**Social and Emotional Learning Activities**

**A Teacher’s Handbook**

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| --- | --- | --- |
| **Fist bump Broccoli** | **Angry Broccoli** | **Sad Broccoli** |
| **Love Broccoli** | **On My Way Broccoli** | **Not Impressed Broccoli** |
| **High Five Broccoli** | **Team Huddle Broccoli** | **Cheers Broccoli** |

**“...the greatest returns on education investments are from nurturing children's non-cognitive skills, giving them social, emotional and behavioral benefits that lead to success later in life…”.**

- *James Heckman, The 2000 Economics Nobel Laureate*

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From the Authors:

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We look forward to this handbook being used extensively by schools for improving social emotional wellbeing of students in Maldives.



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(Executive Director)

For Team CSSL Global

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**I. WHY WE NEED SOCIAL EMOTIONAL LEARNING?**

* 1. **NEED FOR SOCIAL EMOTIONAL LEARNING**

Universal SEL instruction has proven overwhelmingly beneficial in normal times—it is now an urgent need. The ongoing COVID-19 pandemic has simultaneously introduced new stressors and removed comforting connections and routines in the lives of children, teens, and adults alike. In additon to concerns about health and safety, many children have to deal with the loss of loved ones to the virus. The need for social isolation means that the children are certainly missing out on innumerable cherished events and activities with families, friends, classmates, and teammates. They also face difficulties in adapting to learning remotely or forego learning altogether.

Some children also have to deal with worries about their food security and stable housing as families face an economic downturn and migrate in search of livelihood. The world over, economic downturns alone are linked to increased mental health difficulties for youth, due to its impact on households and adult mental health, which are known to result in a corresponding increase in child maltreatment and violence.

All of this ongoing stress and loss will predictably take a toll on mental health, social connections, and emotional well-being of individuals. Though research on the mental health effects of the pandemic is just beginning, early studies suggest large-scale challenges. A study from China found a 76% increase in depressive symptoms in children and youth during the pandemic quarantine. In the United States of America, 14% of parents in a national sample have reported worsening behavioural health for their children since the pandemic began, with that number increasing to 40 percent for a sample of children quarantining at home. Similarly, the US Centre for Disease Control found that between April and October 2020, the proportion of mental health-related emergency room visits increased by 24% for children aged 5-11 and by 31% for adolescents aged 12-17, as compared with the same time period in 2019.

The viral outbreak had an impact on the physical and psychological health of people from all walks of life. To stop the virus from spreading, people had to self-quarantine in their homes. Prolonged quarantine resulted in serious mental health issues manifesting as frustration, stress, and depression. Anxiety, stress, isolation, lack of motivation, social distancing, unwillingness to go out, and educational changes and challenges were the most commonly reported changes. Elevated levels of rage, sadness, anxiety, fear, loneliness and a decrease in social interactions, physical activity as well as increase in consumption of food were reported by several studies conducted in China, Switzerland, and India. Further, the excessive use of smartphones and other digital media devices harmed users’ physical health by reducing time spent on health-promoting activities such as outdoor games and exercises.”

It is likely that we will not know the full scale of COVID-19 mental health repercussions for months or years to come. However, due to the way our brains and bodies are wired to react to stress, there are pandemic-related universal impacts on our mental health that aren not necessarily clinically significant but can still influence our health, well-being, and capacity for learning.

Keeping the above in mind, a focus group discussion (FGD) was carried out to understand social and emotional behavioural patterns of students as they return to schools post the COVID-19 school closures. The FGD was facilitated by CSSL and included 12 leading teachers and counsellors from across Maldives, and experts from the National Institute of Education (NIE) and The Quality Assurance Department (QAD).

**1.2** **Social Emotional Challenges Observed in Students**

**Leading teachers and cousellors reported observing several changes in the behaviours of students in different grades, after they returned to regular school post the COVID-19 school closures.** **These were found to be changes in the physical, emotional and social wellbeing of students that are a cause for concern.**

**Physical / Physiological Challenges:**

* Students were seen to spend considerable time in health room.
* They frequently complained about having headaches and stomach-aches.
* During physical education classes they lacked energy and were getting tired easily.
* Many students have become overweight and some are obese as well.
* Students also were seen to lose attention and were getting distracted quickly.
* Adolescent girls are found to be more worried about their body image.
* Students also report disturbed sleep. They sleep late and wake up early for school (6.45 am – 12.00 pm). As a result, they often do not bring food to school and remain hungry.

**Emotional Challenges:**

* Students in the foundational grades (LKG, UKG) as well as those in grades 9-10 were not showing much change in their emotional wellbeing compared to pre-covid times.
* Students in Key Stage 1 and Key Stage 2 (grades 1-6) were unable to make new friends. They also report facing bullying of late.
* Boys in Key Stage 1 and Key Stage 2 (grades 1-6) were seen to display a lack of motivation. They were quick to get irritated and angry and were also found addicted to video games.
* Students in grades 6-8 have become more reserved. They do not participate in class and are less active. They also complain about lack of friends and have difficulty in initiating conversations.
* Boys in grades 8-10 have become more aggressive and anxious at home, while girls are more reserved.

**Social Challenges:**

* Boys in grades 3-4 were seen to display poor socialization and sitting in isolation. While interacting with other students they were seen often to get into fights.
* Some students in Key Stage 1 and Key Stage 2 were found to have watched inappropriate content online
* Both boys and girls report cyberbullying in groups online and social media, and also refuse to attend school.
* Students do not communicate when asked questions by teachers (This was noticed specifically in classrooms where both teacher and students wear masks, unlike the online classes).
* Students who were seen failing to adapt to changes also were often absent to school.

