

# 5

## *Unit Five*

### *Interpersonal Skills – Ages 9 - 12*

Total Time: 2.5 Hours

**PART 1:** Ice Breaker

**PART 2:** What are Interpersonal Skills?

**PART 3:** Be Your Own Best Friend First

**PART 4:** Qualities of a Good Friend

**PART 5:** Making Friends

**PART 6:** Healthy Friendships and Relationships

**PART 7:** Conflict Resolution

**PART 8:** Follow-Up Activities

**ANNEXURE 1:** Like Yourself Poster

**ANNEXURE 2:** Listening Skills Review

**ANNEXURE 3:** Balance in Relationships

**ANNEXURE 4:** Evaluating Balance in a Relationship

**ANNEXURE 5:** Key Points in Conflict Resolution

**ANNEXURE 6:** Role Play Scenarios

**ANNEXURE 7:** Resource Guide for Interpersonal Relationship Skills

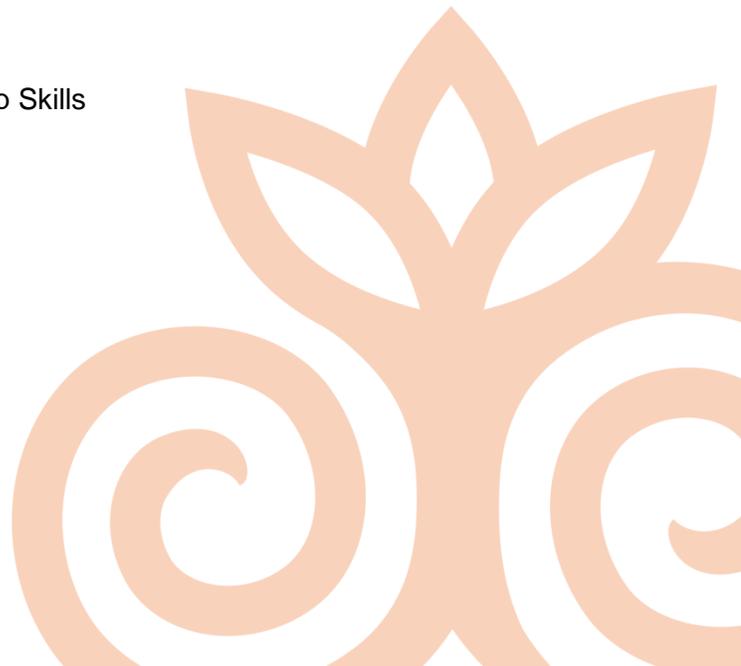
**ANNEXURE 8:** Evaluation

**ANNEXURE 9:** Conversation Role Play

**ANNEXURE 10:** Teamwork and Cooperation

**ANNEXURE 11:** What Might Happen Next?

**POWER POINT:** Making Friends



## *Part 1: Ice Breaker*

### **Time:**

10 Minutes

### **Objective:**

Participants will take part in an activity designed to show the trust and responsibility they share with their friends.

### **Materials:**

**(Depending on Option Chosen)**

Option Two:

- Blindfold

### **Techniques:**

Ice Breaker

---

### **TRAINER INSTRUCTIONS:**

1. Invite the children to take part in one of the following activities designed to demonstrate that their friends will not let them down and that they are responsible for caring for their friends.
2. After the exercise invite the children to talk about their feelings. Did they feel comfortable falling backwards? Did they trust that their friend(s) would catch them? What did they learn about trust, responsibility, and friends?

**Option One: Trust Fall** - This activity can be done in pairs, or the group may make a circle, hold hands, and a volunteer goes to the center of the circle. Instruct one person in the pair, or the person in the middle of the circle, to close their eyes, keep their body straight and stiff, and fall backwards in to the arms of their friends. The friends should be instructed to make sure they catch the volunteer.

**Option Two: Trust Line** - Form two lines of children, facing each other and standing very close together shoulder to shoulder (leave no gaps between children). Allow for a path between the two lines. Ask for

a volunteer to walk down the path, blindfolded, as the other children direct and help the volunteer if they get off course. The purpose is for the group to support their friend as he/she walks blindfolded, and for the blindfolded person to feel trust in their friends.

