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Unit One

Introduction to Life Skills – Ages 13+

Total Time: 2.5 Hours

PART 1: Introductions/Icebreaker

PART 2: Setting Ground Rules

PART 3: Rights of the Child

PART 4: Life Skills

PART 5: Follow-Up Activities

ANNEXURE 1: Find Someone Who...

ANNEXURE 2: Rights of the Child

ANNEXURE 3: Life Skills Resource Material

ANNEXURE 4: Evaluation

POWER POINT: Rights of the Child (Ages 13+)

POWER POINT: Life Skills (Ages 13+)

Part 1: Introductions/Icebreaker

Time:

15 Minutes

Objective:

Participants will understand the purpose of Life Skills Education and take part in an exercise to become better acquainted with other members of the group.

Materials:

(Depending on Activity Selected)

Option One:

- Annexure 1: Find Someone Who...

Option Two:

- Name Tags and markers

Option Three:

- Music

Techniques:

Ice Breaker

TRAINER INSTRUCTIONS:

1. Introduce yourself to the group and give a brief introduction to Life Skills Education and the purpose and format of these sessions:

- Explain that the group will be learning about Life Skills such as communication, thinking skills, problem solving and decision making, expressing emotions, stress management, and more.
- These skills will help them deal with the challenges of their everyday life and will help them accomplish their goals and live to their full potential.
- The group will take part in: a training session to teach them the skill, “homework” activities to practice the skill, and weekly follow up lessons to discuss their progress in building the skill.

2. Invite the participants to join in an ice breaker activity. Select one from the options that follow:

Option One: “Find Someone Who...” Distribute Annexure 1. Instruct the participants to find someone in the room with one of the characteristics listed on the worksheet and have them sign the appropriate box on the form. Continue going around the room, finding people who can fill in the boxes on your form.

Option Two: Mistaken Identities Make a name tag for each teen with their first name only in large bold letters. Distribute the nametags to the group, making sure no one gets his/her own name tag. Let the participants mingle and find the person with their correct tag, as well as find the person to whom their tag belongs.

Part 2: Setting Ground Rules

Time:

20 Minutes

Objective:

Participants will share in establishing ground rules for Life Skills Education sessions.

Materials:

- Marker Board/chart paper and markers
- Poster Boards
- Colored markers and other items to decorate posters

Techniques:

- Brainstorming
 - Art Activity
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TRAINER INSTRUCTIONS:

1. Explain that we want the session to be fair and comfortable for all participants. Just as there are rules in school, for playing games, etc., we need to set rules for everyone to follow in these sessions.
2. Encourage the teens to participate in setting guidelines. Ask for their suggestions and write them on the board or chart paper. Suggested rules include:
 - Only one person speaks at a time
 - Everyone gets a chance to speak
 - Everyone should participate; not just a few people
 - Listen to the other person's views

- Do not make fun of another person
 - Do not pass along secrets outside of the training session
 - Treat everyone equally
 - If you disagree with someone, disagree with their ideas, but don't attack the person
3. Invite the group to create a poster displaying the ground rules they established. The artwork will be posted for all future sessions. Divide the teens into small groups. Each group will create a square (a portion of a poster) for one or more of the ground rules depending on the size of the group. They may decorate it however they wish. Allow each group to show their square to the entire group and state which rule it illustrates. All squares will be pieced together to create the poster. Display the rules in every session and encourage participants to refer to them when necessary.

Part 3: Rights of the Child

Time:

30 Minutes

Objective:

Participants will understand the role of the Miracle Foundation and will realize the rights held by every child.

Materials:

- PPT: Rights of the Child (Ages 13+)
- Marker Board/chart paper and markers
- Annexure 2: Rights of the Child (for reference after the session)

Techniques:

- Discussion
 - Brainstorming
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TRAINER INSTRUCTIONS:

1. Describe the role of the Miracle Foundation (Miracle) within their home:
 - Miracle works with children's families throughout India to make sure that you have everything you need to live a full and comfortable life.
 - Examples of areas Miracle supports include medical care, education, healthy food, clean water, and a safe, happy and loving home.
 - Miracle works to make sure your rights are protected. (Lead into topic: rights of the child – next step)

2. Make sure that the group understands what is meant by “right,” and explain that Miracle focuses on rights of every child as they support children’s families.
3. Use the Power Point on Rights of the Child to guide the activity that follows. (Choose one option.)

