



# Life Skills Curriculum

SECONDARY LEVEL

GRADES 9 & 10

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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

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# 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<sup>1\*</sup>,

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<sup>1</sup> 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.

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churmuri<sup>2</sup> 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 details<sup>3</sup>*

### **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.

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<sup>2</sup> 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.

<sup>3</sup> 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

- ◇ Learners are united and work as a team in the classroom.
- ◇ Learners become self-aware and express their needs of an agreement to create safety.
- ◇ Learners can negotiate the points that need to go on the list.

**MATERIALS:** Marker Pens and one or more charts to write the list of Agreements and Written goals sheet to present to the learners.

## FACILITATOR NOTES

This activity intends for the learners to reflect and come up with a common list of ground agreements (rules) for the life skills sessions as we advance. As a facilitator, you are creating a space for them to feel that this is their learning process, and the ownership lies with them. Make sure you write the goals on the chart paper before entering the classroom. Don't forget to decorate the chart paper with lots of colours.

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

## INSTRUCTIONS

Welcome the learners with lots of excitement and smile. Introduce yourself and your name, where are you from and what role you play in the session. Invite learners to share their name and favourite food. After that, set the context and present the below goals and agreements which you prepared before entering the session.

Show the chart paper you have created (don't forget to decorate it a little! Make it attractive and fun) with the following goals:

- *TO EXPAND OUR CREATIVITY*
- *TO LEARN FROM PEOPLE DIFFERENT THAN OURSELVES*
- *TO EXPLORE OUR INNER LIFE*
- *TO DISCOVER WAYS TO WORK ON WHAT WE CARE ABOUT IN OUR COMMUNITIES*
- *HAVE FUN!*

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Go through each goal with the group. Read out the sentences in Italics. If the group gets stuck, you can suggest some of the points. Show lots of curiosity and positivity while you explain the goals of the programme in your own understanding once done. Please share below mentioned Agreement and invite learner to come up with some more agreement which they need to fully participate.

### **Address the classroom.**

*"Today, we will create an agreement for our life skills classes. Think about all the agreements you need for this class to create safety for everyone. We are going to have life skills classes throughout the year. In these classes, we will be sharing a lot about ourselves, learning many things and having fun. But we must ensure that we don't act in ways that can stop us from sharing our learnings and having fun. As the word 'agreement' suggests, these are not rules someone else sets. While working together as a classroom, the entire classroom takes these decisions together. What are some of the agreements we would need?" (Pause here and allow the group to come up with their responses).*

Some sample agreement points could be:

1. *Be on time.*
2. *Be willing to try new things.*
3. *Listen well to others.*
4. *Refrain from teasing others.*

If you feel something important needs to be added as an agreement, ask it out to the classroom, and after consensus, add it to the list. For effectiveness and ease of remembering, it is best if community agreements are few (not more than 10 or 12) and are written in an easy-to-understand and short form. Also, instead of having don'ts (negative statements), ask the group to rephrase that more positively.

Once all the agreements are on the chart, ask the learners to read through them to see if they agree. You might need to remind them that *these are not rules written in stone*. Instead, *they are intentions we will hold for our time together*. Once they've looked through the agreements, it's time to seal the deal. You can tell the learner, *"If you can go with these agreements, please raise your right hand in the air and put your left hand out in front of you. On the count of 3, bring your hands together in a clap and say 'yes' so loud that people in (pick a faraway place) can hear us. OK, 1, 2, 3, Clap."*

**CHECK OUT:** *If you can express your feelings about today's session in one word, what would that be?*

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## 2 FIND THE LEADER

### OUTCOMES

- ◇ Working together,
- ◇ Dealing with Frustration,
- ◇ Imagination and Concentration.
- ◇ Leadership, Empathy, Support

**MATERIALS:** No need

### FACILITATOR NOTES

Create a safe space for learners to play the game, encourage them and ensure lots of fun in the class by inviting different learners to volunteer.

**CHECK IN:** *If you could have the opportunity to spend an entire day outside the classroom, what activities will you do?*

### INSTRUCTIONS

- Ask the learner to make a circle and invite one learner (A) to leave the room.
- Ask the learner to *choose a leader who will make a simple pattern of claps, leg pats and finger clicks that everyone else will follow.*
- Invite (A) to return to the room by calling their name on the count of 3.
- When they 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.*
- *Person 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.
- Depending on what happens, you may want to mix the reflection circle into the game and do a mini reflection after each round on what the experience of each leader and the finder was.

### REFLECTION

1. *What happened in the game? Was it easy or difficult to find the leader?*

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2. *What was difficult? What would you have done differently to make it easy?*
3. *How did you support your leaders?*
4. *What did you learn from it?*
5. *How do you use this learning in life?*

**CHECK OUT:** *Share one place where you took up a leadership role.*

# 3 THREE MONKEYS

## OUTCOMES

- ◇ Learn new and creative ways to communicate with each other.
- ◇ Learn to work together to achieve a common goal.

**MATERIALS:** A small soft toy or any object, four chairs if available to sit on it.

## FACILITATOR NOTES

Set up a safe space for learners to play the game and arrange the chair as shown in the below activity instructions.

**CHECK IN:** *What colour was your day today and why?*

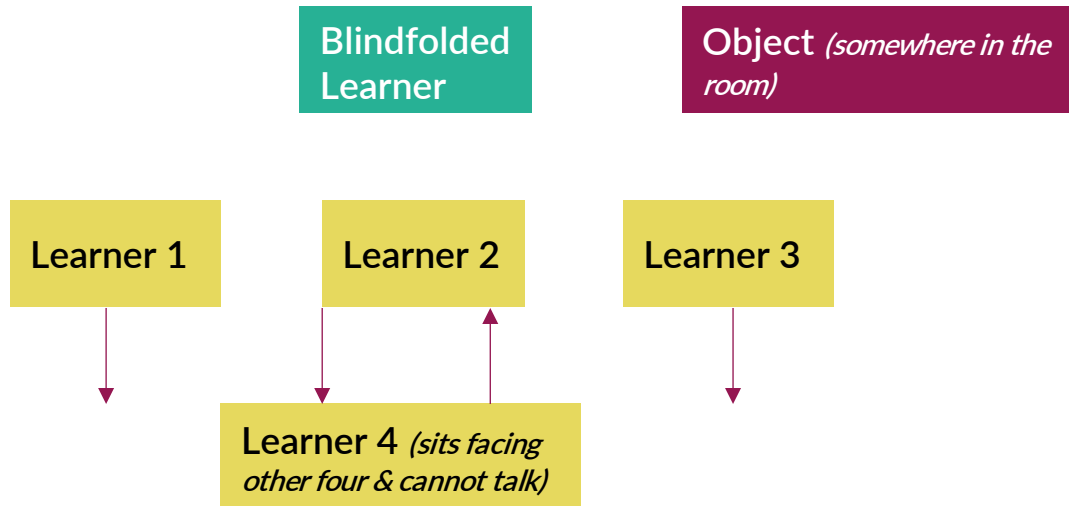
## INSTRUCTIONS

In this activity, five learners participate first. The rest of the class's learners will sit and watch what is happening as an audience until their turn comes.

- Begin by inviting five learners and blindfolding one learner out of five.
- Place an object somewhere in the room without showing to the blindfolded learner.
- Tell the blindfolded learner to find the object with the help of the other four learners.
- The other four learners arrange themselves as follows:  
Three learners sit on chairs in a row with their backs facing the blindfolded player. These learners are allowed to speak. The fourth learner sits facing the blindfolded learner, with a line of three sitting between them and the blindfolded learner. This learner is not allowed to speak.
- All five learners must work together to help the blindfolded learner to get the object.
- The learner who cannot speak will point to the learner in the chairs who will attempt to talk about the gestures and direct the blindfolded learner to get the object. The results are funny, frustrating, and satisfying but learners will have lots of fun.
- Once these learners complete the task, invite other learners to play the game.

