

Life Skills

For 8 to 10 year-olds

Screen-free learning resources that build life skills.



Daily Routine

My Emotions

Write how you feel **everyday** in your notebook. Think about why you feel a certain way.

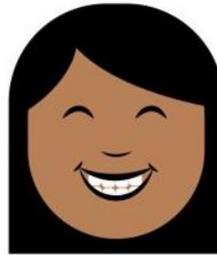
Today, I feel _____ because _____



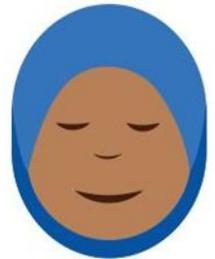
excited



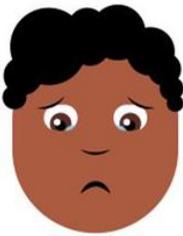
happy



joyful



calm



hurt



confused



nervous



lonely



frightened



annoyed



enraged

Week 1 Overview



Project

Health & Well-Being

Explore your relationship with a healthy lifestyle!

First Aid

Be prepared to respond to people who are injured or are not well.



5

Get Well Soon

Support a friend going through a tough time.

4

Become A Chef

Put together a healthy meal for lunch or dinner!

3

Keep COVID Away

Check out house rules to stay safe during the COVID pandemic.

1

2

Water And Us

Explore how water affects our health and well-being.

Materials Needed

- Paper
- Pencil/Pen



Health and Well-Being

What can I do to lead a healthy life?

1. Have you ever fallen ill (or experienced a disease)? Make a list of the changes you noticed. These are called '**symptoms**'.
2. What do you think caused the disease?

Microorganisms are living things that are too small to be seen with our eyes. Many of them make soil fertile and even help us digest food. Some are harmful to us and can cause diseases. Eg:



Bacteria

- Food Poisoning
- Tuberculosis
- Cholera



Virus

- Influenza (Flu)
- COVID-19
- Chicken Pox

4. How do you think these disease-causing microorganisms reach us? Below are some visual clues:



Do all diseases spread in the same way?

5. Do you think the weather affects our health? If so, how?

HEALTH POSTER

Think about a common disease people experience?

- What are the **symptoms** they experience?
How is the disease **caused**? How is it **spread**?
What can they do to **prevent** the disease in the future?
- Make a poster for a disease with your peers, to make people aware about the disease, cause, and its prevention.



FLU

CAUSES

Virus spread through

COUGH



SNEEZE



SYMPTOMS



SORE THROAT



COUGH



FEVER



CHILLS



WEAKNESS



PAIN IN MUSCLES



HEADACHE



RHINITIS

PREVENTION



EXERCISE



HEALTHY FOOD



FACE MASK

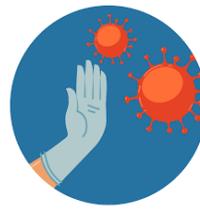


WASH HANDS



VACCINATE

When people with the flu cough, sneeze or talk, they send droplets with the virus into the air and potentially into the mouths or noses of people who are nearby.



KEEP COVID-19 AWAY

1. Discuss and note down what you know about COVID-19 with your peers:

Cause and Spread	Symptoms	Prevention

Is this information accurate? How do you know?

2. Together, make house rules that everyone must follow to keep COVID away. The plan should clearly mention who is responsible for what and include fines for violators. Example:

Category	Rule	Observer	Violation Fine
Coming back from outside	Take off shoes at the entrance	Ayesha	Wipe the entire floor where violator stepped with proper detergent + Wash all the dishes for one full day.

Categories can include: Going out, coming back from outside, and actions taken while in the house.

3. Put the house rules on a chart and stick it on the wall. Start following them right away!



Health and Well-Being

Discuss with your peers:

- What is the importance of drinking clean water?
- Which diseases are spread through unclean water? (Eg: Polio)

1. Pour dirty water in one cup and clean water in the other.
2. Ask a friend to identify which one is safe to drink.
Note down what helped them determine it (colour, smell, taste etc.)

3. Repeat the activity.

Make it harder for others to spot the difference!



Filtering Impure Water

1. What are some ways to ensure clean water at home? (Eg: Boiling)
2. Mix some dirt with water in a glass. Challenge yourself to obtain clean water from this mixture in different ways. Which method works best?

Try These!

1 Cloth Filtration:

Place a light piece of cloth on top of an empty cup.

Pour the dirty water into the cup through the cloth.



2 Sedimentation:

Stir an empty cup with dirty water and notice how the dirt settles to the bottom.

Decantation:

Wait for a few minutes and transfer the clean water to another cup.

WATER AND US

1. Have you noticed how people who are ill are asked to drink more fluids? Why do you think so?

*Most of the human body is actually made up of water! The human body is **60% water**. When we are attacked by harmful microorganisms, we generally get a fever. By increasing our temperature, our bodies try to kill them.*

However, we also lose water more rapidly through the lungs and the skin. This in turn can easily lead to dehydration and all body functions would become less effective.



2. What do you think happens if we do not drink enough water?

Create a table to track how many glasses of water each person living with you drinks. Present it as a pictogram. (Example below)

Member	No. of Glasses per Day
Aliya	
Kaneez	
Rahil	

- Who drinks the least amount of water?
- Who drinks the most amount of water?
- What is the average no. of glasses people drink in your house per day?

$$\text{Average} = \frac{\text{Total No. of Glasses}}{\text{Total No. of People}}$$

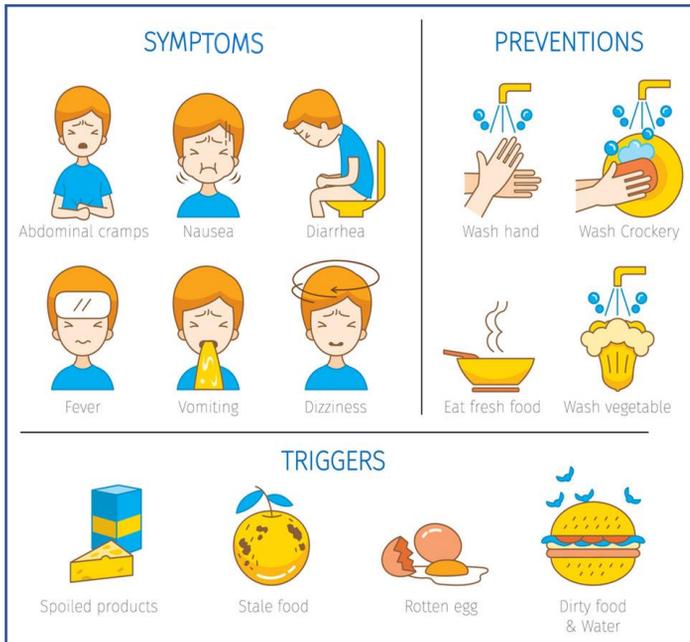
RECOMMENDED AMOUNT OF WATER PER DAY



Are people in your house drinking the recommended amount of water per day?

