Life Skills

For 8 to 10 year-olds

Screen-free learning resources that build life skills.
Daily Routine

My Emotions

Write how you feel **everyday** in your notebook. Think about why you feel a certain way.

Today, I feel _____ because _______

- excited
- happy
- joyful
- calm
- hurt
- confused
- nervous
- lonely
- frightened
- annoyed
- enraged
**Week 1 Overview**

**Health & Well-Being**
**Explore your relationship with a healthy lifestyle!**

**Project**

**First Aid**
Be prepared to respond to people who are injured or are not well.

**Get Well Soon**
Support a friend going through a tough time.

**Become A Chef**
Put together a healthy meal for lunch or dinner!

**Keep COVID Away**
Check out house rules to stay safe during the COVID pandemic.

**Water And Us**
Explore how water affects our health and well-being.

**Materials Needed**
- Paper
- Pencil/Pen

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1. Have you ever fallen ill (or experienced a disease)? Make a list of the changes you noticed. These are called ‘symptoms’.

2. What do you think caused the disease?

Microorganisms are living things that are too small to be seen with our eyes. Many of them make soil fertile and even help us digest food. Some are harmful to us and can cause diseases. Eg:

- **Bacteria**
  - Food Poisoning
  - Tuberculosis
  - Cholera

- **Virus**
  - Influenza (Flu)
  - COVID-19
  - Chicken Pox

4. How do you think these disease-causing microorganisms reach us? Below are some visual clues:

- Influenza (Flu)
- COVID-19
- Chicken Pox

Do all diseases spread in the same way?

5. Do you think the weather affects our health? If so, how?
Health Poster

Think about a common disease people experience?

• What are the **symptoms** they experience?  
  How is the disease **caused**? How is it **spread**?  
  What can they do to **prevent** the disease in the future?

• Make a poster for a disease with your peers, to make people aware about the disease, cause, and its prevention.

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**Health and Well-Being**

When people with the flu cough, sneeze or talk, they send droplets with the virus into the air and potentially into the mouths or noses of people who are nearby.
Day 1 Activity

**Keep COVID-19 Away**

1. Discuss and note down what you know about COVID-19 with your peers:

   - **Cause and Spread**
   - **Symptoms**
   - **Prevention**

2. Together, make house rules that everyone must follow to keep COVID away. The plan should clearly mention who is responsible for what and include fines for violators. Example:

<table>
<thead>
<tr>
<th>Category</th>
<th>Rule</th>
<th>Observer</th>
<th>Violation Fine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coming back from outside</td>
<td>Take off shoes at the entrance</td>
<td>Ayesha</td>
<td>Wipe the entire floor where violator stepped with proper detergent + Wash all the dishes for one full day.</td>
</tr>
</tbody>
</table>

*Categories can include: Going out, coming back from outside, and actions taken while in the house.*

3. Put the house rules on a chart and stick it on the wall. Start following them right away!

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*Is this information accurate? How do you know?*
Discuss with your peers:

- What is the importance of drinking clean water?
- Which diseases are spread through unclean water? (Eg: Polio)

1. Pour dirty water in one cup and clean water in the other.
2. Ask a friend to identify which one is safe to drink.
   Note down what helped them determine it (colour, smell, taste etc.)
3. Repeat the activity.
   Make it harder for others to spot the difference!

Filtering Impure Water

1. What are some ways to ensure clean water at home? (Eg: Boiling)
2. Mix some dirt with water in a glass. Challenge yourself to obtain clean water from this mixture in different ways. Which method works best?

Try These!

1. Cloth Filtration:
   Place a light piece of cloth on top of an empty cup.
   Pour the dirty water into the cup through the cloth.

2. Sedimentation:
   Stir an empty cup with dirty water and notice how the dirt settles to the bottom.

Decantation:
   Wait for a few minutes and transfer the clean water to another cup.
Day 2 Activity

WATER AND US

1. Have you noticed how people who are ill are asked to drink more fluids? Why do you think so?

   Most of the human body is actually made up of water! The human body is **60% water**. When we are attacked by harmful microorganisms, we generally get a fever. By increasing our temperature, our bodies try to kill them.

   However, we also lose water more rapidly through the lungs and the skin. This in turn can easily lead to dehydration and all body functions would become less effective.

2. What do you think happens if we do not drink enough water?

   Create a table to track how many glasses of water each person living with you drinks. Present it as a pictogram. *(Example below)*

<table>
<thead>
<tr>
<th>Member</th>
<th>No. of Glasses per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aliya</td>
<td></td>
</tr>
<tr>
<td>Kaneez</td>
<td></td>
</tr>
<tr>
<td>Rahil</td>
<td></td>
</tr>
</tbody>
</table>

- Who drinks the least amount of water?
- Who drinks the most amount of water?
- What is the average no. of glasses people drink in your house per day?