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- Continue until everyone gets the chance in the game.
- Below table gives you an idea how to arrange the players.



## REFLECTION

1. What did you notice or experience during this game?
2. What kinds of dynamics did you see?
3. What were the strongest emotions you saw in this activity?
4. What was the communication like?
5. What can we learn about communication?
6. Where have you seen communication like this before?
7. When we have trouble communicating, what can we do?
8. What are your strongest or weakest communication strategies?
9. How will your communication strategies shift after this discussion?

**CHECK OUT:** *If you could be anywhere in the world right now, where would it be and why?*

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# 4 GROUP POEMS

## OUTCOMES

- ◇ Gain an understanding of working with different ideas in a team.
- ◇ Using imagination and creativity to create something new.
- ◇ Working Together, Self-Expression, Writing, Creative Risk, Compromise.

## MATERIALS

- A Paper, A Pen for each learner.
- Chart paper for a group.
- A watch or timer for facilitator.

**CHECK IN:** Choose an animal for how you are feeling. Without telling us what it is, act out how you would behave if that animal felt like you.

## INSTRUCTIONS

- Invite learners to get into groups of five and sit in a circle.
- Instruct them to take out a pen and paper, discuss and write words representing a healthy and unhealthy community in two columns.

### Three words Free write:

- Instruct the learners, as a group, to choose three words from the discussion they just had.
- Ask them to write freely for exactly 3 minutes, using all three words. (facilitator to keep the time and inform when to start and stop)
- After 3 minutes, ask them to Stop.
- Ask them to choose three more words.
- Continue to write for 3 minutes using all three words.
- Repeat one more time.
- Reread your work and underline your favorite three lines.

### Line Selection

- *Take some time to choose the lines you like the best.*

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## Group Poem Creation

- *Share all the lines in the group.*
- *Stand near someone whose lines, you think, matches yours in any way.*
- *If they think their line matches someone else's, they can stand with that person on their other side.*
- *Line up as closely as possible connecting lines that go together.*
- *Read the lines out in the order you are standing. Move around to shift the lines. Try reading again.*
- *Now try reversing the order. As a group, discuss which seems like the first line and which seems like the last. Which should be read loudest? Which softest?*
- *Reread it. Add actions if any lines seem to demand it. Give a round of applause for your group poem!*

## REFLECTION

(Remember, these questions are just guidelines. Please do NOT ask them as they are written below. Listen to what the youth share and follow their lead in this conversation.)

1. *What was it like to write together?*
2. *Was anything frustrating? Were you inspired?*
3. *What kinds of thoughts did you have throughout the process?*
4. *Where do we see dynamics like this?*
5. *Have you ever worked on a project together in a group?*
6. *Did any of the same kinds of communication happen?*
7. *What will you try next time you are in a group situation?*

**CHECK OUT:** *If your mood right now was a vehicle of any kind, what would it be?*

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# 5 JUNK INSTRUMENTS

## OUTCOMES

- ◇ Use imagination to create something new.
- ◇ Practice active listening
- ◇ Learn how to work in a team to achieve goals.

## MATERIALS

- Bottles, string, rubber bands, tin cans, strong tape, paper clips etc.
- You will need somewhere the learners can walk to in a group. A ground is best, but even a terrace, a rooftop, or a safe and quiet street will do.

## FACILITATOR NOTES

Ensure learners have some junk instruments to perform. Encourage them to take creative risks and hold space for everyone to add their bit to create the music. If the learner cannot bring the things, you can arrange a few, like a bottle or chocolate wrappers.

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

## INSTRUCTIONS

- Each learner can pick one item of junk in the classroom or outside of their classroom to use as in musical instrument of their own.
- You can add any other junk or garbage you find.
- The idea is to make an instrument with a unique/different sound.
- *Take five minutes use the differently materials to create an instrument and come back to the circle.*
- *Go in pairs, help each other watch out for traffic, etc.*

### **When they return, do a sound circle:**

- Begin by walking together on the beat.
- *The first learner will add a sound using their instrument and repeat the sound on the beat with their junk instrument.*
- *Once the previous learner has added a sound, the first learner can change theirs or join someone else's, but not until everyone's first sound has been added.*

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- Remind the learners to listen to their sounds and the group.
- The facilitator can step into the circle to work with the sound levels (soft or loud) using their hands, and finally, using their hands and gestures to fade the song to nothing.

## REFLECTION

1. *What was it like to make junk instruments and play them?*
2. *Did you have fun?*
3. *Was it challenging? What kind of skills or strategies did you use to make them?*
4. *When do we use these same skills and plans in the community?*
5. *Who needs these skills most? Why?*
6. *How can we use this understanding to support our community?*
7. *Can you think of creative ways to use the same skills in the community?*

**CHECK OUT:** *If the way you feel was one thing you could see around you, what would it be and why?*

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# 6 FIND THE TREE

## OUTCOMES

- ◇ Learn new ways of connecting with nature.
- ◇ Use imagination and sensitivity to empathise with things in nature.
- ◇ Practice deep listening.

**MATERIALS:** An outdoor place with lots of trees. Blindfolds for half the group.

## FACILITATOR NOTES

If you have limited trees, use your creativity to ensure all learners can experience the activity by listening to the trees. Give a task to learners to try this activity where they find trees and come and share their experience in the following classes.

If the trees are unavailable, please feel free to use an object made of wood.

**CHECK IN:** *What was the best time of your day so far? Tell us the story using nonsense (like Zebra's words) words.*

## INSTRUCTIONS

*Trees have a language that they speak. Just like us, their lives are written on their shape, if you look at their shape, you can see their stories. And, just like us, they use air to speak. Listen. Can you hear them? Trees speak softly. To hear them, we need to be still and listen.*

- *In partners, choose who is partner A and partner B.*
- *Partner A is blindfolded. Partner B will spin them around Partner A very slowly three times, then take them by a slightly tricky route and very carefully to a specific tree.*
- *You will then count for 30 seconds while your partner touches and listens to the tree.*
- *Then, please return them to the place they came from. Take off the blindfold.*
- *Partner A, now listen with your heart and find your tree.*
- *Now switch partners.*

## REFLECTION

1. *How was the activity? How are you feeling?*
2. *Was it easy or difficult to find your tree?*
3. *What made you find your tree?*

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4. *What did you learn from it?*
5. *How will you use this in your life?*

**CHECK OUT:** *What is one highlight of the day?*

# 7 TREE TALK

## OUTCOMES

- ◇ Connecting with nature,
- ◇ Sharing different perspectives
- ◇ Imagination, Sensitivity.

**MATERIALS:** Place with many trees.

## FACILITATOR NOTES

It is a continuing activity from the previous one, so ask learners if they tried listening to the tree. In this class, take them to the nearby area where you found the trees and ask them to do below mentioned primary activity instruction.

If the trees are unavailable, please feel free to use an object made of wood.

**CHECK IN:** *What is the one thing you wish to do today?*

## INSTRUCTIONS

- This game will be continued from previous day so give a context to learner.
- *This time, return to your tree and put your ear against it.*
- *If you had the same tree as someone else, find a different one.*
- *Listen for five minutes.*
- *Introduce yourself to the tree.*
- *Listen carefully. Ask it a question. Listen as profoundly as you can.*
- *After 5 minutes, thank your tree and return to the circle.*
- *Give a chance to all the learners to experience.*

## REFLECTION

1. *Tell us what you heard. What is your experience?*
2. *What does this mean? What does it tell us about our communities?*
3. *What will change in your life after this experience?*

**CHECK OUT:** *After experiencing this activity, what is the one thing you will do to protect trees?*

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# 8 BEAUTIFUL YOU

## OUTCOMES

- ◇ Have an increased awareness of the messages they receive from the media.
- ◇ Accept and appreciate themselves for how they are without aspiring for perfection.
- ◇ Understand the impact that messages from the media can have in their communities.