## *Part 2: What Are Interpersonal Skills?*

**Time:**

10 Minutes

**Objective:**

Participants will understand the importance of interpersonal skills and preview the topics of this session.

**Materials:**

- Marker Board or Chart Paper
- Markers

**Techniques:**

- Group Discussion

---

**TRAINER INSTRUCTIONS:**

1. Explain that there are certain ways we all must behave if we want to have healthy 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. Invite the group to brainstorm times when they interact with others (sports/games, school, helping others, eating meals, chores, etc.) and who they interact with (friends, teachers, house parents, tutors, etc.). Write their answers on a marker board or chart paper. Point out that they are constantly interacting with others throughout the day, so learning to get along with others is very important.

## *Part 3: Be Your Own Best Friend First*

**Time:**

15 Minutes

**Objective:**

Participants will recognize the importance of being their own best friend in order to be a good friend to others.

**Materials:**

- Annexure 1: Like Yourself Poster

**Techniques:**

- Group Discussion
- 

**TRAINER INSTRUCTIONS:**

1. Hold up Annexure 1 or hang it on the wall and make the point that “You need to like yourself if you want others to like you.” and ask the group what this means to them.
2. Discuss the following examples related to the quote above and invite the group to add examples.
  - Marc thinks negatively about himself and assumes no one likes him. He thinks that any remark is a personal putdown and responds as though it were.
  - Siri feels like she isn't accepted by friends at school. She often feels like an outsider. She blames other people - pretty much anyone at school - for making her feel out of place. She always looks angry because she usually is. She is rarely nice to anyone.
3. Ask the group to think back to the Self Awareness Unit where they learned about their special qualities and their values (what is important to them.) Remind them of the t-shirt drawing or Identity Map they made highlighting their unique attributes. Give them a few minutes to recall what traits they included and invite a few volunteers to share their special qualities.
4. State that getting to know themselves helps them in their relationships with others. Remind them of the following quote from the Self-Awareness Unit, “The better you feel about yourself, the more positive relationships you will be able to have with other because you will be able to look beyond your needs and recognize the importance of kindness, respect, sharing, teamwork and the need to

support and care for each other.” (Say it slowly so they can absorb the meaning, and be sure the children are clear about the message.)

5. Remind them that they will be happier if they make friends with like-minded people who share similar values and interests, so again it is important that they know themselves. (e.g., if you value honesty, you want to be around others who are honest and will be uncomfortable around those who aren't; if you value good grades/marks in school, you will want to be around others who feel the same, if you enjoy sports you will like spending time with others who enjoy sports, etc.)
6. Explain that they will be learning more about what makes a good friend in today's session.

## *Part 4: Qualities of a Good Friend*

**Time:**

30 Minutes

**Objective:**

Participants will identify qualities of a good friend.

**Materials:**

- Paper and Pens
- Marker Board or Chart Paper and Markers
- Annexure 2: Listening Skills Review (optional)

**Techniques:**

- Small Group Discussion
- Worksheet

---

**TRAINER INSTRUCTIONS:**

1. Break into small groups (3-5 per group), distribute paper and pen to each group, and ask each group to brainstorm “what makes a good friend?” Ask them to assign one person to take notes and present the group’s thoughts when instructed.
2. After a few minutes, bring the groups back together and ask one volunteer from each group to present their group’s ideas. List all ideas on the marker board/chart paper.

If the following ideas were not listed, add them, and ask the group to discuss what each means if necessary. (Be sure to review active listening skills as noted in the first bullet.)

- Good friends listen to each other. Use your active listening skills, read body language, and ask questions. (Review active listening from the Effective Communication Unit –if you feel it is necessary, refer to the review notes in Annexure 2)
- Good friends try to understand each other's feelings and moods. Try to understand people by thinking about things from their point of view. (Remind them that Empathy is one of the Gifts of

Communication that they learned about in the Effective Communication Unit and discuss the meaning.)

