

LIFE SKILLS FOR LEADING LIFE

Ages 4 to 7 (Level 1)

Description:	The learner will learn about relationships, working together and creativity, which helps self-awareness and to develop appropriate skills they need at this age
Leading question:	What life skills do you need to live a better life?
Age group:	4-7
Subjects:	Social emotional Learnings, Life Skills, 21 st Century skills
Total time required:	4 hours over 4 days
Self-guided / Supervised activity:	Supervised for 25-30 learners in a group.
Resources required:	Paper, crayons, open space for learner to move around.

Day	Time	Activity and Description
1	15 minutes	<p>Today's focus will be on active listening, working together, imagination and creativity, empathy, relationship and communication, and collaboration</p> <p>*NOTE: The parts in the curriculum which are in <i>italics (different font and slant)</i>, 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 children.</p> <p>Warm Up Individual check: <i>What is the happiest thing in nature? Why do you think so? Don't repeat the answer of someone before you.</i></p> <p>Face Race:</p> <ol style="list-style-type: none"> <i>In pairs, line up on one side of the room.</i> <i>One learner walks forward, the other walks backward, very slowly.</i> <i>The learner walking forward has to make funny expressions, but they have to be continuously changing their face, very slowly.</i> <i>The learner walking backwards has to copy that expression and make it bigger. The challenge is not to laugh!</i> <i>If one of the partners laughs, they both go back to starting again.</i>
	25 minutes	<p>What Brings you Joy</p> <ol style="list-style-type: none"> <i>Find a new partner and sit together anywhere in the room. Choose who is partner A and partner B.</i> <i>Partner A will speak for five minutes without stopping about something that brings them joy. It is okay to repeat, but they should try to keep talking and really feel the joy when they are doing so.</i>

	<p>10 minutes</p> <p>10 minutes</p>	<ol style="list-style-type: none"> 3. <i>Partner B will listen as closely as they can, not only with their ears but also with their eyes and their heart. They have to be present.</i> 4. <i>Then they will switch.</i> 5. <i>After both partners have shared their feelings, they will take a paper and some colors and draw the feelings that they have heard and what they felt while they were listening. It's not a drawing of the activity that their partner was describing but a drawing of the feelings that they understood.</i> 6. <i>Older learners can also write words such as happy, sad, fun etc. next to the drawings</i> 7. <i>Once they are done, have each pair share the drawing with the group</i> <p>Reflection Circle: <i>What was it like to listen?</i> <i>What was it like to tell your story?</i> <i>What happens when you listen in this way?</i> <i>What happens when you share what brings you joy?</i> <i>What can we bring our communities when we share joy?</i></p> <p>This will be a time to help them apply their learning to their lives, and make commitments to try new things in their schools, families and/or communities.</p> <p>Closing for the Day <i>Share a place where you celebrate joy.</i></p>
<p>2</p>	<p>15 minutes</p>	<p>Today the focus is on active listening, self-expression, collaboration, body image, and encouraging each other.</p> <p>*NOTE: The parts in the curriculum which are in <i>italics (different font and slant)</i>, 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 children.</p> <p>Warm Up Individual check: <i>What color was your day today and why?</i></p> <p>AB Mirrors</p> <ol style="list-style-type: none"> 1. <i>Get into pairs.</i> 2. <i>Choose who is partner A and partner B</i> 3. <i>Partner A will move slowly and partner B will imitate exactly as if they are looking into a mirror.</i> 4. <i>Now switch.</i> 5. <i>(Facilitator need to narrate this step by step) Now try to move together without knowing who the leader is at any time. Sometimes partner A will lead, sometimes partner B will lead without communicating which is which.</i> <p>Note: <i>Round One - Learner A will become the leader and lead the action.</i></p>