## MATERIALS

- Black sketch pens or crayons
- Fashion Magazines, News Paper, Health Magazines- Have one for every three or four learners.
- Chart Paper or a Sheet of Paper to fast cutting pictures from the newspaper.

## FACILITATOR NOTES

If you do not have enough materials use whatever you have in school. Just modify the activity or ask the learner to bring the chart paper and the old new paper to do this activity the previous day.

**CHECK IN:** *What is one thing you are proud of about yourself?*

## INSTRUCTIONS

This is an opportunity for the learner to start thinking about the messages they get from media like television, ads, newspapers, etc., about their bodies and beauty.

- Give newspapers or magazines and ask the learner *to take three or four minutes to look at the pictures and ads in the magazines. Don't read the articles; look at the photos, especially the ads.*
- On chart paper, make two columns. One says Perfect Man, the other says Perfect Woman
- *Fill in the columns based on the images you see in the magazines and not based on their real-life heroes and role models. What do the perfect man and woman look like? What do they have? What do they dream of? How much money do they have? What are their relationships like? Where do they work?*

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- Ask, "Do you know real people who are like this? What is the result or benefit of trying to reach their level of perfection? Is it worth it?"
- Let each person choose a page or two from the magazines and tear it out. Take a pen and create a new picture that tells a positive message by removing or changing certain words and images.
- Give your workpiece a title.



## REFLECTION

1. What was it like to change the magazine images?
2. What did you think of the messages from the magazine and your images?
3. What do they have in common, and how are they different?
4. How can these messages in magazines harm our communities?
5. How can you help people understand the media images they receive and their effects on self-esteem?

**CHECK OUT:** What would you say if you could send a message to everyone in the world that would enter each person's heart and grow there like a tree?

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# 9 RIDESHARE

## OUTCOMES

- ◇ Expressing and managing strong emotions.
- ◇ Show empathy and connecting with others.
- ◇ Asking for help.
- ◇ Understand other emotions.

**MATERIALS:** 4 chairs, pen and paper to write the emotions and feelings

## FACILITATOR NOTES

Set up for chair facing towards learners that look like an imaginary car. Write down some of the emotions on a piece of paper. Give learners to carry that emotion into the car, if possible, the strong emotions you have seen in the class.

**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?*

## INSTRUCTIONS

- Set up four chairs as if they are the seats in a car. Invite learners to *imagine there is a car in the classroom. You can use this car to travel to different places.*
- Have three volunteers sit in three chairs. *(A) is the driver, (B) is in the passenger seat, and (C) is in one of the back seats.* When the game begins, they will act like they are going on a road trip together.
- A third volunteer *(D) is a traveller. That person will bring a strong emotion into the car. A, B, and C will pick up and absorb that emotion and continue their conversation expressing that emotion.*
- *After a while, they stop the car, A gets out, and a new volunteer, E, brings different emotions into the car.*
- Have several volunteers ready to be travellers.
- Play until the Learners cannot think of any different emotions.
- Invite all learners to try this activity and play till most of the learners get a chance.
- Once you feel enough, do conduct the debrief or reflection as mentioned below.

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## REFLECTION

1. *What was happening in the car?*
2. *What was easy or complicated about this game?*
3. *Did you enjoy it? What did you enjoy most?*
4. *Does this happen in life? Do we pick up each other's emotions? Connect this section to people's specific experiences in the game.*
5. *Is there anything this game inspires us to try in our homes, schools, and communities?*

**CHECK OUT:** *How does your feeling change towards others after this activity?*

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# 10 TWO UP, TWO DOWN

## OUTCOMES

- ◇ Support and encourage each other.
- ◇ Lead in a group
- ◇ Listen to each other
- ◇ Awareness
- ◇ Leadership
- ◇ Self Confidence
- ◇ Imagination
- ◇ Encouraging Each Other

## MATERIALS

- Two chairs
- Music which you can dance to
- Speakers

## FACILITATOR NOTES

This activity from Ruth Zaporah's Action Theatre, an improvisational performance technique, is an opportunity for the learner to take a big creative risk. Be gentle and encouraging as they try it. Give this information to the learner to remember where the activity is developed from.

**CHECK IN:** *Who did you smile at today and why?*

## INSTRUCTIONS

- Invite learners to sit like an audience. Ask for four volunteers.
- *Two learners sit in the chairs facing the audience, and two other learners stand up behind them. The two in front will offer the words/sounds, and the two behind will repeat it as an echo.*
- *One seated learner says a short phrase. The other three repeat it with the same tone and intention as given, but they can change the timing and delivery to make music.*
- *Another line is given by one of the other seated learners. The lines offered should be as different as possible in tone, voice, intention, speed and content.*

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- *The learner standing can only repeat and echo. The learner sitting can echo lines from each other, repeat their lines and add new lines.*
- *Together, you will make a sound group by listening carefully to each other and playing with the sounds. It is great if the lines overlap and the learner begins to speak simultaneously.*
- *After a minute or two, ask the learner to *find an ending to their piece*, and then, after a round of applause, ask for more volunteers. Continue the game with a new set of volunteers.*
- *Keep increasing the risk to make it more interesting and innovative.*

## REFLECTION

1. *What was it like to find the leader?*
2. *What kind of plan did you use?*
3. *How could developing these strategies help you in your life?*
4. *What would you be willing to try this week?*
5. *Will you try developing one of these strategies and report back to us?*

**CHECK OUT:** *One action word (Jump) and one describing word (High Jump) for how you feel right now.*

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# 11 WHERE I'M FROM

## OUTCOMES

- ◇ Understanding how each person's history and background shape who they are.
- ◇ Accept and appreciate one and all.
- ◇ Revisit one's past and understand it better.
- ◇ Empathy and connection.

## MATERIALS

- Paper, pens for each learner to write with
- As a facilitator, carry your 'Where I'm from' poem as an example.

**CHECK IN:** Ask the group to share one place they are from that is NOT where they were born.

**FACILITATOR NOTES:** Read the below mentioned Poem

Let the learners sit in a comfortable position and listen to the poem read by you. Remind them to be open to the sounds and feelings they experience and not to worry if they don't understand everything. Ask them to notice what images or feelings they noticed while you were reading the poem.

## WHERE I'M FROM

1. Read the poem below- Where I'm From, By George Ella Lyon

*I am from clothespins,  
from Clorox and carbon-tetrachloride.  
I am from the dirt under the back porch.  
(Black, glistening,  
it tasted like beets.)  
I am from the Forsythia bush  
the Dutch elm  
whose long-gone limbs I remember  
as if they were my own.  
I'm from fudge and eyeglasses,  
from Imogene and Alafair.*



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*I'm from the know-it-alls  
 and the pass-it-ons,  
 from Perk up! And Pipe down!  
 I'm from He restoreth my soul  
 with a cotton ball lamb  
 and ten verses, I can say myself.  
 I'm from Artemus and Billie's Branch,  
 fried corn and strong coffee.  
 From the finger, my grandfather lost  
 to the auger,  
 the eye my father shut to keep his sight.  
 Under my bed was a dress box  
 spilling old pictures,  
 a sift of lost faces  
 to drift beneath my dreams.  
 I am from those moments--  
 snapped before I budded --  
 leaf-fall from the family tree.*



Explain any words that they don't understand.