Health and Well-Being

1. Do you know any disease that can be spread through food?



- Observe the poster on 'Food Poisoning', a common disease caused by bacteria.
- Research or recall when you or someone else suffered from it.
- What are 3 things you can do to make yourself feel better when you have food poisoning?
(Eg: drink more water)

2. Discuss with your peers:

- How does food impact our health?
- How can you identify if food is spoilt or not fit for eating?

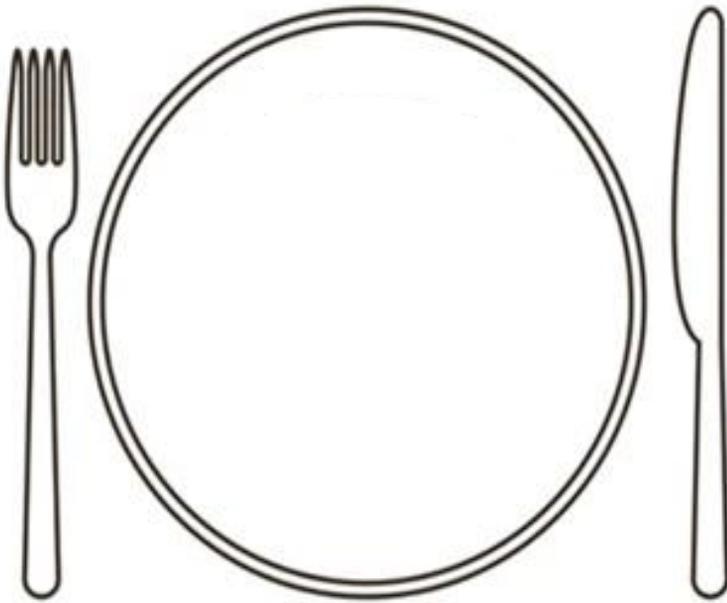
3. The pyramid shows what a healthy meal consists of.

Make your own 'healthy food' pyramid and draw your favourite food items in each category.

- Which foods are most healthy?
- Which ones are least healthy?
- What % of each of these should we have? Why do you think so?



- Put together a healthy meal for lunch or dinner. Explain to a partner why you think it is healthy. Identify the food groups (grains, fats, dairy, etc.)



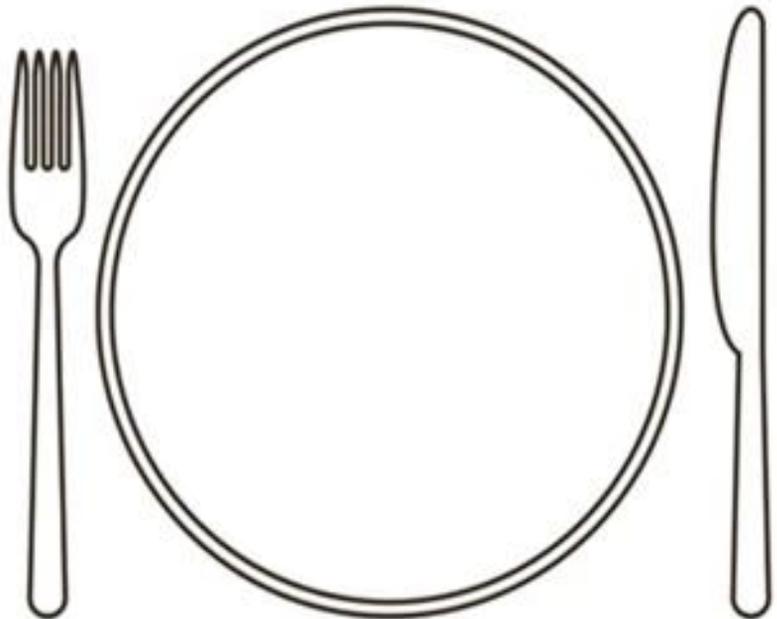
- Do they think it is tasty?
- Discuss how you can alter the recipe to make it tastier?

Chef's Special

Write your own recipe for a yummy, healthy, dish!

- Now, draw an unhealthy meal. Exchange it with your partner.

- What makes the meal unhealthy?
- Compare the amounts of the food groups with the healthy meal.
- How can you make the meal healthier, but still tasty? (Eg: Grill instead of fry to reduce fats)



Health and Well-Being

- How can diseases be spread through unclean surroundings?
- Observe the images below. For each, share two habits you can maintain a clean and healthy lifestyle.
- *Why do you think some people do not do this already?*

Example:
Brush your teeth daily.
Wash your mouth after having food.



Oral Hygiene



Bathing Ritual



Hair Care



Foot Hygiene



Toileting Hygiene



Hand Hygiene



Coughing and Sneezing Hygiene



Home Hygiene

- Using the table below, list and track 5 habits you want to build for better hygiene.

Add a ✓ or ✗ to track your progress

Habit	When will I do it?	Week 1	Week 2	Week 3	Week 4
Brush my teeth 2 times a day	Morning and Night	✓	✓	✗ missed 2 days	✓

4. Look at the equation below and discuss the following questions:



Discuss with your peers:

- Does 'health' only mean physical health? Why/Why not?
- What does a 'healthy mind' mean to you?
- Do you think you have a healthy body and a healthy mind? Explain.

5. Discuss some ways in which you can be physically fit. Which of these do you already follow? Which ones do you not?
6. Enact the following scenarios to show what happens to your mental well-being when you are:

- *Not getting enough sleep*
- *Not having social connections or friends*
- *Bottling up emotions and not expressing them in a healthy way.*
- *Eating too much junk food and feeling lazy/tired.*

What do you understand about the factors that affect your mental wellbeing? What can one do to maintain good mental health?



GET WELL SOON

- Think about a friend or a family member going through a difficult time. This can even be yourself!
- Write a letter to them (or yourself) encouraging them to get well soon.
- Decorate your letter with flowers and smileys!



Dear _____,

Health and Well-Being

Become A Doctor

Doctors are trained to keep people healthy and to heal the sick. They save lives!

1. Between you and a partner, choose who will be the doctor and the patient.
2. Enact one of the following scenes:



- Patient is suffering from common cold.
- Patient thinks they have COVID 19.
- Patient has a bad case of food poisoning (diarrhea).
- Patient is experiencing bad moods and is feeling low.

OR Create your own scenario!

3. There are many parts to a doctor's job:



- Observing the **symptoms** of a disease.
- Identify the possible **causes** of the disease.
- Decide on a **treatment**.
- Provide steps to **prevent** illnesses.

Ensure all the steps are being followed while you role-play. The patients must explain their situation crisply and clearly.

