes and lift your hand when you hear the paper touch the floor.”*
- Invite the learner to close their eyes and drop the paper on the floor.
- Tell them *“Keep your hands up, open your eyes and look around to see who else heard it.”*
- Now tear the paper in half. Ask them to close their eyes again and lift their hand when it touches the floor. *“Look again to see who else heard it.”*
- Tear the paper in half again.
- Continue to do this until they can no longer hear the paper drop.
- Explain that this is a different kind of listening, where instead of waiting for the sound to come to us, we go to the sound.

REFLECTION

1. *How was the experience?*
2. *What did you notice about how you listen?*
3. *What are some situations in your life where you listen deeply?*
4. *What are some situations where you are not able to listen and why?*

CHECK OUT: *Share one thing that stays with you from this session.*

9 DUCKLING

OUTCOMES

- ◇ Understand how important and difficult it is to build trust.
- ◇ Learn about creating safety for themselves and for others.

MATERIALS: No Material required

CHECK IN: *If how your feeling is something from the sky, what would it be?*

FACILITATOR NOTES: This activity can be conducted in an open space as it requires movement. If it is not possible, invite the group to think of ways to make the existing classroom space safe (removing any obstacles) for movement.

INSTRUCTIONS

Ducklings is a trust exercise. It gives learners an opportunity to lead and depend on each other. This game will be played in two levels.

Level 1

- *Find a partner.*
- *With that partner invent a secret sound.*
- *Choose who is Partner A and Partner B.*
- *Partner A will close their eyes, and Partner B will lead Partner around, only by the sound.*
- *Remember to stretch your arms out in front of you to keep yourself safe and not bump into anything.*
- *Do this for 3 minutes and then switch partners to do the same exercise.*
- *Talk briefly with your partner about how that experience was.*

Level 2

- *All Partner As will now make a circle with Partner Bs in the centre.*
- *All partner Bs will close their eyes.*
- *Partner As will quietly shift places in the circle so that Partner Bs do not know where the partner As are.*
- *Partner A will use the secret sound to call partner B to them. Remember to use your arms outstretched as bumpers.*
- *Do this for 3 minutes and then switch partners.*

REFLECTION: Learners share their stories of what happened in their pairs.

1. *How many of you felt safe all the time?*
2. *How many people did not feel safe? Why or why not?*
3. *What did you do to make sure your partner was safe? What else could you have done?*

CHECK OUT: *Share one thing you have done that took courage.*

10 WHAT BRINGS YOU JOY

OUTCOMES

- ◇ Express what brings them happiness
- ◇ Understand how it feels to be heard
- ◇ Recognise emotions of self and others

MATERIALS

- Sheet of paper
- Crayons (optional)

CHECK IN: *What is one thing / activity that makes you very happy?*

FACILITATOR NOTES: If the learners do not have crayons/colours they can use drawings to represent their feelings.

INSTRUCTIONS

- Find a partner and sit together anywhere in the room. Choose who is partner A and partner B
- Partner A will speak for five minutes without stopping about something that brings them joy. It is okay to repeat, but they should try to keep talking and really feel the joy when they are doing so.
- Partner B will listen as closely as they can, not only with their ears but also with their eyes and their heart. They have to be present.
- Then they will switch.
- After both partners have shared their feelings, they will take a paper and some colours and draw the feelings that they have heard and what they felt while they were listening. It's not a drawing of the activity that their partner was describing but a drawing of the feelings that they understood.
- Once they are done, have each pair share the drawing with the group.

REFLECTION

1. *What was it like to listen?*
2. *What was it like to tell your story?*
3. *What happens when you listen in this way?*
4. *What happens when you share what brings you joy?*
5. *What can it bring to our communities when we share joy? (This will be a time to help them apply their learning to their lives and make commitment to try new things in their schools, families and/or communities)*

CHECK OUT: *Think of a person in your life who you would like to give a compliment. What would that compliment be?*

11 MILLING

OUTCOMES

- ◇ Build connection and trust with each other
- ◇ Communicate and share ideas with each other
- ◇ Build imagination and creativity

MATERIALS: No Materials required

CHECK IN: *How or what do you do to show someone you care about them?*

FACILITATOR NOTES

This activity could be conducted in an open space if possible. You can choose to add more rounds and different questions. This is to build more connection and in-depth conversations between different learners.

For 7th and 8th class learners, you can choose to add the element of alien in the 3rd and 4th rounds. The facilitator may also have to role model who is an alien and how they could communicate.

INSTRUCTIONS

- Invite the learners to choose a spot in the room/ open space and stand there. They will close their eyes and take a deep breathe in and out and notice how they are feeling.
- Invite the learners to slowly walk around in the space without bumping into each other.
- As they are walking round, instruct them to form groups of 3 with others walking close to them and stand back-to-back with their elbows locked.

