

LIFE SKILLS FOR LEADING LIFE (LEVEL 3)

Description	The learner will be able to identify and discover his/her strengths which helps them to shape aspiration. They will then write an essay outlining their journey during this project.
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
Resources Required	Paper, crayons, a roll of brown paper or wrapping paper (large enough for each learner to trace their whole body), thick black sketch pens, an example of body tracing, soft toys or balls, magazines, scissors, glue, tape, and chart paper.
Subjects	Social Emotional Learning, Physical Education, Arts & Design, Literacy
Self-guided/ Supervised activity	Medium
Learning Outcomes	By the end of this project, learners will be able to: <ul style="list-style-type: none"> ● Discover the strengths and good personal qualities learners have. ● Value themselves for the way they are, without aspiring for perfection. ● Reflect on their inner self better ● Recognize how to portray themselves to the rest of the world. ● Explore the skills and strengths needed to achieve their dreams. ● Set goals for their life.
Previous Learning	None

DAY 1- Today, you will explore “who am I?”

Time	Activity and Description
15 minutes	<p>Warm up:</p> <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? <p>Shabooyah Roll Call activity:</p> <ul style="list-style-type: none"> ● This is a chanting game.

	<ul style="list-style-type: none"> ● Everyone says together: Shabooyah! Shabooyah! Shabooyah roll call! Shabooyah! Shabooyah! Shabooyah roll call! ● Then one person 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	<p><u>Beautiful You activity:</u></p> <ol style="list-style-type: none"> 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 personal 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	<p><u>Reflection Circle discussion:</u></p> <ul style="list-style-type: none"> - 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	<p><u>Journal entry:</u></p>

	<ul style="list-style-type: none"> • Write your ideas on a piece of paper or a notebook and make sure that you bring it on the other days.
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DAY 2- Today, you will explore how to learn from others.

Time	Activity and Description
5 minutes	<ul style="list-style-type: none"> • Warm Up <ul style="list-style-type: none"> - Individual check: Act out the worst and best parts of your day.
35 minutes	<ul style="list-style-type: none"> • Portraiture (play with a parent as facilitator and a big group) <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. Do the drawing without looking at the page or lifting the pen off the page. The facilitator should tell the learners 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 focus the learner you are drawing as closely as you can. Look with the heart as well as the eyes. Have one of the learners draw a portrait of the facilitator. 4. Now demonstrate how you can use the portrait drawn of them as a visual metaphor to introduce themselves. 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." <p><i>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."</i></p> <p>After this is done:</p> <ol style="list-style-type: none"> 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. Once the drawings are complete, ask the partners to give them to one another.

	<ol style="list-style-type: none"> 4. Everyone should find a new partner and repeat the process, this time drawing on the back side of the first portrait, so that each person 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 your inner self and which represents your 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	<p><u>Reflection Circle discussion:</u></p> <ul style="list-style-type: none"> ● 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	<p><u>Journal entry:</u></p> <ul style="list-style-type: none"> ● Write your ideas on a piece of paper or a notebook and make sure that you bring it on the other days.

DAY 3- Today you will focus on setting a dream, finding the strength you have and the support system you need to achieve it.

Time	Activity and Description
15 minutes	<p><u>Warm Up:</u></p> <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 your body. Take a pose or sculpture) <p><u>Paper Drop game:</u> (play with a parent as facilitator)</p> <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.

	<ol style="list-style-type: none"> 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	<p><u>Dream Tree activity:</u> (play with a parent as facilitator)</p> <ol style="list-style-type: none"> 1. Get a piece of paper. 2. Draw a picture of your favorite tree with leaves 3. Once you draw a tree, think and identify five dreams you have for your life. 4. Write those dreams on the leaves of the tree 5. Think about the strengths you must have to achieve those dreams and write them on the trunk. 6. At the root of the tree, work with others to write down your supporting system. 7. Once you are all done, sit in groups. <p>Make sure that you:</p> <ul style="list-style-type: none"> ● Set up a plan for specific period of time ● Identify the skills needed, constraints needed to overcome, anticipate difficulties and solutions. ● Identify those who can provide you with support and assistance ● Commit to realizing your goals and know how to get support and assistance from responsible people
10 minutes	<p><u>Reflection Circle discussion:</u></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?
10 minutes	<p><u>Journal entry:</u></p> <ul style="list-style-type: none"> ● Write your ideas on a piece of paper or a notebook and make sure that you bring it on the other days.

DAY 4- Today you focus on aligning the past three days of work and celebrating it.

Time	Activity and Description
15 minutes	<p><u>Warm Up:</u></p> <ul style="list-style-type: none"> Individual check: Choose an animal to describe how you feel. Without telling us what it is, act out how you would behave if that animal was feeling like you right now. <p><u>Tom and Jerry game:</u></p> <ul style="list-style-type: none"> Find one partner You should link arms at the elbows and have both hands on their hips. 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. If the cat catches the mouse, they switch roles immediately.
25 minutes	<p><u>Yes, and game:</u> (play with a parent as facilitator and a big group)</p> <ul style="list-style-type: none"> In small groups of six or seven, you will tell a story together. <ol style="list-style-type: none"> One of you tells the beginning of the story, then the next learner adds on by saying 'Yes and', and continues the story. Remember that "Whatever the learner before you has said, you are to use it in the story, even if it's something you weren't expecting." Most importantly, you must accept and include what everyone said before you said. Also, you should tell stories without any violence or put-downs in them. After ten minutes, one in each group has to attempt to retell the story! <p><u>One Sentence Story game:</u></p> <ol style="list-style-type: none"> In a large circle, add one sentence at a time to make a story. It doesn't matter if the grammar doesn't make perfect sense, just say the sentence that comes to mind, and try to work together to make a story that makes sense overall.

	<p>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>
10 minutes	<p><u>Reflection Circle discussion:</u></p> <ul style="list-style-type: none"> • 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.
30 minutes	<p><u>Closing for the Project:</u></p> <ol style="list-style-type: none"> 1. Since it is the last day of the project, compile everything you wrote during the 4 days. 2. Write an essay on their journey in this project 3. You can write a blog, post or a story on the experience instead and what you learnt from this project.

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 for Simplification	<ul style="list-style-type: none"> • Change the instruction as per the group size. • Reduce the challenges based on the learners' participation and involvement in the process.

ASSESSMENT CRITERIA

By the end of the project, a majority of my learners were able to:

- Follow activity instructions.
- Reflect on important life skills such as learning, and creating safety.
- Collaborate and work together to complete activities.
- Write an essay or a blog about everything that they learnt during the 4 days