4. Observers can share feedback to the doctor and the patient.
(Did they explain the symptoms correctly? Was the treatment right? Will the patient recover? Were they respectful in their tone?, etc.)
5. Verify your answers by researching or asking an adult.

When a person is injured or is not feeling well, it is important for us to know what to do as an immediate response. Always call an adult in such situations. If it is a serious case, call your local Emergency Number to alert the police or medical emergency services.

Note down the **Emergency Number** and stick it on the wall.

Enact the situations below. Ask a partner to show what they would do as a first responder. Others must say if the response was effective. If it was not, what would they do differently? Repeat the same activity to show things NOT to do as a first responder for each scenario.

If someone has a bad bleed...



Press on the bleed tightly, with cloth.

If someone is choking...



- Hit their back firmly up to 5 times.
- Check their mouth
- If the object doesn't come out, call an adult.

If someone has an allergic reaction...



- Keep away from the cause of the allergy.
- Make them sit and give them their medication.

If someone is unresponsive and breathing...



- Turn them on their side.
- Tip their head back.
- Call an adult.

If someone is having an asthma attack...



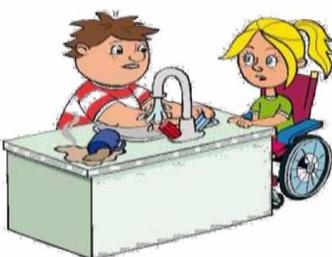
Make them sit and make them use their inhaler.

If someone has a broken bone...



- Do not move the broken bone.
- Call for an adult.

If someone has a burn...



Cool the burn under running water for 10 minutes.

If someone has a nose bleed...



- Sit up straight
- Lean head forward
- Pinch the soft part of the nose for 10 minutes.

Weekly Reflection

Did I enjoy learning this week?



What are some new things I learned?

What did I do well?

What can I do better next week?

If you liked this, go to our IFERB website for hundreds of more such resources. Visit <https://resources.educationaboveall.org>

Week 2 Overview



Project

Less Is More

Learn how to budget effectively.

Solve It!

Solve word problems on simple and compound interest!

Interest

Learn about simple and compound interest.

20-Bean Salary

Explore your spending patterns through a fun activity.

Count Your Blessings

Reflect on the things in your life that you are grateful for.

Budget Advice

Help County Bank's budget advisor in giving financial advice to her customers!

Materials Needed

- Paper
- Pencil/Pen
- Small object such as small stones, leaves, counters, etc.



Less is More

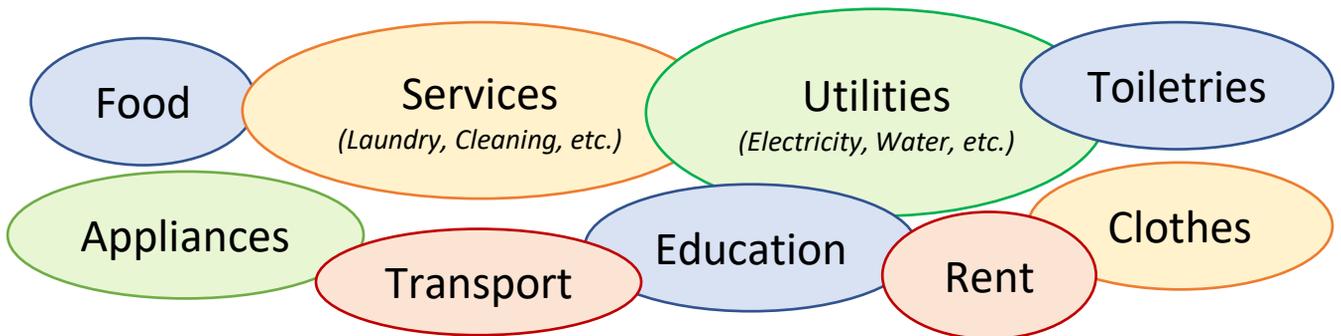
How can you get the most value from money?

Expenses refer to the money spent to buy the things we need.

Essential expenses are a set amount spent on important things or our needs (*Eg: rent, education, etc.*).

Non-essential expenses are the amount we spend on things we want and are not that important. (*Eg: gifts, toys, etc.*)

1. Identify 5 typical expenses in a month.
2. Interview adults to get estimates of different expenses. Explore the costs of different items using bills, price tags, etc.
3. Divide these expenses into categories. Examples:



4. Make an Expense Table with all the costs. Example:

Expense per month	Essential or Non-Essential?	Cost
Toiletries	Essential	QR 50

Discuss why each expense is essential or non-essential.

Calculate the total expenses per month.

COUNT YOUR BLESSINGS

Take a moment to note down 10 things or people you are thankful for. These are far more valuable than money!

The form consists of ten horizontal, hand-drawn style boxes arranged in two columns of five. The boxes are intended for writing down things or people one is thankful for. The page is decorated with several gold coins: one is positioned between the first and second boxes of the top row, another between the second and third boxes of the second row, a third between the third and fourth boxes of the third row, and a fourth between the fourth and fifth boxes of the fourth row. At the bottom center, there is a glass jar with a grey lid, filled with gold coins. Several coins are shown falling from the lid into the jar, with one coin in mid-air above the lid.

Less is More

Income refers to how much money we earn.

- Money left after paying for everything you need:

$$\text{Savings} = \text{Total Income} - \text{Total Expense}$$

- Money owed to others:

$$\text{Debt} = \text{Total Expense} - \text{Total Income}$$

1. Interview 2 to 3 adults in different professions. Ask them about their income and expenses to understand how they manage their money.
2. What do you want to be when you grow up? By asking an adult, estimate the average income you will earn per month in your profession.
3. Have a look at the expenses listed on the previous day. **Based on the average income, will you have savings or be in debt?** Find ways to reduce your expenses to save money!

From your savings, how much would you set aside to spend, save for the future, and share /donate)? Find the % for each option.

Discuss with your peers what you would spend on, what you would save for, and who would you share or donate to.



Add how much you would save and share to your Expense Table from Day 1!

BUDGET ADVICE

Help County Bank's budget advisor, Mrs. Trusty, give financial advice to her customers by calculating their incomes and expenses below.



1

Mrs. Tanya earns \$1000 each week and her husband earns \$750. Each week, they need to set aside \$200 for food, \$75 for gas, \$650 for the house rent, and \$350 for savings. How much money will they have left each week?

Total income: _____ Total expense: _____

Remaining amount: _____

Do you think it's better for Mrs. Tanya to invest in a car or buy a shop - one generates income while the other is an expense. Which one do you think is better? Why?

2

Moeen is going to school and working two part-time jobs. He works 20 hours for \$9.25 per hour at the grocery and 15 hours for \$11.50 per hour at Stellar Pizza Parlor. For all his hard work his mom gives him a monthly allowance of \$150. Moeen is responsible for his \$35 cell phone bill, \$50 gas bill, and \$200 car payment.