Round 1:

- Ask the learners to share their names and describe their favourite food.
- Give time for the learners to share and ask them to stand back-to-back once they finish sharing.

Round 2:

- Invite the learners to continue walking around the space and walk a little faster this time.
- As they are walking ask them to smile at their friends and not talk.
- As they are walking around, instruct them to form groups of 4 with others, walking close to them and standing back-to-back with their elbows locked.

- Learners turn to their partners and share their names and describe their favourite food.
- Give time for the learners to share and stand back-to-back once they finish sharing.

Round 3 and Round 4: (for class 6th learners)

- Ask the learners to walk around and form groups of 3 and stand back-to-back.
- Invite the learners to share one place they would like to visit, one person that is very important to them in their life and one thing they feel they need to change about the school.
- Follow the same process and in round 4, invite the learners to share what they do when they feel very sad, a thing that the adults do that they don't understand, one message they want to give to the world.

Round 3 and Round 4: (for class 7th and 8th)

- Ask the learners to walk around and form groups of 3 and stand back-to-back.
- In the small group, choose 1 member to be human, 2nd member to be the translator and 3rd member to be an alien.
- Inform the learners that alien is a creature that is from a different planet and that it may not understand human language.
- The translator knows both human and alien language. The translator needs to translate from human to alien language and alien language to human language.
- The 3 members now must turn back and share about one person that is very important to them in their life and one thing they feel they need to change about the school.
- Similarly in round 4, learners form groups of 3 with one human, one alien and one translator share what they do when they feel very sad, a thing that the adults do that they don't understand, one message they want to give to the world.

REFLECTION: No reflection

CHECK OUT: *Think of a word that describes how you are feeling right now. Take a second to spell it backwards. Tell us the backwards word!*

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12 BLIND DRAWING

OUTCOMES

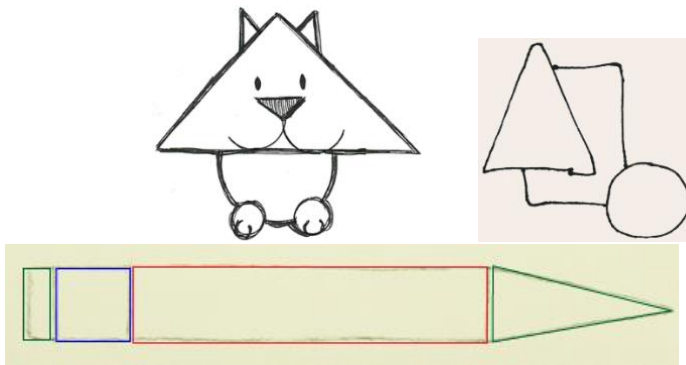
- ◇ Identify how to communicate accurately or properly.
- ◇ Practice listening attentively while following instructions
- ◇ Give instructions clearly.

MATERIALS

- Paper for each learner.
- Pen or pencil or sketch pens for each learner.

CHECK IN: *If you could have any superpower, what would you choose and why?*

FACILITATOR NOTES: Show drawing of a simple picture made from basic shapes (one meaningful picture and one abstract picture)



INSTRUCTIONS

- Everyone sits down. Say *“Each one of you draw a very simple picture using basic shapes like triangles, squares and circles. It need not look like anything. It can be abstract.”*
- *Then, find a partner and sit back-to-back with them.*
- *Choose who will be partner A and partner B. Partner A will go first, guiding and giving instructions to partner B so that Partner B will make a drawing that looks exactly like Partner A’s.*
- After 5 minutes, compare drawings (Partner B’s first drawing with basic shapes must still stay a secret). Now, make a plan. How can you make your second try better? As a whole group, the pairs can share their ideas of how to be more successful with the second try.
- Now, sit back-to-back again, and for five minutes Partner B will try to instruct Partner A to draw their drawing exactly.
- Give them a few minutes to compare the drawings and come back to the circle for reflection.

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REFLECTION

Learners share their stories of what happened in their pairs.

1. *Were your drawings close or far from the original?*
2. *What kinds of communication were you using?*
3. *Where was the communication not working?*
4. *What can we do to communicate more clearly to listen and to understand?*

CHECK OUT: *If your creature/monster could make a sound to say goodbye to the group, what sound would it make?*

13 BEAUTIFUL YOU

OUTCOMES

- ◇ Identify their positive qualities.
- ◇ Learn to appreciate positive qualities in others.
- ◇ Recognise how others might view them.

MATERIALS

- Blank Paper or A4 sheet for each learner
- Crayons and sketch pens (optional)

CHECK IN: *Name an object that represents one of your qualities?*

For example: I am very adaptable like water, I am like the sunlight - I bring happiness and brightness wherever I go, I am like a rainbow – made of different emotions, I am like a book – once you talk to me, you will know more about me.