**Average = Total No. of Glasses\[
\text{Total No. of People}
\]**

**RECOMMENDED AMOUNT OF WATER PER DAY**

- 4 cups for 2-3 yrs.
- 5 cups for 4-9 yrs.
- 7 cups for 9 yrs. +

Are people in your house drinking the recommended amount of water per day?
1. Do you know any disease that can be spread through food?

   - Observe the poster on ‘Food Poisoning’, a common disease caused by bacteria.
   - Research or recall when you or someone else suffered from it.
   - What are 3 things you can do to make yourself feel better when you have food poisoning? (Eg: drink more water)

2. Discuss with your peers:
   - How does food impact our health?
   - How can you identify if food is spoilt or not fit for eating?

3. The pyramid shows what a healthy meal consists of.

   Make your own ‘healthy food’ pyramid and draw your favourite food items in each category.

   - Which foods are most healthy?
   - Which ones are least healthy?
   - What % of each of these should we have? Why do you think so?
Day 3  Activity  BECOME A CHEF

1. Put together a healthy meal for lunch or dinner. Explain to a partner why you think it is healthy. Identify the food groups (grains, fats, dairy, etc.)

2. Now, draw an unhealthy meal. Exchange it with your partner.

- What makes the meal unhealthy?
- Compare the amounts of the food groups with the healthy meal.
- How can you make the meal healthier, but still tasty? (Eg: Grill instead of fry to reduce fats)

Chef's Special
Write your own recipe for a yummy, healthy, dish!
Day 4

Project-Based Learning

Health and Well-Being

1. How can diseases be spread through unclean surroundings?

2. Observe the images below. For each, share two habits you can maintain a clean and healthy lifestyle.

   - Why do you think some people do not do this already?

   Example:
   Brush your teeth daily. Wash your mouth after having food.

3. Using the table below, list and track 5 habits you want to build for better hygiene.

<table>
<thead>
<tr>
<th>Habit</th>
<th>When will I do it?</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brush my teeth</td>
<td>Morning and Night</td>
<td>✔️</td>
<td>✔️</td>
<td>✗</td>
<td>✔️</td>
</tr>
<tr>
<td>2 times a day</td>
<td></td>
<td></td>
<td></td>
<td>missed 2 days</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Look at the equation below and discuss the following questions:

Discuss with your peers:
- Does ‘health’ only mean physical health? Why/Why not?
- What does a ‘healthy mind’ mean to you?
- Do you think you have a healthy body and a healthy mind? Explain.

5. Discuss some ways in which you can be physically fit. Which of these do you already follow? Which ones do you not?

6. Enact the following scenarios to show what happens to your mental well-being when you are:

- Not getting enough sleep
- Not having social connections or friends
- Bottling up emotions and not expressing them in a healthy way.
- Eating too much junk food and feeling lazy/tired.

What do you understand about the factors that affect your mental wellbeing? What can one do to maintain good mental health?
Day 4  Mindfulness

GET WELL SOON

• Think about a friend or a family member going through a difficult time. This can even be yourself!
• Write a letter to them (or yourself) encouraging them to get well soon.
• Decorate your letter with flowers and smileys!

Dear ___________,


Day 5  Project-Based Learning

Health and Well-Being

Become A Doctor

Doctors are trained to keep people healthy and to heal the sick. They save lives!

1. Between you and a partner, choose who will be the doctor and the patient.

2. Enact one of the following scenes:

- Patient is suffering from common cold.
- Patient thinks they have COVID 19.
- Patient has a bad case of food poisoning (diarrhea).
- Patient is experiencing bad moods and is feeling low.

OR Create your own scenario!

3. There are many parts to a doctor’s job:

- Observing the symptoms of a disease.
- Identify the possible causes of the disease.
- Decide on a treatment.
- Provide steps to prevent illnesses.

Ensure all the steps are being followed while you role-play. The patients must explain their situation crisply and clearly.

4. Observers can share feedback to the doctor and the patient. 

   (Did they explain the symptoms correctly? Was the treatment right? Will the patient recover? Were they respectful in their tone?, etc.)

5. Verify your answers by researching or asking an adult.
When a person is injured or is not feeling well, it is important for us to know what to do as an immediate response. Always call an adult in such situations. If it is a serious case, call your local Emergency Number to alert the police or medical emergency services.

Note down the **Emergency Number** and stick it on the wall.

Enact the situations below. Ask a partner to show what they would do as a first responder. Others must say if the response was effective. If it was not, what would they do differently? Repeat the same activity to show things NOT to do as a first responder for each scenario.

### If someone has a bad bleed...
Press on the bleed tightly, with cloth.

### If someone is choking...
- Hit their back firmly up to 5 times.
- Check their mouth.
- If the object doesn’t come out, call an adult.

### If someone has an allergic reaction...
- Keep away from the cause of the allergy.
- Make them sit and give them their medication.