### Instructions on how to create a 'Where I'm from' poem.

- Invite the learner to *take a sheet of paper and a pen*. Invite learners to write in the centre of their page, "I am from." Around it, ask them to write all the words they think of that go with that topic. *You can think of phrases or short sentences that work with that topic using those words and write those around the outside. Use sense words, words that use all five senses. Also, use words from your memories of the topic. They don't have to make sense to anyone else.* Have each learner write a poem using the same form, with each line beginning with the words "I'm From." Share your example, and maybe share an example from a learner. Make sure to have enough time for each learner to share their poem.

### REFLECTION

1. *What was it like to write this poem? Was it easy or hard? Why?*
2. *What was it like to use your memories to work with this form of poetry?*
3. *When do you share your memories and experiences with others? Is it important to do so? Why or why not?*
4. *Is anyone willing to share when they might use the insights they gained from writing this poem?*

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5. *Is anyone planning to share their poem with a friend or family member outside of this circle?*
6. *How can this activity help us to be more empathetic with other people in our communities?*

**CHECK OUT:** *Which person in your community will you like to share this poem with?*

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# 12 BLIND TAPS

## OUTCOMES

- ◇ Learn how to take the initiative in a team/group situation.
- ◇ Empathise with team members and develop a better understanding of their situation.
- ◇ Reflect on self and behaviour when in a powerful position.

**MATERIALS:** Not required

**FACILITATOR NOTES:** Ensure a safe place to play the game.

**CHECK IN:** *Who is someone who had stood up for you/supported you when you needed them, or who you have supported?*

## INSTRUCTIONS

This activity allows people to see how groups work when someone has a lot of power. It is important that you give the instructions exactly as you see them below:

- *This game is played in silence.*
- *Find your own place in the room and close your eyes.*
- *I (the facilitator) will go around the room. If you feel one touch, you can open your eyes. If you feel a touch two times, you can walk around the room and do whatever you want. Give some time to learners to settle down in their comfort place.*
- The facilitator now taps/touches the learner. Don't tap them all at once. Tap them slowly and let them open their eyes or walk around. Let the dynamics play out, and don't say anything. What will often happen is that learners will enjoy the fact that they are free and either tease others or start doing something entirely different. A learner who never gets tapped or gets tapped late will often feel resentful or oppressed. Rarely does anyone realise that they can set everyone else free once they are free.

## REFLECTION

(Remember, these questions are just guidelines. Do NOT ask them as they are written here. Listen to what the learner share, and follow their lead in this conversation)

1. *What happened in this game?*
2. *How does such a situation occur in your life?*

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3. *What might you try in your communities that will help us test this new understanding?*

**CHECK OUT:** *If two people in your life could exchange lives for a week, who would you choose and why?*

# 13 PORTRAITURE

## OUTCOMES

- ◇ Understand their inner self better.
- ◇ Understand how they portray themselves to the rest of the world.
- ◇ Become aware of themselves
- ◇ Actively listen to each other
- ◇ Develop self-esteem
- ◇ Take a risk and to share their vulnerable self with each other

## MATERIALS

- A4 Paper, Crayons, Sketch pens for each learner.

**CHECK IN:** *Act out your day's worst and best parts.*

## INSTRUCTIONS

- The facilitator introduces the activity by demonstrating how to draw a portrait of your partner on a white paper
- Draw without looking at the paper or lifting the pen off the paper. Be sure to tell them that it doesn't matter what the drawing looks like. It doesn't need to look like the person at all. You cannot control it because you are not looking at the page!
- It is good to introduce the activity by saying *that the idea is to see the learner you are drawing as closely as possible. Look with the heart as well as the eyes.*
- Now demonstrate how to use a portrait as a visual metaphor to introduce yourself. For example, you might say about the portrait done of you, *"The eyes are much larger than the mouth, which shows how much more time I spend watching than speaking,"* or you might say, *"The mouth is outside of the face, which shows that I sometimes speak before I think."* DO NOT say: *"The drawing is messy, which shows how messy my mind is."*
- Remind *"ALL the drawings will be imperfect and that we are all imperfect in some way, so the challenge is to find something else about yourself that you see reflected in the drawing."*
- After this is done, break into pairs and *sit facing each other.*
- *Take one minute to draw each other at the same time. Both partners draw simultaneously, in silence.*

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- *The drawing is a gift; do not put yourself down when you give it to your partner. Once the drawings are complete, ask the partners to give them to one another.*
- *Ask everyone to find a new partner and repeat the process, this time drawing on the back of the first portrait so that each person will end up with two drawings of themselves, one on each side of the page.*
- *Once both portraits are complete, please take a moment to decide which side represents your inner and outer selves. You can also call it your public and private self. Identify and use a visual metaphor in each portrait to introduce your two personalities to a small group.*
- Give five minutes to identify and pair up with different people once they are done and share it.

## REFLECTION

1. *What was it like to draw without looking?*
2. *What was it like to be drawn?*
3. *What was it like to decide which drawing was your inner self and which was your outer self?*
4. *What are some common qualities you are seeing in the group?*
5. *When do you look so carefully at something?*
6. *When do you show your inner self?*
7. *What will you try this week based on this discussion?*

**CHECK OUT:** *One person you wish to thank for the day.*



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# 14 PAPER DROP

## OUTCOMES

- ◇ Actively listen to each other
- ◇ Taking initiative
- ◇ Collaboration
- ◇ Focus

## MATERIALS

- A sheet of paper for the facilitator.

## FACILITATOR NOTES

This is a process-based activity, so facilitator needs to lead it by giving learners step by step instructions. Remind them to close their eyes and open their eyes as and when during the activity.

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

## INSTRUCTIONS

- Show the learners a single sheet of paper.
- Instruct them to close their eyes and raise their hand when they hear the paper touch the floor. Take a pause, ask the learners to stay in the same position and open their eyes. Ask them to look around to see who else heard it.
- Now tear the paper in half. Ask them to close their eyes again and raise their hand when they hear the paper touch the floor. Ask them to open their eyes, 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 to the listeners 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. *What was your experience through this activity?*
2. *Does anyone else have a different experience?*
3. *Why is it important to focus? How does it help?*

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4. *What are you learning from it?*

**CHECK OUT:** *If the way you feel was one thing that you could see around you, what would it be and why?*

# 15 THAT'S SO TRUE

## OUTCOMES

- ◇ Observation
- ◇ Taking creative risk
- ◇ Increased self-esteem
- ◇ Critical thinking
- ◇ Self-expression
- ◇ Media literacy

**MATERIALS:** Not required

**FACILITATOR NOTES:** Take the learner through a breathing exercise and get them to sit in a place in a circle.

**CHECK IN:** *Share a situation in which you spoke the truth.*

## INSTRUCTIONS

- Invite the learner to *stand in a circle*,
- In the circle, *the first learner will say something they love about themselves, then turn to your left and tell them something you like about that learner. That learner will fully receive that compliment by saying openly, "Thank you, That's So True," even if you don't believe what they said.*
- *We are always very quick to hold onto the negative things people say about us, so this is the time to practice believing the positive things, too. So, you will express your compliment to yourself and others and pass them on to the learner beside you.*
- Continue until the last person in the circle, including the facilitator.

## REFLECTION

1. *What all happened today?*
2. *What did we learn?*
3. *How will you use this learning in your life?*

**CHECK OUT:** *What is the one thing you liked most in this class?*

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# 16 MILLING WITH QUESTIONS

## OUTCOMES

- ◇ Observation
- ◇ Creative Risk
- ◇ Increased Self-Esteem
- ◇ Critical Thinking
- ◇ Self-Expression
- ◇ Interaction with Others

**MATERIALS:** Set of questions and safe space for learners to run, walk and jump.

**FACILITATOR NOTES:** This is a process-based activity, so you must take the learners through the process. Take this session on a playground or place where the learner can run and jump if possible. The word 'mill' means to mix slowly, maybe in circular motion. Milling is one of those activities which helps in team building and sets the tone for the group.

