



DREAM
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DREAM

Life Skills Curriculum

FOUNDATION LEVEL

NURSERY TO GRADE 2

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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*}, 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.

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.

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.

****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?

³ Refer Facilitator's Handbook for details

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.
 - 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.

Important Note:

While the curriculum has been designed to be self-explanatory and easy-to-use, it is still necessary for anyone who is planning to use it, to invest in getting the right training to understand the approach and pedagogy more deeply. For training on facilitating the Life skills Curriculum, you may contact the following:

Dream a Dream - info@dreamadream.org

For self-training material, you may access Toolsi, an on-demand online facilitation suite for intermediate to advanced facilitators, developed by Nadia Chaney, at <https://facilitate.toolsi.ca/>

***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.*

1 SPECIAL WALK

OUTCOMES

- ◇ Learners understand respect.
- ◇ Learners explore creativity.
- ◇ Learners begin to respect each other's uniqueness.
- ◇ Learners learn the name of their friends.
- ◇ Learners get to know about different identities.

MATERIALS: No materials required.

FACILITATOR NOTES:

Set up a safe space for learners to play the game.

CHECK IN: Which part of your body is more important to you and why?

INSTRUCTIONS

- Invite all the learners to stand in a circle and instruct them to think about a unique way they wish to walk. The walk can be simple or fancy. A simple example can be the facilitator skipping to the centre. Invite the first person to walk into the centre of the circle by walking in that special way.
- As the learner walks into the centre of the circle, they will have to look around the entire circle and say, "Hi, my name is (tells their name)." and then return to their place in the same special walk.
- The rest of the group then walks together to the centre of the circle copying the walk they just saw.
- Once in the centre, they turn to the first participant, who is still standing at the edge of the circle, point towards them, and say together: "Hi (person's name). **You're special!**" They all then return to the outside of the circle using the same walk.
- Invite the learners to go in order from the left side and keep the flow of the game. This prevents confusion.
- Continue the game until everyone gets the chance to walk into the circle with their special walk.

REFLECTION

1. Did you have fun? What made it fun?
2. How did you feel when you were walking in different ways?
3. Was it easy to create your own special walk?
4. How many of you felt it was easy? What made it easy?
5. What would you have done differently to make it easier?

CHECK OUT: What is the one thing you learnt today?

2 WALK & TALK

OUTCOMES

- ◇ Learners learn about their friends.
- ◇ Learners use communication skills

MATERIALS: No materials required.

FACILITATOR NOTES:

Set up a physical open safe space for learners to play the game.

This is a process-based activity, so you need to lead the activity step by step.

CHECK IN: *What is the one thing you like to do at home?*

INSTRUCTIONS

- Invite learners to start walking around the room, wait for few minutes while they are walking silently.
- *Tell them to walk and fill the entire space in the classroom.*
- *Tell them not to look at anyone and notice the objects in the room, not to bump into anyone or touch anyone.*
- *You can invite learners to notice how they are feeling today. As they walk just tell them to take some deep breaths and relax*
- *After a while, tell them to choose a partner.*
- *Greet each other and start a conversation with the person in front them.*
- *Smile and make an eye contact, perhaps even wave, bow, or give an air hug.*
- *Try being polite by adding a "Hello, how are you?"*
- *"Hi, it's been a long time since we met. Hope you are well!"*
- *What were you doing all these days?*
- *What are their likes or dislikes?*
- *Once they are done, switch partners!*

REFLECTION

(Facilitator can invite questions from their side to establish the objective of the activity)

1. *Did you like the game? What did you like about the game?*
2. *Was this activity difficult or easy for you to play?*
3. *Did you find any difficulty in doing the activity?*
4. *Do you feel this activity benefitted you? How?*
5. *(Example if we talk and listen with attention, we can improve our speaking and make new friends)*

CHECK OUT: *What is the first thing you do when you meet your friends?*

3 GOALS & AGREEMENTS

OUTCOMES

- ◇ Learners get familiarised with the goals
- ◇ Learners voice the team agreements collectively.
- ◇ Learners begin to understand the importance of goals and agreements.

MATERIALS: If you do not have access to chart paper, you can use a blackboard and chalk.

FACILITATOR NOTES

- Sometimes there is something unique in similar objects/actions. Through close observation we can identify the uniqueness. We know each other in a better way when we work in collaboration. Collaboration invites increased coordination and friendship amongst us.
- Explain all the rules of the activity well. Demonstrate the activity before starting it with the class
- Do participate in the activity.

CHECK IN: *If the way you feel right now is an animal, what animal would it be?*

GOALS:

Write the following headings of the goals on the blackboard (don't forget to decorate the blackboard and classroom! Make it attractive and fun).

1. To get to know ourselves, others, and things around us.

To know ourselves better, what do I like and do not like to eat? in things? etc. Sometimes we meet people who are very different from us in their likes and dislikes. They may look different, speak differently or have different ideas but we need to make friends with them to know more about them.

2. To share and care for self and others

You all know how important it is to care for, share our things and make sure everyone has what they need. But what does it mean to share ourselves? It means that we are happy /open hearted, we share our smiles, our stories and even our sadness. 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.

3. To form bonds with each other / making friends (this is for 2nd grade)

As a facilitator, it is our responsibility to establish an environment that will help learners grow and solidify their relationships with their friends. Learners need to master friendship skills like sharing, taking turns and addressing issues both individually and collectively. By playing together, we can encourage our learners to begin learning and using these abilities. We can facilitate learners to be excellent friends and play well with others.

4. To have FUN

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, in order 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 Dream a Dream groups in the past, and then I'm going to invite you to share what you need in order for us to achieve these goals together.

AGREEMENTS:

(Point out towards where you have written these agreements on black board: DON'T PUT DOWN SELF OR OTHER, PARTICIPATE FULLY, BE WILLING TO TRY NEW THINGS and LISTEN WELL)

Explain each one, using questions and giving examples.