### If someone is unresponsive and breathing...
- Turn them on their side.
- Tip their head back.
- Call an adult.

### If someone is having an asthma attack...
Make them sit and make them use their inhaler.

### If someone has a burn...
Cool the burn under running water for 10 minutes.

### If someone has a broken bone...
- Do not move the broken bone.
- Call for an adult.

### If someone has a nose bleed...
- Sit up straight
- Lean head forward
- Pinch the soft part of the nose for 10 minutes.
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

What did I do well?

What can I do better next week?

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Week 2 Overview

Project

Less Is More
Learn how to budget effectively.

Solve It!
Solve word problems on simple and compound interest!

Interest
Learn about simple and compound interest.

20-Bean Salary
Explore your spending patterns through a fun activity.

Count Your Blessings
Reflect on the things in your life that you are grateful for.

Budget Advice
Help County Bank’s budget advisor in giving financial advice to her customers!

Materials Needed
- Paper
- Pencil/Pen
- Small object such as small stones, leaves, counters, etc.
**Day 1 Project-Based Learning**

**Less is More**

How can you get the most value from money?

**Expenses** refer to the money spent to buy the things we need. **Essential expenses** are a set amount spent on important things or our needs (Eg: rent, education, etc.). **Non-essential expenses** are the amount we spend on things we want and are not that important. (Eg: gifts, toys, etc.)

1. Identify 5 typical expenses in a month.

2. Interview adults to get estimates of different expenses. Explore the costs of different items using bills, price tags, etc.

3. Divide these expenses into categories. Examples:

   - **Food**
   - **Services** (Laundry, Cleaning, etc.)
   - **Utilities** (Electricity, Water, etc.)
   - **Toiletries**
   - **Appliances**
   - **Clothes**
   - **Transport**
   - **Education**
   - **Rent**

4. Make an Expense Table with all the costs. Example:

<table>
<thead>
<tr>
<th>Expense per month</th>
<th>Essential or Non-Essential?</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toiletries</td>
<td>Essential</td>
<td>QR 50</td>
</tr>
</tbody>
</table>

**Discuss why each expense is essential or non-essential.**

**Calculate the total expenses per month.**
Count Your Blessings

Take a moment to note down 10 things or people you are thankful for. These are far more valuable than money!
1. Interview 2 to 3 adults in different professions. Ask them about their income and expenses to understand how they manage their money.

2. What do you want to be when you grow up? By asking an adult, estimate the average income you will earn per month in your profession.

3. Have a look at the expenses listed on the previous day. Based on the average income, will you have savings or be in debt? Find ways to reduce your expenses to save money!

**Less is More**

**Income** refers to how much money we earn.

- Money left after paying for everything you need: **Savings** = Total Income – Total Expense
- Money owed to others: **Debt** = Total Expense – Total Income

From your savings, how much would you set aside to spend, save for the future, and share/donate)? Find the % for each option.

Discuss with your peers what you would spend on, what you would save for, and who would you share or donate to.

Add how much you would save and share to your Expense Table from Day 1!
Help County Bank’s budget advisor, Mrs. Trusty, give financial advice to her customers by calculating their incomes and expenses below.

1. Mrs. Tanya earns $1000 each week and her husband earns $750. Each week, they need to set aside $200 for food, $75 for gas, $650 for the house rent, and $350 for savings. How much money will they have left each week?

Total income: ________________      Total expense: ________________
Remaining amount: _______________

Do you think it's better for Mrs. Tanya to invest in a car or buy a shop - one generates income while the other is an expense. Which one do you think is better? Why?

2. Moeen is going to school and working two part-time jobs. He works 20 hours for $9.25 per hour at the grocery and 15 hours for $11.50 per hour at Stellar Pizza Parlor. For all his hard work his mom gives him a monthly allowance of $150. Moeen is responsible for his $35 cell phone bill, $50 gas bill, and $200 car payment.

Total income: ________________      Total expense: ________________
Can he still save $200 for college? ________________
If so, does he have $50 to hang out with friends? ________________
Should Moeen try and save more money for college? If so, how? If not, why?
Do the following activity with 3 or more friends. Each person is given a ‘salary’ of 20 beans (or small stones, leaves, counters, etc.).

They must decide how they will spend their beans based on the options on the NEXT PAGE. Each item shows how many beans are needed to “pay” for it. Discuss the questions below after each round.

**Round 1** Decide how you will spend your salary of 20 beans.

1. Why did you choose the items that you did?
2. Look at the top 3 categories where you are spending most of your beans. Why did you choose these categories?
3. Did you save any beans? Why or why not?
4. What similarities and differences did you notice with your friends?

**Round 2** Your income has been cut to 13 beans. Make changes.

1. What kinds of items did you choose to give up? Why?
2. What did you learn about yourself and money in this process?
3. Compare your budget-cutting choices with another friend.

**Round 3** Unexpected events occur! How will you address them?

1. You broke your leg! Take out 3 beans to pay for your treatment!
2. You got a 2 bean raise! Decide how you will spend it.