	<p>25 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	<p><i>Round Two - Learner B will become the leader and lead the action.</i> <i>Round Three - both learner A and B will become leaders and lead the actions. In this time both will be sharing the leadership without knowing.</i></p> <p>I Tell you Dance</p> <ol style="list-style-type: none"> 1. <i>In partners, one learner will tell a story that they are making up.</i> 2. <i>Make sure the story has different emotions, different characters, and is set in a certain place.</i> 3. <i>The partner will dance to whatever they hear.</i> 4. <i>Be supportive of each other.</i> 5. <i>Now let's switch the roles: storyteller will become dancer and dancer will become storyteller.</i> 6. <i>Sometime the dancer leads the story; sometimes the story leads the dancer.</i> (Note to instructor: Learners will require specific instruction to help with this. For example, in the first part, you can start telling the story and the other learner will react by dancing and after a few sentences, she/he will begin by dancing and you will react to the dancing by telling a story that fits the moves. This might be hard to do for young learners however) 7. <i>Sometimes the dance can be very small, just facial expressions or hand gestures. Sometimes it can involve the whole body, or even the whole room</i> <p>Reflection Circle</p> <ul style="list-style-type: none"> • <i>What was it like to lead each other?</i> • <i>What was it like when the leader disappeared?</i> • <i>Was it easy or hard to dance with the story?</i> • <i>What does this teach us about leadership in our communities?</i> • <i>What about your own leadership style, did you learn anything about yourself as a leader or as a follower today?</i> • <i>What have we learned from this game that we can try in our homes, schools and communities?</i> <p>Closing for the day <i>Name something in nature that dances. Try not to repeat another learner's answer.</i></p>
3		<p>Today the focus is on self-care, managing fear, creating safety, developing courage, healthy boundaries and building trust.</p> <p>*NOTE: The parts in the curriculum which are in <i>italics (different font and slant)</i>, 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 children.</p>

15 minutes	Warm Up	<p>Individual Check: <i>What was the high point of your day so far? Tell us the story using gibberish words.</i></p> <p>Gibberish is talking that sounds like speech but has no actual meaning. It does not involve using any language. You can use any sounds, emotions, random words from any language, as long as it does not make any sense.</p>
25 minutes	Magic Clay	<p>Make a gift of magic Clay and give it to the learner on your left. They can turn it into a gift for the next learner, until everyone has received a gift. Remember, each gift has to be different.</p>
10 minutes	Ducklings	<p>Ducklings is a trust exercise. It gives the learners an opportunity to lead and depend on each other.</p> <p>Ducklings 1</p> <ol style="list-style-type: none"> 1. Find a partner. 2. With that partner invent a secret sound. 3. Choose who is Partner A and Partner B 4. Partner A will close their eyes, and Partner B will lead Partner A around, only through sound. Remember to stretch your arms out in front of you to keep yourself safe and not bump into anything. 5. Do this for 3 minutes and then switch partners to do the same exercise. 6. Talk briefly with your partner about how that experience was. <p>Ducklings 2</p> <ol style="list-style-type: none"> 1. All partner A's will now make a circle around all the Partner B's. 2. All partner B's will close their eyes. 3. Partner A's will quietly shift places in the circle so that partner B's do not know where partner A's are. 4. Partner A will use the secret sound to call partner B to them. Remember to use your arms outstretched as bumpers. (This will be a challenging for kids to hear if everyone is making the secret sounds at the same time? The idea is to build listening skills in young people. It will be lots of fun and young people love making different sounds) 5. Do this for 3 minutes and then switch partners. <p>Reflection Circle</p> <p>Let the learners share their stories of what happened to their pairs.</p> <ul style="list-style-type: none"> • How many of you felt safe all the time?

	10 minutes	<ul style="list-style-type: none"> • <i>How many did not? Why or why not?</i> • <i>What did you do to make sure your partner was safe? What else could you have done?</i> • <i>When do you feel safe in your home, school or community? Why or why not?</i> • <i>What can this game teach us about developing safety for ourselves and each other?</i> • <i>What have we learned from this game that we can try in our homes, schools and communities?</i> <p>Closing for the day <i>Share one thing you have done that took courage.</i></p>
4	15 minutes	<p>Today the focus is on active listening, connecting with nature, creativity, self-confidence and coming together.</p> <p>Warm Up Individual Check: <i>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?</i></p> <p>Paper Drop This is a way to quiet the group and have them tune in deeply to the sounds around them.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. <i>Show the learners a single sheet of paper.</i> 2. <i>Tell them to “close your eyes, and lift your hand when you hear the paper touch the floor.”</i> 3. <i>Then look around to see who else heard it.</i> 4. <i>Now tear the paper in half.</i> 5. <i>Tell them to “close your eyes again and lift your hand when the paper touches the floor.”</i> 6. <i>Look again to see who else heard it.</i> 7. <i>Tear the paper in half again.</i> 8. <i>Continue to do this until they can no longer hear the paper drop.</i> 9. <i>Explain: “This is a different kind of listening, where instead of waiting for the sound to come to us, we go to the sound. That is what we’ll be doing today. We are going to take a journey with our ears and come back with treasure to share with everyone.”</i>
	25 minutes	<p>Music of the World</p> <ol style="list-style-type: none"> 1. <i>Make sure that learners are clear on how to stay safe wherever you are taking them.</i>