- Good friends don't put each other down or hurt each other's feelings.
  - Good friends help each other solve problems. Be helpful. Be aware of your friend's feelings.
  - Good friends give each other compliments. Praise your friends when they've done something well.
  - Good friends can disagree without hurting each other. Handle conflict in a positive way. Be clear about what you want and how you will compromise. (will learn more about that later in the session)
  - Good friends are dependable.
  - Good friends respect each other.
  - Good friends are trustworthy.
  - Good friends give each other room to change.
  - Good friends care about each other.
  - Good friends see the positive in others
3. Pose the question, "If these are the qualities of a good friend, what would a 'bad' friend be like?" (Of course, they would be the opposite; they wouldn't listen, they would put you down, etc.) Take a few minutes to look at the list in the opposite way and discuss examples.

## *Part 5: Making Friends*

### **Time:**

30 Minutes

### **Objective:**

Participants will learn the key steps in initiating friendships.

### **Materials:**

- Power Point: Making Friends

### **Techniques:**

- Presentation
- 

### **TRAINER INSTRUCTIONS:**

1. Explain that many people find it difficult to make new friends. (Trainer: you could say, “I know it is hard for me, how about for any of you?”)
  - It is hard to walk up to someone you don't know and start up a conversation.
  - Even if you get the conversation started, sometimes it's hard to keep it going. (“Have you ever gotten up the courage to talk to someone, but then after you start the conversation, you just don't know what to say next?”)
2. Introduce the Power Point stating that it will present key points in taking that first step in making friends. Show the Power Point, stopping at each slide to discuss the concept. Use the following notes to lead the discussion:

**Slide #2** – “To have good friends you must be a good friend.” Discuss the meaning of the quote, and note that in order to make good friends it is important to show all of the qualities of a good friend that we discussed earlier.

**Slide #4** - Stand tall, look friendly; think of yourself as a friendly person; look friendly and be friendly and others will find you friendly

**Slide #5**– Look for others who are alone or seem shy and introduce yourself. Ask them about their interests. You may have a lot in common.

**Slide #6** - Hang around near a group that looks interesting. Don't stand off by yourself.

**Slide #7** - Look for eye contact and smile when someone looks at you. If that person smiles back join in the group.

**Slide #8** – Listen to the conversation and ...

**Slide #9** - when you know what is going on join in.

**Slide #10** – Decide what you want to say before you talk; don't just babble on.

**Slide #11** - Share information about yourself, your likes, your hobbies, etc. They may share the same interests. Join in with the group; don't try to take over.

**Slide #12** - Speak in a positive way and don't brag or boast.

**Slide #13** - Share the conversation; don't hog it

**Slide #14** - Ask open ended questions and listen. Discuss the difference between open ended and closed questions, and the advantages of open ended. Give examples and ask the group to give you examples.

**Slide #15** - Be yourself!

**Slide #16** - If someone doesn't like you don't worry – you can't expect everyone to like you. After all, you don't like everyone either, do you?

## *Part 6: Healthy Friendships and Relationships*

### **Time:**

30 Minutes

### **Objective:**

Participants will recognize the importance of balance in a healthy relationship

### **Materials:**

- Annexure 3: Balance in Relationship
- Tape
- Annexure 4: Evaluating Relationships (One Copy for Trainer)

### **Techniques:**

Group Activity

---

### **TRAINER INSTRUCTIONS:**

1. In a healthy friendship, **both parties share** the qualities of a good friend as we discussed. (Refer to the marker board or chart paper listing the qualities of a good friend.)
2. Balance means that each person in a friendship gives as well as receives. Friendships rarely last when one person does all the giving and the other all the receiving. (Make sure the children understand the importance of this concept.)
3. Hang the papers from Annexure 3 in two different parts of the room.
4. Read the situations described in Annexure 4 aloud, one at a time.
5. Instruct the children to stand near the sign that describes the balance in the relationship in the situation. (Balanced or Not Balanced) Ask for a few volunteers to explain why they made their choice. Allow for discussion within the group. If the relationship is not in balance, what would bring it into balance?
6. Explain that the first step in a relationship is to determine how balanced it is. If it is not balanced, what is the next step? Ask for ideas from the group – answers should include discussing your concerns with the other person in the relationship.