**CHECK-IN:** *What does it feel like when your parents hug you?*

## INSTRUCTIONS

- Ask learners to *begin walking around the room, filling the entire space. Don't look at anyone, don't bump into anyone or touch anyone. Simply walk into the empty spaces.*
- You can ask learner to notice how they are feeling in this new group. Do they feel tense? Excited? Nervous? *As you walk just take some deep breaths and let your energy get quiet.*
- *Now, begin to notice people as you pass them. Just look at each other. Then get a little bolder and let yourself greet people, just through a glance. Now choose a learner you have not partnered with before. Stand with that learner, back-to-back, with elbows locked. Now turn to face your partner: tell your partner your name and where you are from and answer the following questions (First questions are very light like: your favourite food and something you had to give up to be at this programme).*
- Give adequate time for partners to answer the questions then ask them to *thank their partner and begin to move around the room once again.*
- From here work with learners to get them *more relaxed as they move around the room. Ask them to breathe and pay attention to their feet walking across the floor.*

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- *Find a new learner and now a new question: (2nd set of questions are a little deeper: share something you like about where you live and something you would change if you could).*
- Invite learner to find the comfortable place and stand in silence looking down. Give some time to stand in silence, then ask them to walk. As they start milling, ask them: to *“Notice the learner they pass. What are the beautiful things you see about the learners in this room? What characteristics, what qualities? Something you may know about them. Things you might just be able to notice by being in their presence.*
- If you get more time, do one or more below mentioned questions which are relevant to learner.
  1. *Talk about a beautiful experience you have had. What made it beautiful?*
  2. *What is a place or space you find beautiful? What makes it beautiful?*
  3. *Who is a beautiful person in your life?*
  4. *Tell this person one thing you think is beautiful about yourself. And one thing you think is beautiful about them.*

## **REFLECTION**

1. *What was your experience in this game?*
2. *How did you feel playing this game?*
3. *How did you feel knowing about others?*
4. *What is your learning from this activity?*
5. *How will you use this activity in your life?*

**CHECK OUT:** *One thing you appreciate about being a learner.*

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# 17 YES, LET'S

## OUTCOMES

- ◇ Creativity
- ◇ Self-Expression
- ◇ Role Modelling
- ◇ Following and leading
- ◇ Taking creative risk
- ◇ Public speaking

**MATERIALS:** *Safe space to play the game*

**FACILITATOR NOTES:** Encourage all learners to take the initiative to lead the action they wish to do, whether small or big. Keep an eye open if anything goes wrong; whichever is inappropriate for the group, let's not encourage those things.

**CHECK-IN:** *Since the last time we met, tell us about an incident where you laughed and one time you were angry, frustrated or sad.*

## INSTRUCTIONS

- Ask a learner to volunteer in front and suggest an action, anything at all, and the rest will shout together, "Yes, Let's!" and then silently act out/copy that action till someone else suggests another action.
- Then learners will shout again, "Yes, Let's!" and continue the action given by the person.
- When it's time to stop, call out, "Last one!"
- Encourage the group to let someone who hasn't suggested an action take the last chance.

## REFLECTION

1. *How was the game?*
2. *How do you feel when you hear the word 'yes'? Is it important to say yes in our life? Why so?*
3. *Do you have a story to share in the group where you were encouraging?*
4. *What did we learn from this game? How can we use this learning in our life?*

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**CHECK OUT:** *If you have the superpower to take action in your home or community, what action will you take?*

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# 18 PATTERN POEMS

## OUTCOMES

- ◇ Use their creativity and imagination to write a poetry
- ◇ Express themselves on something they care about

## MATERIALS

- Chart papers for each learner
- Crayons for each learner

**FACILITATOR NOTES:** You need to prepare a poem to give a demo to learners, so go through the activity and be familiar with it. Encourage learners to take creative risks and try new things.

**CHECK-IN:** *If someone painted a portrait of your day, what objects would they include to show your mood today?*

## INSTRUCTIONS

- Instruct the learners to choose a topic.
- *It can be anything you care about or feel strongly about.*
- *Write it in the centre of your page.*
- *Around this, draw six circles, one for each of the five senses and one for memories. Around it, write all the words you can think of that go with that topic that relates to the senses, respectively.*
- *Looking at those words, see if you can think of phrases or word groups that go with that topic, and write those in the outer circle. The words and phrases don't have to make sense to anyone else.*
- *This style of writing poetry is called Pantoum. Pantoum originated in Malaysia as a folk style of poetry in the fifteenth century. It is an interesting form because every part (stanza) has two lines that come from the section before. Every section is four lines long. Because of the repetition, the poems sound full of echoes.*
- *Each stanza (part) is four lines long, called a quatrain.*
- *The lines may be any length*
- *The rhyme scheme is abab, which means that every second line rhymes.*
- *The second and fourth line of the previous quatrain becomes the first and third lines of the following quatrain.*

**The pattern of the lines is as follows:**

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- 1 2 3 4 - Lines in the first quatrain.
- 2 5 4 6 - Lines in the second quatrain.
- 5 7 6 8 - Lines in the third quatrain.
- 7 9 8 10 - Lines in the fourth quatrain.
- 9 3 10 1 - Lines in the fifth and final quatrain.

## REFLECTION

This is a sharing circle, more than a reflection circle. Be curious about the learner's Pantoum poems. Each one will tell you something about them.

Ask them to talk about why that topic was important to them and how they chose the shape they put it in. Listen to the learners closely to see if anyone has 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?*

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# 19 PLACE MAKING USING PEOPLE

## OUTCOMES

- ◇ Express Creativity
- ◇ Self-Expression
- ◇ Work Collaboration
- ◇ Actively Listening
- ◇ Imagination

**MATERIALS:** Not required

**FACILITATOR NOTES:** Be ready with a list of places to creatively challenge learners (airport, railway station, school, temple, park, tea stall, vegetable market, flower market, innovation lab, steel manufacturing factory etc.)

**CHECK-IN:** *Describe a vehicle to showcase the way you are feeling now!*

## INSTRUCTIONS

- *Tell learners to get into groups of five or six.*
- *I (Facilitator) will say the name of a place, and as a whole group, you need to show that place as quickly as you can. Each member of the group can take up different characters in that place and act how they think they would at such a place.*
- All the groups will be performing at the same time.

## REFLECTION

1. *How was your experience?*
2. *What can you learn from this activity.*
3. *How will you use this learning in your life?*

**CHECK OUT:** *One place you wish to visit.*

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# 20 AIRPORT EXERCISE

## OUTCOMES

- ◇ Have a vision for their future and what they would like to achieve
- ◇ Learn to question each other using their imagination creatively
- ◇ Explore the idea of communication through creative writing

## MATERIALS

- pens
- paper
- small pieces of paper
- sketch pens

**CHECK-IN:** *What is that one thing you are interested in but are afraid to try?*

## INSTRUCTIONS

- Ask learner to think of something they want to achieve. It could be at the end of the school year, in five years, or even in twenty years!
- It should be something they will do themselves and work towards on their own, not something that luck or other people will make happen.

Do an example with one volunteer in front of the group before they get into partners to do this.

- *Each learner will write their dream on a little slip of paper and hand it to their partner.*
- *Now, step away from each other and act as if you have just met at a busy train station or airport just after the dream was achieved/completed.*
- *Greet each other happily! Partner A is the one whose dream the pair is discussing. Partner B asks Partner A questions after reading in a newspaper or hearing from a friend that the dream was achieved.*

These are questions like: Wow! You did it! And you did such a fantastic job! (it's important to stress that the dream was very, very successful)

- *Tell me, what was the first thing you did to make that happen?*
- *Then what did you do? What next?*
- *Who helped you?*
- *What kinds of challenges did you encounter?*
- *How did you solve those?*

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- *Encourage Partner A to be creative and imagine that it worked out in the best possible way.*

Make it up if they don't know what to say! After five or six minutes of the interview, Partner B will help Partner A list their answers—change partners.