	<p>10 minutes</p>	<ol style="list-style-type: none"> 2. Have them sit still for five minutes and listen as carefully as they can. Ask them <i>“choose a sound that you hear and repeat it in your minds, trying to memorize it as closely as you can.”</i> 3. After five minutes, they can all practice making that sound. 4. Ask them to make a circle and share the sound that they found. The group will repeat the sound back to them. 5. <i>Now, sit again and this time listen for a sound that you can repeat on a rhythm.</i> Give them another few minutes to sit quietly and listen, then ask them to practice their sound quietly before coming back to the circle. 6. Ask one learner to begin making their sound on a repeating rhythm. 7. Then ask the next learner to begin. 8. Encourage them to put their sounds on different parts of the rhythm, at different levels (loud or soft) or in different pitches (high or low sound). 9. When it gets back to the first learner, they may keep the same sound, imitate another learner’s sound or make a new sound. Ask them to listen not only to their own sound, but to the whole group at once. That’s where the music is! 10. You can act as a conductor, using your hands to make them all be quiet, or loud, or to make certain sounds get quiet in order to highlight others. Have a round of applause when you are done! <p>Reflection Circle</p> <p>This will be a time to help the learners apply their learning to their lives, and make commitments to try new things in their schools, families or communities. Ask below mention question and listen the learners’ answer.</p> <ul style="list-style-type: none"> • <i>What was it like to “hunt” for sounds in the landscape?</i> • <i>What was it like to combine them with other people’s sounds?</i> • <i>Was there a time when you loved the music you were making together?</i> • <i>Does this remind you of anything in your life? When are we working together?</i>
	<p>10 minutes</p>	<p>Closing for the day</p> <p><i>If the way you feel was one thing that you can see around you, what would it be and why?</i></p>
	<p>30 minutes</p>	<p>Final Closing for the Project</p> <p>This is the closing activity. Here are the activities for the final closing.</p> <ol style="list-style-type: none"> 1. Provide sheets of papers, crayons, sketch pens to learners and ask them to sit in a comfortable place. 2. Instruct the learners to draw or write their experience from the last 4 days. 3. Tell them they have 10 minutes to draw or write. 4. Once the learners are done, bring them into a circle and ask them to share one learning they liked the most. 5. Once everyone is done, thank them.

Assessment Criteria:	- Observation. - Use Dream a Dream Life Skill Assessment Scale - http://dreamadream.org/reports/LSASForm2019.pdf
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Learning outcomes:	<p>Day 1</p> <ul style="list-style-type: none"> - Explore what brings the learners' happiness - Express the learners' joy - Know the importance of listening to someone sharing such emotions. <p>Day 2</p> <ul style="list-style-type: none"> - Understand themselves as a leader. - Understand the relationship between a leader and a follower. <p>Day 3</p> <ul style="list-style-type: none"> - Understand how important and difficult it is to build trust. - Learn about creating safety for themselves and for others. <p>Day 4</p> <ul style="list-style-type: none"> - Explore and understand the advantages of deep and careful listening. - Learn that all resources around us can be put to use effectively. - Appreciate the impact of team work by making music together.
Required previous learning:	None
Inspiration:	Dream a Dream works with learners who come from difficult backgrounds to overcome adversity using creative life skills approach. Learners have inspired us to develop these activities.
Additional enrichment activities:	<ul style="list-style-type: none"> - Encourage learners to list down the leadership qualities. - Invite learners to figure out different way of listening to others. - Ask learners to list out the songs they love to listen.
Modifications to simplify	<ul style="list-style-type: none"> - Reduce or increase the time to challenge the learner. - Encourage learners to take creative risk and appreciate them for their accomplishments.

Ages 8 to 10 (Level 2)

Description:	The learner will learn how to manage strong emotion, teamwork, creativity and taking creative risk through these activities
Leading question:	What is empathy, how can we learn it, and where do we use it?
Age group:	8-10
Subjects:	Social emotional Learnings, Life Skills, 21 st Century
Total time required:	4.5 hours over 4 days
Self-guided / Supervised activity:	Supervised for 25-30 learners in a group.
Resources required:	Paper, crayons, roll of brown paper or wrapping paper (large enough for each learner to trace their whole body), thick black sketch pens, example of body tracing, soft toys or balls, magazines, scissors, glue, tape, chart paper.