- **DON'T PUT DOWN SELF OR OTHER**
 - *What does put down mean?*
 - *We all know that it is important not to put each other down, and you are already doing a great job of that. We are going to help each other remember this agreement by gently reminding people who accidentally put us or themselves down.*
 - *It can be a hard habit to break, since we hear it a lot our lives. The other part of this agreement is not putting ourselves down. That can sometimes be even harder.*
 - *What are some instances you have put yourself down? (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).*
 - *Back here is where that little voice tells you that you're not good enough! Yank it out! Good!*
 - *Now, on the count of three we're going to throw them all out of the window, okay? Then they can all hang out outside and have a really boring time together. One, Two, Three! Nice Job! They'll be waiting outside for you when you're done. But if you like being without them, try to keep it going even outside of this space.*
- **PARTICIPATE FULLY**
 - *Does this mean that you have to 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 yourself. What are some ways in which 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, to 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 behaviors that they might see. "Thank you for listening so well! Now I'd like to know what you need to reach our goals." List everything that the learners say. If you need to change their words, ask for permission. When they are done, invite them to stand in a circle with one hand out and one hand up. Look carefully around the circle to see if anyone is not yet ready to agree. Then, on the count of three, have everyone clap and yell YES as loud as they can to seal the deal!*

CHECK OUT: *Remember the animal you named in the beginning. If you were that animal right now, what would you be doing?*

4 THIS IS NOT A...

OUTCOMES

- ◇ Learners explore their creativity.
- ◇ Learners learn to think critically.

MATERIALS: An object for each group use (stick, toy, pen water bottle).

FACILITATOR NOTES:

Set up a safe space for learners to sit in a circle.

CHECK IN: Which letter of the alphabet do you like the most and why?

Ex: A - I like Amma, or B - I like ball so anything which comes to their mind

INSTRUCTIONS

- Invite Learners to form circles of 8-12 with one volunteer in each group, who starts the game first.
- The volunteer learner holds the stick and says, ***“This is not a stick, it is a (fill in the blank comb, for example).*** They then demonstrate using the stick as a comb, making appropriate motions and sound effects. The volunteer then passes the stick to the person on their left.
- Learner #2 repeats the volunteer’s demonstration of the comb, copying their movement and sound as accurately as possible while saying, ***“This is not a comb...” they then give the stick another identity, saying “This is a (fill in the blank – say, a pair of scissors).*** They demonstrate the pair of scissors with movement and sound and then passes the stick on to the person on their left.
- learner #3 repeats learner #2’s demonstration of the pair of scissors copying the sounds and movement as accurately as possible while saying, “This is not a pair of scissors.” they then give the stick a new identity and demonstrate the new object in movement and sound. And so it goes, around the circle.

Tips: Emphasise the importance of using exaggerated movement and a strong sound to demonstrate the object. Encourage learners to copy the person before them as accurately as possible. If a participant says all of their ideas have been taken, remind them that the stick can be anything.

REFLECTION

1. What did you like most about this session?
2. What did you not like?
3. How did you feel after playing this game?

CHECK OUT: Close this activity by teaching any one short song.

5 TOUCH & FEEL

OUTCOMES

- ◇ Learners begin to understand their thoughts and feelings.
- ◇ Learners use patience and observation skills.

MATERIALS: No materials required.

FACILITATOR NOTES:

Set up a safe space for learners to play the game.

CHECK IN: *What makes you happy? Ex: Playing, listening to stories, having sweets etc.*

INSTRUCTIONS

- Invite learners to open their pencil box, remove all the things from it and put it on the table. (If learner does not have a pencil box, the facilitator can give them different items from the classroom.)
- Invite learners - *Hold these items in your hand and see how you feel when you hold an object in your hand?*
- Facilitators tell the learners *“Now we will focus observing the pencil (or the object they are holding) more closely.”*
- *“All learners may sit in a comfortable position. Now you may bring your attention to the pencil placed in front of you.*
- *Notice: what is the colour of the pencil? What is the shape of this pencil? Now all the learners take a long, deep breath and hold this pencil in their hand.”*
- *“All learners hold the pencil in your hand”.*
- *Notice: How is the texture of this pencil? Does this pencil feel cold or hot? How do you feel when you hold the pencil in your hands?*
- (Facilitator may stop here/ take a pause for 5 Minutes)
- *“If you feel that your attention is getting distracted, then try to bring your attention back to this pencil*
- *“Now you all may take a long, deep breath and whenever you feel comfortable, you may gently put this pencil back on your desk.”*

REFLECTION: Facilitators may even Invite questions on their own behalf so that the objectives of this activity can be achieved.)

1. *How are you all feeling?*
2. *Were all of you able to bring your attention and focus on the pencil?*
3. *Were you able to see anything about this pencil that you did not see before?*
4. *How did you feel while holding the pencil?*
5. *Did you find your thoughts/attention moving around at any time?*
6. *Were you able to bring your attention/ thoughts back to the pencil?*

CHECK OUT: *Tell us how you are feeling now?*

6 SPOTLIGHT GAME

OUTCOMES

- ◇ Learners start to listen.
- ◇ Learners observe things.
- ◇ Learners begin to recognise colours.
- ◇ Learners notice emotions.
- ◇ Learners participate joyfully.

MATERIALS: Cards of red, yellow and green

FACILITATOR NOTES:

Set up a open safe space for learners to play the game. Make the cards for the activity.

CHECK IN: *Can you name things which are yellow in colour?*

INSTRUCTIONS

- Tell the learners they are going to play a game that represents traffic rules.
- Ask them about traffic lights and listen to what they say.
- Introduce the three colours and the actions they represent.
- *Green Light = Walk around the room with big smile*
- *Yellow Light = Move around, but at a slow pace with little smile*
- *Red light= Stop whatever you're doing immediately with sad face.*
- Once you introduce the colours and the actions, invite learners to act as if they are riding their favourite vehicle.
- As the learners are acting, call out and show the 3 colours of a traffic light randomly. Continue the game until learners start listening and observing.
- Ensure learners have fun in a safe environment.

REFLECTION

1. *Which part of the body helps you to listen? (ears)*
2. *What did you have to do to follow the instructions correctly? (Be alert and listen carefully)*
3. *Was this activity difficult or easy?*
4. *Did you find any difficulty in doing the activity?*
5. *How will the activity benefit you? (If we are attentive while listening, we can do things better)*

CHECK OUT: Who

7 MY FEELINGS

OUTCOMES

- ◇ Learners identify the feelings.
- ◇ Learners become aware of their emotions.
- ◇ Learners notice their behaviour when they experience various emotions.

