

LIFE SKILLS FOR LEADING LIFE (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?
Total Time Required	4.5 hours over 4 days
Supplies 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.
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.
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.

DAY 1

Today focus will be on exploring, "who am I?"

Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> • Warm up <ul style="list-style-type: none"> - Individual check: If you could change one thing about the world right now just by clicking your fingers, what would it be? • Shabooyah Roll Call <ul style="list-style-type: none"> - This is a chanting game.

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

- Everyone says together:
Shabooyah! Shabooyah! Shabooyah roll call!
Shabooyah! Shabooyah! Shabooyah roll call!
- Then one learner begins by calling another learner's name:
Learner One says "Hey Gita!
She responds: Hey what?
Again: Hey Gita!
Response: Hey What?
All together Says: Show us how to get down!
Response; No Way!
All together: Show us how to get down!!
Response: Okay! Then learner Does a little dance move
Everyone copies the dance move.
- Cheer! Then Everyone together sings:
Shabooyah! Shabooyah! Shabooyah roll call!
Shabooyah! Shabooyah! Shabooyah roll call!
- And now it's Gita's turn to call on someone else.

25 minutes

● **Beautiful You**

1. In a pair, 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.
2. 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.
3. 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.
4. 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.

10 minutes

● **Reflection Circle**

- How did it feel to draw yourself and share your drawings?
- 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

- **Closing for the Day**
 - What's the gift you would most like to have?

DAY 2

Today the focus is on exploring how to learn from others

**Suggested
Duration**

Activity and Description

15 minutes

- **Warm Up**
 - Individual check: Act out the worst and best parts of your day.
- **Niki Tiki Tavi** (play with a parent as facilitator and a big group)
 - Instructions:
 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

- **Portraiture** (play with a parent as facilitator and a big group)
 1. The facilitator introduces the activity by demonstrating drawing a portrait of a participant on the flip chart.
 2. *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!*
 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. *For example, you might say about the portrait done of you, "The eyes are much larger than the mouth, which shows how much more time I spend watching than speaking," or you might say, "The mouth is outside of the face, which shows that I speak sometimes before I think." DO NOT say: "The drawing is messy which shows how messy my mind is."*

5. Reminder: *“ALL the drawings will be imperfect, and that we are all imperfect in some way, so the challenge is to find something else about yourself that you see reflected in the drawing. “*

After this is done,

1. Break into partners and sit facing each other.
2. Take one minute to draw each other at the same time. Both partners draw simultaneously, in silence.
3. The drawing is a gift, and when they give it to their partner remember to not put themselves down. Once the drawings are complete ask the partners to give them to one another.
4. Ask everyone to find a new partner and repeat the process, this time drawing on the back side of the first portrait, so that each learner will end up with two drawings of themselves, one on each side of the page.
5. *Once both portraits are complete, take a moment to decide which side represents their inner self and which represents their outer self.*
6. *You can also call it your public and private self.* Identify a visual metaphor in each portrait and use that to introduce your two selves to a small group.

10 minutes

● **Reflection Circle**

- *What was it like to draw without looking?*
- *What was it like to be drawn?*
- *What was it like to decide which drawing was your inner self and which was your outer self?*
- *What were the common qualities of them in the group?*
- *When do you look so carefully at something?*
- *When do you show your inner self?*
- *What will you try this week based on this discussion?*

10 minutes

● **Closing for the Day**

- Share one thing that you love about yourself.

DAY 3

Today the focus is on setting a dream, finding the strength you have and support system you need to achieve it.

**Suggested
Duration**

Activity and Description

15 minutes	<ul style="list-style-type: none"> ● Warm Up <ul style="list-style-type: none"> - Individual Check: What is your dream? Can you demonstrate it using your body? (It means you need to physically express your dream using body. Take a pose or sculpture) ● Paper Drop (play with a parent as facilitator) <ol style="list-style-type: none"> 1. Show the learners a single sheet of paper. 2. Tell them to “close your eyes, and lift your hand when you hear the paper touch the floor.” 3. Then look around to see who else heard it. 4. Now tear the paper in half. 5. Tell them to “close your eyes again and lift your hand when the paper touches the floor.” 6. Look again to see who else heard it. 7. Tear the paper in half again. 8. Continue to do this until they can no longer hear the paper drop. 9. 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.”
25 minutes	<ul style="list-style-type: none"> ● Dream Tree (play with a parent as facilitator) <ol style="list-style-type: none"> 1. Provide each learner with a piece of paper. 2. Ask learners to draw a picture of their favorite tree with leaves 3. Once they draw tree, ask the learners to think and identify five dreams they have for their life. 4. Ask them to write those dream on the leaves of the tree 5. Ask them think about strengths they must have to achieve those dreams and write them on the trunk. 6. At the root of the tree, work with participants to write down their supporting system. 7. Once they are all done, they can come to the bigger circle and sit in a group
10 minutes	<ul style="list-style-type: none"> ● Reflection Circle <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?
10 minutes	<ul style="list-style-type: none"> ● Closing for the Day <ul style="list-style-type: none"> ● Share one thing that you cherish

DAY 4

Today the focus is on aligning the past three days of work and celebrating it.

Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> ● Warm Up <ul style="list-style-type: none"> - Individual check: 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. ● Tom and Jerry <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> ● Ask for two volunteers and assign one of them to be Tom and the other to be Jerry. ● Demonstrate safe tagging: Light touch, like butterfly wings, on the back or the shoulder. ● Unsafe tags: hard contact that might cause the learner being tagged to fall. ● Have the students practice how to detach and decide who the runner is and who stays linked at the elbow. ● <i>If the cat catches the mouse, they switch roles immediately.</i>
25 minutes	<ul style="list-style-type: none"> ● Yes, and (play with a parent as facilitator and a big group) <ul style="list-style-type: none"> - In small groups of six or seven, the learners will tell a story together. <ol style="list-style-type: none"> 1. One learner tells the beginning of the story, then the next learner adds on by saying 'Yes and', and continues the story. 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! ● Yes, and <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. *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.*
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.

10 minutes

● **Reflection Circle**

- *What was it like to make up a story together?*
- *What did you have to do to make it work? (Listen, compromise, work together, be flexible, be generous, speak loudly etc...)*
- *Was it ever frustrating? Did you find it hard to let everyone control the stories together?*
- *When do you use these same skills in your own life?*
- *When do you see others using them? Do not lead them in this direction but listen carefully for the direction they want to go. .*

10 minutes

● **Closing for the Day**

- *What is the most magical word you know and why?*

30 minutes

● **Closing for the Project**

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
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>

ADDITIONAL ENRICHMENT ACTIVITIES

- 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 FOR SIMPLIFICATION

- Change the instruction as per the group size.
- Reduce the challenges based on the learners' participations and involvement in the process.