Day	Time	Activity and Description
1	15 minutes	<p>Today's focus will be on collaboration, working together, leadership by leading action, and group dynamics</p> <p>*NOTE: The parts in the curriculum which are in <i>italics (different font and slant)</i>, 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 children.</p> <p>Warm Up - Individual check: <i>If you were looking in a mirror right now and your image could talk, what would it say?</i></p> <p>My morning mirror:</p> <ol style="list-style-type: none"> <i>Find partners and choose who will be partner A and partner B.</i> <i>Partner A will be the mirror for partner B.</i> <i>Partner A will wake up and look in the mirror. What do you do in the mirror first thing in the morning? Your mirror will copy you exactly.</i> <i>But only as much as a real bathroom mirror (i.e. just the face and shoulders)</i>
	25 minutes	<p>Mirror Circle</p> <ol style="list-style-type: none"> <i>The full group will stand in a circle.</i> <i>Count and choose a learner that is five people away from you. Stand in a straight and comfortable position to be able to watch that learner.</i> <i>If the learner you are watching does anything at all, copy it.</i> <i>At the facilitator's instruction, any slight movement they make, you make it bigger.</i> <i>Now bigger, now make it huge. Now smaller, smaller and back to tiny.</i> <i>Now, count four people away and choose a learner. Do the same.</i>

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<https://forms.gle/LGAP9k17fMyJrKJN7>

	<p>10 minutes</p>	<p>7. Now, try doing the opposite of what they do. Make the actions bigger, then smaller, then back to normal.</p> <p>Reflection Circle:</p> <ul style="list-style-type: none"> • <i>What happened in this game?</i> • <i>What was it like to imitate and to be imitated?</i> • <i>Does this remind you of anything in your life?</i> • <i>When are we imitating each other?</i> This part of the conversation can be quite long with this game. It might be about trends, or peer pressure, or expectations from role models or family. • <i>What can we do about the mirrors in our communities?</i> • <i>Should we encourage copying or try to stop it? How can we tell when?</i> (Learners can come up with a list of when mirroring should be encouraged and when it shouldn't, and share this list out loud with the group.) Provide some time to list down. • <i>What will you try to do differently in your community this week to experiment what we talked about today?</i> <p>Closing for the Day If given a chance, who would you like to be for a day? Or who would you like to exchange roles with?</p>
<p>2</p>	<p>15 minutes</p>	<p>Today the focus is on observation, creative risk, self-esteem, expressing emotions, and empathy.</p> <p>*NOTE: Inner beauty basically the qualities, strengths, value systems and the core of learners. As simple as they feel good about themselves. Love doing without any pressure.</p> <p>Warm Up Individual check: <i>What is one thing about yourself that you are proud of?</i></p> <p>Patterned Ball Toss</p> <ol style="list-style-type: none"> 1. <i>In a big circle, one ball is thrown from one learner to the other, using eye contact with each throw.</i> 2. <i>Do not throw the ball unless you have eye contact.</i> 3. <i>The ball will always travel along this route or the exact same sequence. So remember who threw the ball to whom.</i> 4. <i>Now, we'll add another ball.</i> 5. <i>Throw it in a different sequence.</i> 6. <i>Again, make sure you have eye contact before you throw. You must remember both patterns/sequence.</i>