MATERIALS: Chalk / printed images of different expressions

FACILITATOR NOTES: Draw various emojis/faces with various emotions, if the printout of images is not available. Set up a safe space for learners to play the game.

CHECK IN: Recall and share about the person you smiled at today and why?

INSTRUCTIONS

- Facilitator to make four circles on ground indicating different emotions for examples: Happy, Sad, Angry, Scared.
- Invite the learners to start running in a bigger circle of the classroom or ground.
- When you say stop, they have to stop and stand in any of these four circles of feelings.
- Then learners are then invited to identify the emotions of the circle they are in.
- Invite a learner to identify the feeling and talk about an incident that made them feel that emotion.
- A learner from each group will share an incident they experienced.
- Once they are done, continue the game until most of them have chance to talk about at least two of the emotions.

REFLECTION

1. How does your face look, when you feel happy/sad/angry/scared?
2. What do you do when you feel happy/sad/angry/scared?
3. What are you able to notice in your body when you feel happy/sad/angry/scared?

CHECK OUT: Can you show/mime anyone's feeling like we talked about using facial expressions?

8 MY EMOTIONS

OUTCOMES

- ◇ Learners start to identify emotions
- ◇ Learners start to express their emotions.

MATERIALS: A set of emotions cards or written emotions chits.

FACILITATOR NOTES:

Set up a safe space for learners to play the game.

CHECK IN: Right now, I feel _____ because _____?

Sample emotions:

- Joyful
- Confused
- Stressed
- Bore
- Irritated
- Excited
- Worried
- Nervous

INSTRUCTIONS

- Stick the following emotions on the wall / write on the black board.
- Make 3 groups and give them a situation. Invite learners to act out those emotions when you say a situation.

Or

- If you want to challenge them, ask one learner to act any one of the emotions and invite others to guess it. Continue and create an opportunity for each learner to enact and rest of them must guess the emotions.

REFLECTION

(Facilitators can invite questions from their side to establish the outcome of the activity)

1. How did you feel when they were acting those emotions?
2. Invite them to share one situation when they felt any of these emotions?

CHECK OUT: What

9 STORY: NO TO FEAR

OUTCOMES

- ◇ Learners express what they are feeling.
- ◇ Learners express care and respect to their friends.

MATERIALS: No materials required.

CHECK IN: How are you feeling today, tell them to show it in an action?

INSTRUCTIONS

- Invite learners to sit in a comfortable position to listen to the story. Read the story below.

“Lokesh was a learner of class one. He was tall and healthy in comparison to other learners of his class. All learners of his class obeyed him. All learners felt Lokesh was not afraid of anyone. He would eat other’s lunch without their knowledge and even snatched their money. Everyone in the class was fed up with his behaviour. Only two days ago, Lokesh took lunch from Shiva’s bag and ate the whole of it. If other friends of Shiva had not shared their lunch with him, he would have remained hungry that day. One day, a rat entered their class and started running from one corner to another. In all this mess, it got into Lokesh’s bag. Seeing a rat in his bag, Lokesh started shrieking, jumping and running. He was sweating all over. Just then Shiva took out a cloth bag from his school bag and attached it to the open part of Lokesh’s bag. The rat entered that cloth bag and Shiva closed the opening of the bag. He took the bag in his hand and went towards the school gate. All other students of the class followed Shiva, but Lokesh was so terror- struck that he did not move out of his classroom. At the school gate, Shiva gave the bag with rat in it to the security guard uncle. The guard took it outside the school, opened the bag and the rat jumped out and ran away.

Next day, when Lokesh entered the class, he found that some children were eating their lunch. Lokesh also brought his lunch box and sat with them to eat it. All of them looked towards each other. At this Lokesh said, “ Dear friends, I am also your friend, you too can eat my lunch.”

REFLECTION

1. Why did all children obey Lokesh?
2. Are you afraid of anyone?
3. Whom and what are you afraid of?

4. After this incident
5. How can you solve the problem?

10 THINKING CREATIVELY

CHECK OUT: What will you do when you are afraid?

OUTCOMES

- ◇ Learners learn to discuss with groups.
- ◇ Learners begin to solve small problems.
- ◇ Learners think in creative ways.

MATERIALS: No materials required.

CHECK IN: If you were given a chance to colour the walls of your school with your favorite colour, what would you colour it with?

INSTRUCTIONS

Invite the learners to sit in a comfortable position to listen the story. Share the below story.

"It all happened during the vacation. Soma and Bhima's house was being whitewashed. The painter was painting the roof of the house by climbing on a staircase. Soma and Bhima were carefully looking at him. Both of them wanted to paint their house. Bhima said to Soma, "Come, let's paint the door of our house!"

Bhima's father said, "Come, let's invite the painter uncle first!" Both of them approached the painter uncle and Bhima said, "Uncle, we also want to paint our house with you."

The Painter uncle said, "OK, take the paint and brush lying there, both of you can do it and I will keep a check on both of you." The Painter uncle kept on doing his work. Both of them took a separate box of paint and brush each. Bhima announced, "Soma, you paint one side of the door and I will paint the other side of it." Both were enjoying the painting work. After a while Soma said, "Bhima, let me have a look on your side of the door." He found that Bhima was painting it in red colour. Soma said, "Oh, Bhima, what have you done? I have painted the door yellow on its other side." Bhima said, "Soma why didn't you tell me about the colour you were using on your side to paint?" At this Soma said, "You also didn't tell me about the colour that you were using." Soma said, 'Our parents will scold us', Bhima said, 'Painter uncle too will be annoyed', Both thought what to do then. Then Bhima said, "OK, you take the red colour and paint half the door of your side in red colour and give me yellow colour and I will paint half of the door in yellow colour. This way the door will get a new design." Both painted red and yellow colours on their side of the door. As soon as Mom entered the room, she was surprised. She said, "What beautiful colours, what wonderful painting!"

REFLECTION

1. Why did Soma and Bhima use different colours to paint the door?
2. Do all of us make such errors sometime or the other?
3. How did Soma and Bhima think creatively to help each other?
4. Have you ever faced any similar situation when you made an error and came up with creative ways to sort it out later?
5. Did anyone help you to think creatively to come up with such ways? If yes, then how?

CHECK OUT: *What do you do when you make errors?*

11 SHAISHU SAYS

OUTCOMES

- ◇ Learners improve listening skills.
- ◇ Learners start to learn about body parts and body awareness.

