

LIFE SKILLS FOR LEADING LIFE (LEVEL 2)

Description	The learner will learn how to manage strong emotions, teamwork, active listening, creativity and taking creative risks through these activities. They will then showcase the acquired skills on the last day.
Leading Question	What life skills do you need to live a better life?
Total Time Required	~5 hours over 5 days
Resources 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.
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"> ● Identify the importance of role models and why we want to imitate/copy them. ● Practice active listening. ● Discover the strengths and good personal qualities learners have. ● List positive qualities. ● Explore better ways of dealing with bullying and teasing.
Previous Learning	Knowledge about life skills, stories, strengths and goals

DAY 1- Today you will focus on listening, collaboration, leadership and group dynamics.

Time	Activity and Description
15 minutes	<p>Warm up:</p> <ul style="list-style-type: none"> ● Individual check: If you were looking in a mirror right now and your image could talk, what would it say? <p>My Morning Mirror activity:</p> <ol style="list-style-type: none"> 1. Find a partner and choose who will be partner A and partner B.

1

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

<https://forms.gle/pVXs3vQEufuzSShs7>

	<ol style="list-style-type: none"> 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. Copy your partner only as much as a real bathroom mirror (i.e. just the face and shoulders)
25 minutes	<p><u>Mirror Circle:</u> (play with a bigger group)</p> <ol style="list-style-type: none"> 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	<p><u>Reflection Circle:</u></p> <ul style="list-style-type: none"> ● 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? ● Who is a role model? ● Why is it important to have role models? ● How do we select our role models? ● What are some of the good things we should emulate from our role models? ● 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	<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.

10 minutes	<p><u>Listening and Not Listening activity:</u> This activity will help us understand the importance of listening in interpersonal communication and the qualities of a good listener.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. In a group of 6 volunteers, form three pairs A, B and C 2. Choose one person to be a storyteller and another to be a listener. 3. The storyteller should begin thinking of a story while the listeners are given secret instructions. 4. Listener A should not listen at all to their partner during the storytelling. Instead listener A should ignore the storyteller. 5. Listener B should talk about something else (changing the subject) while their partner is telling the story. 6. Listener C should listen carefully and keep eye contact and to ask questions about the story while their partner is telling the story. 7. The pairs should perform for the rest of the class one at a time. <p><u>Reflection Circle discussion:</u></p> <ul style="list-style-type: none"> ● Share how you felt as they shared their story with their partners. ● What are the qualities of a good listener? <ul style="list-style-type: none"> ○ A good listener does not interrupt the speaker, makes eye contact, pays attention, does not change the subject , paraphrases, uses short affirmations, displays empathy, nods, smiles, avoids distracted movements, and asks open-ended probing questions related to the subject of the story etc.
-------------------	---

DAY 2- Today you will focus on observation, creative risk, self-esteem, expressing emotions, and empathy.

Time	Activity and Description
15 minutes	<p><u>Warm Up:</u></p> <ul style="list-style-type: none"> ● Individual check: What is one thing about yourself that you are proud of? <p><u>Patterned Ball Toss game:</u> (play with a bigger group)</p> <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 make eye contact. 3. The ball will always travel along this route or the exact same sequence. So remember who threw the ball to whom.

	<ol style="list-style-type: none"> 4. Now, we'll add another ball. 5. Throw it in a different sequence. 6. Again, make sure you make eye contact before you throw. You must remember both patterns/sequences. <ul style="list-style-type: none"> ● 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	<p><u>Body Tracing activity:</u></p> <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	<p><u>Reflection Circle discussion:</u></p> <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? ● Elaborate more on your answers. ● Literacy extension (optional): write a poem, short story or essay on inner beauty
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 teamwork, connection, empathy, self-expression, managing strong emotions, and concentration.

Time	Activity and Description
15 minutes	<p><u>Warm Up:</u></p> <ul style="list-style-type: none"> Individual Check: Imagine you are a person from another planet. Describe your style of dress to us. <p><u>Columbia Hypnosis activity:</u></p> <ol 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	<p><u>Frozen Skit activity:</u> (play with a bigger group)</p> <ol 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 theater 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 in a different way? (If yes, play it again. If not, do it again with a different story.
10 minutes	<p><u>Reflection Circle discussion:</u></p> <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? Will you report back to us next time when you apply what you learnt today?
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 will focus on visioning, self-expression, community building, and responsibility.

Time	Activity and Description
15 minutes	<p><u>Warm Up:</u></p> <ul style="list-style-type: none"> Individual check: if your day today was a landscape in nature, what would it look like?
25 minutes	<p><u>Visualization activity:</u></p> <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	<p><u>Collage activity:</u></p> <ol style="list-style-type: none"> Using the magazines, create a chart paper collage that shows the feeling of 'The World You Want to Live In.' It doesn't need to look like what you saw, but it should feel like it. You can use words and images. Or, cut images apart and rearrange and put them together in the same way. You could find matching colors and cut them into strips and put them together in a pattern to create color patches or backgrounds. You can also consider crushing or folding the paper. <p>Share their poster. This may take some of your reflection time, which is fine.</p>

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	<p>Journal entry:</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 5- Today, you will present your work.

Time	Activity and Description
30 minutes	<ul style="list-style-type: none"> ● Compile everything you wrote during the 4 days and make a presentation about it with the title "What life skills do you need to live a better life?" ● Your presentation can be a speech, a skit or even a story that you can share with other learners and family members.
30 minutes	<ul style="list-style-type: none"> ● Invite your family members to attend your presentations. ● Present your work to everyone. ● The family members will be divided equally in groups to interact with everyone and play different games.

Additional Enrichment Activities	<ul style="list-style-type: none"> ● They can help others do the activities. ● Try to identify more qualities. ● Color and make the drawing more beautiful on the last day. ● Ask them to write poems on the topics they learned about
Modifications for Simplification	<ul style="list-style-type: none"> ● Reduce or increase the time to challenge the learner. ● Encourage learners to take creative risks and appreciate them for their accomplishments.

ASSESSMENT CRITERIA

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

7

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

<https://forms.gle/pVXs3vQEufuzSShs7>

- Follow activity instructions.
- Reflect on important life skills such as active listening, collaboration, and leadership.
- Collaborate and work together to complete activities.
- Present their work about everything that they learnt during the 4 days.