FACILITATOR NOTES: Encourage 6th and 7th class learners to fill in as many details as they can. 8th class learners could try Level 2 of the same activity.

INSTRUCTIONS

Level 1

- Learners get into pairs. Give one sheet of paper to each learner.
- In pairs, trace each other's palm and hand, how much ever it fits on the paper.
- *Now fill the tracing with all aspects of your inner beauty that lies within you – your positive qualities, your interests, passions, talents and hobbies. Draw what is the best in you.*
- Encourage learners to draw their ideas and thoughts. They could use few words if they wish to.
- Try and fill all the space inside the hand tracing

Level 2:

- Encourage learners to also fill some qualities that others might see in them outside of the tracing.

REFLECTION

Learners share your beautiful self or drawings with the big group.

1. *How do you feel looking at your drawings?*
2. *Were you able to notice anything new that you discovered about yourself, or you remembered about yourself?*

CHECK OUT: *If there is one message you want to give to the world, that would enter every person's heart and make them grow, what would it be?*

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14 GROUP STATUES

OUTCOMES

- ◇ Learn to express themselves.
- ◇ Recognise others' opinions.
- ◇ Identify how we are similar or different.

MATERIALS: No materials required

CHECK IN: *Think how you feel and show it through mime.*

INSTRUCTIONS

- Learners move around the room.
- Instruct them to *swing their arms and gently relax their heads and necks as they are walking.*
- After a short while, shout out a word. The group must form themselves into statues that describe the word. (For example, the facilitator shouts “*peace*” “*anger*” “*care*” “*happy*” “*beach*”.)
- All the learners must instantly adopt poses, without talking, which show what ‘peace’ means to them. They remain in the pose and take some time to notice their classmates and their pose.
- Repeat the exercise several times. With different words.

REFLECTION

1. *What happened in the activity?*
2. *What did you notice about yourself and others?*
3. *What were some poses you connected with or were surprised by?*
4. *What does that tell you about all of us?*
5. *What are some situations where you felt this way?*

CHECK OUT: *What is that one word you will use to describe your classmates?*

15 SENSITIVITY LINE

OUTCOMES

- ◇ Take initiative to speak in front of an audience.
- ◇ Be able to use the creativity and imagination to build a story.
- ◇ Feel a connection to their peers while working as a team.

MATERIALS: No materials required

CHECK IN: *If the way you feel right now can be showed in an action, what action would it be?*

INSTRUCTIONS

Level 1:

- Begin by asking the group to form an audience and remind them what a good audience is.
- Invite 5 or 6 volunteers to stand in a line with their backs to the audience. They should be standing with their shoulders barely touching.
- When the facilitator says "Go," one person in the line (A), in silence, turns to face the audience.
- (A) must remain facing the audience until another person (B) randomly turns to face the audience.
- (A) then must turn back so that there is only one person facing the audience at a time. The players in the line one at a time continue to randomly turn to face the audience.
- When the group gets into a flow, it looks like doors revolving seamlessly toward and away from the audience
- You may have to encourage them to pick up the speed of turning to get that flow.

Level 2:

- Once they get this flow, ask for five or six different volunteers.
- This time ask each person in the line to think of a story. It can be a true story, a fantasy or a folk tale. It can be funny, sad or strange. Any story will do.
- When the first person (A) faces the audience, they start telling a story. When the second person (B) turns to face the audience, they interrupt A as if they are not even talking and launches into their own story. The game continues.
- When (A) turns back to the audience again, they continue the story as if they were never interrupted.

Level 3:

- The next level (with a new line up of volunteers) is that the group has a theme. For example, *“My ideal community is...,” “If I really knew I was creative I would.”* Give the players a few minutes to think before they begin. This time they allow each other to finish without interruption.

REFLECTION

1. *What was it like to use the sensitivity line to tell your stories?*
2. *How was it different than telling your story on your own?*
3. *From these insights, what can we understand about our personal presence and public speaking in our communities and schools?*
4. *What will you try to do differently the next time you have an opportunity to experiment with what we have talked about today?*

CHECK OUT: *What is the one new thing you observed about your friends?*

16 FROZEN SKIT

OUTCOMES

- ◇ Learn some new ways of dealing with bullying and teasing.
- ◇ Try and constructively deal with conflict.

MATERIALS: No Materials required

CHECK IN: *Imagine you are a person from another planet. Describe your style of dress to us?*

INSTRUCTIONS

This comes from Augusto Boal's body of work called 'The Theatre of the Oppressed'.