MATERIALS: No materials required.

FACILITATOR NOTES: *Set up a safe space for learners to play the game.*

CHECK IN: *Which colour is your favorite colour and why?*

INSTRUCTIONS

- Tell the instructions to the learners. *They just have to follow the instructions given by Shaishu. Just like, when you say “Shaishu says jump” then only they have to jump. And when just you say ‘jump’ then they don’t have to jump because Shaishu did not said so.*

Now start the activity and the following instructions can be given: *Shaishu says (or without taking Shaishu’s name)*

- *Raise your hands*
- *Touch your feet*
- *Shake your nose*
- *Touch your knees*
- *Make a funny face*
- *Touch your head*
- *Touch your shoulders*
- *Stand on one leg*
- *Blink your eyes*
- *Stand on your toes*
- *Keep your hands on your waist*
- *Try to touch the sky*
- *Hug yourself, etc.*

REFLECTION

(Facilitators can invite questions from their side in order to establish the outcome of the activity)

1. *Which body part helps you to listen? (ears)*
2. *What did you have to do to follow the instructions correctly? (Be alert and listen carefully)*
3. *Was this activity difficult or easy?*
4. *Did you find any difficulty in doing the activity?*
5. *How will the activity benefit you? (if we listen with attention then whatever we are listening to, we can do so in a better way)*

CHECK OUT: *What did you like about today’s session?*

12 STORY: I CAN DO

OUTCOMES

- ◇ Learners encourage others.
- ◇ Learners are enabled to do things with confidence

MATERIALS: No materials required.

FACILITATOR NOTES:

Respecting each other for their peculiar / individual talents and appreciating/ complimenting each other is the very basis of happy life. The facilitator can discuss with the learners to identify each other's peculiar qualities and appreciate each other.

CHECK IN: *How are you feeling today?*

INSTRUCTIONS

- Invite the learners to sit in a comfortable position to listen the story. Once they are settled tell them the story. *"Harsh was a Grade one student. Since childhood, he was deaf and could not speak properly. He had a lean and frail body. In his school, in a few days, Sports day was to be celebrated. Harsh was very excited as he also wanted to take part in a race. Harsh approached his facilitator to give his name for the race competition. The facilitator told him in sign language that she was afraid that he might fall and injure himself as he was quite weak and frail. But Harsh had made up his mind to take part in the race. Seeing his eagerness, the facilitator said," OK, you too can run, but be careful." On Sports day, Harsh arrived at the school to take part in the competition. Some students standing on the ground were making fun of Harsh. But Harsh, since he could not hear, felt they were feeling happy to find him taking part in a race competition. Then the facilitator gave a green signal for the race to begin and then all the students started running. Harsh ran with all his strength. While running, he noticed that children were clapping, shouting and applauding him. He felt all of them clapping for him. He picked up speed with more strength. Within a few minutes, he was leading in the race. Then, Harsh's friend came near him and asked him in sign language, how could he win the race when all the others were making fun of him. Pointing towards the children, Harsh said that they were all clapping for him, that made him run fast and win the race".*

REFLECTION

1. *How would you feel if you struggled to hear or speak (deaf and dumb)?*
2. *How do you feel while motivating others? Why do you feel so?*
3. *Has anyone made fun of you sometime in your life? If yes, then what did you do?*

CHECK OUT: *Invite the learners to share what they felt about the story, and did they enjoy hearing this story?*

13 STORY: RAMU'S LUNCH BOX

OUTCOMES

- ◇ Learners start to empathise with other.
- ◇ Learners care about each other
- ◇ Learners support each other.

MATERIALS: No materials required.

FACILITATOR NOTES:

This is a story telling session. The setup of the classroom can be as it is for if there is enough empty space or logistical support, it is encouraged to have all learners sit on the ground in a circle while the facilitator narrates the story.

CHECK IN: *If you had to give someone in your family or a friend a new name, what would that name be? Note that the name can be funny also using which you can lovingly call them, but it must NOT be putting anyone down, or demeaning or disrespecting to them.*

Note: The facilitator could demonstrate first then learners could share later.

INSTRUCTIONS

- Invite the learners to sit in a comfortable position to listen the story.
- Narrate the story below using voice modulation and facial expression to grab the learner's attention.

"Today was Ramu's first day in school. His mother was sick. Still, his mother helped him to get ready for school. However, she could not prepare lunch for Ramu or give him his tiffin. His mother sent him to school with Leela aunty who lives in their neighborhood.

During the lunch break in school, all the children sat together to have their lunch. But Ramu kept sitting quietly on his seat. When the other children found him sitting quietly, they asked, "Ramu, where is your lunch?" Ramu told them about his mother's illness.

Ramu's friends said, "Today, our lunch is Ramu's lunch", and invited him to join them. They shared their food like Idli, Chutney, Chapati and sabzi with Ramu. All of them ate, relished and enjoyed a lot together.

When Ramu reached home after school, his mother was feeling a little better. Mom said, "You must be quite hungry, Ramu! Let me prepare something for you."

At this Ramu said, "Oh mom! Today I ate a lot with my friends. Did you eat anything or not? After a while Ramu said, "Oh mom! I forgot, I have brought some peda (sweets) for you too, taste it please".

REFLECTION

1. *How was the story?*
2. *Did you like it?*
3. *How many of you liked the story? What did you like the most about the story?*
4. *Have you ever helped someone like how Ramu's friend did?*
5. *If you would have been Ramu, what would you have done?*
6. *How do you think Ramu's mother felt when she received Peda from Ramu?*
7. *Have you ever felt like how Ramu's mother or Ramu might have felt like?*
8. *Have you ever shared your things with your friends? If yes, then when?*

CHECK OUT: *Remember a person who helped you when you were in need, and share how did you thanked them?*

14 FEEL THE WHEEL

OUTCOMES

- ◇ Learners identify feelings.
- ◇ Learners become aware of their emotions.
- ◇ Learners notice their behaviours when they experience various emotions.

MATERIALS: Music, a hat, chits with scenarios on it.

FACILITATOR NOTES:

Create chits for the activity. Create “feeling list” using clear images or draw on the board. Brainstorm some common scenarios that might produce different feelings in your learners. A few examples:

How Would You Feel If...