- Remember to use “I” messages as learned in the Effective Communication Unit. Review “I” Messages:

**“I” Statement format:** “I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_.”

**Examples:**

- Regular “You make me angry because you are always late”
  - “I” Statement “I feel frustrated when you are late because I then I am late too.”
  - Regular “You never talk to me about your friends at school. You don’t even care about me.”
  - “I” Statement “I feel hurt when you don’t talk to me about your friends at school because it seems like you don’t care.”
- Sometimes just making the other person aware of your concerns will lead them to bring the relationship into greater balance.
7. Explain that if the relationship is still unequal after sharing your concerns, the next step in bringing the relationship into balance is using conflict resolution skills to come to an agreeable compromise.

## *Part 7: Conflict Resolution*

### **Time:**

30 Minutes

### **Objective:**

Participants will discuss and practice key steps to resolve conflicts.

### **Materials:**

- Annexure 5: Key Points in Conflict Resolution
- Annexure 6: Role Play Scenarios
- Annexure 7: Resource Guide – Interpersonal Relationship Skills
- Annexure 8: Evaluation

### **Techniques:**

- Discussion
  - Role Play
- 

### **TRAINER INSTRUCTIONS:**

1. Ask the group, “What is conflict?” (Answers could include argument, fight, disagreement, etc.) We may feel that something is unfair, something has been taken or broken that we value, someone is being mean, we're not getting a fair share, etc.
2. Conflict is a normal part of life and we all have conflicts at home, school, etc. so we need to learn to handle them.
3. Distribute Annexure 5 and carefully review the key points in conflict resolution, pausing to discuss each step and ensuring they understand the points.
4. Facilitate a few role plays either with the whole group, or by asking for volunteers. Use the steps of conflict resolution to work through the scenarios on Annexure 6.
5. Distribute Annexure 7 and ask the children to keep this handout in their folder for future reference.
6. Distribute Annexure 8 and invite the children 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.
  - Items to consider include:
    - Did you understand the topics covered? If not, what was confusing?
    - Was there enough time to cover the material?
    - Did the presentation keep your interest?
    - Were the handouts/power points helpful?
    - Add any comments that would be helpful for future programs.
7. Gather the completed evaluations and include them in your trainer report.

## *Part 8: 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:

- Annexure 9: Conversation Role Play

Option Four:

- Annexure 10: Teamwork and Cooperation

Option Five:

- Annexure 11: What Might Happen Next?

### **Techniques:**

Applying learning to daily life

---

### **TRAINER INSTRUCTIONS:**

1. Choose one of the follow-up activities from the options below. The activity may be assigned as homework to be discussed in the follow-up session, or may be completed in the session.

Option One: Conversation Role Play - Tell the children that once you join in with a friend or group, sometimes it is challenging to keep the conversation going. (Trainer: Share any times you have found yourself struggling to think of what to say next, and ask if anyone has experienced this at some time.)

Divide the group into smaller groups of 3 and distribute a copy of Annexure 9 to each group. Ask the groups to add four to six sentences to the **first two** conversations on the Annexure. (They will role play the other conversations later.) Allow no more than 5 minutes.

Bring the groups back together and read the first two conversation starters one at a time, asking for several groups to read their four follow-on sentences.

If the group is ready, ask for several volunteers to role play conversation #3 and #4 on the Annexure in front of the group. (If not, discuss it with the whole group.)

*Suggested Discussion Questions for Trainer:* After the role plays, lead a discussion using the following questions if desired:

- Were they able to keep the conversation flowing?
- What worked well; what could have been improved?
- What other ways could they have continued the conversation?

Option Two: Avoiding Conflict - State that sometimes handling conflict means doing or saying things to avoid a problem.

Divide the group while still in their seats so that one side is Group A and the other side is Group B. Group A will respond to the following scenarios with a response that might lead to a fight. Group B will respond with a sentence that would not start a fight.

After you read each situation below, ask for volunteers from Group A and B to offer responses. Remind Group B to use "I" messages. Offer guidance and feedback.