- *Dealing with bullying and teasing can be hard. Today we will work together to think of solutions using a kind of theatre game called tableau.*
- *Does anyone have a story about bullying or teasing that we can work with?*
- Listen to a few stories and choose one that seems to have the most relevance and emotion in it.
- Choose some actors from the group and place them in the positions you would if the story was just beginning. *Tell us the story. Now you can sit down and watch.*
- *I'm going to go around to the people on stage and have them fill in these phrases when I tap them. 1) I need 2) I want 3) I feel. (Tap three different people).*
- *Now, each time I clap you move into a new position that is one step closer to a resolution. Now I will tap you again.*
- *Now let me ask the whole group,*
- *What did we see here? Does anyone want to replace one of the actors so we can see it in a different way. (If yes, play it again. If no, do it again with a different story.)*

REFLECTION

1. *What did we see in these scenes? Were they realistic?*
2. *What did you think of the solutions?*
3. *What would it be like to try to use some of these solutions in real life?*
4. *Where might it be difficult for you?*
5. *Who is willing to make a commitment to some of this learning? Will you report back to us next time?*

CHECK OUT: *What is the one way that shows that you have a big heart?*

17 ELEPHANT WITH ROPE

OUTCOMES

- ◇ Reflect on their beliefs.
- ◇ Express their apprehensions.
- ◇ Practice to think critically and make decisions.

MATERIALS: Not Required

CHECK IN: *Which is the place you wish to visit and why?*

INSTRUCTIONS

- Read the story below and have discussions with learners.

The Elephant Story

A gentleman was passing by a road when he saw an elephant tied to a small wooden peg. The person was astonished to see how such a huge elephant is tied to that wooden peg with the help of a thin rope.

He asked the owner of the elephant, "Oh! This elephant is so huge then how is it tied to such a thin rope? If it wants it can break this rope in one stroke."

The owner of the elephant replied, "Sir, when this elephant was young, I tied it with a rope. At that time, it tried its best to pull the pegs and break the rope, but it had not enough strength, so it failed. It tried many times but when it could not break the rope, it started believing that this rope was very strong and it would never be able to break it, Thus the elephant gave up trying to break the rope.

Now, the elephant has become very huge and has so much strength that it can easily break that rope, but it has been assuming that it can't break the rope. It thinks that it will never be able to break it, so it never tries to break it. Thus, despite being so huge, this elephant remains tied to such a thin rope. The person reflects on the situation.

REFLECTION

1. *What do you think the elephant believes about its situation?*
2. *Which thoughts or beliefs are you tied to in your life, from which it is very difficult to be apart? (For example, mathematics is a very difficult subject, I can't do it, etc.)*
3. *What are some beliefs that you are told by people around you?*

4. *Out of the above, which of the assumptions would you like to check or investigate? Why?*

CHECK OUT: *What is one belief (small or big) you would like to part with after this discussion?*

18 SHAPE POEMS

OUTCOMES

- ◇ Learn to use their creativity to express themselves.
- ◇ Share their personal experiences with the group.

MATERIALS

- At least 2 sheets of paper for each student
- Sketch pens and ink pens for all

CHECK IN: *What is one thing that makes you feel very confident?*

INSTRUCTIONS

- *Choose a topic - something that you are passionate/ really like. Write it in the centre of your page.*
- *Around it, write all the words you can think, related to the topic.*
- *Looking at those words, see if you can think of phrases or short sentences that work with that topic and write those around the outside.*
- *Also, use words from your personal memories of the topic. They don't have to make sense to anyone else.*
- *Choose a shape. Think of a shape that will represent your topic.*
- *Draw the shape and write a poem using your sentences.*
- *Share your concrete poem with the group.*

REFLECTION

This is a sharing circle more than a reflection circle. Be curious about the learners' concrete poems. Each one will tell you something about them.

1. *Ask them to talk about why that topic was important to them, and how they chose the shape they put it in.*
2. *Listen closely if anyone had any insights about their creative process.*

CHECK OUT: *If something in this room could give a message to you, what would it be and what would it say?*

19 STOP HAND

OUTCOMES

- ◇ Understand the importance of personal space and boundaries.
- ◇ Learn about making choices and handling the consequences of the choices they make.

CHECK IN: *Share one thing, big or small, that made you happy today. It could be anything: the sun rising, a row of ants, some good news in your family, or a smile from a stranger?*

FACILITATOR NOTES: This activity could be conducted between partners that feel comfortable with each other.

INSTRUCTIONS

- Each one must find a partner.
- Choose Partner A and partner B from the pair. Partner A stays in one place while partner B walks slowly towards A.
- When partner A feels your partner is getting too close, put up your stop hand (an open hand facing outwards).
- Now, experiment with them taking one step or half a step closer or further. Where are you comfortable?
- Now reverse the roles between Partner A and B.