- *“Your grandma picked you up after school and took you get to ice cream.”*
- *“Your classmate spilled paint on your drawing.”*
- *“Your mom yelled at you.”*
- *“Your brother/ sister wouldn’t let you have a turn on the swings.”*

CHECK IN: *Could you name the person whom you like the most?*

INSTRUCTIONS

- Invite the learners to sit in a circle.
- Put the chits with the scenarios in a hat and pass the hat around the circle while you play music.
- When the music stops, the learner holding the hat should pick out a scenario from the hat (you can help read it for the learner if they can’t yet read).
- Then invite the learner to describe and show through facial expressions how they would feel if the scenario happened to them.

REFLECTION

1. *How does your face become, when you feel happy??*
2. *When are the times that you feel happy?*
3. *What do you do when you feel happy?*
4. *What are you able to notice in your body when you feel happy?*

(While discussing the feeling of happiness in the body, draw a body shape on the board and continue the discussion)

You may tell learners: “Let’s talk about another feeling now. It’s, sadness. Let’s

discuss about it”

- *How does your face become, when you feel sad?*
- *When are the times that you feel sad?*
- *What do you do when you feel sad?*
- *What are you able to notice in your body when you feel sad?*

As you talk about feelings, draw the facial expression of the same on the board, and invite them to share if it can look different, or how do they express that emotion. During the discussion of sad feelings and their experience in the body, illustrate a drawing of the human body and continue with the discussion.

CHECK OUT: *Let’s breathe and place our hand on our hearts and tell the sound of the heart?*

15 GRATITUDE CIRCLE

OUTCOMES

- ◇ Learners start to practice gratitude.
- ◇ Learners begin to appreciate.

MATERIALS: No materials required.

FACILITATOR NOTES:

Set up a safe space for learners to do the activity.

CHECK IN: *What is the one thing you like about yourself the most?*

Example: I am _____.' (amazing, funny, kind, etc.)

INSTRUCTIONS

- Invite the learners to sit in a circle with their eyes closed.
- Invite them to visualize how they have started their day.
- Invite them to imagine one person they received help from and how they felt.
- Give a pause for 5 minutes.
- Invite them to open their eyes slowly.
- Invite them to share who they imagined and share their gratitude in the big circle

REFLECTION

(Facilitators can Invite questions from their side to establish the outcome of the activity)

1. How did they feel when they closed their eyes?
2. Invite them to share their gratitude to the person who helped them.

CHECK OUT: *Name the person whom you want to thank every day and why?*

16 WHAT WOULD YOU DO?

OUTCOMES

- ◇ Learners share and care for each other.
- ◇ Learners starts to find importance in relationships.
- ◇ Learners identify their own and others' feelings.

MATERIALS: Situation/ scenarios list.

FACILITATOR NOTES:

Set up a safe space for learners to play the game.

CHECK IN: *Show us how your face looks like when you are angry or sad?*

INSTRUCTIONS

- Divide learners into groups of 5 or 6.
- Tell them that they will receive scenarios/situation that they will have to mime/enact together.
- Give a scenario / situation, for instance, they are standing in a queue to collect chocolates or going to buy rations, they will have to pretend as if they have been pushed, hurt, or feel bad about something.
- One learner will pretend to be a stranger who tries to help.
- Switch roles and create new situations/scenarios!
 - *Seeing someone pushed/hurt.*
 - *If you were pushed/hurt*
 - *If you push/hurt someone*
- Invite new scenarios from the learners and enact with them.

FACILITATOR NOTES:

- Hurting can lead to strong feelings such as anger, fear and frustration.
- While it's okay to feel these feelings, it is never okay to react by doing violent things, such as intentionally hurting someone.
- It is better to communicate how you feel with your words, rather than pushing or hurting someone.

REFLECTION

1. Discuss how the stranger could tell that someone was feeling hurt?
2. *What is one nice thing you did for someone else? Did it make them feel better? Did it make you feel better too?*
3. *How would you feel in these situations?*

CHECK OUT: *What is one thing you will practice after this session?*

17 WHO OWNS THE BISCUIT

OUTCOMES

- ◇ Learners understand about relationships and affections
- ◇ Learners show care and respect.

MATERIALS: No materials required.

CHECK IN: One food you like to eat every day and why?

INSTRUCTIONS

- Invite the learners to sit in a comfortable position to listen the story. Once they are settled tell them this story.

“Ajay and Kavita were sitting on a bench in their school playground. Ajay found a packet of biscuits lying on the bench. “Oh, this is my packet. My mom put it into my school bag today morning.” He said to Kavita. Saying this he took one biscuit and ate it. Kavita also took one biscuit and ate it. Both were eating biscuits while playing. After a while, half the packet of biscuits was finished. Ajay thought, “Rest of the biscuits I should eat alone.” He picked up the packet and thrust it into his pocket. As he put his hand into his pocket, he realised his own packet, given by his mom, was already in there. Then it dawned upon him that he had eaten biscuits from Kavita’s packet. With this realisation, he put both the packets on the bench and together they ate and played.

Facilitator Notes: Relationships are more important than goods. Acceptance in relationships gives us the strength to build trust and share our things comfortably. In such relationships both the parties feel satisfied. The facilitator can discuss with the learners as to how we feel when we share our things with our near and dear ones.

REFLECTION

1. *What made Ajay keep half a packet of biscuits in his pocket?*
2. *Why did Kavita not tell Ajay that it was her packet?*
3. *Do you like to share your things with others?*
4. *In case you have less quantity, will you still share your things? Why?*
5. *Sometimes it can be difficult to share things with others, and it is understandable, is there something you have that you don’t like to share with others?*

CHECK OUT: How did you feel after hearing this story?

18 PAPER DROP

OUTCOMES

- ◇ Learners start to listen.
- ◇ Learners learn to observe things.

MATERIALS: One A4 Size Sheet

FACILITATOR NOTES

- Sometimes there is something unique in similar objects/actions. By minute observation, we can identify the uniqueness. We know each other in a better way when we work in collaboration. Collaboration Invites increase coordination and friendship amongst us.
- Explain all the rules of activity well
- Demonstrate activity before starting with the whole class.
- Do participate in the activity.