	<p>25 minutes</p>	<p>If the group is struggling, stop the game, and discuss how you might do it better. If the group succeeds, add another ball with another pattern, and another and another until the group's capacity is saturated.</p> <p>Body Tracing</p> <ol style="list-style-type: none"> 1. Divide the entire group into pairs and give one brown paper and crayons per learners. 2. <i>In pairs, trace each other's body onto the brown paper. Tracing means drawing the outline of your partner's entire body on the brown paper. This can be done by one learner lying down on the brown paper and their partner drawing the body's outline clearly. (An alternative if they are unable to find paper that size is to take turns drawing a miniature body outline of each other (or of themselves) on a regular sized paper.)</i> 3. <i>Now fill in the tracing of your own body with all the aspects of your inner beauty, what lies within you – your positive qualities, your interests, passions, talents and hobbies. Draw what is best in you.</i> 4. <i>Everyone has hidden inner beauty. So, you might think about a special way to draw each part. What is special about the way you see the world? Draw your eyes to reflect that. If you are a very good artist, draw your hands in a special way.</i> 5. <i>You might write words or draw pictures that show your talents, passions and thoughts. Try to fill as much of the space as you can.</i> 6. After 25 minutes, ask the learners to stop drawing
	<p>10 minutes</p>	<p>Reflection Circle</p> <p>The reflection circle will be around sharing each other's drawings, rather than asking questions. Ask the learners to talk about their drawings. Whoever is comfortable sharing; give them 1-2 minutes each. 5 or 6 learners can share. After that you can ask the following questions for the entire group.</p> <ul style="list-style-type: none"> • <i>How did it feel to draw yourself and share your drawings?</i> • <i>If you noticed any insights as the learners were sharing, you can ask them to elaborate now.</i> <p>This can be a really intimate time for learners to talk about their bodies and their inner lives.</p> <p>Note: An extension idea you could invite learners to write a poem, short story or essay on inner beauty</p>
	<p>10 minutes</p>	<p>Closing for the day</p> <p><i>If you could send a message to everyone in the world that would enter each person's heart and grow there like a tree, what would you say?</i></p>
<p>3</p>		<p>Today the focus is on connection, empathy, self-expression, managing strong emotions, and concentration.</p>

	15 minutes	<p>*NOTE: The parts in the curriculum which are in <i>italics (different font and slant)</i>, 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 children.</p> <p>Warm Up Individual Check: <i>Imagine you are a person from another planet. Describe your style of dress to us.</i></p> <p>Colombia Hypnosis This comes from Augusto Boal’s body of work called <i>The Theatre of the Oppressed</i>. This game similar to mirror game. We can simply give the instruction. Here is the instruction.</p> <ul style="list-style-type: none"> • Ask learners find a partner. • Instruct them to stand face to face at least 4 feet distance. • Decide who is partner A, and the other is partner B. • Learner A will raise their hands and show the pointing finger to partner B. • Partner B will follow partner A’s pointer finger as it moves and copy it. • Make sure everyone is safe during this exercise. • Switch sides and partners after a couple of minutes. <p>The game is an exercise for both partners to try and work together. It is not a contest to see IF the hypnotized can follow.</p>
	25 minutes	<p>Frozen Skit This comes from Augusto Boal’s body of work called ‘<i>The Theatre of the Oppressed</i>’.</p> <p>Before getting into the activity, set a context and ask the learners to sit in studio seating. Share a story where you were bullied and how you overcame it.</p> <ul style="list-style-type: none"> • <i>Dealing with bullying and teasing can be hard. Today we will work together to think of solutions using a kind of theatre game called tableau.</i> • <i>Does anyone have a story about bullying or teasing that we can work with?</i> • Listen to a few stories and choose one that seems to have the most relevance and emotion in it. • Choose some actors from the group and place them in the positions you would want to face the audience. If the story was just beginning. Tell us the story. Now you can sit down and watch. • <i>I’m going to go around to the people on stage and have them fill in these phrases when I tap them. 1) I need 2) I want 3) I feel. (Tap three different people).</i> • <i>Now, when I clap, each time I clap you move into a new position that is one step closer to a resolution. Now I will tap you again.</i>

	<p>10 minutes</p> <p>10 minutes</p>	<ul style="list-style-type: none"> • <i>Now let me ask the whole group, what did we see here? Does anyone want to replace one of the actors so we can see it a different way. (If yes, play it again. If no, do it again with a different story.)</i> <p>Remember that when the frozen actors sit down, they should “shake it off.”</p> <p>Reflection Circle</p> <ul style="list-style-type: none"> • What did we see in these scenes? Were they realistic? • What did you think of the solutions? • What would it be like to try to use some of these solutions in real life? • Where might it be difficult for you? • Who is willing to make a commitment to some of this learning? Will you report back to us next time? <p>Closing for the day <i>What is one way that you have a big heart?</i></p>
4	15 minutes	<p>Today the focus is on visioning, self-expression, community building, and responsibility.</p> <p>Warm Up Individual Check: <i>If your day today was a landscape in nature, what would it look like?</i></p> <p>Visualization Set up the visualization according to the guidelines in your facilitator’s manual.</p> <ul style="list-style-type: none"> • <i>Imagine yourself waking up. The morning light is just coming in through the window. Imagine yourself getting out of the bed, and stepping out of the door.</i> • <i>You are in a world that looks familiar in some ways but is very different in others. The first person you meet greets you with a smile, and says, welcome to the ‘World You Wish to Live In.’</i> • <i>They guide you first to your school. Look around your school. What is different? Are the people different? Do they have different attitudes? Does the building itself look different?</i> • <i>Let it change even as you are looking around.</i> • <i>What are people doing? What does it sound like? What does it look like?</i> • <i>Now your guide takes you to the community you live in. What is different there?</i> • <i>Use all your senses to experience the difference. Thank your guide with a hug.</i> <p>In the group, share some of the things you have seen or heard. Take some notes if you like so you don’t forget any details.</p>