**A budget is a plan we make to use money wisely.**

- What are your 3 learnings about budgeting from this activity?
- Revisit the Expense Table from Day 1. Would you make any changes to it based on your learnings? Prepare your final budget.
## 20-Bean Salary

### Housing + Utilities
- **Living with family, sharing costs of utilities**
- **Share an apartment with roommates**
- **Rent your own place**

### Furnishings / Gadgets
- **Second-Hand from Friends**
- **Buy used furniture**
- **Rent furniture**
- **Buy new furniture**

### Food
- **Cook at home**
- **Buy from fast food joints.**
- **All meals away from home.**

### Transport
- **Walk or cycle**
- **Ride a bus or carpool**
- **Buy a used car + petrol**
- **Buy a new car + petrol**

### Recreation
- **Parks, Visiting friends, Videos/ Music on phone**
- **Movie Theatres, Gym, Classes, Hobby groups**
- **Concerts, Sporting Events, Short Trips**
- **Long Vacations / Trips**

### Communication
- **No Phone**
- **Phone + Limited data**
- **Phone + Unlimited data**
- **Wi-Fi at home**
- **Laptop**

### Education
- **Free Public Schools**
- **Private School**
- **Additional Tuitions**

### Clothes
- **Wear present wardrobe**
- **Shop at discount stores**
- **Shop for new clothes**
- **Shop for designer clothes**

### Personal Care
- **Basics: soap, shampoo, etc.**
- **Professional haircuts, branded products**
- **Regular visits to the salon**

### Gifts
- **Make your own**
- **Purchase gifts sometimes**
- **Purchase gifts frequently**
Have you heard the term ‘loan’? What do you know about it?

**How Loans Work**

People borrow money (loan) from the bank or people for their essential expenses.

![Borrowers](image)

$100

While returning the amount, they pay an additional fee called ‘Interest’.

We earn interest!

Banks or people who give the money (Lenders) earn the Interest.

$110

**How Banks Work**

1. People deposit money into a bank.

![ Depositors](image)

$100

Bank gives $2 to the depositor.

We earn interest too!

$102

Bank keeps $8

$110

$10 interest paid to the bank while returning the loan.

2. Borrowers take a loan from the bank.

**Would you keep the money you saved in a bank or at home? Why?**

- Explain how loans work to your peers in your own words.
- To borrow money from banks, one deposits some things as collateral (house, belongings, etc.). If the loan is not paid back, the collateral is taken by the bank. What is the risk in taking a loan from a bank?
Simple Interest

Principal (P): Amount of money deposited or borrowed
Rate of Interest (r): Percentage of the principal amount earned.
Time (t): For how long (in years) you borrow or invest

While taking a loan from a bank or depositing money into it, they tell us the rate of interest.

We earn or pay the interest on the principal amount based on the rates fixed by the bank. This is called Simple Interest.

How to calculate simple interest:

\[
\text{Simple Interest} = \frac{P \times r \times t}{100}
\]

\[
= \frac{100 \times 6 \times 1}{100}
= 6
\]

Total Amount = Principal + Interest

\[
= $100 + $6
= $106
\]

1. Find the simple interest and total amount to be paid for these loans:
   (a) P = $1800  R = 5%  T = 1 year
   (b) P = $2600  R = 12%  T = 3 years
   (c) P = $180  R = 3%  T = 1 \frac{1}{4} \text{ year}

2. A bank is offering 3.5% simple interest on a savings account. If you deposit $7,500, how much interest will you earn in two years?

3. Imagine that you take out a loan for $6000 to start a business after high school. The bank charges you 8% interest for the loan. After 5 years how much interest will be added on to your loan?
Day 5

Project-Based Learning

Less is More

Become A Banker

1. Have 4 or more players for this activity. Assign the roles: **Depositors, Borrowers, Bankers** (Bank 1, Bank 2, etc.)

2. The Depositor and Borrower can choose the principal amounts based on their budget, expense, and income. *You can have multiple customers with different amounts too.*

3. The bankers must use **simple interest** in a way that helps the bank make money and also attract customers.

**Borrowers must** fill out a loan application form stating details of the amount, time, reason, personal details, income, etc.

**Depositors must** evaluate their options and see which interest rates give them the best returns.

**Bankers must**
- Check the worth of items borrowers give as security, in case they are unable to pay the loan (also known as **collateral**)  
- Give financial advice to the customer (the best interest rates, how much to borrow, etc.)
Word Problems

1. Use simple interest to find the ending balance.
   a) $34,100 at 4% for 3 years
   b) $7,400 at 10.5% for 1 4 years

2. Pat borrowed $2800 from her friend, Mark at a 5% interest rate per year. She plans to save the amount of the interest each year. How much should she save in:
   (a) 1 year       (b) 2 years       (c) 3 years       (d) 4 years
   What is the total amount she needs to pay Mark after 4 years?

3. Describe and correct the error in finding the balance of the simple interest account after two years.

4. In simple interest, a sum of money amounts to $6200 in 2 years and $7400 in 3 years. Find the principal.

5. Morgan has $130,000 dollars in his bank account after 20 years. If he originally deposited $50,000 in the bank, what must the interest rate have been?