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

INSTRUCTIONS

- Show the learners a single sheet of paper.
- *Close your eyes and lift your hand when you hear the paper touch the floor. When I say open your eyes then look around to see who else heard it.*
- Now drop the A4 size sheet on the floor then *invite all learners to raise their hand if they have heard paper touching the floor.*
- 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 activity?*
2. *What did you feel?*
3. *What did you notice?*

CHECK OUT: *If the way you feel right now was a sound what sound is it and why?*

19 TENANT, HOUSE AND TSUNAMI

OUTCOMES

- ◇ Learners start to listen carefully.
- ◇ Learners start to cooperate and mingle with each other to win the game.

MATERIALS: No materials required.

FACILITATOR NOTES:

Set up a safe space for learners to play the game.

CHECK IN: *Make an animal sound to show us how you are feeling today? Ex: cat sound, dog sound etc.*

INSTRUCTIONS

- Invite the learners to *stand around in a circle in group of three.*
- *Two of them extend their hand towards each other forming a house, these are the houses.*
- *The third learners inside the house and they are the tenant.*
- *The leader then may call out houses- the house pairs must run around and find a new tenant.*
- *If the leader calls out tenant, the tenants must run around and find new houses.*
- *If the leader shouts tsunami, all the learners must run around forming new partners of houses and finding new tenants.*
- *Whoever is being last to find their house, that person will lead the game.*
- Continue the game until everyone is involved and enjoys the game.

REFLECTION:

1. *How was the activity?*
2. *What are some things you did well?*
3. *What are some problems you faced during this activity?*

CHECK OUT: *Say it in one word, how you will spend your day after going home?*

20 STORY: SAGAR'S SCHOOL

OUTCOMES

- ◇ Learners build awareness of harmful impact of using plastics.
- ◇ Learners start to observe their surroundings.
- ◇ Learners have fun with their peers.
- ◇ Learners express their feelings and thoughts.

MATERIALS: No materials required

CHECK IN: Act / show how cats meow or cow's moo?

INSTRUCTIONS

- Invite the learners to sit in a comfortable position to listen the story.
- Once they are ready start reading the story clearly with voice modulation and facial expressions.

"Sagar loved going to the market with his mother. One day, while his mother was buying some items and the shopkeeper had kept those items into plastic bags Sagar said, "No Uncle! Do not give us plastic bags, it is harmful to our environment." Listening to this not only the shopkeeper but his mom also smiled at him. "That's so right!" His Mom asked, "Did your papa tell you about this?" Sagar said, "No! Our facilitator told us."

A few days later in the evening when Sagar was sitting with his parents, His father said, "Next year, Sagar will get admission in a big school." His Mom thought about it for a while and then asked why a big school?" Sagar's father said, "Hey! That school over there in a huge building has a lot of facilities. Sagar will learn a lot there." Sagar was sitting there and listening to his parents quietly.

Looking towards Sagar, his mom asked her son if he liked to go to his present school. Hearing this Sagar's eyes lit up. He said, "I like it very much! Our facilitator loves us a lot. She teaches us, plays many games with us and tells us so many good things. I have many good friends also there." "Okay." said the mother. She also shared with Sagar's Father what had happened at the shop while buying goods.

Sagar also told his father that he wanted to study in that school only. Ultimately all of them decided together that Sagar would go to the same school where he had been studying so far.

REFLECTION

1. Was the decision the family took, correct? Why do you think so?
2. Why did the mother and the shopkeeper smile at each other?

3. *Do you like coming to school? Why?*
4. *Do you talk about what you learnt in your school with your family members at home?*
5. *Whenever you share your learnings from school with your family members, how do they respond?*

CHECK OUT: *One thing you like about your school?*

21 I AM A PROUD TREE

OUTCOMES

- ◇ Learners start noticing about themselves.
- ◇ Learners learn to do positive self-talk (Self-awareness)

MATERIALS: Worksheets of tree / if the worksheet is not available then tell them to draw trees and leaves on paper / notebook

FACILITATOR NOTES:

Set up a safe space for learners to sit in a circle

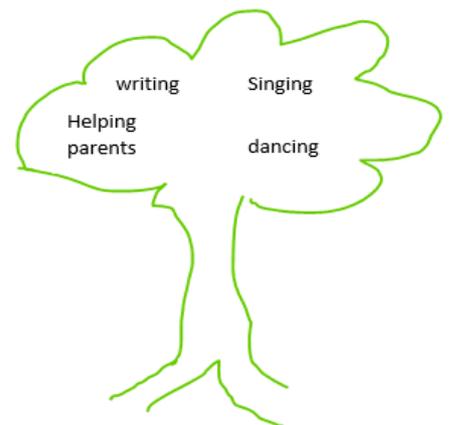
- *Show these worksheets for learners / distribute these worksheets to learner to inform learners to write they are good at*

CHECK IN: *Share one thing that you are proud of yourself?*

Ex: I am proud of myself because I listened to my mom / help my parents / I do my homework on time / I sing songs / I paint well etc.

INSTRUCTIONS

- Invite learners to sit in a circle.
- Invite them to close their eyes and start breath in & breath out exercise.
- While doing this exercise encourage learners to identify the many things, they are good at.
- Encourage learners to think about all the ways they are smart and good at things.
- Then provide the worksheets (if possible) or tell them to draw a tree.
- Then tell them to write (two or more) they are good at on the leaves.
- If you have time, then tell them to colour it.



REFLECTION

1. *How was this activity?*
2. *What did you like in this activity?*
3. *Was it difficult to think about what you are good at?*
4. *Was it easy to think about what you are good at?*

CHECK OUT: *One thing you learnt in today's sessions?*

22 STORY: GRATEFUL TO THE PERSON

OUTCOMES

- ◇ Learners experience affections.
- ◇ Learners begin to see how care and respect looks like

MATERIALS: No materials required.

CHECK IN: Let's come up with a sound you like and make that sound.

INSTRUCTIONS

- Invite the learners to sit in a comfortable position to listen the story. Once they are settled share the story as mentioned below.