	<p>25 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>30 minutes</p>	<p>Collage</p> <ol style="list-style-type: none"> Using the magazines, create a chart paper collage that shows the feeling of 'The World You Want to Live In.' It doesn't need to look like what you saw, but it should feel like it. You can use words and images. Or, cut images apart and rearrange and put them together in the same way. You could find matching colors and cut them into strips and put them together in a pattern to create color patches or backgrounds. You can also consider crushing or folding the paper. <p>Give each learner time to share their poster. This may take some of your reflection time, which is fine.</p> <p>Reflection Circle This is mostly a sharing activity. - What did we do in today's session? - Are there any common themes you saw in the posters? - What can we do to work towards these dreams?</p> <p>Closing for the day <i>In one word describe the world you want to live in.</i></p> <p>Final Closing for the Project Here are the activities for the final closing.</p> <ol style="list-style-type: none"> Provide sheets of papers, crayons, sketch pens to learners and ask them to sit in a comfortable place. Instruct the learners to draw or write their experience from the last four days. Tell them they have 10 minutes to draw or write. Once they are done bring them into a circle and ask them to share one learning they liked the most. Once everyone is done thank them.
<p>Assessment Criteria:</p>	<p>- Observation. - Use Dream a Dream Life Skill Assessment Scale - http://dreamadream.org/reports/LSASForm2019.pdf</p>	

<p>Learning outcomes:</p>	<p>Day 1</p> <ul style="list-style-type: none"> - Identify behaviors in people that you want to imitate/copy. - Understand the effect of copying people blindly. - Explore situations where we copy others. <p>Day 2</p> <ul style="list-style-type: none"> - Identify their positive qualities - Learn to appreciate the positive qualities in others
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	<p>Day 3</p> <ul style="list-style-type: none"> - Learn some new ways of dealing with bullying and teasing - Try and constructively deal with conflict <p>Day 4</p> <ul style="list-style-type: none"> - Identify and express their interests and what they want to pursue in future. - Imagine their future and set goals for achieving. - Take initiative and responsibility for their goals.
Required previous learning:	- Knowledge about life skills, stories, strengths, and goals.
Inspiration:	Dream a Dream works with learners who come from difficult backgrounds to overcome adversity using creative life skills approach. Learners have inspired us to develop these activities.
Additional enrichment activities:	<ul style="list-style-type: none"> - They can help others do the activities. - Try to identify more qualities. - Color and make more beautiful the drawing in the last day. - Ask to write poems on the topics they learned about
Modifications to simplify	This is a supervised group activity that can be simplified to individual and self-learning.

Ages 11 to 14 (Level 3)

Description:	The learner will be able identify and discover his/her strengths which helps them to shape aspiration. It's a pool of strengths of self-discovery and shared by others.
Leading question:	What are you good at, what are your strengths, hobbies and passions? Where is your inspiration and support system?
Age group:	11-14
Subjects:	Social emotional Learnings, Life Skills, 21 st Century
Total time required:	4.5 hours over 4 days
Self-guided / Supervised activity:	Supervised
Resources required:	Paper, crayons, roll of brown paper or wrapping paper (large enough for each learner to trace their whole body), thick black sketch pens, example of body tracing, soft toys or balls, magazines, scissors, glue, tape, chart paper.

Day	Time	Activity and Description
1	15 minutes	<p>Today's focus is on exploring, "who am I?"</p> <p>*NOTE: The parts in the curriculum which are in <i>italics (different font and slant)</i>, 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 children.</p> <p>Warm Up Individual check: <i>If you could change one thing about the world right now just by clicking your fingers, what would it be?</i></p> <p>Shabooyah Roll Call <i>This is a chanting game.</i> <i>Everyone says together:</i> Shabooyah! Shabooyah! Shabooyah roll call! Shabooyah! Shabooyah! Shabooyah roll call!</p> <p><i>Then one learner begins by calling another learner's name:</i></p> <p>Learner One says "Hey Gita! <i>She responds:</i> Hey what? <i>Again:</i> Hey Gita! <i>Response:</i> Hey What? <i>All together Says:</i> Show us how to get down! <i>Response;</i> No Way! <i>All together:</i> Show us how to get down!! <i>Response:</i> Okay! Then learner Does a little dance move</p>