REFLECTION

After both partners have had a chance to try, ask the group -

1. *What happened in your pairs?*
2. *How did you know when the partner was getting too close?*
3. *Can you give an example from your life of when you felt this way?*
4. *What are some instances in your life where you can define what you want and what you don't want?*
5. *What might be the risks of those choices? What might be the benefits?*

CHECK OUT: *Who is someone you trust? Why do you trust them?*

20 WHO WILL DECIDE?

OUTCOMES

- ◇ Reflect on their ability to make the decisions.
- ◇ Recognise how lack of control might make them feel.
- ◇ Recognise their negotiating skills.

MATERIALS: No Materials required

CHECK IN: *What is the one thing you feel which makes you proud?*

FACILITATOR NOTES: The reflection may trigger lot of success and failure stories. Invite the learners and yourself to be as non-judgmental as possible and to not offer solutions to the speaker but only listen to what they really have to say.

INSTRUCTIONS

- Read the story below and have discussions with learners .

Who will decide?

A man along with his twelve-year-old son and his donkey were walking towards the city. Seeing them walking like this, people on the road started laughing. One of them said, "You are walking despite having a donkey!". Listening to this, the father made his son sit on the donkey and continued walking.

While moving further, they encountered more people who taunted them, "How shameful. The son is sitting on the donkey and his old father is walking." Both of them thought that the people were correct, so they promptly switched positions and continued walking.

A few paces ahead they encountered some people who commented, "Just look at that. The father is sitting on the donkey and the poor child is running along. Look, how badly he is panting."

Listening to the comments and taunts of the passers-by, the father and the son continued switching their position while going disappointingly towards the city.

REFLECTION

1. *How do you think the father must be feeling in the story?*
2. *Why do you think the father's decisions were changing all the time?*
3. *What are some situations where you find it difficult to make a decision?*
4. *How does the inability to decide make you feel?*
5. *What are some instances where you were able to negotiate (small or big) what you wanted as well?*
6. *What do you think worked for everyone in that situation?*

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CHECK OUT: Ask the learners to sit silently by closing their eyes to *take 3 deep breaths in and breath out*. Ask them to recognise how they are feeling. Invite learners to *acknowledge those feelings and decide one feeling you would share with group*

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21 WHAT IS MY STORY?

OUTCOMES

- ◇ Recognise that everyone has failures.
- ◇ Recognise that failure is okay.
- ◇ Accept and express their own failure.

MATERIALS

- A4 sheets and a pen for each learner.

CHECK IN: *What does success mean to you?*

INSTRUCTIONS

- Ask the learners ***“Why do people have different opinions on what it means to succeed in life?”***. Some answers you might get –
 - *Everyone has different goals or dreams or aspirations in life*
 - *Everyone has different skills or talents*
 - *Some people have challenges that limit them from going to college*
 - *Some people do not want to go to college.*
- Ask the learners ***“What kind of challenges do even the most successful people face? (Your favourite movie actor or sportsperson or someone you know from your community)”***. Some answers you might get-
 - *Injuries/health problems*
 - *Losing money*
 - *Losing a job*
 - *Losing people in our life – friends or family*
 - *Not living up to expectations of parents*
 - *Making mistakes in a job*
 - *Making mistakes in school or college*
 - *Failing or not doing well in a school or college exam*
- Ask the learners ***“Sometimes we fail at certain things in life. Can you try again if you fail the first time? Or should we stop pursuing our goals?”***
- *“In life, everybody gets knocked down. Everyone fails sometime in life. To be successful, you just need to get back up, learn from the mistake and move forward. Sometimes talking about it with friends or family helps give us strength.”*
- Ask Learners to share - *one of major challenge, setback, disappointment, or failure they have faced in their life and share this with their group.*

REFLECTION

1. *What makes it so hard to talk about failure?*
2. *What makes some people give up after they fail?*

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3. *Who or what might be able to help you if you fail at something?*

(Note: "Failure is not a bad thing. It's only a bad if you can't learn from it. It can be an incredibly positive experience if you can learn something from it.")

CHECK OUT: *What did you learn today? Share in one word.*

22 MAGIC MIRROR

OUTCOMES

- ◇ Identify behaviours in people we want to imitate/copy.
- ◇ Understand the effect of copying people blindly.
- ◇ Explore situations where we copy.

MATERIALS: Not required

CHECK IN: *If the mirror is showing you one of your qualities, what are you seeing in the mirror?*

FACILITATOR NOTES: Role model how to imitate actions made by another person. While imitating when you say “make it bigger” - imitate how to make an action bigger.