Total income: _____ Total expense: _____

Can he still save \$200 for college? _____

If so, does he have \$50 to hang out with friends? _____

Should Moeen try and save more money for college? If so, how? If not, why?

Less is More

- Do the following activity with 3 or more friends. Each person is given a 'salary' of 20 beans (or small stones, leaves, counters, etc.).
- They must decide how they will spend their beans based on the options on the **NEXT PAGE**. Each item shows how many beans are needed to "pay" for it. Discuss the questions below after each round.

Round 1 Decide how you will spend your salary of 20 beans.

1. Why did you choose the items that you did?
2. Look at the top 3 categories where you are spending most of your beans. Why did you choose these categories?
3. Did you save any beans? Why or why not?
4. What similarities and differences did you notice with your friends?

Round 2 Your income has been cut to 13 beans. Make changes.

1. What kinds of items did you choose to give up? Why?
2. What did you learn about yourself and money in this process?
3. Compare your budget-cutting choices with another friend.

Round 3 Unexpected events occur! How will you address them?

1. You broke your leg! Take out 3 beans to pay for your treatment!
2. You got a 2 bean raise! Decide how you will spend it.

A budget is a plan we make to use money wisely.

- What are your 3 learnings about budgeting from this activity?
- Revisit the **Expense Table** from Day 1. Would you make any changes to it based on your learnings? Prepare your final budget.

20-BEAN SALARY



HOUSING + UTILITIES

Living with family, sharing costs of utilities	DD
Share an apartment with roommates	DDDD
Rent your own place	DDDDD



FOOD

Cook at home	DD
Buy from fast food joints.	DDDD
All meals away from home.	DDDDD



TRANSPORT

Walk or cycle	No Cost
Ride a bus or carpool	D
Buy a used car + petrol	DDDD
Buy a new car + petrol	DDDDD



RECREATION

Parks, Visiting friends, Videos/ Music on phone	D
Movie Theatres, Gym, Classes, Hobby groups	DD
Concerts, Sporting Events, Short Trips	DD
Long Vacations / Trips	DDDD



GIFTS

Make your own	D
Purchase gifts sometimes	DD
Purchase gifts frequently	DDDD



FURNISHINGS / GADGETS

Second-Hand from Friends	No Cost
Buy used furniture	D
Rent furniture	DD
Buy new furniture	DDDD

EDUCATION

Free Public Schools	No Cost
Private School	DDDD
Additional Tuitions	DD



COMMUNICATION

No Phone	No Cost
Phone + Limited data	DD
Phone + Unlimited data	DDDD
Wi-Fi at home	DD
Laptop	DDDDD



CLOTHES

Wear present wardrobe	No Cost
Shop at discount stores	D
Shop for new clothes	DD
Shop for designer clothes	DDDD



PERSONAL CARE

Basics: soap, shampoo, etc.	D
Professional haircuts, branded products	DD
Regular visits to the salon	DDDD

Less is More

Have you heard the term 'loan'? What do you know about it?

How Loans Work

People borrow money (**loan**) from the bank or people for their essential expenses.



Borrowers

\$ 100



\$ 110



While returning the amount, they pay an additional fee called '**Interest**'.



BANK



We earn interest!

Banks or people who give the money (Lenders) earn the Interest.

- Explain how loans work to your peers in your own words.
- *To borrow money from banks, one deposits some things as **collateral** (house, belongings, etc.). If the loan is not paid back, the collateral is taken by the bank. What is the risk in taking a loan from a bank?*

How Banks Work

1. People deposit money into a bank.



\$ 100



\$ 102



We earn interest too!

Depositors

Bank gives \$2 to the depositor.



BANK

Bank keeps \$8

2. Borrowers take a loan from the bank.

\$ 100



\$ 110



\$10 interest paid to the bank while returning the loan.

Would you keep the money you saved in a bank or at home? Why?

SIMPLE INTEREST

Principal (P): Amount of money deposited or borrowed

Rate of Interest (r): Percentage of the principal amount earned.

Time (t): For how long (in years) you borrow or invest

While taking a loan from a bank or depositing money into it, they tell us the rate of interest.

How to calculate simple interest :



We earn or pay the interest on the principal amount based on the rates fixed by the bank.

This is called **Simple Interest**.

$$\begin{aligned} \text{Simple Interest} &= \underline{P \times r \times t} \\ &= 100 \\ &= \$100 \times \frac{6}{100} \times 1 \\ &= \$6 \end{aligned}$$

$$\begin{aligned} \text{Total Amount} &= \text{Principal} + \text{Interest} \\ &= \$100 + \$6 \\ &= \$106 \end{aligned}$$

- Find the simple interest and total amount to be paid for these loans:
 - $P = \$1800$ $R = 5\%$ $T = 1$ year
 - $P = \$2600$ $R = 12\%$ $T = 3$ years
 - $P = \$180$ $R = 3\%$ $T = 1\frac{1}{4}$ year
- A bank is offering 3.5% simple interest on a savings account. If you deposit \$7,500, how much interest will you earn in two years?
- Imagine that you take out a loan for \$6000 to start a business after high school. The bank charges you 8% interest for the loan. After 5 years how much interest will be added on to your loan?

Less is More

Become A Banker

1. Have 4 or more players for this activity. Assign the roles: **Depositors, Borrowers, Bankers** (Bank 1, Bank 2, etc.)
2. The Depositor and Borrower can choose the principal amounts based on their budget, expense, and income. (*You can have multiple customers with different amounts too.*)
3. The bankers must use **simple interest** in a way that helps the bank make money and also attract customers.

Borrowers must fill out a loan application form stating details of the amount, time, reason, personal details, income, etc.



Depositors must evaluate their options and see which interest rates give them the best returns.



Bankers must

- Check the worth of items borrowers give as security, in case they are unable to pay the loan (also known as **collateral**)
- Give financial advice to the customer (the best interest rates, how much to borrow, etc.)



WORD PROBLEMS

1. Use simple interest to find the ending balance.

- a) \$34,100 at 4% for 3 years
b) \$7,400 at 10.5% for 1 4 years



2. Pat borrowed \$2800 from her friend, Mark at a 5% interest rate per year. She plans to save the amount of the interest each year. How much should she save in:

- (a) 1 year (b) 2 years (c) 3 years (d) 4 years

What is the total amount she needs to pay Mark after 4 years?