- I bump into you by accident
- I'm reading and you're talking to a friend so I can't concentrate
- I want to use the computer but every time I try you are using it.
- I want to sit next to my good friend at lunch but you are sitting in my spot.
- I asked you to tell our tutor I would be a little late, but you forgot.

*Suggested Discussion Questions for Trainer:* Are you able to see the difference in the two ways to respond? Can you think of an example of a situation that involved you and how you either responded appropriately, or could have responded better? How will you incorporate this into your daily communications?

Option Three: 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. Instruct the children to practice this trait throughout the week by performing acts of kindness. Write a thank you note, tell your friend what you like about them, help a friend with homework or a chore, do something special for a friend, etc. Write in your journal what acts of kindness you performed, how it felt to be kind to your friends, and what kind of response you got from them. Be prepared to discuss in the follow-up session.

(Optional: Plan a group service project such as helping the younger children with an activity or helping around the home with a special project.)

*Suggested Follow-Up Questions for Trainer:* Invite volunteers to talk about their acts of kindness. Discuss how they felt while they were supporting their friends in this way and what kind of response they got. Ask if anyone was the recipient of an act of kindness that week, and invite them to talk about how it felt. Emphasize the importance of this trait in a good friendship.

Option Four: Teamwork and Cooperation – Divide the children into small groups and distribute Annexure 10 (one per group). Each group is assigned the task of creating all of the parts of a team as listed on the Annexure. Explain to the children: you must work as a team on this project; you may have only one answer per question and your group must be in complete agreement before writing your answers. Use your compromising skills to work out conflicts.

Then, create a poster illustrating all parts of your team. Each group will present their poster to the entire group.

*Suggested Follow-Up Questions for Trainer:* What process did you use to decide on answers to the questions? Was there a lot of disagreement in this activity? How did your team come to agreements? What would happen if your team did not agree on anything?

Option Five: What Might Happen Next? – Distribute Annexure 11 and ask the children to think about what might happen next in the story. What could go wrong? What could go right? Could there be a problem? Ask the children to draw their own middle and end to the story, and to be sure to include what the characters are saying. (Tell them it's ok to show a problem or fight. Sometimes that happens. But then think about what could happen to make things better.)

*Suggested Follow-Up Questions for Trainer:* When everyone is finished with their drawings, come together as a group and ask everyone to share their endings to the story. What conflicts arose and how were they resolved?

# 5

## *Unit Five Annexures*

### *Interpersonal Skills*

#### *Ages 9 - 12*

**ANNEXURE 1:** Like Yourself Poster

**ANNEXURE 2:** Listening Skills Review

**ANNEXURE 3:** Balance in Relationships

**ANNEXURE 4:** Evaluating Balance in a Relationship

**ANNEXURE 5:** Key Points in Conflict Resolution

**ANNEXURE 6:** Role Play Scenarios

**ANNEXURE 7:** Resource Guide for Interpersonal Relationship Skills

**ANNEXURE 8:** Evaluation

**ANNEXURE 9:** Conversation Role Play

**ANNEXURE 10:** Teamwork and Cooperation

**ANNEXURE 11:** What Might Happen Next?



*Annexure 1: Like Yourself Poster*

YOU need to like  
YOURSELF  
if you want others  
to like you.

## *Annexure 2: Listening Skills Review*

### Being a Good Listener

- **Stop talking** - You can't be a good listener when you are talking. You will miss the message.
- **Show the speaker** that you are interested and want to hear what they have to say by using verbal and non-verbal communication.
- **Remove distractions**- If you are having a difficult time paying attention, reduce other sources of distraction
- **Ask questions**- Ask the speaker to repeat or explain statements that you have difficulties in understanding. This will help you to avoid misunderstandings.
- **Summarize**- When a message is important for you to