## **REFLECTION**

Instead of a reflection circle, have a sharing of the letters. Even if they aren't done, people can share what they have. After they've shared, ask what the activity was like and how it was to imagine themselves in the future. Ask if they'll try this again or do it with someone else.

**CHECK OUT:** *Three Claps and a Slap All together. Clap three times and slap your legs.*

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# 21 STEP INTO THE CIRCLE

## OUTCOMES

- ◇ Build solidarity towards each other
- ◇ Develop empathy
- ◇ Self-Reflection.

**MATERIALS:** *Set of statements to read out for learners.*

**FACILITATOR NOTES:** This exercise allows the group to connect at a very deep level of togetherness. Its success depends on the respect and safe space that is created, and that begins with the facilitator. If you need a different statement, please feel free to add it to your list based on the need of your learners.

**CHECK-IN:** *If you hear the word identity, what comes to mind?*

## INSTRUCTIONS

- *Everyone, please get into a circle.*
- *This activity is done in complete silence. Once it begins, there will be no clarifications or questions at all. Wait for the next round if you don't understand or don't hear what is said or participate according to what you think you heard. You never have to answer yes, even if the answer is true. You oversee how much you always share.*
- *If you want to indicate yes, the facilitator will make a statement; step into the circle. You can take a half-step if you disagree entirely. Keep your eyes down until the facilitator says "Look Up".*
- *At that time, look around at who else has stepped in. When the facilitator says "Step back", everyone steps back into the circle.*
- *These are some sample statements you can make. After you've done them, ask if anyone in the group would like to add a statement.*
  - *Step into the Circle if you have ever taken care of a baby*
  - *Step into the Circle if you have ever felt like you didn't belong here*
  - *Step into the Circle if you have ever been proud of something you did*
  - *Step into the Circle if you or someone you know lives with an illness*
  - *Step into the Circle if anyone close to you has ever passed away*
  - *Step into the Circle if there is someone in your life that you trust*

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- *Step into the Circle if you have a dream for your life*
- *Step into the Circle if you have ever felt forced to live up to someone else's dream*
- *Step into the Circle if you or someone you know has ever thought about suicide*
- *Step into the Circle if you've ever been in love*
- *Step into the Circle if you or anyone you know suffers from substance abuse issues*
- *Step into the Circle if you have ever been teased or bullied*
- *Step into the Circle if you have ever teased or bullied someone else*
- Be sure that whatever statements you make have a different emotional impact.

## REFLECTION

1. *How did you feel listening to these statements?*
2. *How did you feel about giving a new statement?*
3. *If you could play this game, would you play again?*
4. *What did we learn from this statement game? What does it mean for our life?*

**CHECK OUT:** *What was the most liked statement for you?*

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## 22 DEALING WITH PARENTS ROLE-PLAYS

### OUTCOMES

- ◇ Describe two ways to communicate with parents effectively
- ◇ Name 2 topics that are important to discuss with parents
- ◇ Name 1 subject that could lead to arguments with parents

**MATERIALS:** Not required

**CHECK-IN:** In which situation did you want to speak with your parents?

### FACILITATOR NOTES

- Encourage players to have fun with this activity! Get them to make noises and overemphasise each movement.
- Make sure groups understand they are preparing to roleplay: Ineffective and effective communication for the same situation.
- Review some roleplay tips:
  - *Speak in a loud, clear voice and always face the audience.*
  - *Make your roleplay entertaining! Use emotions! Be dramatic! Be funny!*
  - *Use your local language and terms. Speak the way you would when you are with your friends.*
  - *You cannot act out violence.*

### INSTRUCTIONS

**Learners discuss in small groups**

- Put the learners in groups of 5-7.
- *Discuss when it is crucial to communicate with parents and when it can be difficult. Decide on one situation you would like to perform in a roleplay.*
- Let groups decide on a situation they want to perform in a roleplay. If they have trouble, provide some suggestions.

**Here are some situations:**

1. *A girl tells her parents she wants to become a teacher instead of an engineer.*
2. *A boy tells his father that he doesn't want to work but wants to study.*
3. *A girl tells her parents that she has a boyfriend.*
4. *A boy asks his father for advice on a problem he is having with a girl.*

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- *Your team will practice and perform two role plays on the same situation:*

**Ineffective communication with parents.** Show how communication breaks down. Act out arguments and show the impact on the characters.

**Effective communication with parents.** Remember some of the things we discussed earlier. Act out effective communication methods, such as setting a time to talk, preparing for the conversation, and remaining calm. Show the impact of effective communication with parents.

- *Focus on things you can do to make communication with parents more effective. Remember, you might be unable to change your parents, but you can always choose how you communicate.*
- *Check in with each group. Ensure all players are involved and groups are well prepared to perform.*

### **Role Play**

- *Invite at least three groups to perform their roleplays in front of the entire team.*
- *After each performance, ask some of the following questions to the entire team:*
  - *What were the characters communicating about in the roleplays?*
  - *How do you think the characters felt in each roleplay?*
  - *How was the communication ineffective in the first roleplay?*
  - *How did the characters effectively communicate in the second roleplay?*
  - *How would you behave in this situation?*

### **REFLECTION**

1. *Which are the situations where you would communicate with someone who is not your parent?*
2. *How can you get your parents to respect you as an adult?*
3. *How will you interact with your children when you are a parent?*

**CHECK OUT:** *One thing you wish to do with your parents or guardians once you reach home today?*

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# 23 GENDER STADIUM

## OUTCOMES

- ◇ *To listen to someone from the opposite gender without interrupting*
- ◇ *Identify two views or opinions of the opposite gender*
- ◇ *Describe why violence against women and girls is always wrong*

**MATERIALS:** Safe and silent place to talk in a circle

**CHECK-IN:** *Which vehicle do you wish to be in at a traffic jam?*

**FACILITATOR NOTES:** This is a sensitive topic. Ensure safety before starting the game. If you feel this is not the place to talk with the learners, you can take a call to conduct this activity or not. Violence against women and girls is always wrong! Do not allow players to justify gender-based violence or make jokes about the topic.

## INSTRUCTIONS

### SET-UP

- Divide the learners into a group of boys and a group of girls.
- Instruct the girls to sit in a small circle and the boys in a larger circle around them. The circle should be big enough for the girls to sit comfortably and hear each other.

### 1. DISCUSSION

Ask the question below one after one to create space for learners to discuss and share their thoughts, feelings, or opinions.