3. Describe and correct the error in finding the balance of the simple interest account after two years.



Principal: \$700 Rate: 3% per year

t	Principal	Annual Interest	Balance at End of Year
1	\$700.00	\$21.00	\$721.00
2	\$721.00	\$21.63	\$742.63

4. In simple interest, a sum of money amounts to \$ 6200 in 2 years and \$ 7400 in 3 years. Find the principal.
5. Morgan has \$130,000 dollars in his bank account after 20 years. If he originally deposited \$50,000 in the bank, what must the interest rate have been?
6. Scott takes gets a student loan to go to college after high school. If he pays \$750 in interest at a rate of 3%, how much must the loan have been for originally?

Weekly Reflection

Did I enjoy learning this week?



What are some new things I learned?

What did I do well?

What can I do better next week?

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Week 3 Overview



Project

Conflict Resolution

Explore the different sides to an issue you face.

Direct & Indirect Speech

Learn different ways of reporting information.

Drawing Relay

Practise working together to create artwork!

Write a Letter

Pen down your issues and thoughts effectively.

Sentence Objects

Learn about the different parts of a sentence.

Diary Entry

Use simple and continuous tenses to write a diary entry from a different perspective.

Materials Needed

- Paper
- Pencil/Pen



Conflict Resolution

Can I express myself effectively and with empathy during conflicts?

1. What do you understand by the word 'conflict'? What are some other words that mean the same in your language?
2. Tick (✓) the boxes to show how you would typically handle conflict with friends and family.

My Response

Usually

Sometimes

Never

Raise my voice or yell			
Blame the other			
Ignore or walk away			
Apologize			
Suggest solutions			
Complain to someone			
Forgive			
Threaten			
Look for a win-win solution			
Call others names			
Get upset or cry			
Ask an adult to help			
Use humor			
Let others have their way			

3. What patterns do you observe in the way you respond to conflict? Why do you think you respond in that way? Give examples.

Conflict is part of life. We can't wish it away or pretend it's not happening. It occurs in families, friendships, school, work, and our society in general. It can often make us angry and frustrated, but if managed properly, can also strengthen relationships.

Think about a challenging conflict that you were or are involved in.

How did you react during your conflict? How did you feel?

Example: Mohsin and Ruby are good friends. However, Ruby does not like it when Mohsin raises his voice when they fight. She feels scared and keeps quiet. She wants to share her ideas but when he yells, she feels disrespected.



In the example, identify the cause of the conflict.

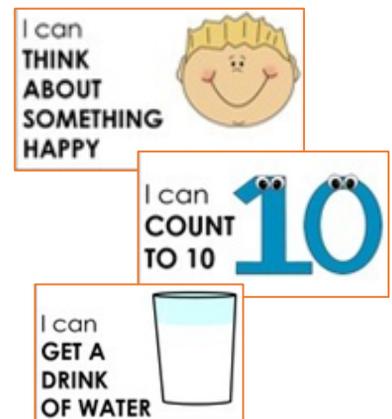
If you were Ruby, what would you do?

1. How do you react when confronted with a conflict?
Does your reaction make things better or worse?

2. How can you recognize if you are feeling really angry or upset during a conflict?
(*heavy breathing, closed fists, tone, voice, etc.*)

3. Note down 5 things you can do to calm yourself down in such situations.

4. Explain your conflict to a partner and role-play it. Discuss how did the other person in the conflict feel? How do you know? How would you react differently if the person reacted calmly?



Generally, sentences are made up of a subject, a verb, and an object.

Rehan **made** a **sandwich**.

Subject
person/thing doing
the action.

Verb
action being
done

Direct Object
noun/pronoun on which
the action is done.



Some sentences may have two objects - direct and indirect object.

Rehan **made his brother** a **sandwich**.

Subject
person/thing
doing the action.

Verb
action being
done

Indirect Object
person/thing affected
by the action.

Direct Object
noun/pronoun on which
the action is done.

Note that the subject and objects can also be phrases (more than 1 word).

A sentence can also have multiple subjects, verbs, and objects too!

Label the underlined words or phrases as subject (S), verb (V), direct object (DO), and indirect object (IO) in the following sentences that Mohsin wrote in his journal after his fight with Ruby.

S **V** **DO**

Ruby and I had a bad fight.

She told me that I was aggressive in fights.

After some time, I told my father about the fight.

He gave me a glass of water to calm me down.

He also shared some valuable advice.



What advice do you think Mohsin's father gave to him?

Conflict Resolution

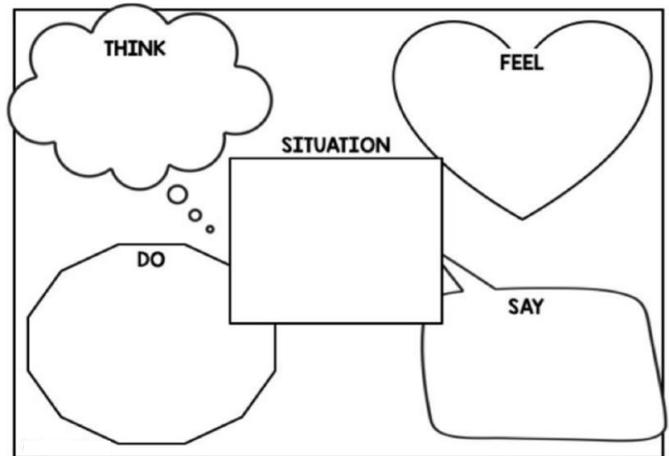
1. Think about a time when you felt sad just because someone close to you was sad or when you were excited for someone else's excitement.

*That is empathy! **Empathy** is being able to understand and share how someone else is feeling, even when you aren't in the same situation.*

- Do you think empathy is important during conflicts? Why or why not?
- List 5 ways in which we can show empathy to someone?
(Eg: listen actively, ask questions, appreciate differences, etc.)

2. Revisit your conflict from Day 1.

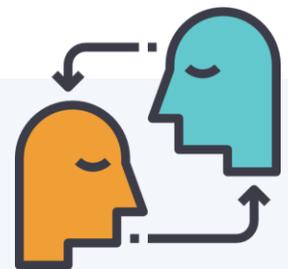
What did you think, say, do, and feel during the conflict? Fill it out the 'Empathy Map' as shown, in your notebook:



3. Now, imagine you are the other person in the conflict. Create an Empathy Map for the same situation, but from their perspective in your notebook.

4. Discuss with your peers:

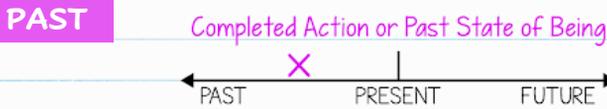
- How your view of the conflict changed from Day 1?
- Now that you understand the other person's point of view, do you think you displayed empathy?
- If not, discuss what you would have done differently during the conflict? Why?



Tenses show us the time of the action and also tell us its status (whether it is completed or ongoing.) Learn about two types of tenses below.

Simple Tense

Not all verbs follow the same rules.



Ken walked to school.



Ken walks to school every day.