6. Scott takes gets a student loan to go to college after high school. If he pays $750 in interest at a rate of 3%, how much must the loan have been for originally?
Weekly Reflection

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Week 3 Overview

Project

Conflict Resolution
Explore the different sides to an issue you face.

Sentence Objects
Learn about the different parts of a sentence.

Diary Entry
Use simple and continuous tenses to write a diary entry from a different perspective.

Write a Letter
Pen down your issues and thoughts effectively.

Direct & Indirect Speech
Learn different ways of reporting information.

Drawing Relay
Practise working together to create artwork!

Materials Needed
• Paper
• Pencil/Pen
Day 1  Project-Based Learning

Conflict Resolution

Can I express myself effectively and with empathy during conflicts?

1. What do you understand by the word ‘conflict’? What are some other words that mean the same in your language?

2. Tick (✔️) the boxes to show how you would typically handle conflict with friends and family.

   - Raise my voice or yell
   - Blame the other
   - Ignore or walk away
   - Apologize
   - Suggest solutions
   - Complain to someone
   - Forgive
   - Threaten
   - Look for a win-win solution
   - Call others names
   - Get upset or cry
   - Ask an adult to help
   - Use humor
   - Let others have their way

   My Response Usually Sometimes Never

Conflict Resolution

Conflict is part of life. We can’t wish it away or pretend it’s not happening. It occurs in families, friendships, school, work, and our society in general. It can often make us angry and frustrated, but if managed properly, can also strengthen relationships.

Think about a challenging conflict that you were or are involved in.

How did you react during your conflict? How did you feel?

Example: Mohsin and Ruby are good friends. However, Ruby does not like it when Mohsin raises his voice when they fight. She feels scared and keeps quiet. She wants to share her ideas but when he yells, she feels disrespected.

In the example, identify the cause of the conflict.
If you were Ruby, what would you do?

1. How do you react when confronted with a conflict? Does your reaction make things better or worse?

2. How can you recognize if you are feeling really angry or upset during a conflict? (heavy breathing, closed fists, tone, voice, etc.)

3. Note down 5 things you can do to calm yourself down in such situations.

4. Explain your conflict to a partner and role-play it. Discuss how did the other person in the conflict feel? How do you know? How would you react differently if the person reacted calmly?
Generally, sentences are made up of a subject, a verb, and an object.

Rehan made a sandwich.

Subject
person/thing doing the action.

Verb
action being done

Direct Object
noun/pronoun on which the action is done.

Some sentences may have two objects - direct and indirect object.

Rehan made his brother a sandwich.

Subject
person/thing doing the action.

Verb
action being done

Indirect Object
person/thing affected by the action.

Direct Object
noun/pronoun on which the action is done.

Note that the subject and objects can also be phrases (more than 1 word).
A sentence can also have multiple subjects, verbs, and objects too!

Label the underlined words or phrases as subject (S), verb (V), direct object (DO), and indirect object (IO) in the following sentences that Mohsin wrote in his journal after his fight with Ruby.

Ruby and I had a bad fight.

She told me that I was aggressive in fights.

After some time, I told my father about the fight.

He gave me a glass of water to calm me down.

He also shared some valuable advice.

What advice do you think Mohsin's father gave to him?
1. Think about a time when you felt sad just because someone close to you was sad or when you were excited for someone else’s excitement.

That is empathy! **Empathy** is being able to understand and share how someone else is feeling, even when you aren’t in the same situation.

- Do you think empathy is important during conflicts? Why or why not?
- List 5 ways in which we can show empathy to someone? (*Eg: listen actively, ask questions, appreciate differences, etc.*)

2. Revisit your conflict from Day 1.

What did you think, say, do, and feel during the conflict? Fill it out the ‘Empathy Map’ as shown, in your notebook:

3. Now, imagine you are the other person in the conflict. Create an Empathy Map for the same situation, but from their perspective in your notebook.

4. **Discuss with your peers:**

- How your view of the conflict changed from Day 1?
- Now that you understand the other person’s point of view, do you think you displayed empathy?
- If not, discuss what you would have done differently during the conflict? Why?
Tenses show us the time of the action and also tell us its status (whether it is completed or ongoing.) Learn about two types of tenses below.

**Simple Tense**

Not all verbs follow the same rules.

- **PAST**: Completed Action or Past State of Being
  - Ken walked to school.

- **PRESENT**: Repeated Action or State of Being
  - Ken walks to school every day.

- **FUTURE**: An Action or State of Being That Will Happen
  - Ken will walk to school tomorrow.

**Continuous Tense**

‘to be’ + verb (–ing form)

- **PAST**: An Ongoing Action Occurred in the Past
  - I was talking to Benjamin.
  - Benjamin was talking to me.
  - The students were talking to Benjamin.

- **PRESENT**: An Ongoing Action Is Occurring Right Now
  - I am talking to Benjamin.
  - Benjamin is talking to me.
  - The students are talking to Benjamin.