INSTRUCTIONS

- *The full group will stand in a circle.*
- *Count and choose a person five people away from you. This is the person they will imitate/copy. Stand in straight and comfortable position, to be able to watch that person.*
- *If the person you are watching does anything at all, copy it.*
- *At the facilitator’s instruction “make it bigger” any slight movement they make, you make it bigger.*
- *Invite the group - “make it bigger, “make it huge “or “Now go smaller, “smaller” or “back to tiny”. The learner will imitate and act accordingly.*
- *Now, count four people away and choose a person. Do the same.*
- *Now, try doing the opposite of what they do. Make the actions bigger, then get smaller, then go back to normal.*

REFLECTION

1. *What was it like to imitate and to be imitated?*
2. *When are some situations where we imitate each other? (This part of the conversation can be quite long with this game. It might be about trends, or peer pressure or expectations from role models or family).*
3. *Should we encourage copying or try to stop it? How can we tell when?*

CHECK OUT: *If given a chance, who would you like to be for a day? Or who would you like to exchange roles with?*

23 MY FRIEND IS MY PRECIOUS

OUTCOMES

- ◇ Learn about value of friendship
- ◇ Learn about simplicity and oneness

MATERIALS: No materials required

CHECK IN: *Who made you smile today and how?*

FACILITATOR NOTES: Invite the group to be supportive and non-judgemental during the reflection. Reiterate the purpose of the conversation – that is to recognise and learn from them and not to judge.

INSTRUCTIONS

- Read the story below and have discussions with learners

My friend is my precious -

Manja and Rohan had a good friendship. Both played and studied together. One day Rohan went to Manja's house to return his notebook. Manja showed him a new pen that his grandfather had brought for him. Rohan liked the pen very much. Manja also showed his family album to Rohan. After Rohan left, Manja kept the album in the cupboard. Then he noticed that the pen was not there. He thought, "Has Rohan taken the pen?". Then a voice came from inside him, "No, Rohan cannot do this."

The next day Manja met Rohan at school. Manja noticed his pen in Rohan's pocket. He said, "Hey, it is my pen." Rohan did not say anything at first but after thinking for a minute, he gave the pen to Manja and said, "Yesterday the pen was left with me by mistake".

A week later Manja was cleaning his cupboard. He saw that his pen was kept inside the album. He was surprised and ran to Rohan's house to return his pen. While returning Rohan's pen, he asked "Why did you give me your pen when you had not taken my pen". Rohan said, "I love my friend more than my pen, so I gave it to you."

REFLECTION

1. *What would you have done if you were in Rohan's place?*
2. *How do you react when you realise that you have made a mistake?*
3. *Share an incident from your life when you have given more importance to relationships than things.*
4. *Share an incident from your life when you have given more importance to things than relationships.*

CHECK OUT: *When you think about your friends, what is one thing that makes you feel proud about them? It could be a quality about them, something they do, how they are to you, etc.*

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24 GENDER CIRCLES

OUTCOMES

- ◇ Listen empathetically to someone from the opposite gender
- ◇ Speak truly about their opinions of the opposite gender.
- ◇ Identify with the point of view of the opposite gender.

MATERIALS

- Chart paper
- Paper
- Pens
- Large black sketch pens

INSTRUCTIONS

- Have the males and females separate into two groups. If there are non-binary gender learners in the group, they can choose which gender they identify with.
- Each group can come up with 5 questions for the other gender and a statement.
- The statement from the females is about what you want the men to know about the female point of view. The statement from the males is about what you want the women to know about the male point of view.
- Write the statement in large letters on a piece of chart paper. Write the questions down on a piece of paper and give these to the facilitator.
- Begin with the young women sitting in the centre of the circle, and the young men on the outside of the circle. The facilitator asks the questions one by one. The young men are not allowed to speak, only to listen. When the young women are done answering the 5 questions, they will all read the statement from the chart paper together.
- Now, for the next round, change places so that the young women will sit in the outer circle and listen to the young men. Repeat the above process of questions.

REFLECTION

1. *What was it like to listen to the other genders?*
2. *What surprised you?*
3. *Why is it important to listen to the other genders?*
4. *What change might happen in our communities if we listened more to the other genders?*

CHECK OUT: Give two words for how you are feeling right now: a colour and an object. They do not need to be related to each other.

25 RIDESHARE

OUTCOMES

- ◇ Express strong emotions
- ◇ Understand how others' emotions affect us
- ◇ Recognise how they respond during strong emotions

MATERIALS

- 4 chairs/ stools

CHECK IN: *If the way you feel right now was a piece of clothing, what would it be, and what condition would it be in?*

FACILITATOR NOTES: This activity might bring about some behaviours that may be very uncomfortable. Invite the group to recognise those actions and behaviors. Try not to stop the conversations but prompt where necessary, as well as establish ground rules on non-violent behaviors.