25 minutes	<p><i>Everyone copies the dance move.</i> Cheer! Then Everyone together sings:</p> <p>Shabooyah! Shabooyah! Shabooyah roll call! Shabooyah! Shabooyah! Shabooyah roll call!</p> <p><i>And now it's Gita's turn to call on someone else.</i></p> <p>Beautiful You</p> <p>This activity is an opportunity for learners to reflect on their positive qualities and develop self-esteem.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide the entire group into pairs and give one brown paper and crayons per learner. 2. <i>In pairs, trace each other's body onto the brown paper. Tracing means drawing the outline of your partner's entire body on the brown paper. This can be done by one learner lying down on the brown paper and their partner drawing the body's outline clearly. (What are you good at?)</i> 3. <i>Now fill in the tracing of your own body with all the aspects of your inner beauty, what lies within you – your positive qualities, your interests, passions, talents and hobbies. Draw what is best in you. If the learners are facing difficulty in drawing, they could also write it down. (Encourage them to draw so that their imagination and creativity will increase)</i> 4. <i>Everyone has hidden inner beauty. So, you might think about a special way to draw each part. What is special about the way you see the world? Draw your eyes to reflect that. If you are a very good artist, draw your hands in a special way.</i> 5. <i>You might write words or draw pictures that show your talents, passions and thoughts. Try to fill as much of the space as you can.</i> 6. After 25 minutes, ask the learners to stop drawing.
10 minutes	<p>Reflection Circle:</p> <p>The reflection circle will be around sharing about each one's drawings, rather than asking questions. Ask the learners to talk about their drawings. Whoever is comfortable sharing; give them 1-2 minutes each. 5 or 6 students can share. After that you can ask the following questions for the entire group.</p> <ul style="list-style-type: none"> • <i>How did it feel to draw yourself and share your drawings?</i> • If you noticed any insights as the learners were sharing, you can ask them to elaborate now. This can be a really intimate time for people to talk about their bodies and their inner lives.

	10 minutes	<p>Closing for the Day Pass out magic clay to everyone, and have them make a gift for themselves. <i>What's the gift you would most like to have?</i> Go around the circle and show off the gifts!</p>
2	15 minutes	<p>Today the focus is on exploring how to learn from others</p> <p>*NOTE: Inner beauty basically the qualities, strengths, value systems and the core of learners. As simple as they feel good about themselves. Love doing without any pressure.</p> <p>Warm Up Individual check: <i>Act out the worst and best parts of your day.</i></p> <p>Niki Tiki Tavi</p> <p>This is a silly game that everyone seems to love</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Everyone find a partner 2. Facilitator will call out two body parts, for example Head and Shoulder 3. Partners have to touch those two parts as quickly as possible. One partner's head touches the other partner's shoulder. 4. Whoever is the last pair to touch is now part of the "watchers" watching to see who was last. 5. Play until there's only one pair left. They win!
	25 minutes	<p>Portraiture</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. The facilitator introduces the activity by demonstrating drawing a portrait of a participant on the flip chart. 2. <i>Do the drawing without looking at the page or lifting the pen off the page. Be sure to tell them that it doesn't matter what the drawing looks like. It doesn't need to look like the learner at all. You cannot control it because you are not looking at the page!</i> 3. It is good to introduce the activity by saying that the idea is to really see the learner you are drawing as closely as you can. Look with the heart as well as the eyes. 4. Now demonstrate how you can use a portrait as a visual metaphor to introduce yourself. <i>For example, you might say about the portrait done of you, "The eyes are much larger than the mouth, which shows how much more time I spend watching than speaking," or you might say, "The mouth is outside of the face,</i>