- **FUTURE**: An Ongoing Action Will Occur in the Future
  - I will be talking to Benjamin.
  - Benjamin will be talking to me.
  - The students will be talking to Benjamin.

- Imagine that you are the other person in your conflict.
- Using their Empathy Map, write a diary entry to explain their perspective of the conflict. Remember to use first person *(I, me, we, etc.)*
- Use the 2 different tenses – simple and continuous.
- Exchange the diary entry with a partner. Underline the verbs in their entry and identify the tense of each verb. Have they been used correctly?
While facing a conflict, we must learn to deal with the problem, not attack the person. When dealing with a conflict, do not think about it as ‘you’ versus ‘me’, but ‘us’ versus the problem. How we communicate this has a huge role to play in resolving the conflict.

Split into pairs and enact Mohsin and Ruby’s argument for the cases below.

<table>
<thead>
<tr>
<th>Name calling, yelling, accusing, threatening</th>
<th>Exaggerating and not sticking with the facts</th>
<th>Bringing up past issues and other fights</th>
</tr>
</thead>
</table>

- In each case, how did the communication impact the conflict?
- Have you ever done any of the above in arguments before? How do you think the other person feels?
- What are some key takeaways from this activity?

**‘I’ Statements**

To communicate effectively and respectfully, we can use I-statements, which focus on your own feelings and experiences. It does not focus on what you think the other person has done. Here is a pattern you can use:

<table>
<thead>
<tr>
<th>How you feel</th>
<th>I feel angry…</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you have that feeling about</td>
<td>About the way you speak to me</td>
</tr>
<tr>
<td>Why you feel this way</td>
<td>Because it makes me feel like you do not respect me.</td>
</tr>
<tr>
<td>What you would like to see instead</td>
<td>I would prefer that you calm yourself down before saying anything to me in a fight.</td>
</tr>
</tbody>
</table>

Think about your own conflict. Write at least 2 ‘I’ statements you can use to share how you feel, respectfully.
Day 3  

**WRITE A LETTER**

We may not always be prepared to speak to someone about an issue and would be more comfortable with penning our thoughts down. 

Think about your conflict and write an informal letter to the other person in the format outlined below.

**Sender's Address**
12, Ezdan Compound, Doha-Qatar

**Date**
21st January 2022

**Greeting**

*Dear Tanya,*

**Introduction**

State the purpose of the letter. 

*Through this letter, I want to raise a concern I have about ...*

**Supporting Detail**

Write 1 or 2 reasons why the issue is important to you. Use ‘I’ statements.

*I feel .... about .... because...*

**Solutions**

Write 1 or 2 solutions to the issue.

*I would prefer if we could ... How about we... Can we think about ...*

**Conclusion**

End with a positive note.

*Thank you for your patience. I hope that we... I am looking forward to...*

**Subscription**

**Name**

*Sincerely,*

*Mohsin*
Conflict Resolution

An important part of showing empathy and understanding the other person during a conflict lies in the way we listen to them.

1. Tell a partner about your day. They should pretend to be disinterested.
2. Now, tell another person about your day. They should be active listeners by maintaining eye contact, asking questions, etc.

- How did you feel in each case?
- What observations did you make about their body language each time?
- List 3 ways we can become active listeners while someone speaks.

Re-enact your conflict with a partner.
Use calming strategies to manage your emotions, I-statements, and be active listeners. Challenge yourself to use these sentences:

I sense that you’re feeling emotional about this topic. Is that right?

Tell me more — I want to understand

Let’s take a breather before we think this through.

Thank you for your honesty — I appreciate your feedback

Let’s see what we can do to make sure it doesn’t happen again.

How can I help you in solving this issue?

Yes, you’re completely right / Yes, I am with you on that!

What can we do to change the situation?
During conflicts, we may realize we did something wrong. It is important to apologize, ask for forgiveness, and not repeat that mistake in the future.

How do you usually apologize to someone? How do you know if an apology is sincere or not?

Think about your conflict. Is there anything you would like to apologize for (a mistake, the way you reacted, words you said, etc.)? OR think about any other person you want to apologize to.

Write a note in the following format to say 'sorry' to them, sincerely.

1. I'm sorry for
   Be specific and recognize what you did that was wrong

2. This was wrong because
   Show you understand how you hurt the other person

3. In the future I will
   Find a positive statement for what you can do instead

4. How can I make it better?
   Make an offer of how you could make amends

5. Will you forgive me?
   Ask for the other person's forgiveness

If you can, give the note to the person!
Day 4     Mindfulness     Drawing Relay

Draw in the box below for 1 minute. After 1 minute, switch the sheet with your partner. Continue each other’s drawing for another minute and switch again. Do 4 rounds of this.

- Does the final drawing match what you initially thought the drawing would be? How did you feel when you built off your partner’s drawing?
- How does this apply to two people working together to solve an issue?
There are two ways to report information – direct and indirect speech.

