

LIFE SKILLS FOR LEADING LIFE (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?
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	<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 <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.
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.

DAY 1

Today focus will be on collaboration, working together, leadership by leading action, and group dynamics

Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> Warm up

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

<https://forms.gle/LGAP9K17fMyJrKJN7>

- Individual check: If you were looking in a mirror right now and your image could talk, what would it say?

● **My Morning Mirror**

1. Find a partner and choose who will be partner A and partner B.
2. Partner A will be the mirror for partner B.
3. 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.
4. But only as much as a real bathroom mirror (i.e. just the face and shoulders)

25 minutes

● **Mirror Circle** (play with a bigger group)

1. The full group will stand in a circle.
2. Count and choose a person that is three to five people away from you. Stand in a straight and comfortable position to be able to watch that learner.
3. If the learner you are watching does anything at all, copy it.
4. At the facilitator's instruction, any slight movement they make, you make it bigger.
5. Now bigger, now make it huge. Now smaller, smaller and back to tiny.
6. Now, count four people away and choose a learner. Do the same.
7. Now, try doing the opposite of what they do. Make the actions bigger, then smaller, then back to normal.

10 minutes

● **Reflection Circle**

- What happened in this game?
- What was it like to imitate and to be imitated?
- Does this remind you of anything in your life?
- When are we imitating each other?
- What can we do about the mirrors in our communities?
- Should we encourage copying or try to stop it? How can we tell when?
- What will you try to do differently in your community this week to experiment what we talked about today?

10 minutes

● **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?

DAY 2

Today the focus is on observation, creative risk, self-esteem, expressing emotions, and empathy.

**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 one thing about yourself that you are proud of? ● Patterned Ball Toss (play with a bigger group) <ol style="list-style-type: none"> 1. In a big circle, one ball is thrown from one learner to the other, using eye contact with each throw. 2. Do not throw the ball unless you have eye contact. 3. The ball will always travel along this route or the exact same sequence. So remember who threw the ball to whom. 4. Now, we'll add another ball. 5. Throw it in a different sequence. 6. Again, make sure you have eye contact before you throw. You must remember both patterns/sequence. ● 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 you reach the group's capacity
25 minutes	<ul style="list-style-type: none"> ● Body Tracing <ol style="list-style-type: none"> 1. 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 partner 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.) 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. 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	<ul style="list-style-type: none"> ● Reflection Circle <ul style="list-style-type: none"> - The reflection circle will be around sharing each other's drawings, rather than asking questions Talk about your drawings. - 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. ● Literacy extension: write a poem, short story or essay on inner beauty
10 minutes	<ul style="list-style-type: none"> ● Closing for the Day

- 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?

DAY 3

Today the focus is on connection, empathy, self-expression, managing strong emotions, and concentration.

Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> ● Warm Up <ul style="list-style-type: none"> - Individual Check: Imagine you are a person from another planet. Describe your style of dress to us. ● Columbia Hypnosis <ul style="list-style-type: none"> - 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.
25 minutes	<ul style="list-style-type: none"> ● Frozen Skit (play with a bigger group) <ul style="list-style-type: none"> - 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. - Does anyone have a story about bullying or teasing that we can work with? - 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'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). - 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. - 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.

10 minutes	<ul style="list-style-type: none"> ● Reflection Circle <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?
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10 minutes	<ul style="list-style-type: none"> ● Closing for the Day <ul style="list-style-type: none"> - What is one way that you have a big heart?
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DAY 4

Today the focus is on visioning, self-expression, community building, and responsibility.

Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> ● Warm Up <ul style="list-style-type: none"> - Individual check: if your day today was a landscape in nature, what would it look like?
25 minutes	<ul style="list-style-type: none"> ● Visualization <ul style="list-style-type: none"> - 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. - 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.' - 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? - Let it change even as you are looking around. - What are people doing? What does it sound like? What does it look like? - Now your guide takes you to the community you live in. What is different there? - Use all your senses to experience the difference. Thank your guide with a hug.
10 minutes	<ul style="list-style-type: none"> ● Reflection <ul style="list-style-type: none"> - 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?
10 minutes	<ul style="list-style-type: none"> ● Closing for the Day

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- In one word describe the world you want to live in.
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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 for days.
 3. Tell them they have 10 minutes to draw or write.
 4. Once they done bring them into a circle and ask them to share one learning they liked the most.
Once everyone is done thank them.
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ASSESSMENT CRITERIA

- Observation.
- Use Dream a Dream Life Skill Assessment Scale - <http://dreamadream.org/reports/LSASForm2019.pdf>

ADDITIONAL ENRICHMENT ACTIVITIES

- 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 FOR SIMPLIFICATION

- This is a supervised group activity that can be simplified to individual and self-learning.