"Shekar was a learner of class two. One day, when he reached his class, he found that the classroom was not as clean as usual. Bits of papers were thrown all around on the floor. The floor too was not clean as it used to be. That day after the morning assembly, entering the class the facilitator announced that they would clean the class before the usual studies of the day. At this Shekhar asked, "Sir, Is Raju uncle, who cleans our class daily, absent today?" The Facilitator answered that he was ill that day and that was the reason that the class could not be cleaned. Shekhar along with all other learners put their bag outside and started cleaning the class with enthusiasm. Sitting on a broom, Amar looked like Harry Potter (the main character in the Harry Potter books written by J K Rowling). Vijay started looking for the trash in every nook and corner as if it was a game for him. Within 15 minutes collectively they cleaned their class and returned back to their seats. The facilitator said, " Since a part of your period was spent cleaning the class, you have less time left for studies" Shekhar thought about Raju uncle- how he cleans their class daily and saves their time. Next day, when Raju uncle came to clean the class, he did not get bits of paper and pencil scraps on the floor. He emptied the class trash bin into his large trash can. Smilingly he looked towards the children and said, " Thanks for the cooperation, children." Shekhar said, " You work hard and keep our class clean; we too have a duty towards you." said the children."

REFLECTION

1. Name the people who help us in the smooth running of our school?
2. What will happen if they stop doing their work or stop lending their cooperation?
3. What efforts will you make to improve your relationships with them?
4. Do you find people at home or in your neighbourhood who make your work easy and smooth? Can you name them?
5. What will you do to cooperate with them?

CHECK OUT: After hearing this story, who would you like to say thank you to and why?

23 SUN SHINES ON...

OUTCOMES

- ◇ Learners learn to listen carefully
- ◇ Learners begin to think about similarities between themselves and their peers.

MATERIALS: Nothing

FACILITATOR NOTES:

Set up a safe space for learners to sit in a circle.

CHECK IN: *If how you are feeling right now is something from nature, what would it be? Eg: leaves, clouds, flowers, rain etc.*

INSTRUCTIONS

- Invite learners to sit in a circle.
- Invite a volunteer learner, *tell them to stand in the centre of the circle.*
- The person in the centre calls out: *'The sun shines on everyone who/with_____'*. This must be something true of them, as well as potentially true for other participants.
For ex:
 - *The sun shines on everyone who is wearing something blue.*
 - *The sun shines on everyone who has hair long / short*
 - *The sun shines on everyone who has 1 sister / brother*
 - *The sun shines on everyone who likes to sing / dance / play games – cricket, cycle, swimming etc*
- For whoever this statement is true then they will exchange their places in the circle with whoever the statement is also true for.
(Everyone that this includes runs around the outside of the circle as fast as they can to an empty space).
- The person who does not get a place / space then goes into the middle and repeats the game.

REFLECTION

1. *Did you enjoy this game?*
2. *Was it difficult or easy?*
3. *What is difficult or easy?*
4. *Do you see similarity among your friends?*
5. *What you liked the most in this activity?*

CHECK OUT: What is this about?

24 MAGIC KEYS

OUTCOMES

- ◇ Learners start to learn about listening.
- ◇ Learners improve their observation and awareness skills.

MATERIALS: Bunch of keys, blind fold and chair

FACILITATOR NOTES:

Set up a safe space for learners to sit in a circle. Use the bunch of keys to do this activity.

CHECK IN: *If the way you are feeling right now is an insect, what insect would it be?*

(Ex: Honeybee, butterfly, ant, flies)

INSTRUCTIONS

- Invite learners to sit in a circle to play this game.
- Place the chair centre of the circle. (If chair is not available then we can use the floor)
- Invite one volunteer learner to sit on that chair/centre of the circle on floor by wearing a blindfold.
- If the learners are uncomfortable to blindfold invite - them to close their eyes.
- Then quietly choose another learner to tiptoe to the chair and take the bunch of keys.
- The learner then returns to the group and sits in their place with those keys
- Invite the volunteer to open their eyes and face the group and find the learner who took the keys. While the volunteer is finding, other learners will say below lines -
 - *Class/learners: Miss/ Mr. Name (volunteer), you are very sweet. May we please have a key to open the door?*
 - *Miss/Mr. Name/volunteer says, "Yes, you may."*
 - *Class/volunteer: "Thank you, thank you" whole class says*
- Give Volunteer several or 3 chances to guess who took the keys
- If necessary. The learner who took the keys then becomes volunteer. Continue until each learner gets the chance to play this game.

REFLECTION

1. *How was the game, did you enjoy?*
2. *Was it difficult or easy to find the learners?*
3. *What was difficult?*
4. *What was easy?*
5. *How many of you felt it was difficult?*
6. *How many of you felt it was easy?*
7. *What did you learn?*

CHECK OUT: *Which sweet do you wish to eat when you return home?*

25 STORY: RAFI'S BALL

OUTCOMES

- ◇ Learners recognize others' emotions.
- ◇ Learners begin to care about others.

MATERIALS: No materials required

FACILITATOR NOTES:

This is a story telling session. The setup of the classroom can be as it is for the regular academic classes. If there is space or logistics support, it is encouraged to have all learners sit on the ground in a circle while the facilitator narrates the story.

CHECK IN: What is *one thing you like about yourself*?

INSTRUCTIONS

- Invite the learners to sit in a comfortable position to listen to the story.
- Narrate the story below using voice modulation and facial expression to grab the learner's attention.

"While playing in the park, Arun found a ball under the tree. Arun started playing with the ball happily and was enjoying it. After some time, a boy named Rafi approached him. He was looking a bit disturbed. He invited Arun, "Have you seen any ball here? It is almost the same as yours. A while ago I put it under the tree there only, now it is not there. I fail to understand how it got lost." Arun started pondering over it.

FACILITATOR NOTES:

Here the facilitator can invite the learners: What do you think Arun will do next? After hearing few responses continue read the below story.

Arun wanted to play with that ball, but he felt it was wrong. After thinking for a while, he said, "This is your ball. I found it here under the tree, so I started playing with it."

Rafi was overjoyed to find his ball back. He said to Arun, "Thanks, my dear friend! Would you like to play with me?"

Both started playing together with the ball. Besides his ball, Arun found a new friend too that day.

REFLECTION

1. How did you feel listening to story?

2. Why did Arun return Rafi's ball?
3. Did you ever find your lost things back? How did you get it?
4. Why do you think Rafi invited Arun to play with him?

CHECK OUT: *One thing you like about your friend?*

26 STORY: VINOD'S PERFUMED ERASER

OUTCOMES

- ◇ Learners care for each other.
- ◇ Learners begin to know their friends and their feelings.

MATERIALS: No materials required.