Direct Speech

I enjoy cooking for my friends.

Indirect Speech

He said, “I enjoy cooking for my friends.”

What differences do you observe between direct and indirect speech?

In direct speech, the exact words spoken by the speakers are reported using quotation marks (“ “). In indirect speech, the exact words are not stated; we merely report what the speaker said.

While converting direct to indirect speech, make the following change:

**Place and Time**

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>here</td>
<td>there</td>
</tr>
<tr>
<td>this</td>
<td>that</td>
</tr>
<tr>
<td>now</td>
<td>then</td>
</tr>
<tr>
<td>today</td>
<td>that day</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the next day</td>
</tr>
<tr>
<td>Yesterday</td>
<td>the previous day</td>
</tr>
</tbody>
</table>

**Pronouns**

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / my</td>
<td>he, she/ his, her</td>
</tr>
<tr>
<td>mine</td>
<td>his, hers, mine</td>
</tr>
<tr>
<td>you</td>
<td>me/he/she/we/they</td>
</tr>
<tr>
<td>We / us / our</td>
<td>they / them / their</td>
</tr>
</tbody>
</table>

**Verb Tenses**

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Simple</td>
<td>Past Simple</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>Past Continuous</td>
</tr>
<tr>
<td>Future with ‘will’</td>
<td>Future with ‘would’</td>
</tr>
</tbody>
</table>

Report what Ruby says in direct and indirect speech:

I feel scared when Mohsin raises his voice.

I will speak to him about it tomorrow.
1. Let us broaden our perspective about the conflict we faced or are facing by being in a courtroom! Appoint a judge (preferably an adult) and 3 or more members of the jury. You will be the lawyer.

2. Follow the instructions for each role:

**The Lawyer must** defend their position in the conflict using the Empathy Map. Good lawyers use facts (not emotions) and raise questions to convince the jury why they are right. Once done, they must do the same for the other person in the conflict. Remember to use Direct and Indirect Speech correctly!

Typically, a jury consists of 10 to 12 members who take a vote and decide if someone is guilty or not in a legal case based on evidence. However, we learnt that conflicts are not about who is right or wrong, it is about solving a problem. **So, in this courtroom,** **Jury Members must** discuss how each person should have reacted to solve the conflict effectively.

**The Judge must**
- set the time limits/ break time for the session
- give a verdict on whether the solution presented by the jury will resolve the conflict or not.
- ask questions to the lawyer for clarification

How has your view of your conflict changed?
Are you confident in your ability to raise concerns effectively?
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

What did I do well?

What can I do better next week?

If you liked this, go to our IFERB website for hundreds of more such resources. Visit https://resources.educationaboveall.org.
Week 4 Overview

**My Vision Book**
Set goals to bring your vision to life!

**Project**

**Quote It!**
Come up with a quote that inspires you!

**My Habit Tracker**
Find the probability of you meeting your goals.

**Goal Puzzle**
Turn your goal into a puzzle for your friends to piece together!

**Compare & Contrast**
Identify similarities and differences between you and your hero.

**A Day in the Future**
Create a 24-hour clock to represent your ideal day!

**Materials Needed**
- Paper
- Pencil/Pen
1. Think about the people in your life that you really look up to.

**Who are your heroes?** Identify at least 4 heroes (2 women, 2 men) who do different things (homemaker, professional, etc.).

2. Draw your heroes and write their names.

3. For each hero, write 3-to-4-character traits you admire about them.

4. Give an example of a situation where they demonstrated a particular trait.

5. Present your drawing to your friends. Also share:
   - Why do you consider them to be a hero?
   - Which quality or aspect of their life do you wish to have?
   - Why is it important to you?
   - Write 2 ways in which you can become more like your hero.
Day 1  Activity

**Compare And Contrast Essay**

Draw a Venn diagram in your notebook. Compare (find similarities) and contrast (find differences) between you and any one hero as shown below:

![Venn Diagram](image)

Practise using the following transition words in sentences in their correct positions to explain your Venn diagram.

**Sequence**
- first
- next
- then
- moreover
- last

**Contrast**
- although
- while
- however
- unlike
- but

**Compare**
- both
- as well as
- similarly
- same as
- like

What do you think the function of transition words are?

Present your Venn Diagram to your partner.
Use at least five transition words in your presentation.
To become more like your heroes or achieve any dream of yours, it is important to have a vision and set goals for it.

We will make a vision book, which represents your long-term goals, desires and action plan to achieve the life that you want.

With a partner, discuss the following questions and write your responses on different pages of your vision book. You can add drawings, pictures, etc. too!

**My Personal Vision**

1. Name 3 activities that you enjoy doing and want to continue doing throughout your life. Share the reason too.
2. Describe in detail two places where you feel safe, happy, and relaxed. How can you access these places in your life?
3. What is your dream job or career?
4. What kind of home life would you like to have?
5. What are 3 values you want to live by?
6. If you could travel anywhere, where would you like to go to?
7. What kind of friends do you want to have?
8. What would you like to do that you haven’t done yet?
9. What kind of difference do you want to make in this world?
10. What are some new skills or habits you want to develop?
My Day In The Future

Close your eyes and envision your ideal day. From the time you wake up in the morning to the time you go back to sleep, what are some activities that you would do to lead a happy and healthy life?