INSTRUCTIONS

- Set up four chairs as if they are the seats in a car.
- Have 3 volunteers sit in three chairs. (A) is the driver, (B) is in the passenger seat sitting in the front row and (C) is in one of the back seats. They will be ready to act that they are going on a road trip together when the game begins.
- A fourth volunteer (D) is a traveller who they will pick up in the middle. That person will bring a strong emotion into the car (for example: anger). Volunteer D will communicate and continue the scene only in that emotion (i.e. anger). A, B, and C will pick up and absorb that emotion, and continue their conversation expressing that emotion (i.e. A,B,C will also start talking in anger)
- The audience observes how the different passengers react to different emotions, how each volunteer's actions might change with different emotions.
- After a while, they stop the car and A gets out. (B) moves from passenger seat to the driver's seat, (C) moves into B's position i.e. the passenger next to driver and (D) moves to (C)'s position.
- A new volunteer, E is picked up. A gets out and (E) will bring a different emotion into the car (for example: Sadness).
- Now the rest of the group members continue the scene in the same emotion now (i.e. sadness).

- Have several volunteers ready to be the travellers.
- Play until the learner cannot think of any different emotions.
- When you set up this game, remind the learners that even when we are acting, we still work within our community agreements.

REFLECTION

1. *What was happening in the car?*
2. *What was easy or hard about this game?*
3. *Did you enjoy it? What did you enjoy most?*
4. *Do we pick up each other's emotions?*
5. *What did the audience notice about the same volunteers reacting with different emotions?*
6. *Where do we notice this in our communities?*

Facilitator Tip: During this part of the reflection, ask a particular learner what happened to them, based on what you observed during the game. For instance, if someone seemed to get really carried away by a certain emotion, or if someone got nervous, ask them what their experience was like.

CHECK OUT: *What is the one thing you would like to do differently when you have a strong uncomfortable emotion?*

26 VISUALISATION

OUTCOMES

- ◇ Feel responsibility towards their goals.
- ◇ Visualise their future.

CHECK IN: *If your day today was a landscape (hills/plateaus /rivers / mountains / soil/trees) in nature, what would it look like?*

INSTRUCTIONS

- Learners will go through a visualisation process. This is where the learners will be invited to close their eyes and they will follow the facilitator's instructions to imagine certain thing about their future. There is no right or wrong to imagination and anything that comes to their mind during this process is okay.
- Learners sit in a comfortable position. Keep their body open, hands on the desk or thighs, feet on the ground.
- Give the following instructions in slow, calm and soothing voice *"As you close your eyes, take a deep breathe in and a deep breath out. Deep breath in and deep breath out. Now slowly bring your breathing back to normal. As you continue to breath normally feel the air on skin, listen to all the sounds you can hear around you".* Wait for 10 seconds. *"Now slowly imagine it is night, you are sleeping on your bed."* Wait 5 seconds. *"Imagine yourself waking up. The morning light is just coming in through the window. Imagine yourself getting out of the bed and stepping out of the door. "You are in a world that you wish to live in.*
- *The first person you meet greets you with a smile and says - Welcome to this new World. They guide you first to your school. Look around your school. What is different? Are the people different?"* (Take pause for 10 seconds)
- *"Does the building itself look different? What does it sound like?"* (Take a pause for 10 seconds) *"What are people doing? Do they have different attitudes?"* (Take a pause for 10 seconds) *"Now your guide takes you to the community you live in. What is different there? Use all your senses to experience the difference."*
- (Take a pause for 10 seconds) *"Thank your guide."* *"Now slowly feel the chair you are sitting in. Take a deep breathe in and out. Breathe in, Breathe out. And open your eyes when you're ready."*

REFLECTION

1. *In the group share some of the things you have seen or heard. (Take some notes if you like so you don't' forget any details.)*
2. *What is your role in making some of these true?*

CHECK OUT: *Describe the world you want to live in, in one word.*

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27 NEWSPAPER FASHION SHOW

OUTCOMES

- ◇ Practice using available resources creatively
- ◇ Learn to negotiate and work together
- ◇ Identify various role-models and understand what inspires them about their role-models.

MATERIALS

- Lots of Newspaper for group.
- Tape per group.
- String per group.
- Glue per group.
- Music and a music player with speakers for the fashion show (optional)

CHECK IN: *What is your favourite part of the day?*

FACILITATOR NOTES

- Encourage the learners to think about how they would dress to suit their role model. Invite them to think differently from how their role model already dresses.
- The showcase and reflection could happen in another class, if not possible during one period. Play fun music and have a fashion show!

INSTRUCTIONS

- *Everyone gets into groups of 4.*
- *Each group will be given a stack of newspapers, tape, glue and string.*
- *Each group discusses and agrees upon one role model.*
- *Each group must make an outfit for one member of the group, based on the role model they have chosen.*
- *Every bit of clothing or accessory must be made from paper.*
- *Each outfit should have a title and a little phrase to describe it.*
- *They will showcase their model and talk about why they dressed them up like that.*

REFLECTION

1. *What was it like to make your own dress out of newspaper?*
2. *Did anything surprise you?*
3. *Did you have any difficulties? What did you do then?*
4. *Which were your favourite outfits and why?*
5. *Have you ever done anything like this before?*
6. *Did it remind you of anything from your life?*

7. *What does it teach us about our community resources?*

CHECK OUT: Everyone together, clap three times and tap your legs.