Generalizations



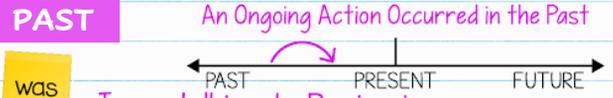
Ken is smart.



Ken will walk to school tomorrow.

Continuous Tense

'to be' + verb (-ing form)



was

I was talking to Benjamin.

were

Benjamin was talking to me.

The students were talking to Benjamin.



am

I am talking to Benjamin.

is

Benjamin is talking to me.

are

The students are talking to Benjamin.



will be

I will be talking to Benjamin.

Benjamin will be talking to me.

The students will be talking to Benjamin.

- Imagine that you are the other person in your conflict.
- Using their Empathy Map, write a diary entry to explain their perspective of the conflict. Remember to use first person (*I, me, we, etc.*)
- Use the 2 different tenses – simple and continuous.
- Exchange the diary entry with a partner. Underline the verbs in their entry and identify the tense of each verb. Have they been used correctly?

Conflict Resolution

While facing a conflict, we must learn to deal with the problem, not attack the person. When dealing with a conflict, do not think about it as 'you' versus 'me', but 'us' versus the problem. How we communicate this has a huge role to play in resolving the conflict.

Split into pairs and enact Mohsin and Ruby's argument for the cases below.

Name calling,
yelling, accusing,
threatening

Exaggerating and
not sticking with
the facts

Bringing up past
issues and other
fights.

- In each case, how did the communication impact the conflict?
- Have you ever done any of the above in arguments before?
How do you think the other person feels?
- What are some key takeaways from this activity?



'I' Statements

To communicate effectively and respectfully, we can use I-statements, which focus **on your own** feelings and experiences. It does not focus on what you think the other person has done. Here is a pattern you can use:

How you feel	I feel angry...
What you have that feeling about	About the way you speak to me
Why you feel this way	Because it makes me feel like you do not respect me.
What you would like to see instead	I would prefer that you calm yourself down before saying anything to me in a fight.

Think about your own conflict. Write at least 2 'I' statements you can use to share how you feel, respectfully.

WRITE A LETTER

We may not always be prepared to speak to someone about an issue and would be more comfortable with penning our thoughts down.

Think about your conflict and write an informal letter to the other person in the format outlined below.



**Sender's
Address**

12, Ezdan Compound,
Doha-Qatar

Date

21st January 2022

Greeting

Dear Tanya,

State the purpose of the letter.

Introduction

Through this letter, I want to raise a concern I have about ...

**Supporting
Detail**

Write 1 or 2 reasons why the issue is important to you. Use 'I' statements.

I feel about because...

Solutions

Write 1 or 2 solutions to the issue.

I would prefer if we could ...

How about we...

Can we think about ...

Conclusion

End with a positive note.

Thank you for your patience. I hope that we... I am looking forward to...

Subscription

Sincerely,

Name

Mohsin

Conflict Resolution

An important part of showing empathy and understanding the other person during a conflict lies in the way we listen to them.



1. Tell a partner about your day. They should pretend to be disinterested.
2. Now, tell another person about your day. They should be active listeners by maintaining eye contact, asking questions, etc.

- How did you feel in each case?
- What observations did you make about their body language each time?
- List 3 ways we can become active listeners while someone speaks.

Re-enact your conflict with a partner.

Use calming strategies to manage your emotions, I-statements, and be active listeners. Challenge yourself to use these sentences:

I sense that you're feeling emotional about this topic. Is that right?

Tell me more - I want to understand

Let's take a breather before we think this through.

Thank you for your honesty — I appreciate your feedback

Let's see what we can do to make sure it doesn't happen again.

How can I help you in solving this issue?

Yes, you're completely right /
Yes, I am with you on that!

What can we do to change the situation?

During conflicts, we may realize we did something wrong. It is important to apologize, ask for forgiveness, and not repeat that mistake in the future.

How do you usually apologize to someone?

How do you know if an apology is sincere or not?

Think about your conflict. Is there anything you would like to apologize for (*a mistake, the way you reacted, words you said, etc.*)? **OR** think about any other person you want to apologize to.

Write a note in the following format to say 'sorry' to them, sincerely.

1. I'm sorry for

Be specific and recognize what you did that was wrong

2. This was wrong because

Show you understand how you hurt the other person

3. In the future I will

Find a positive statement for what you can do instead

4. How can I make it better?

Make an offer of how you could make amends

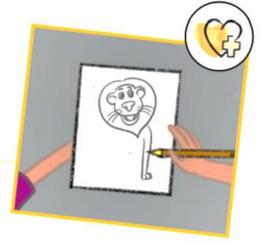
5. Will you forgive me?

Ask for the other person's forgiveness



If you can, give the note to the person!

Draw in the box below for 1 minute. After 1 minute, switch the sheet with your partner. Continue each other's drawing for another minute and switch again. Do 4 rounds of this.



- Does the final drawing match what you initially thought the drawing would be? How did you feel when you built off your partner's drawing?
- How does this apply to two people working together to solve an issue?

There are two ways to report information – direct and indirect speech.



I enjoy cooking for my friends.

Direct Speech

He said, "I enjoy cooking for my friends."

Indirect Speech

He said that he enjoyed cooking for his friends.

What differences do you observe between direct and indirect speech?

In direct speech, the exact words spoken by the speakers are reported using quotation marks (" "). In indirect speech, the exact words are not stated; we merely report what the speaker said.

While converting direct to indirect speech, make the following change:

Place and Time

Direct	Indirect
here	there
this	that
now	then
today	that day
tomorrow	the next day
Yesterday	the previous day

Pronouns

Direct	Indirect
I / my	he, she/ his, her
mine	his, hers, mine
you	me/he/she/we/they
We / us / our	they / them / their

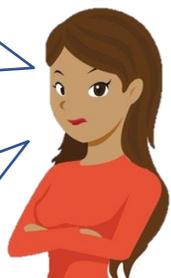
Verb Tenses

Direct	Indirect
Present Simple	Past Simple
Present Continuous	Past Continuous
Future with 'will'	Future with 'would'

Report what Ruby says in direct and indirect speech:

I feel scared when Mohsin raises his voice.

I will speak to him about it tomorrow.



Conflict Resolution

Become A Lawyer

1. Let us broaden our perspective about the conflict we faced or are facing by being in a courtroom! Appoint a judge (preferably an adult) and 3 or more members of the jury. You will be the lawyer.
2. Follow the instructions for each role:

The Lawyer must defend their position in the conflict using the Empathy Map. Good lawyers use facts (not emotions) and raise questions to convince the jury why they are right. Once done, they must do the same for the other person in the conflict. Remember to **use Direct and Indirect Speech** correctly!