1. Draw a large circle on paper to represent your ideal day.
2. Divide it into 24 equal sections and write numbers 1-24 on it to show the 24 hours of the day.
3. Colour the sections to show how many hours you will spend on each activity, starting from the duration and time of sleep at night.
4. Continue filling the circle up with other activities in sequence of your perfect day!

Example

- You can also add drawings to your circle!
- If needed, you can use colours and symbols and provide a key to name the different activities.

- Present your perfect day to your peers and mention the time of each activity in the 24-hour format. *(Eg: from 14:30 pm to 16:00 pm, I will play badminton.)*
- How much of the daily activities are you already doing?
- Which ones would you want to develop this year?
- How can you ensure that you start doing that? What steps will you take?
On each page of your book, write down 3 goals that you would like to accomplish this year that will help you move closer to your vision.

Remember, your goals should be ‘SMART’

- Exchange the 3 goals with a partner.
- Rate the goal for each parameter out of the allotted points in the table below. Calculate the average SMART score and give feedback.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Specific</th>
<th>Measurable</th>
<th>Attainable</th>
<th>Relevant</th>
<th>Time Bound</th>
<th>Total (out of 15)</th>
</tr>
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<tbody>
<tr>
<td>Goal 1</td>
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<td>Goal 2</td>
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<td>Goal 3</td>
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Day 3  Activity

**Goal Puzzle**

1. Draw a picture of a goal you want to accomplish this year.
2. Once the drawing is complete, turn the page and draw blank jigsaw puzzle pieces. You can make it as easy or difficult as you like!
3. Then, cut out the puzzles.
4. Exchange your puzzles with a partner and try to piece the whole drawing together!
5. Try and guess what your partner’s goal is all about!

Try setting a challenge for building a puzzle, for example, to build it without touching the puzzle piece directly!

*Share with your partner:*

- What goal did you draw in your puzzle?
- Why is this goal important to you?
For each of the 3 goals you want to accomplish this year, list 2 simple habits you want to develop to achieve it in the space below. Eg:

**GOAL:** Lose 5 kilos by exercising for 1 hour every day, for 3 months.

**HABITS:**
- Wake up at 6:30 am daily.
- Play an outdoor game from 7 am to 8 am.

Share what you wrote with a friend. Collect feedback from them to make it realistic and achievable. Once finalized, add the above to the respective pages in your Vision Book.
1. List the habits you want to build in the **Habit Tracker** below.
2. Exchange your tracker with a partner.
3. For each habit and each day in the upcoming week, add a ✔ if it is likely for your partner to accomplish it and a ✗ if you think it is unlikely. *(This is based on whether they observe their partner following the required habits, in order to reach their goals.)*

<table>
<thead>
<tr>
<th>Habit</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
</tr>
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</table>

4. Based on your partner’s inputs, calculate the probability of you achieving your goals this week. Also, calculate the percentage.

   **Probability = No. of tick marks / Total no. of days**

5. If the pattern continues, do you think it is likely or unlikely for you to achieve your goal within the desired time?

**Discuss with your peers:**
- Explain the rationale behind your inputs to your partner.
- Do you think our motivation to do something reduces with time?
- What can we do in such situations to stay motivated?
Sometimes, while working towards a goal, we may come across challenges. It is important to plan ahead so that we are prepared.

For each goal, use the **WOOP Technique** to ensure that you are on track despite challenges.

- **W** (WISH): Which goal do you want to achieve?
- **O** (OUTCOME): How will you know when you have achieved it?
- **O** (OBSTACLE): What are your main challenges?
- **P** (PLAN): How can you overcome the challenges?

Note this plan down in the respective pages of your Vision Book for each goal.

To ensure that you work on your goals daily, assign the following roles to your friends:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>What they should do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivator</td>
<td>On days you feel like giving up, they encourage you towards your goal.</td>
<td></td>
</tr>
<tr>
<td>Challenger</td>
<td>They track your progress and hold you accountable when you do not perform.</td>
<td></td>
</tr>
<tr>
<td>Ideas</td>
<td>They brainstorm new ways in which you can be consistent in your efforts.</td>
<td></td>
</tr>
</tbody>
</table>

• Add a cover page and decorate your Vision Book.
• Present your Vision Book to your peers!
Day 5  Activity  QUOTE IT!

Quotes can inspire us to keep moving forward when we feel low. They can remind us why we started in the first place. Example:

Come up with your own quote to motivate yourself to achieve your goals. Write and draw it in the space below. You can also add it as a page in your Vision Book!

Which quote is your favourite? Who said it? Why is it your favourite?
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

What did I do well?

What can I do better next time?

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