Option One: At Slide #5 “The Right to Live in a Family Environment” ask the teens what that means to them. Then write “The Right to Live in a Family Environment” top on the top of a piece of chart paper. Ask the teens to brainstorm words that come to mind when thinking about that particular right, and add the words to the paper. (eg, “The Right to Live in a Family Environment”: love, brothers and sisters, comfort, etc.) Continue with each of the Rights as you view the power point. Explain that there will be some words that fit several Rights.

Option Two: After reviewing each Right and discussing the definition and what it means to the group, divide the teens into small groups. Give each group a piece of chart paper and assign them one of the Rights. Instruct them to write the Right across the top of the paper and list words that come to mind when thinking about that Right. After a few minutes gather the entire group together and ask each group to present their paper to the larger group.

4. Distribute Annexure 2 for future reference.

Part 4: Life Skills

Time:

1 Hour

Objective:

Participants will be introduced to Life Skills and understand the importance of these skills in leading a positive, fulfilling life.

Materials:

- PPT: Life Skills (Ages 13+)
- Annexure 3: Life Skills Resource Materials (for reference after the session)
- Annexure 4: Evaluation

Techniques:

- Group Discussion

TRAINER INSTRUCTIONS:

1. Begin viewing the Power Point and add the following comments at the slides as noted:

Side #2 - Pause to give/request examples of each type of skill:

- Life Skills – we will be discussing these through the rest of the Power Point; they differ from the other types of skills
- Livelihood – Applying for a job, managing time, vocational skills
- Daily Living Skills – Preparing meals, banking, going to post office, using transportation
- Learning Skills – Reading/writing, math, study skills, hobbies, crafts

- Health Skills – Hygiene, nutrition, first aid
- Survival Skills – where to go in an emergency, how to get help from police, contacting helplines

Slide #3 –Explain that for each Life Skill, as they learn about the skill, they will begin to see changes in their thinking and attitudes. This in turn will help them develop new behaviors into a habit or skill.

Slides #4 and 5– Life Skills are divided into three categories: Social, Emotional and Thinking. The next slide (#5) shows how each category is further broken down into specific skills.

Slide #6 –First we look at Social Skills

Slides #7-10 – Discuss each skill and ask for/give examples.

Slide #11 – Now we focus on Thinking Skills

Slides #12-15 – Discuss each skill and ask for/give examples.

Slide #16 –Finally, we look at Emotional Skills.

Slides #17 and 18 – Discuss each skill and ask for/give examples.

2. Distribute Annexure 3 for future reference. You may want to take a few minutes to review the major points on this handout. Note that this session has been a brief overview of the life skills. We will be addressing each in detail in upcoming training sessions.
3. Distribute Annexure 4 and invite the teens to complete the evaluation form regarding this Unit.
 - Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
 - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn't like or are confused about.
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Instruct them to be as specific as possible in their comments.
4. Gather the completed evaluations and include the responses in your trainer report.

Part 5: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will practice material learned through an activity they will do throughout the upcoming weeks.

Materials:

- Journal for each participant

Option Two:

- Art Materials

Techniques:

- Applying learning to daily life
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TRAINER INSTRUCTIONS:

1. Explain that participants will have the opportunity to practice the new material throughout the next few weeks, and will have follow-up sessions to discuss success or difficulties they had during their practice.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

Option One: Rights of the Child Choose one or two of the rights and look for ways you can see them being put into practice in your home/community throughout the week. Make a list in your Journal and be prepared to share it during the follow up session.

Suggested Follow-Up Questions for the Trainer: Why did you choose your particular right? What is your home/community doing to address this right? Were you surprised about

anything you saw? Can you think of other ways the right could be addressed in your home/community?

Option Two: Creating a Children’s Book on Rights Create a picture book for young children that outlines The Miracle Foundation’s Rights of the Child. Use simple words and illustrate with colorful drawings.

Suggested Follow-Up Activity: Hold a book fair where the completed books are displayed on tables and allow the participants to walk around and view other teens’ works. Make it special and serve snacks. Consider inviting younger children and asking the authors to read their books to the younger children in small groups or pairs.

Option Three: Prioritizing the Rights Put the 12 Rights into an ordered list, from most important to least important to YOU. A limited number of “ties” are allowed. Write briefly about why you chose the order you did. Be prepared to discuss.

Suggested Follow-Up Questions for Trainer: Did you find this to be a difficult or easy exercise? Would you expect your friends’ lists to be similar? How might you expect the list to be different for other people based on their living conditions? Ask for volunteers to present and discuss their lists. (This activity will help them in Unit 2- Self Awareness as they begin to look at their values, and it is included as an option in that unit as well.)