*Annexure 3: Balance in Relationships*

Not Balanced

Balanced

## *Annexure 4: Evaluating Balance in a Relationship*

2. Geet and Naadir are on the Clean-up Children’s Committee together. One of their jobs is to wash the dishes after meals, and they seem to argue over it every day. Naadir takes time to do a good job, while Geet rushes through so he can have some free time after dinner. Naadir gets frustrated because he often has to re-wash dishes that Geet rushed through.
3. Pari and Riya share a bedroom. Riya is neat; Pari is messy. Riya does most of the regular cleaning of their room, putting away clothes and other items. Since Pari knows how much work Riya does to keep the room clean, and Pari is a strong student, she offers to help Riya with her homework in return. Riya likes this idea because they can help each other in the areas where they are strongest.
4. Saachi is a housemother for a girl’s house at the children’s home. Dalia is one of the children in Saachi’s family group. Saachi assigns chores to all of the girls in the house and asks that they are done promptly. Typically, the girls always do their chores when asked. Dalia felt sick today and could not get out of bed to help with the chores, so Saachi helped the girls to finish the chores because she didn’t want Dalia to have to get up while she was really sick.
5. Abeer and Parth are best friends and spend all of their free time together. Whenever they are trying to decide what games to play, what books to read, what to do with their free time, Abeer always makes the decision. He always wants to do things his way.
6. Mishka, Aria and Haley are good friends and are in the same class at school. They spend all of their free time together, they enjoy the same hobbies, and they even make plans every morning to wear their hair the

same way. Yesterday, another friend told Aria that Mishka and Haley have been talking bad about her behind her back, telling others that she is lazy and never does her work.

## *Annexure 5: Key Points in Conflict Resolution*

### **Conflict Resolution**

4 things that you need to do:

**Understand, Avoid Making Things Worse, Work Together, and Find the Solution.**

#### **1. Understand**

Everyone involved need to understand what the conflict (argument) is about. To do this, everyone needs to:

- Say what they feel about it (without interruptions.)
- Listen to what other people have to say about their feelings (without interrupting them.)
- Try to put themselves in the other person's shoes and try to understand their point of view (empathy)

#### **2. Avoid Making Things Worse**

- No put-downs
- No mean, nasty remarks that will hurt people's feelings – no personal remarks about a person's looks, gender (whether they are a boy or a girl), or things that have happened in the past.
- No screaming and shouting
- No fighting, hitting, kicking, pushing or any kind of hurting the other person's

#### **3. Work Together**

- Make "I" statements, like:  
"I **feel** hurt when..."  
"I **need** to feel or be..."  
"I **hear** what you are saying, but I **feel**..."
- Take turns at speaking. You might even want to decide on a time limit for each person to speak before you get started. That way everybody gets the same chance to say what he or she wants.

- Talk quietly. It's hard to keep your voice down when you feel upset, but a quiet firm voice is far better than someone shouting. A loud nasty voice makes everyone upset and unwilling to listen.
- Do some **active listening (show the person that you are listening) by:**
- **Looking at them**, to show that you are giving your full attention. Don't overdo it though. Staring hard at someone makes that person feel uncomfortable.
- **Making 'listening noises'** (but not interrupting). You know the sort of thing - "Uh huh", saying "yes" or "no" in the right places.
- **Repeating what you heard**. When they've finished, say what you think you've heard from them, eg. "So, your problem is that I haven't tidied my part of our room?"

#### 4. Find the Solution

Once you have listened to each other and found what the problem is, then you need to look for a solution.

- Brainstorm together to think of ways in which you could resolve the conflict. Think of as many solutions as you can, even if they seem silly at first.
- Another person may be helpful to write down your ideas or suggest ways of making your ideas work so that you can resolve the conflict.

#### Remember:

- **Think** about the problem.
- **Say** what you feel.
- **Listen** to the other person.
- **Brainstorm** solutions.
- **Decide** what each one will do.
- **Stick to** what you have decided.
- **Talk again** if the solution is not working.

## *Annexure 6: Role Play Scenarios*

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.