Typically, a jury consists of 10 to 12 members who take a vote and decide if someone is guilty or not in a legal case based on evidence. However, we learnt that conflicts are not about who is right or wrong, it is about solving a problem. **So, in this courtroom, Jury Members must** discuss how each person should have reacted to solve the conflict effectively.



The Judge must

- set the time limits/ break time for the session
- give a verdict on whether the solution presented by the jury will resolve the conflict or not.
- ask questions to the lawyer for clarification



How has your view of your conflict changed?
Are you confident in your ability to raise concerns effectively?

Weekly Reflection

Did I enjoy learning this week?



What are some new things I learned?

What did I do well?

What can I do better next week?

If you liked this, go to our IFERB website for hundreds of more such resources. Visit <https://resources.educationaboveall.org>

Week 4 Overview



Project

My Vision Book

Set goals to bring your vision to life!

Quote It!

Come up with a quote that inspires you!

My Habit Tracker

Find the probability of you meeting your goals.

Goal Puzzle

Turn your goal into a puzzle for your friends to piece together!

Compare & Contrast

Identify similarities and differences between you and your hero.

A Day in the Future

Create a 24-hour clock to represent your ideal day!

Materials Needed

- Paper
- Pencil/Pen

My Vision Board

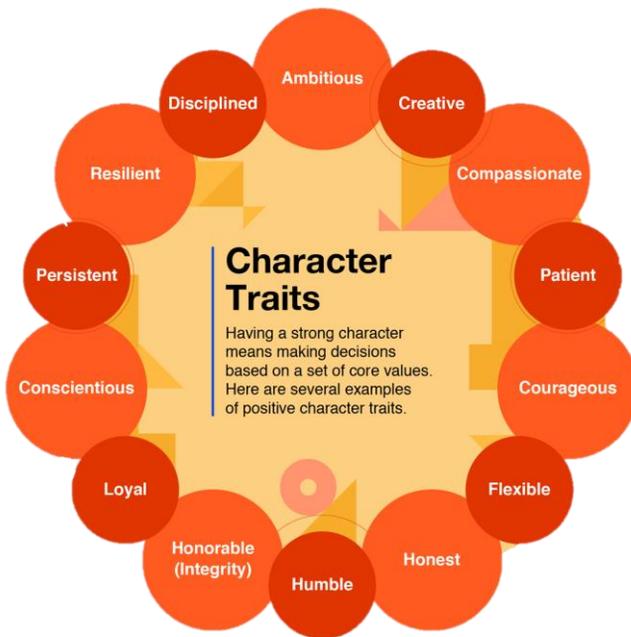
How do I set goals for my life and work towards it?



1. Think about the people in your life that you really look up to.

Who are your heroes? Identify at least 4 heroes (2 women, 2 men) who do different things (homemaker, professional, etc.).

2. Draw your heroes and write their names.



4. For each hero, write 3-to-4-character traits you admire about them.

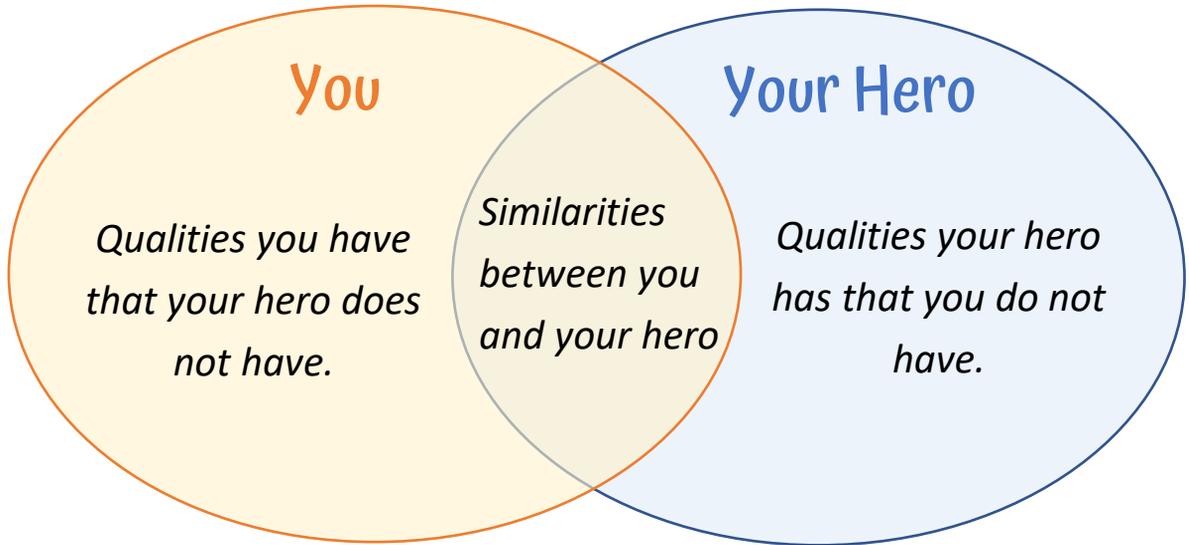
4. Give an example of a situation where they demonstrated a particular trait.

5. Present your drawing to your friends. Also share:

- Why do you consider them to be a hero?
- Which quality or aspect of their life do you wish to have?
- Why is it important to you?
- Write 2 ways in which you can become more like your hero.

Compare And Contrast Essay

Draw a Venn diagram in your notebook. Compare (find similarities) and contrast (find differences) between you and any one hero as shown below:



Practise using the following transition words in sentences in their correct positions to explain your Venn diagram.

Sequence

first
next
then
moreover
last

Contrast

although
while
however
unlike
but

Compare

both
as well as
similarly
same as
like

What do you think the function of transition words are?

Present your Venn Diagram to your partner.
Use at least five transition words in your presentation.

My Vision Book

To become more like your heroes or achieve any dream of yours, it is important to have a vision and set goals for it.

We will make a vision book, which represents your long-term goals, desires and action plan to achieve the life that you want.

With a partner, discuss the following questions and write your responses on different pages of your vision book. You can add drawings, pictures, etc. too!

My Personal Vision



1. Name 3 activities that you enjoy doing and want to continue doing throughout your life. Share the reason too.
2. Describe in detail two places where you feel safe, happy, and relaxed. How can you access these places in your life?
3. What is your dream job or career?
4. What kind of home life would you like to have?
5. What are 3 values you want to live by?
6. If you could travel anywhere, where would you like to go to?
7. What kind of friends do you want to have?
8. What would you like to do that you haven't done yet?
9. What kind of difference do you want to make in this world?
10. What are some new skills or habits you want to develop?

MY DAY IN THE FUTURE

Close your eyes and envision your ideal day. From the time you wake up in the morning to the time you go back to sleep, **what are some activities that you would do to lead a happy and healthy life?**

1. Draw a large circle on paper to represent your ideal day.
2. Divide it into 24 equal sections and write numbers 1-24 on it to show the 24 hours of the day.
3. Colour the sections to show how many hours you will spend on each activity, starting from the duration and time of sleep at night.
4. Continue filling the circle up with other activities in sequence of your perfect day!