Option Four: Life Skills Choose one of the life skills that you would like to focus on during the week and take note of times you utilized that skill in your daily life. Write or draw in your journal about times when you used that skill throughout the week. Did you do anything differently now that you learned about the skill in this training session?

Suggested Follow-Up Questions for the Trainer: Invite participants to share their experiences. Were you surprised by the number of times you used the skill? Did you feel you were effective in using the skill? Can you think of other situations in which you could have put the skill into action?

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Unit One Annexures

Introduction to Life Skills – Ages 13+

ANNEXURE 1: Find Someone Who...

ANNEXURE 2: Rights of the Child

ANNEXURE 3: Life Skills Resource Materials

ANNEXURE 4: Evaluation

POWER POINT: Rights of the Child (Ages 13+)

POWER POINT: Life Skills (Ages 13+)

Annexure 1: Find Someone Who...

Favorite color is yellow	Celebrated a birthday this month	Is younger than fifteen years old	Is wearing green	Loves math
First name starts with "S"	Favorite meal is breakfast	Is younger than you	Is left handed	Loves eating fruit
Plays cricket	Favorite hobby is singing	FREE	Loves learning English	Has a five letter name
Is wearing her hair in a plait/braid	Loves animals	Can whistle	Loves playing kho-kho	Likes to read
Likes to dance	Is wearing pink	Is older than you	Loves chocolate	Is on the gardening committee

Annexure 2: Rights of the Child
THE MIRACLE FOUNDATION
RIGHTS OF THE CHILD

OUR MISSION - EMPOWER CHILDREN TO REACH THEIR FULL POTENTIAL AND ENSURE THAT EVERY CHILD HAS THE CHANCE TO GROW UP IN A FAMILY

We believe that children have basic rights based on documents produced by the United Nations in 1989. The following are a few of the key rights.

The Right to Live in a Family or Family Environment – Every child lives in a family, either with their parents or in a family-style environment where they have a sense of belonging.

The Right to a Stable, Loving, and Nurturing Environment

The Right to Healthcare and Nutrition – Every child receives regular, high-quality medical attention, is taught good health and hygiene habits, and is provided nutritious, delicious food at every meal.

The Right to Clean Water and Electrical Power

The Right to a Quality Education – Every child receives a quality education, enrichment programs, and access to higher education and/or vocational training.

The Right to Equal Opportunity

The Right to Guidance – Every child is actively supported by caring adults who are invested in the child's success.

The Right to Be Heard and Participate – Every child has the right to express their views freely in all matters affecting them. They are encouraged to develop and express independent thought.

The Right to be Prepared for Active and Responsible Citizenship – Every child is taught responsibility, a sense of community, and the importance of service.

The Right to be Protected from Abuse and Neglect

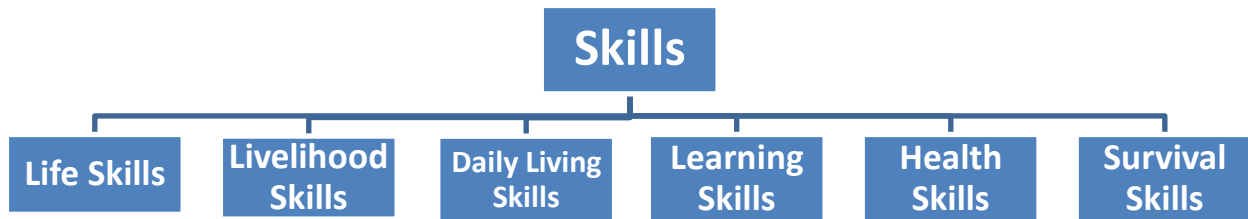
The Right to Dignity and Freedom – Every child is treated with respect and lives in adequate conditions with sufficient belongings.

The Right to Spiritual Development – Every child is provided opportunities to develop a religious affiliation that promotes spirituality and moral development.