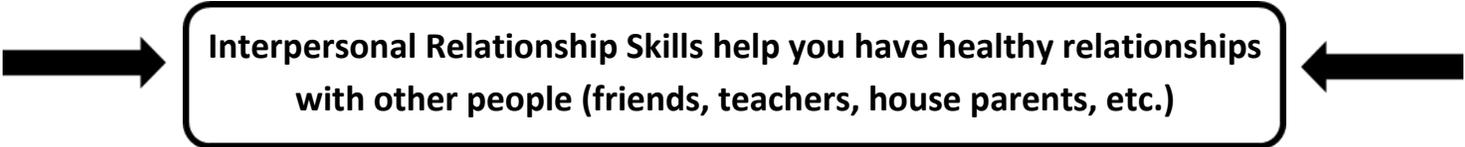
Aryan and Krishna are in math class together. Krishna is a stronger student in this subject and always gets better grades. Sometimes he even makes fun of Aryan's grades. Today, he went too far and Aryan got so upset that he hit Krishna.

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.

## *Annexure 7: Resource Guide For Interpersonal Relationship Skills*



**Interpersonal Relationship Skills help you have healthy relationships with other people (friends, teachers, house parents, etc.)**

### **Qualities of Good Friends**

- ✓ Listen to each other
- ✓ Try to understand each other's feelings
- ✓ Don't put each other down or hurt each other's feelings
- ✓ Help each other solve problems
- ✓ Give each other compliments
- ✓ Can disagree without hurting each other
- ✓ Dependable
- ✓ Respect each other
- ✓ Care about each other

### **How You Can Make Friends**

- ✓ "To have good friends you must be a good friend."
- ✓ Stand tall, look friendly
- ✓ Look for others who are alone and introduce yourself
- ✓ Don't stand off by yourself
- ✓ Look for eye contact and smile when someone looks at you
- ✓ Decide what you want to say before you talk
- ✓ Share things about yourself, your likes, your hobbies, etc.
- ✓ Share the conversation
- ✓ Ask questions and listen
- ✓ Be yourself!

# 5

## Annexure 8: Evaluation

Unit 5 - Interpersonal Skills	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Part 1 Ice Breaker	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Part 2 What are Interpersonal Skills?	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Part 3 Be Your Own Best Friend First	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Part 4 Qualities of a Good Friend	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Part 5 Making Friends	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Part 6 Healthy Friendships and Relationships	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Part 7 Conflict Resolution	1 2 3 4 5	_____ _____ _____	_____ _____ _____
<b>Overall Score</b>		<b>1   2   3   4   5</b>	<b>1   2   3   4   5</b>

## *Annexure 9: Conversation Role Play*

1. **Conversation starter:** "I've seen you playing football in the yard. How did you learn to play so well?"

**Reply:** "I really just learned to play last year."

---

---

---

2. **Conversation starter:** "Did you hear that we are going to get some new books for our library?"

**Reply:** "No. I'm not really interested in reading very much."

---

---

---

3. **Conversation starter:** "You've got the same math book that I do. How's your class going?"

**Reply:** "I'm in Ms. Patel's class. I love math, but we sure have a lot of homework."

---

---

---

4. **Conversation starter:** "Hi. How's your day going?"

**Reply:** "Pretty good so far. How about you?"

---

---

## *Annexure 10: Teamwork and Cooperation*

Work as a team and write answers in spaces provided. Your group can only have one answer per question. Your group must be in **complete agreement** before listing answers in spaces provided.

1. **Team name.** For example: the champions, winners, etc.

---

---

2. **Team mascot.** For example: the tigers, lions, etc.

---

---

3. **Two team colors.** For example: blue and white

---

---

4. **Team's purpose:** For example: To be the best, To get along, etc.

---

---

5. **Team food.** For example: Naan, cake, ice cream, etc.

---

---

6. **Team song.** For example: any song that all team members know

---

---

**7. Team's lucky number.** For example: 7, 15, 21, etc.

---

---

## *Annexure 11: What Might Happen Next?*

**Instructions:** Think about what might happen next in the story. What could go wrong? What could go right? Could there be a problem? Draw your own middle and end to the story. Be sure to include what the characters are saying. (It's OK to show a problem or fight. Sometimes that happens. But then think about what could happen next to make things better.) Come together as a class and listen to the different endings to this story. Was there a problem? How was it solved?