	<p>10 minutes</p> <p>10 minutes</p>	<p>6. At the root of the tree, work with participants to write down their supporting system.</p> <p>7. Once they are all done, they can come to the bigger circle and sit in a group.</p> <p>Reflection Circle They can reflect on common strengths and also share some weaknesses or areas for growth. We invite you to encourage learners to have as many as strengths as weaknesses.</p> <ol style="list-style-type: none"> 1. What do you feel about the process? 2. Was it difficult or easy? 3. What surprised you? 4. How will you celebrate the learning you had through these activities? <p>Closing for the day Gratitude Circle: <i>Go around the circle and share one thing that you cherish.</i></p>
4	<p>15 minutes</p> <p>25 minutes</p>	<p>Today the focus is on aligning the past three days of work and celebrating it.</p> <p>Warm Up Individual Check: <i>Choose an animal for how you feel. Without telling us what it is, act out how you would behave if that animal was feeling like you right now.</i></p> <p>Tom and Jerry Instructions:</p> <ul style="list-style-type: none"> • <i>Find one partner</i> • <i>Partners should link arms at the elbows and have both hands on their hips.</i> • <i>Ask for two volunteers and assign one of them to be Tom and the other to be Jerry.</i> • <i>Demonstrate safe tagging: Light touch, like butterfly wings, on the back or the shoulder.</i> • <i>Unsafe tags: hard contact that might cause the learner being tagged to fall.</i> • <i>Have the students practice how to detach and decide who the runner is and who stays linked at the elbow.</i> • <i>If the cat catches the mouse, they switch roles immediately.</i> <p>Collage Yes, And In small groups of six or seven, the learners will tell a story together.</p> <ol style="list-style-type: none"> 1. <i>One learner tells the beginning of the story, then the next learner adds on by saying 'Yes and', and continues the story.</i>

	<p>10 minutes</p> <p>10 minutes</p> <p>30 minutes</p>	<ol style="list-style-type: none"> 2. Remind them: “Whatever the learner before them has said they are to use in the story, even if it’s something they weren’t expecting.” 3. Most importantly, each learner must accept and include what the learner before them said. 4. Also, challenge them to tell stories without any violence or putdowns in them. After ten minutes have one learner in each group attempt to retell the story! <p>One Word Story</p> <ol style="list-style-type: none"> 1. <i>In a large circle, have each learner add one word at a time to make a story.</i> 2. <i>It doesn’t matter if the grammar doesn’t make perfect sense, just say the word that comes to mind, and try to work together to make a story that makes sense overall.</i> 3. As an extra challenge, see if the group can retell the story afterwards. As the facilitator, you can jump in when the story seems to have ended, and say Good Job, and then ask who wants to start the next one. <p>Reflection Circle</p> <ul style="list-style-type: none"> • <i>What was it like to make up a story together?</i> • <i>What did you have to do to make it work? (Listen, compromise, work together, be flexible, be generous, speak loudly etc...)</i> • <i>Was it ever frustrating? Did you find it hard to let everyone control the stories together?</i> <p>You can ask the whole group, or you can directly ask one learner who had a particular comment about the game. Focus on helping them to connect what happened in the game to a dynamic that occurs in their lives.</p> <ul style="list-style-type: none"> • <i>When do you use these same skills in your own life?</i> • <i>When do you see others using them? Do not lead them in this direction but listen carefully for the direction they want to go.</i> <p>This section will be a time to help them apply their learning to their lives, and make commitments to try new things in their schools, families or communities.</p> <p>Closing for the day <i>What is the most magical word you know and why?</i></p> <p>Final Closing for the Project</p> <ol style="list-style-type: none"> 1. Since it is a last day of the project, take 10 to 15 minutes to look over all feedback on the course. 2. Invite participants to write an essay on their journey in this project
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	3. Ask the learner to write a blog, post or a story on the experience and the learning they did through this project.
Assessment Criteria:	- Observation. - Use Dream a Dream Life Skill Assessment Scale - http://dreamadream.org/reports/LSASForm2019.pdf

Learning outcomes:	<ul style="list-style-type: none"> - Awareness of strengths and qualities they have. - Accept and appreciate themselves for the way they are, without aspiring for perfection. - Understand their inner self better - Understand how they portray themselves to the rest of the world. - Understanding the skills and strengths. - Help young people explore hopes and dreams for their live. - Learn to set goals for their life. - Creativity, storytelling skills and imagination.
Required previous learning:	None
Inspiration:	Dream a Dream works with learners who come from difficult backgrounds to overcome adversity using creative life skills approach. Learners have inspired us to develop these activities.
Additional enrichment activities:	<ul style="list-style-type: none"> - Ask young people to support each other - Ask them to list down their qualities, hobbies, passion and strengths. - Invite them to make their drawings by adding more colors
Modifications to simplify	<ul style="list-style-type: none"> - Change the instruction as per the group size. - Reduce the challenges based on the learners' participations and involvement in the process.