Annexure 3: Life Skills Resource Materials

**RESOURCE MATERIALS ON THE
FOLLOWING PAGES ARE TAKEN FROM
THE WORLD HEALTH ORGANIZATION'S
DEFINITION OF LIFE SKILLS**

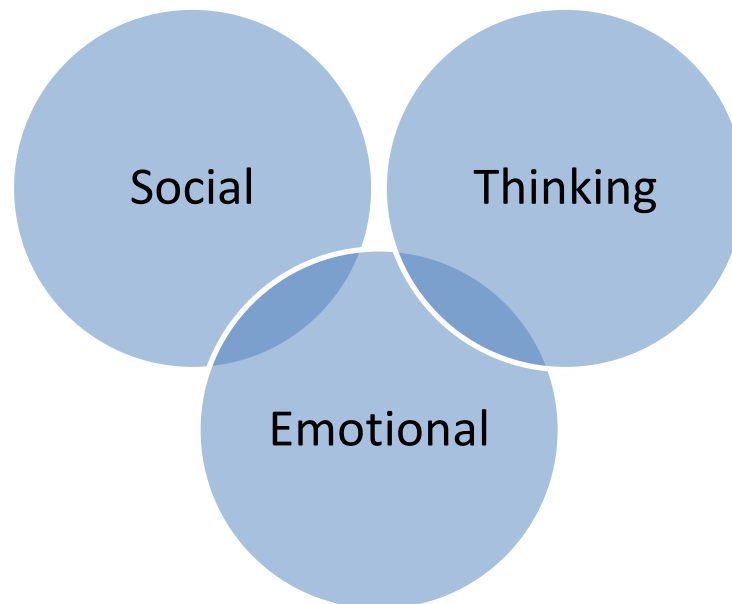
LIFE SKILLS



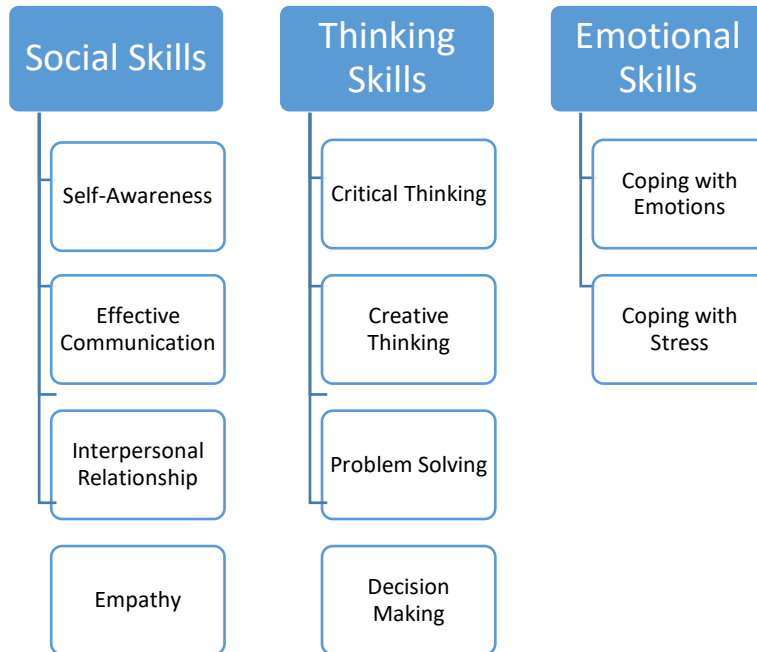
WHAT ARE LIFE SKILLS?

- Life Skills help us deal with the demands and challenges of everyday life
- They assist us in accomplishing our goals and living to our full potential

THREE KINDS OF LIFE SKILLS



TEN CORE LIFE SKILLS



SOCIAL SKILLS

*SELF-AWARENESS

- Recognizing your strengths, beliefs, likes, values, and character
- Knowing about yourself helps in making decisions and setting goals

*EFFECTIVE COMMUNICATION

- Clearly expressing yourself verbally and non-verbally

*INTERPERSONAL RELATIONSHIPS

- Relating to people in a positive way
- Making and maintaining friendly relationships

*EMPATHY

- Accepting others who may be different from you
- Being sensitive to another person's situation

THINKING SKILLS

*CRITICAL THINKING

- Analyzing information and experiences in an objective manner
- Recognizing the factors that influence attitudes and behavior

*CREATIVE THINKING

- Looking beyond the ordinary or usual to think of new ideas
- Responding with flexibility – changing your ideas easily when necessary or helpful

*PROBLEM SOLVING

- Working through the details of a problem to reach a solution
- Following the steps of gathering information, defining the problem, and considering alternatives

*DECISION MAKING

- Choosing from a set of alternatives to determine a course of action
- Weighing risks of each option to make a choice

EMOTIONAL SKILLS

*COPING WITH EMOTIONS



- Recognizing emotions within you and others
- Being aware of how emotions influence behavior
- Responding to your emotions appropriately

*COPING WITH STRESS

- Recognizing the sources of stress in your life and how stress affects you
- Learning ways to control levels of stress

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Annexure 4: Evaluation

Unit 1 – Life Skills	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Ice Breaker	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Setting Ground Rules	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Rights of the Child	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
What are Life Skills?	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Overall Score	1 2 3 4 5		