28 MAKE YOUR OWN NEWS

OUTCOMES

- ◇ Practice Imagining their Future.
- ◇ Think creatively to express their goals.

MATERIALS

- A4 sheets for learners.
- Pen for learners.
- Crayons and Sketch Pen for learners.

CHECK IN: *What was the latest news you read / saw?*

FACILITATOR NOTES: The focus of the activity is to help the child visualise their potential and possible goals. It is not to test them on their English language. Encourage learners who are not comfortable with writing to use pictures/drawings to write small sentences to explain their journey and goals.

INSTRUCTIONS

- Learners sit comfortably
- Tell them to close their eyes.
- Tell them *“Imagine yourself 10 years from now. Think about how you might be looking, what you might be doing. (Ex. Actor, Dancer, Software Engineer, Teacher, Doctor etc.)”*
- (Pause for 30 sec)
- *“Now imagine you are famous in your job or your profession. You have achieved something.”*
- *“They have written about you in the newspaper.”*
- *“Imagine what they might have written, how that article might be looking”.*
- *“Now open your eyes”.*
- *Prepare your own news, which you have imagined before, on the sheet of paper.*
- Share your news with partner and group.

REFLECTION

1. *How was it to imagine and draw your future?*
2. *How was it to see yourself in a newspaper?*
3. *What are some challenges you foresee?*
4. *What are some steps you see yourself taking to achieve your goal?*

CHECK OUT: *Who are some people you see who can support you to achieve your goals?*

29 MIND MAP

OUTCOMES

- ◇ Express their thoughts
- ◇ Recall their sessions
- ◇ Come together and share their learnings

MATERIALS

- Blackboard and chalk

CHECK IN: What is one thing most people hate that you love?

FACILITATOR NOTES: Mind Map is placed toward the end of the year and the intention is to draw the responses from the learners, based on the experience they have had in these sessions. This is again, an interactive session, and not lecture driven.

INSTRUCTIONS

- Invite the learners to think of the experience they have had over the past one year.
- *What are some of the activities that we have done over one year?*
- *What all activities you remember which we did together, can you please name it?*
- As they list out the activities start placing them in different parts of the blackboard. Once everything is listed, invite them *“What are some of the things you learnt from these activities?”*
- Usually learners will spell out creativity (energizers), self-awareness (emotions), sharing (stories) etc.
- Start putting down each of these life skills on the blackboard. Make a mind map of the responses on the blackboard.
- You may have to lend the vocabulary of life skills related words. This is also a good opportunity to hear from the learners and build on that vocabulary
- Once the mind map of the activities and the life skills learnt through these activities have been penned down, you could ask them to go back and reflect on the goals of this year.
- You could then mark where all have each of the goals been worked upon and strengthened. This will then bring together the learning and a greater clarity of why we did what we did.

REFLECTION

1. *How did you feel looking at the board?*

FACILITATOR NOTES

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***NOTE:** *The parts in the curriculum which are in italics (different font and slant), are instructions which will be read out to the children directly. The rest of it (non-italics) is for the facilitators understanding and will not be read out to the learners.*

- After emotions activity, for example, you might just ask at debrief something like, “How many of you learned emotions/emojis name and remember now?”
- Reflection makes meaning out of activities and brings out learnings.

CHECK OUT: *One thing you enjoyed the most this year?*

30 GRATITUDE AND CELEBRATION

OUTCOMES

- ◇ Express what they have learnt
- ◇ Express the connections and bond they have experienced
- ◇ Give gratitude to everyone who has supported them

MATERIALS

- A4 sheet for each learner.
- Pen for each learner.

CHECK IN: *Share whom you want to give gratitude in your life.*

INSTRUCTIONS

- Explain to learners that *they have learnt a lot and grown as individuals. This is their time to share what they have learned and how it has helped them.*
- As your final session of the year, invite learners to form small groups and share one story. *It can be a story about a friend you have made, your favourite activity, a change in school or at home, or anything else that is meaningful to you.*
- After everyone in your group has shared a story, select one story you would like to share with the entire team.

REFLECTION

1. *Think of the people you want to give gratitude to. They can be your classmates, facilitators, neighbours, parents.*
2. *Write gratitude notes to them.*
3. *You can write anything to them in a small note and make it colourful.*
4. Give them time to write the letter.

CHECK OUT: *Everyone must meet everyone in the class, shake their hand and say thank you to them.*



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