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Unit Five

Interpersonal Skills – Ages 5-8

Total Time: 1.5 Hours

PART 1: Ice Breaker

PART 2: Qualities of Good Friends

PART 3: Behavior Appropriate to Situations

PART 4: Initiating Conversation

PART 5: Conflict Resolution

PART 6: Follow-Up Activities

ANNEXURE 1: Behavior in Different Situations

ANNEXURE 2: Scenarios for Practice

ANNEXURE 3: Evaluation

ANNEXURE 4: Scenarios for Conflict Resolution

POWER POINT: Qualities of a Good Friend



Part 1: Ice Breaker

Time:

10 Minutes

Objective:

Participants will take part in an activity to get to know each other better.

Materials:

Option One:

- One heart-shaped cutout

Option Two:

- Blindfolds for half of the children
- Soft objects for obstacle course

Techniques:

Ice Breaker

TRAINER INSTRUCTIONS:

- I. Welcome the participants and tell them that we want everyone to feel ready to learn so we are going to take part in a fun activity to get things started. Lead an ice breaker activity from the options below:

Option One: “I Love…” – Invite the children to sit in a circle. The Trainer should start the activity by holding up the heart shape and stating one thing they love (eg, a food, game, color, etc.). Then the Trainer passes the heart to the next person who states something they love. Continue passing the heart until all have had a turn, or you may go around the circle again if time permits.

Option Two: Blindfolded Trust Walk – In this activity one partner is blindfolded and the other partner leads them by the hand through an obstacle course. Before you begin the activity, clear the area of any items that could be hazardous and make sure there aren't any stairs or uneven surfaces nearby. Set up

the obstacle course with soft items such as pillows, blankets, stuffed animals, etc. so no one gets hurt if they fall.

Divide the children into pairs and blindfold one partner. Instruct the other partner to lead the partner through the maze by holding their hand and telling them which way to turn, how many steps to take, etc. After a few minutes tell the partners to switch roles and go through the maze again.

After the exercise invite the children to talk about their feelings. Did they feel comfortable in the activity? Did they trust that their friend(s) would take care of them? What did they learn about trust, responsibility, and friends?

Part 2: Qualities of Good Friends

Time:

20 Minutes

Objective:

Participants will understand the importance of certain qualities in building positive relationships.

Materials:

- Power Point: Qualities of a Good Friend5.

Techniques:

- Presentation

TRAINER INSTRUCTIONS:

1. Explain that there are certain ways we all must behave if we want to have good relationships and for others to enjoy being around us. For example, we must be patient, be respectful, listen, talk positively about others, and be friendly. Imagine a person who will not share, gets upset easily and refuses to play by the rules. Does that sound like a difficult situation? Have you known anyone to act that way before?
2. Tell the children that to get along well with others, they need to be a good friend. This includes getting along with teachers, house parents, etc. – not just friends.
3. Begin the Power Point, add the following comments, and facilitate discussion at each slide:

Slide #1 – To have a good friend, you need to be a good friend. In other words treat others how you want to be treated.

Slide #2 – Take turns; you can't always be first, and you need to give others a chance to do what you're doing. Give examples such as taking turns on the swings, with the ball, etc. Invite them to give examples.

Slide #3 – Share – Ask the children for examples of things they could share throughout the day, and ask how it feels if someone doesn't share with them.

Slide #4 – Do your part – If you are given a job to do, make sure you do your part. Don't expect others to do your work. Cooperate with others; don't try to take over.

Slide #5 – Listen – Good friends listen to each other...really listen. Remind them of the role play you did in the last Unit (Effective Communication) with the puppets where the puppets were listening carefully to each other using eye contact and making comments and asking questions. (Trainer: you may want to bring in the puppets and briefly review what they learned about listening.)

Slide #6 – Be Polite – use please, thank you, ma'am, etc. to show your respect for others. Give examples and ask the children to use their manners in sample sentences. Don't hurt other people's feelings – don't call them names or put them down.

Slide #7 – Be Patient – wait for your turn, use your words to ask for a turn, recognize when an adult is busy and needs to finish something before helping you. (Practice getting the attention of an adult and waiting for them to be ready to speak to you.)

Slide #8 – Be Helpful – don't wait to be asked for help; look for ways you can help others. What are some ways you could help around the home? What are some ways you could help a friend?

Part 3: Behavior Appropriate to Situations

Time:

20 Minutes

Objective:

Participants will identify appropriate behavior for a variety of settings and situations.

