

LIFE SKILLS FOR LEADING LIFE (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?
Total Time Required	4 hours over 4 days
Supplies Required	Paper, crayons, open space for learner to move around.
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.
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 active listening, working together, imagination and creativity, empathy, relationship and communication, and collaboration

**Suggested
Duration**

Activity and Description

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

<https://forms.gle/LGAP9k17fMyJrKJN7>

15 minutes

- **Warm up**
 - Individual check: What is the happiest thing in nature? Why do you think so? Don't repeat the answer of someone before you.
- **Face Race**
 1. With a partner, line up on one side of the room.
 2. One partner walks forward, the other walks backward, very slowly.
 3. The partner walking forward has to make funny expressions, but they have to be continuously changing their face, very slowly.
 4. The partner walking backwards has to copy that expression and make it bigger. The challenge is not to laugh!
 5. If one of the partner's laughs, they both go back to starting again.

25 minutes

- **What Brings you Joy**
 1. With a partner, sit together anywhere in the room. Choose who is partner A and partner B.
 2. 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.
 3. 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.
 4. Then switch.
 5. 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.
 6. Older learners can also write words such as happy, sad, fun etc. next to the drawings
 7. Once done, share with the family

10 minutes

- **Reflection Circle**
 - What was it like to listen?
 - What was it like to tell your story?
 - What happens when you listen in this way?
 - What happens when you share what brings you joy?
 - What can we bring our communities when we share joy?
 - This will be a time to apply what you learned in your lives and make commitments to try new things in their schools, families and/or communities

10 minutes

- **Closing for the Day**
 - Share a place where you celebrate joy.

DAY 2

Today the focus is on active listening, self-expression, collaboration, body image, and encouraging each other.

Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> ● Warm Up <ul style="list-style-type: none"> - Individual check: What color was your day today and why? ● AB Mirrors <ol style="list-style-type: none"> 1. Get into pairs. 2. Choose who is partner A and partner B 3. Partner A will move slowly and partner B will imitate exactly as if they are looking into a mirror. 4. Now switch. 5. 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. ● Note: Round One - Partner A will become the leader and lead the action. Round Two - Partner B will become the leader and lead the action. Round Three - both partner A and B will become leaders and lead the actions. In this time both will be sharing the leadership without knowing.
25 minutes	<ul style="list-style-type: none"> ● I Tell You Dance <ol style="list-style-type: none"> 1. In partners, one partner will tell a story that they are making up. 2. Make sure the story has different emotions, different characters, and is set in a certain place. 3. The partner will dance to whatever they hear. 4. Be supportive of each other. 5. Now let's switch the roles: storyteller will become dancer and dancer will become storyteller. 6. Sometime the dancer leads the story; sometimes the story leads the dancer. 7. 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
10 minutes	<ul style="list-style-type: none"> ● Reflection Circle <ul style="list-style-type: none"> ● What was it like to lead each other? ● What was it like when the leader disappeared? ● Was it easy or hard to dance with the story? ● What does this teach us about leadership in our communities?

- What about your own leadership style, did you learn anything about yourself as a leader or as a follower today?
- What have we learned from this game that we can try in our homes, schools and communities?

10 minutes

- **Closing for the Day**
 - Name something in nature that dances. Try not to repeat another learner's answer.

DAY 3

Today the focus is on self-care, managing fear, creating safety, developing courage, healthy boundaries and building trust.

**Suggested
Duration**

Activity and Description

15 minutes

- **Warm Up**
 - Individual Check: What was the high point of your day so far? Tell us the story using gibberish words.
- **Magic Clay**
 - 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.

25 minutes

- **Ducklings 1**
 1. Find a partner.
 2. With your 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.
- **Ducklings 2**
 1. Partner A will now make a circle around all the Partner B's.
 2. Partner B will close their eyes.
 3. Partner A will quietly shift places in the circle so that partner B do not know where partner A is.
 4. Partner A will use the secret sound to call partner B to them. Remember to use your arms outstretched as bumpers.
 5. Do this for 3 minutes and then switch partners.

10 minutes	<ul style="list-style-type: none"> ● Reflection Circle ● Share your stories of what happened with your pairs. <ul style="list-style-type: none"> - Did you feel safe all the time? - Did you not? Why or why not? - What did you do to make sure your partner was safe? What else could you have done? - When do you feel safe in your home, school or community? Why or why not? - What can this game teach us about developing safety for ourselves and each other? - What have we learned from this game that we can try in our homes, schools and communities?
10 minutes	<ul style="list-style-type: none"> ● Closing for the Day ● Share one thing you have done that took courage.

DAY 4

Today the focus is on active listening, connecting with nature, creativity, self-confidence and coming together.

Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> ● Warm Up - Individual check: 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?
25 minutes	<ul style="list-style-type: none"> ● Paper Drop (play with a parent as facilitator) - Instructions: <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. 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.

10 minutes

● **Reflection Circle**

- Apply what you have learned to your lives, and make commitments to try new things in their schools, families or communities.
- What was it like to “hunt” for sounds in the landscape?
- What was it like to combine them with other people’s sounds?
- Was there a time when you loved the music you were making together?
- Does this remind you of anything in your life? When are we working together

10 minutes

● **Closing for the Day**

- If the way you feel was one thing that you can see around you, what would it be and why?

30 minutes

● **Closing for the Project** (do this with a parent as facilitator)

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>

ADDITIONAL ENRICHMENT ACTIVITIES

- 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 FOR SIMPLIFICATION

- Reduce or increase the time to challenge the learner.
- Encourage learners to take creative risk and appreciate them for their accomplishments.