FACILITATOR NOTES:

This is a story telling session. The setup of the classroom can be as it is for the regular academic classes. If there is space or logistical support, it is encouraged to have all learners sit on the ground in a circle while the facilitator narrates the story.

CHECK IN: *If the way you are feeling right now is a food, what food would it be?*

INSTRUCTIONS

- Invite the learners to sit in a comfortable position to listen to the story.
- Narrate the story below using voice modulation and facial expression to grab the learner's attention.

"Savitha was a learner of grade one. In her class, Vinod had a perfumed eraser (an eraser that smells nice). She liked that eraser a lot. One day she said to her mom, "Mom, please get me a perfumed eraser". Mom said, "Okay sure, whenever we go to the market, you can buy one."

The next day when school was over, Savitha found an eraser lying on the floor of the classroom. She picked it up and smelt it and found that it had a good smell. She picked it and put it into her bag.

On returning home she told her mother that she no longer wanted a new eraser. She was happy with her old one. Her mother was surprised to hear this, but they didn't talk about it after that. By evening she couldn't keep this with herself anymore and she showed the perfumed eraser to her mother and said, "Mom, I got it in my class, it was lying on the floor. "At this the mother said, "Whose eraser, is it? Do you know? "Savitha answered, "Mom, perhaps this is Vinod's eraser, but somehow now it's mine." "How can a thing that's not yours be yours?" saying this, mother resumed her usual tasks. The next day when Savitha reached school she saw Vinod sitting sadly in a corner. Savitha asked him why he was sad. Vinod told her that he had lost his perfumed eraser. Savitha felt surprised.

Now, pause the story telling and invite the learners to reflect using suggestive questions below: Invite -

- *Let us all show through our expressions how Savitha might have felt*
- *How do you think Vinod might be sitting and feeling? Invite the learners to show using their facial expressions and body postures.*
- *What do you think Savitha did?*

After hearing few responses Continue the story as mentioned below.
*Savitha took out the eraser from her pocket and putting it into Vinod's hands she said, "Hi, I found it yesterday, it was lying on the classroom floor."
Vinod was quite happy to get his perfumed eraser back and Savitha was happy to see Vinod happy.*

REFLECTION

(Note: not all questions are meant to be asked mandatorily. Choose depending upon the learner's comprehension ability and needs of your learners)

1. *What would you have done if you were in Savitha's place?*
2. *What do you do when you are tempted by other's things? Is it difficult to let it go?*
3. *Did you find anything that belonged to someone else? At that time what did you do?*
4. *When you return someone's things, then how do you feel?*
5. *How do you feel when you get back your lost things?*

CHECK OUT: *Share one thing will make you feel sad if you lose it OR share one thing you like that you are tempted to have?*

27 LET'S CELEBRATE EACH OTHER!

OUTCOMES

- ◇ Learners appreciate self and others.
- ◇ Learners identify something good/helpful about the other.

MATERIALS: No materials required.

FACILITATOR NOTES:

Ensure learners identify and share helpful/good things about their peers. Give examples of good things before starting the activity. Share good things you find in a few of your peers.

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

INSTRUCTIONS

- Tell the learners to sit in a circle with 3 to 4 friends.
- Tell them to say some positive traits about the person sitting on their right side.
- Then, the next person does the same for the person on their right and continue doing same thing until the last person shares.

REFLECTION

1. How did you feel when people were saying good things about you?
2. Have you heard good things about you in your home or from your friends earlier?

CHECK OUT: *What is one thing you like about yourself?*

28 WHO IS A MAGICIAN?

OUTCOMES

- ◇ Learners learn to be attentive and observe their surroundings.

MATERIALS: No materials required.

FACILITATOR NOTES

- Sometimes there is something unique in similar objects/actions. By minute observation, we can identify the uniqueness. We know each other in a better way when we work in collaboration. Collaboration increases coordination and friendship amongst us.
- Explain all the rules of the activity well
- Demonstrate activity once prior starting with the whole class.
- Do participate in the activity.

CHECK IN: *What do you like to do in your free time?*

INSTRUCTIONS

- Invite learners to stand in a circle.
- Invite one learner to enact a detective and invite them to go out of the classroom.
- Invite one Magician amongst learners present in a circle.
- Magician will do some actions like- touching their own ear, scratching their own head and raising their own hand etc.
- Rest of the learners will imitate the actions of the Magician.
- The detective will go in the circle and try to find out the Magician.
- If they succeed, then the next round could be started with a new Magician and new detective.
- Repeat this activity 3-5 times.

REFLECTION

1. *Learners who got chance to be detective will be Invited:*
2. *How did you identify the magician?*
3. *Do you find any need to work in collaboration with your friends in this activity? How?*
4. *Now the question to all the learners who were standing in the circle: What did you do to hide the identity of the magician?*

CHECK OUT: *Say one thing you liked in this activity.*

29 MIND MAP

OUTCOMES

- ◇ Learners start expressing their thoughts.
- ◇ Learners start to recall their sessions.
- ◇ Learners come together and share their learnings.

MATERIALS: Blackboard and chalk

CHECK IN: *What is a song that you love, and where did you first hear it?*

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 their experience in these sessions. This is 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 activities do you remember which we did together, can you please name them?*
- If learners struggle to recall, give them specific instances to remember, give them a clue.
- 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 use the vocabulary of life skills related words. This is also a good opportunity to hear from the learners and build on that vocabulary.
- This is specifically for 2nd grade learners - 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 each of the goals have 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 was it for you? How did you feel?*
2. *Which activity you liked more and why?*

Note: *After emotions activity, for example, you might just ask at debrief something like, "How many of you learned emotions/emojis name and remember now?"*

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

30 GRADUATION

OUTCOMES

- ◇ Learners start expressing their thoughts.
- ◇ Learners start naming one thing they have learnt in these sessions.
- ◇ Learners start naming their bond they have built with one person.

MATERIALS: Blackboard and chalk

CHECK IN: *What dialogue (films, family members lines etc.) do you appreciate the best and use the lines to demonstrate it?*

INSTRUCTIONS

- Explain to learners that they have learned 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 everyone in the group to share one story that helped them to express.
- Learners can share a story about a friend you made on your team, 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. *What is the most important thing you have learned in life skills sessions?*
2. *How did you feel about these sessions?*
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: *Could you please share your happiest day or activities of this year?*



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