Example →

- You can also add drawings to your circle!
- If needed, you can use colours and symbols and provide a key to name the different activities.



- Present your perfect day to your peers and mention the time of each activity in the 24-hour format. (Eg: from 14:30 pm to 16:00 pm, I will play badminton.)
- How much of the daily activities are you already doing?
- Which ones would you want to develop this year?
- How can you ensure that you start doing that? What steps will you take?

My Vision Book

On each page of your book, write down 3 goals that you would like to accomplish **this year** that will help you move closer to your vision.

Remember,
your goals
should be
'SMART'

SPECIFIC

What is the exact goal that you are trying to accomplish?

MEASURABLE

How will you be able to see that you are making progress?

ATTAINABLE

Is this a goal that you think you can actually reach?

RELEVANT

Is this something that's important to you right now?

TIME-BOUND

When do you think you'll be able to reach your goal?

- Exchange the 3 goals with a partner.
- Rate the goal for each parameter out of the allotted points in the table below. Calculate the average SMART score and give feedback .

2 points

3 points

5 points

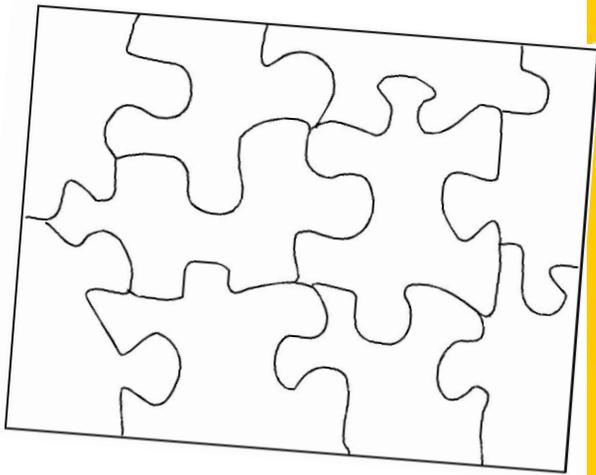
2 points

3 points

Goal	Specific	Measurable	Attainable	Relevant	Time Bound	Total (out of 15)
Goal 1						
Goal 2						
Goal 3						

GOAL PUZZLE

1. Draw a picture of a goal you want to accomplish this year.
2. Once the drawing is complete, turn the page and draw blank jigsaw puzzles pieces. You can make it as easy or difficult as you like!
3. Then, cut out the puzzles.
4. Exchange your puzzles with a partner and try to piece the whole drawing together!
5. Try and guess what your partner's goal is all about!



Try setting a challenge for building a puzzle, for example, to build it without touching the puzzle piece directly!

Share with your partner:

- What goal did you draw in your puzzle?
- Why is this goal important to you?

My Vision Book

For each of the 3 goals you want to accomplish this year, list 2 simple habits you want to develop to achieve it in the space below. Eg:

GOAL: *Lose 5 kilos by exercising for 1 hour every day, for 3 months.*

- HABITS:**
- *Wake up at 6:30 am daily.*
 - *Play an outdoor game from 7 am to 8 am.*

GOAL:

HABITS:

-
-

GOAL:

HABITS:

-
-

GOAL:

HABITS:

-
-

Share what you wrote with a friend. Collect feedback from them to make it realistic and achievable. Once finalized, add the above to the respective pages in your Vision Book.

1. List the habits you want to build in the **Habit Tracker** below.
2. Exchange your tracker with a partner.
3. For each habit and each day in the upcoming week, add a ✓ if it is likely for your partner to accomplish it and a ✗ if you think it is unlikely. *(This is based on whether they observe their partner following the required habits, in order to reach their goals.)*

Habit	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

4. Based on your partner’s inputs, calculate the probability of you achieving your goals this week. Also, calculate the percentage.

Probability = No. of tick marks / Total no. of days

5. If the pattern continues, do you think it is likely or unlikely for you to achieve your goal within the desired time?

Discuss with your peers:

- Explain the rationale behind your inputs to your partner.
- Do you think our motivation to do something reduces with time?
- What can we do in such situations to stay motivated?

My Vision Book

Sometimes, while working towards a goal, we may come across challenges. It is important to plan ahead so that we are prepared.

For each goal, use the **WOOP Technique** to ensure that you are on track despite challenges.



WISH

Which goal do you want to achieve?



OUTCOME

How will you know when you have achieved it?



OBSTACLE

What are your main challenges?



PLAN

How can you overcome the challenges?

Note this plan down in the respective pages of your Vision Book for each goal.

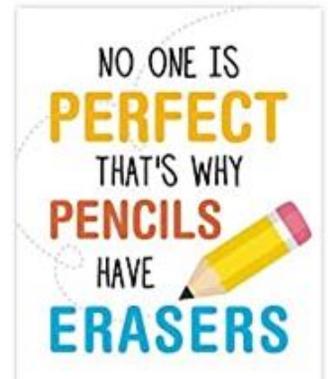
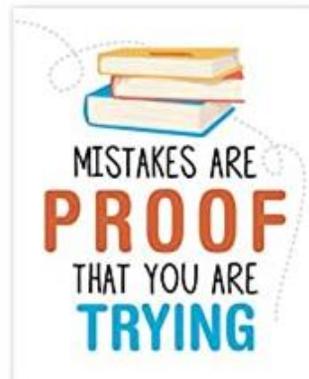
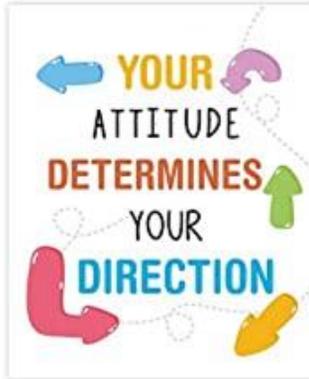
To ensure that you work on your goals daily, assign the following roles to your friends:

Name	Role	What they should do
	Motivator	On days you feel like giving up, they encourage you towards your goal.
	Challenger	They track your progress and hold you accountable when you do not perform.
	Ideas	They brainstorm new ways in which you can be consistent in your efforts.



- Add a cover page and decorate your Vision Book.
- Present your Vision Book to your peers!

Quotes can inspire us to keep moving forward when we feel low. They can remind us why we started in the first place. Example:



Which quote is your favourite? Who said it? Why is it your favourite?

Come up with your own quote to motivate yourself to achieve your goals. Write and draw it in the space below. You can also add it as a page in your Vision Book!

Weekly Reflection

Did I enjoy learning this week?



What are some new things I learned?

What did I do well?

What can I do better next time?

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