- *What is the difference between your sex and your gender?*
- *What is gender-based violence?*

### 2. EXPLAIN AND INSTRUCTIONS

- *In this game, we will discuss being a girl in our community.*
- *We are going to talk about gender differences and gender-based violence.*
- *We will pretend the boys outside the circle are the spectators in the stadium, and the girls are the stars they came to see!*
- *I will read questions the girls discuss amongst themselves while the boys listen.*

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**Girls:** *Your job is to speak to each other as if the boys were absent. Feel free to share how you feel. There are no “right” or “wrong” answers! If you like what someone else says, you can snap your fingers!*

**Boys:** *You cannot speak while the girls are talking. Listen closely to what the girls say. You will get a chance to be the stars in the next round.*

### **3. PLAY WITH GIRLS AS STARS**

- Read the following questions to guide the conversation. Discussion can continue if it doesn't get too far off the topic. You may not get to all the questions. Remember you will spend the same amount of time with the boys.
1. *What is the best thing about being a woman in your community?*
  2. *What is the most challenging thing about being a woman in your community?*
  3. *What makes people violent in a relationship?*
  4. *How can we stop gender-based violence?*
  5. *What would you tell men to help them better understand women?*
  6. *What is one thing you would never want to hear said about a woman again?*
  7. *What are men and women responsible for in a relationship? What would you Change?*
  8. *How does alcohol affect relationships?*
  9. *What can men do to support and empower women?*

### **4. PLAY WITH BOYS AS STARS**

- Switch the roles. Bring the boys to the middle and instruct the girls to sit outside the circle. Remind the girls to listen to the boys silently.
  - Use the following question to guide the discussion. Use the same guidelines as for the girls.
1. *What is the best thing about being a man in your community?*
  2. *What is the most challenging thing about being a man in your community?*
  3. *What makes people violent in a relationship?*
  4. *How can we stop gender-based violence?*
  5. *What would you tell women to help them better understand men?*
  6. *What is one thing you would never want to hear said about a man again?*
  7. *What are men and women responsible for in a relationship? What would you change?*
  8. *How does alcohol affect relationships?*
  9. *What can women do to support and empower men?*

- After you have finished Gender Stadium with the boys, instruct all the learners to form a big circle so that the entire group can talk.

## REFLECTION

1. *How did you feel listening to the girls? How did you feel listening to the boys?*
2. *What are the similarities between each?*
3. *What can you do to help each other?*
4. *How would you interact with each other differently from now onwards?*

**CHECK OUT:** *One thing you do to support boys/girls from now onwards?*

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# 24 STREET THEATRE

## OUTCOMES

- ◇ Identify community issues which require solutions and awareness
- ◇ Work in a team to find answers to specific community issues
- ◇ Plan together in a group and perform

## MATERIALS

- Flip Chart, Blackboard
- Colourful Markers, chalks

**CHECK-IN:** *If you could swim in a huge pool of anything other than water, what would it be and why?*

**FACILITATOR NOTES:** it is a theatre practice to help the learner recognise the issue they face in the school and the community to find the solutions and build their confidence, so encourage the learner to try new things.

## INSTRUCTIONS

- Make a group of five to six learners and tell them to *use the theatre tools you have learned so far (sensitivity line, tableau, sculpture, puppets, mirroring, flocking, one up, one down, shape reshape). Can you design a five-minute presentation that your entire group is part of that will be done on the street (or in a park or other public place)?*
- *You will need to work together. Remember that working together requires everyone to say yes, and work with each other's ideas.*
- *First, decide on the issue that you will work on. Don't worry about it being the MOST important idea to everyone, just one everyone cares about.*
- *Next, think of one simple phrase to describe the problem and one to describe what you think is the solution.*
- *Now, how can you make that into a performance?*
- *You might think about using silent moving sculptures that tell a story, or making a tableau that uses repeating phrases like in One Up One Down.*
- *Ensure that everyone has a role and that your message is clear.*

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- *Think about costumes, signs, how to use the whole space, and how to inspire people to think about your issue.*
- *Choose a day together that you will do this. If you can, do more than once (maybe on different days) so you have a chance to perfect your performance.*

## **REFLECTION**

1. *What was it like to plan this together?*
2. *When was it easy and hard?*
3. *How do you feel about the performance?*
4. *Why is it important to do things like this-both the planning together and the public performance?*
5. *How are you going to prepare yourself for the next performance?*

**CHECK OUT:** *How will you prepare yourself for the show?*

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# 25 DREAM TREE

## OUTCOMES

- ◇ Explain why it is important to have dreams for themselves.
- ◇ Identify five dreams they have in life.
- ◇ Identify five strengths.
- ◇ Identify five supporting systems.
- ◇ Identify several small steps they can take to achieve their Dreams in life.

**MATERIALS:** Pens, sketch pens, a sheet of paper for every learner and soft music. Laptop or a music system to play the music during the drawing.

**CHECK-IN:** *What is one achievement you have made so far? It can be small or big.*

**FACILITATOR NOTES:** Ensure the Learner understands well the importance of having dreams in their life. At the same time, take small steps to achieve it. If any of the learners cannot find their goals, support them by giving more examples.

## INSTRUCTIONS

### BRAINSTORMING DREAMS

- Begin by asking learners what their dreams are. *What are some things you want and desire in your life? These could be in different areas of your life. It could be in relationships, health, material things, or qualities you would want to have.* Take a few responses from the group.
- Now ask learners to stand up wherever they are, lift their right hands up parallel to the floor and point using their finger. Ask them to stretch their arms as much as possible towards the right. (They can rotate themselves back but without moving their legs)
- Ask them to notice where their finger is pointing at the end of their stretch.
- Get them to come back slowly, wait for learners to complete.
- Now ask the learners to imagine the same process but without actually doing it. Encourage them to imagine stretching far beyond their previous stretch.
- Now invite them to try it again stretching their hands. Ask them to notice if they were able to go beyond their first time or when they imagined.

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- *some things you want and desire in your life? These could be in different areas of your life. It could be in relationships, health, material things, or qualities you would want to have.* Take a few responses from the group.
- Now ask learners to stand up wherever they are, lift their right hands up parallel to the floor and point using their finger. Ask them to stretch their arms as much as possible towards the right. (They can rotate themselves back but without moving their legs)
- Ask them to notice where their finger is pointing at the end of their stretch.
- Get them to come back slowly, wait for learners to complete.
- Now ask the learners to imagine the same process but without actually doing it. Encourage them to imagine stretching far beyond their previous stretch.
- Now invite them to try it again stretching their hands. Ask them to notice if they were able to go beyond their first time or when they imagined.
- Ask them what stops them from dreaming big or holding them back; hear a few responses.
- Now tell them to think again of what they want and desire if there is nothing stopping them.
- 

### **DRAWING DREAM TREES**

- Hand over or ask the learner to take out a sheet of paper and sketch pens to draw a tree to represent their dreams on a tree. The goals are the top half of the tree, where the branches and leaves are.
- Encourage them to use images; they can use words if they want.
- Ask them to think about all those who supported them in achieving their dreams; who are the roots?
- Ask them to write their support systems on the roots of the tree.
- Finally, ask them about their strengths, which will help them achieve these dreams. These strengths are to be written on the trunk of the tree.
- Give them around 10 minutes to draw the tree.
- Put some inspiring music in the background while the learner draws their Dream Tree.

### **REFLECTION**

1. *Why is dreaming important to you?*
2. *What small steps can you take to achieve these dreams?*
3. *Why is it important to think about the small steps you must take to achieve your dreams?*

**CHECK OUT:** *What is the one thing you take from this session?*

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# 26 SENSITIVITY LINE

## OUTCOMES

- ◇ Take the initiative to speak in front of an audience.
- ◇ Be able to use creativity and imagination to build a story.
- ◇ Feel a connection with their peers while working as a team.
- ◇ Taking Initiative
- ◇ Personal Story
- ◇ Working Together
- ◇ Awareness
- ◇ Connection
- ◇ Empathy
- ◇ Concentration
- ◇ Improvisation
- ◇ Public Speaking

**MATERIALS:** No materials are required.

**CHECK-IN:** *If the way you feel right now was anything in the sky, what would it be and why?*

**FACILITATOR NOTES:** This game develops personal presence, focus, awareness and public speaking. It can be used in many ways for performance. It allows people to present in a group without losing focus on the individual. This activity will help even the shy participants to speak in front of a group.

## INSTRUCTIONS

- Begin by asking the group to form an audience and remind them who a good audience is.
- Invite 5 or 6 volunteers to stand in 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 (person A), in silence, turns to face the audience. Person A continues to face the audience until another person in the line turns to face the audience. At that time person A must turn back.
- Like this, only one person must face the audience at any time.
- The players in the line continue to face the audience randomly.