Materials:

- Annexure 1: Behavior in Different Situations

Techniques:

- Group Discussion
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TRAINER INSTRUCTIONS:

1. Discuss how different behaviors are appropriate in different situations and with different people. For example, they would behave differently if they were playing outside with friends vs. sitting in a school classroom. Ask them what would be different (loud voice vs quiet, running vs sitting, laughing vs serious, etc.)
2. Use the photos in Annexure 1 to help the children look at different situations so they will be able to decide how to behave appropriately. Hold up the photos one at a time and guide them with questions about items such as:
 - Voice
 - Activity level
 - Manners
 - Having fun or being serious
3. Point out that they would speak and behave differently with an adult (teacher, house parent, tutor, etc.) than with a close friend. Discuss and model the following examples of things they might say to an

adult, and focus on body language, voice, language used, etc. Invite the children to practice each sentence, addressing the adult by name and using their best manners.

- “I did really well on my last math test!”
- “Kabir keeps taking my ball away.”
- “I need some help getting my shirt buttoned.”
- “I just spilled water all over the floor.”

4. Explain that there will also be certain people with whom they will want to discuss certain items. Using the following examples, help the children identify who they would go to for help. (Add other examples as desired.)

- “I’m having a bad day today...nothing seems to be going right.”
- “I don’t understand the book I need to read for class.”
- “I have an upset stomach.”
- “I want someone to play cricket with me.”

5. Conclude this activity by asking review questions that focus on different scenarios they might encounter, and help the children summarize who they would speak with regarding certain issues.

Part 4: Initiating Conversation

Time:

20 Minutes

Objective:

Participants will practice fundamental steps in starting a conversation.

Materials:

- None

Techniques:

- Skills Practice

TRAINER INSTRUCTIONS:

1. Explain that many people find it hard to start up a conversation with someone new, or even with people they know. It's hard to walk up to a group you don't know well and join in. (Trainer: you could say, "I know it is hard for me, how about for any of you?")
2. Discuss the following key points that will help get the conversation started. Practice each step with the group as suggested in each bullet.
 - Stand tall, look friendly and be friendly – if you think of yourself as a friendly person, others will find you friendly. Smile a lot, and look at people. Others can't make eye contact with you if you are looking down.
 - Invite the children to stand up, smile and look friendly. Ask them to look around the group, make eye contact and smile at the other children (perhaps even wave or nod their heads).
 - Look for others who are alone or seem shy and introduce yourself. Or stand near a group and join in when you're ready. Don't stand off by yourself.
 - Practice introductions – Tell the children: when introducing yourself to another child, smile and exchange names. When introducing yourself to an adult, stand tall, shake hands and introduce yourself; make sure you speak loudly and clearly.

- Ask the children to make two lines facing each other, each with the same number of children. Instruct them to introduce themselves to the person across from them, smiling and giving their first name. Then, shift one line down so that the children can introduce themselves to the next person. Alternate practicing introducing themselves to an adult vs. another child. Continue until everyone in one line has had a chance to introduce themselves to the children in the other line.
- Ask people about things they like (eg, favorite food, game, animal, etc.) Share about your favorites. You might have a lot in common.
 - Invite the children to take a few moments to think about some favorites that they could share with a new friend. Break the children up into pairs and have them role play a basic beginning conversation by introducing themselves to the other person and sharing about something they like. Then have the partners switch roles.
 - Allow opportunity for the children to discuss their experience with the role play and for the trainer to provide feedback.

Part 5: Conflict Resolution

Time:

20 Minutes

Objective:

Participants will learn the key steps in conflict resolution.

Materials:

- Marker Board or Chart Paper, Markers
- Annexure 2: Scenarios for Practice
- Annexure 3: Evaluation

Techniques:

- Presentation
- Skills Practice

TRAINER INSTRUCTIONS:

1. Ask the group: Do you ever get in an argument with your friends or others? Do you ever feel like something is unfair, or someone is being mean?
2. Tell the children that we all have arguments sometimes at home, at school, etc. but we need to learn how to handle the situation so they don't turn into major issues and ruin our friendships.
3. Go over the following steps of what to do when an argument is starting:
 - **Stay calm** – it's hard to discuss things clearly when you're so upset
 - **Use your words** – no need to scream, shout, or cry; tell others what is bothering you
 - **Talk it out** – Tell the other person what you don't like and what you want to have happen.
 - **Listen to the other person** – Give them a chance to tell you what they don't like and what they want to have happen – listen to their ideas

4. Using Annexure 2, guide the children as a group through several of the scenarios involving conflict, helping them to follow the steps outlined above.
5. Encourage the children to use these steps when working through arguments in their daily lives.
6. Distribute Annexure 3 and invite the children to complete the evaluation form regarding this Unit.
 - Explain that they are to circle the appropriate smile face for each part of the Unit, as well as for the Unit overall. (Circle the smile if they liked it, circle the straight mouth if it was ok, or circle the frown if they didn't like it.)
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Solicit comments from the group and write them on the back of your form. The older children are welcome to write comments on the back of the form if desired. Instruct them to be as specific as possible in their comments.
 - Gather the completed evaluations and include the responses in your trainer report.

Part 6: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will practice material learned through activities they will complete throughout the upcoming weeks.

Materials:

Option One:

- Paper, crayons, markers, etc.