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- When the group enters a flow, it will look like smoothly moving doors towards and away from the audience.
- You may have to encourage them to pick up the turning speed to get that flow.
- Once they get this flow, *ask for five or six 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.
- The players turn like in round one. They turn as if the other person isn't talking and interrupt them. Please do not wait for them to finish their sentence or word. That's what makes the flow! As soon as the interruption by (B) happens, (A) turns back.
- When (A) turns back to the audience, they continue the story as if they were never interrupted.
- With an adventurous group, two people can stand on either side of the line and act out the stories.
- 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 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. You can use this format for public performances or other group processes. It's an excellent way for players to support each other on stage or to create quick, powerful performances.

## 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 experiment with what we have discussed today?*

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

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# 27 ALIEN CONFERENCE

## OUTCOMES

- ◇ Learn to empathise with people across different cultures and languages
- ◇ Communicate/Interact with people who are different from them in many ways
- ◇ Listening Empathically
- ◇ Communicating across Difference
- ◇ Risk Taking
- ◇ Self-Control
- ◇ Expressing Emotions
- ◇ Body Language

**MATERIALS:** No materials are required

**CHECK-IN:** *Imagine you are from another planet that no one has ever heard of. Tell us three things about it.*

**FACILITATOR NOTES:** *\*Aliens are creatures from another world who do not belong to the Earth and are unlike humans.*

This is a funny game with important implications about belonging, language and communication. It's important to remind people to stick to the community agreements in this improvisational game.

## INSTRUCTIONS

- *Ask for five volunteers: 2 aliens, two translators (who will explain what the aliens are saying) and one host (someone who will conduct the show)*
- *Introduce the game by saying: "We are all at a conference, and one alien guest has arrived to talk to us. What is the theme of the conference?" (get suggestions from the audience)*
- *Both aliens can only speak their different alien languages - a language none of us can understand*
- *They cannot understand each other*
- *We've provided the aliens with translators so that they can communicate, and so we can understand what they are saying.*

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- *The translator's goal is to figure out what the alien is saying to them and translate for the audience and the other alien (in a stage whisper to the translator: If you don't know, make stuff up and keep it relevant to the topic)*
- *The host will take questions from the audience and ask the aliens, as well as help in dealing with any cultural differences that may come up.*

## REFLECTION

1. *What was it like being an alien or translator?*
2. *What was working in this game? What didn't work?*
3. *Where were the complications?*
4. *What kind of dynamics came up?*
5. *Where do we see things like this happen in the world?*
6. *Have you ever been part of an experience where people could not understand each other?*
7. *Is language the only reason we don't understand each other?*
8. *What can we do to work through these communications in our communities?*
9. *Is there anything you will do differently after these conversations?*

**CHECK OUT:** *If you were an alien from another planet, what is one thing you would find very strange on Earth?*

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# 28 GRATITUDE WALL

## OUTCOMES

- ◇ Learners can understand the feeling of gratitude towards their classmates and facilitator
- ◇ Learners will practice being grateful for their family and the person who supports them

**MATERIALS:** Sheet of paper and pen to each learner, if possible, chart paper, double-sided tape. A space on the wall to stick their gratitude notes.

## FACILITATOR NOTES

- We are so busy in our lives that we forget to express our gratitude; most of the time, it is not even a priority. Through this activity, we will try to take learners' attention towards taking a small step towards gratitude.
- If the learner doesn't want to express themselves through words, they can use drawing or abstracts images

**CHECK-IN:** *Who is the person who brought a smile to your face today?*

## INSTRUCTIONS

- First, the facilitator should create a comfortable environment by engaging the class in a conversation.
- Tell the learners that *today, we will make a gratitude wall. You will write the names of the family members who helped you today on paper. We will write our gratitude on this paper and stick it on a wall, which will be known as a gratitude wall.*
- *First, the facilitator will demonstrate by writing gratitude on the blackboard. For example - "Mother (Amma), you give me tasty and healthy food. Thank you" (can be in any language).*
- Now give 10 minutes to learners to write their gratitude clearly and creatively. Whoever they want to express their gratitude to (give learners the freedom to use colours)

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- After this, allow any interested learners to come forward and ask them to read out their notes. After this, attach this paper to the wall using double-sided or any tape.
- Now the wall will be covered with beautiful emotions of learners' gratitude.

## REFLECTION

1. *When do you want to thank someone? Why? How will you do it? What are the other ways to thank someone?*
2. *What kind of thoughts comes to your mind when someone thanks you?*
3. *Are we able to understand the emotions of others without them expressing it? How are we able to do it?*
4. *Are others able to understand our emotions without us expressing them? How are they able to do it?*
5. *Why did we express our gratitude towards those not even present here?*
6. *What did you feel after doing this?*

**CHECK OUT:** *At the end of the class, ask learners to sit silently for 1-2 minutes and think about a person they wish to go and thank after this class.*

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## 29 GROUP MIND MAP

### OUTCOMES

- ◇ Learn brainstorming skills
- ◇ Demonstrate self-confidence/self-esteem
- ◇ Demonstrate empathy (to Self)

**MATERIALS:** A paper and pen for each learner.

### FACILITATOR NOTES

This session 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 the sessions. This is again, an interactive session, and not lecture driven.

**CHECK-IN:** *What is one kind and nice thing/behaviour you did or saw someone else do this week?*

### INSTRUCTIONS

- Ask the learner to think of the experience they have had over the past one year.
- What are some of the activities that we have done over the year?
- As they list out the activities start placing them in different parts of the chart paper or on the board.
- Once everything is listed, ask them *“What are some of the things you learnt from these activities?”* Usually, learners will spell out the activity names. Push them to think beyond the activities they learnt.
- Start putting down each of these life skills on the chart. Make a mind map of the responses on the chart.
- You may have to lend the vocabulary of life skills related words. This is also a good opportunity to hear from the participants 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 year gone by. Share some stories they wish.
- Listen to few stories and close a session with a positive note.

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**REFLECTION:** Ask each learner to read the list of answers written on the paper.

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

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# 30 GRADUATION

## OUTCOMES

- ◇ Explain one way life skills programme have impacted their lives.
- ◇ Describe the most important information they have learned in Life Skills
- ◇ Name 1 relationship they have made because of these conversations

**CHECK-IN:** *Facilitator and learners must check in with themselves and the entire team about their feelings, moods, etc. in different fun-filled formats.*

## STORY OF THE YEAR

Explain to learners that they have learned a lot and grown as individuals. This is their time to share their learning and how it has impacted their lives.

- *As your final session of the year, you will meet in small groups to reflect on the impact Life Skills programme have had on your lives in the last year.*
- *Allow each group member to share a personal story about Life Skills Programmes' impact on your life.*
- *You can share a story about a friend you have made in your team, your favorite activity, a change in school or at home, or anything meaningful.*
- *After everyone in your group has shared a story, select one story you would like to share with the entire team.*
- *Everyone on your team must participate in sharing the story with the team. You can share the story in a lesson, a drama, or a format you feel comfortable with.*
- *Your presentation should last no longer than 2 minutes.*

## FACILITATOR NOTES

- Praise one of your learners in front of the entire team as an example of the positive change you have seen this year.
- Learners discuss their stories in small groups
- Separate the team into smaller groups of 5 to 7 participants.
- At around 5 minutes, instruct groups to select one story they would like to share with the group.
- Visit each group to review any activities that are a part of their story.

## REFLECTIONS

1. *What is the most important thing you have learned in this Life Skills programmes?*
2. *How have you grown as a person?*

**\*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.*

3. *What is the most important relationship you have developed in life skills Programmes?*
4. *What are you looking forward to in the next year?*

**CHECK OUT:** *Describe a life skills program in a word.*

**\*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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