Option Three:

- Annexure 4: Scenarios for Conflict Resolution

Option Four:

- Materials for special project

Techniques:

- Applying learning to daily life

TRAINER INSTRUCTIONS:

1. Choose one of the follow-up activities from the options below:

Option One: Kindness Counts – One of the important traits of good friends is that they give each other compliments and praise each other when they've done something well. Help the children practice this trait in a follow-up session by writing a thank you note or drawing a picture for someone and telling them what they like about them.

(Optional: Plan a group service project such as helping around the home with a special project.)

Suggested Follow-Up Questions for Trainer: Invite volunteers to talk about their drawings. Discuss how it feels to show appreciation to a friend.

Option Two: Good Friends -- Review the qualities of a good friend as presented in the power point and ask the children to choose one trait to focus on during the week. For example, the child may want to focus on being more polite or more helpful during the week. Ask them to keep track of how often they made a special effort to use this trait by writing notes in their journal. (The youngest children may need help with their journal; they could draw, or they could ask for help from an older child or a staff member.)

Suggested Follow-up Questions for the Trainer: What trait did you work on? How did you select that trait? Why did you see it as an important quality? How successful were you all week in building that quality? Were you surprised by the response you got?

Option Three: Resolving Conflicts – Review the key steps in resolving an argument in Part 5. You may use the scenarios in Annexure 4 or you may ask the children for ideas of times when they were involved in conflict during the week. Guide the children through each step of conflict resolution as they work through the scenarios.

Suggested Follow-Up Questions for the Trainer: Are there any questions about using these steps? Can you think of times when you could use them? What is the hardest step? Did anyone practice these steps throughout the week?

Option Four: Teamwork and Cooperation - Provide an opportunity for the children to practice their social skills through a group project such as planting a garden, painting a poster, reenacting their favorite story, etc. Encourage them to share, take turns, cooperate, help each other, compromise, etc. as they complete the task. Before beginning the project, discuss expectations and ways they could use their social skills, and praise the use of these skills while the children are working. Help them to be more aware of their behaviors and the importance of teamwork and cooperation to the success of a project.

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Unit Five Annexures

Interpersonal Skills – Ages 5-8

ANNEXURE 1: Behavior in Different Situations

ANNEXURE 2: Scenarios for Practice

ANNEXURE 3: Evaluation

ANNEXURE 4: Scenarios for Conflict Resolution

POWER POINT: Good Friends (Ages 5-8)



Annexure 1: Behavior in Different Situations











Annexure 2: Scenarios for Practice

Raj has been on the swing for a long time now and Kabir really wants a turn, but Raj says he's not ready to get off. Kabir says it's not fair that Raj has been using the swing so long, but Raj just ignores him.

Geeta and Maya are coloring together. Geeta accidentally colors in a spot where Maya is planning to color and Maya gets really upset and starts to cry.

Anika is dancing with a group of friends and she sees Riya off on the side pointing at her, laughing and dancing just like Anika. This hurts Anika's feelings and she's angry that Riya is making fun of the way she dances.

Ishaan is enjoying playing by himself, bouncing the ball against the wall and catching it. Suddenly Aryan runs up, catches the ball mid-air, and runs away with it. Ishaan starts to chase him...

Kyra borrowed Anaya's shoes to run out to the yard for a few minutes, but when she returned the shoes to Anaya they were full of mud. Anaya is not happy that she now has to clean the shoes before she can wear them and she is angry with Kyra for making a mess of her shoes.

Annexure 3: Evaluation

Unit 5— Interpersonal Skills	 Liked It	 It was OK	 Didn't Like It
Part 1 Ice Breaker			
Part 2 Qualities of Good Friends			
Part 3 Behavior Appropriate to Situations			
Part 4 Initiating Conversation			
Part 5 Conflict Resolution			
Overall Score			

Annexure 4: Scenarios for Conflict Resolution

Kiara and Saanvi play games together almost every day after school. Kiara always wants to go first and often steps in front of Saanvi. Saanvi is really tired of it, but when she said it was her turn to go first, Kiara just shrugged her shoulders and kept going.

Aryan and Krishna are in math class together. Krishna is a stronger student in this subject and always gets better grades. Sometimes he even makes fun of Aryan's grades. Today, he went too far and Aryan got so upset that he hit Krishna.

Shanaya and Pari like to play games together but Pari has caught Shanaya cheating several times. Pari doesn't want to stop playing games with her friend, but she is tired of Shanaya cheating.

Vihann is playing catch with Dhruv but he keeps throwing the ball really hard on purpose so that Dhruv can't catch it. Then, when Dhruv has to run to get it, Vihann just laughs. Dhruv is tired of chasing the ball and wants Vihann to play fair.

Myra was jumping rope with Diya when they decided to have a contest to see who could jump the longest before stepping on the rope. Diya hates to lose, so when Myra won, Diya threw her rope down and called her names, saying she didn't want to be her friend anymore