**1.3 Challenges FACED in ADDRESSING the SOCIAl EmotioNAL WELLBEING of STUDENTS AT SCHOOL**

The current mechanism of handling social emotional behavioural challenges in students includes the teacher first noticing it and bringing it to the attention of the lead teacher. The lead teacher then does a one-on-one meeting with the concerned student/s. If necessary, the lead teacher then escalates the case to the student counsellor. Parents are informed about the difficulties their children are facing.

Some of the key challenges observed in addressing the social emotional well being of students in school are:

* The challenges are not pertaining to only a few students, but to most students in general.
* Not every teacher is good at identifying social-emotional problems and taking suitable actions.
* Counsellors need to educate teachers about the psychosocial issues in students.
* Many schools do not have counsellors.
* Counsellors are not given specific class time. They hold sessions only after identifying target groups in different classes.
* Most importantly, teachers like other adults may also face similar social-emotional challenges in themselves due to the pandemic and may themselves need pscyho social spport.

**1.4 Suggestions Received from LEAD TEacHERS and COUNSELLORS**

* Students need more time to get used to regular classes. This has to be done gradually.
* Reduce class duration to 35 minutes instead of the previous 45 minutes to accommodate their attention span.
* Take students out of classroom for other activities to gauge their motivation and engagement.
* Train teachers to give psychological first aid to students.
* Allot specific time in the timetable for social-emotional learning activities to address student wellbeing.
* Ensure that Counsellors, Physical Education as well as Subject teachers work together to improve students’ wellbeing.

**1.5 FROM THE PERSPECTIVE OF EVOLUTIONARY BIOLOGY**

COVID-19 brings countless challenges and potential threats to human well-being, be it physical, economic, social, and emotional. Evolutionary biology has built our bodies to minimise threat and maximise rewards for survival benefits. When a cue in our environment signals a possible threat, our bodies react by getting into a “Flight or Fight Response” also known as the Acute Stress Response. This has been inbuilt to help us survive in times of immediate danger.

In other words, Stressis the body’s immediate reaction to a perceived threat, challenge or scare. Stress can be helpful in providing energy, motivation and focus needed to confront or solve the problem. This kind of stress is called eustress. However, when the stress response happens too often or in response to unimportant or uncontrollable circumstances, it is more likely to be experienced as distress, which can have negative effects on a person’s physical and mental health.

Table1.1

|  |  |
| --- | --- |
| **Eustress Signs** | **Distress Signs** |
| Gives productive energy | Gives restless energy |
| Increases focus | Decreases focus |
| Increases motivation | Increases procrastination /avoidance |
| Is often experienced as excitement | Is often experienced as fear / concern |
| Feels manageable | Feels overwhelming |
| Improves performance | Impairs performance |
| Associated with confidence | Associated with insecurity |
| Expectation of a positive outcome | Fear of a negative outcome |

The focus group discussion with Lead teachers and Counsellors revealed that the students displayed behavior that are symptomatic of distress. It is important to understand how prolonged stress affects student health and beyond.

First, the stress hormones increase the feelings of anxiety, aggression, physical symptoms like headaches and stomachaches, and disrupts sleep. Second, these chemicals significantly weaken activity in the “thinking” parts of the brain that manage concentration, problem-solving, learning, and impulse control. So, in times of pronounced or prolonged stress, teachers are left with students who are emotionally distressed, tired, and physiologically restrained from fully engaging the thinking and learning parts of their brains. Student impulse control and attentional focus are limited when this occurs.

All of this is equally true for the teachers who like other adults may also be facing distress due to the pandemic. This essentially means that while students aren’t able to learn and retain information as effectively due to stress, at the same time it is possible that they are not being taught as effectively.

While this stress response has the potential to impact learning for all students, those from homes with higher stress and/or instability are at the greatest risk. As a result, schools are likely to see growing achievement gaps, particularly based on the socio-economic status, in the months and years following the pandemic.

Over time, stress can result in changes in brain structure and function leading to long-term impairments in memory, attention, mood, decision-making, and impulse control. This means that unless addressed and remedied, this has serious implications for not only the quality of student learning but the physical, social and emotional wellbeing of students for years to come.

**WHAT IS SOCIAL EMOTIONAL LEARNING?**

**2.1 UNDERSTANDING SOCIAL EMOTIONAL LEARNING**

While there is no one universally accepted definition of Social-emotional learning, some of the most influential definitions of SEL given in table 2.1 help us understand what it broadly covers.

Table 2.1 Definitions of SEL

|  |  |
| --- | --- |
| McKown, 2017 | The thinking, behavioral, and self-control skills that are applied in social interactions and that influence children’s social and other life outcomes. |
| CASEL, 2017 | The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. |
| Humphrey, et al., 2011, (Humphrey, N., Kalambouka, A., Wigelsworth, M., Lendrum, A., Deighton, J., & Wolpert, M. (2011). Measures of social and emotional skills for children and young people: A systematic review. Educational and Psychological Measurement | SEL involves children’s ability to learn about and manage their own emotions and interactions in ways that benefit themselves and others, and that help children and youth succeed in schooling, the workplace, relationships, and citizenship. |
| NCSEAD,2017 | Children develop the skills to 1) manage and take care of themselves; 2) get along and work well within their learning community; 3) engage in academic learning. |

**2.2 UNDERSTANDING SOME OF THE SEL FRAMEWORKS**

Similar to the multitude of definitions that seems to exist about SEL, there are also many frameworks that guide the development and facilitation of SEL programs for the classroom. These include the CASEL framework and the SEE framework.

**1. CASEL FRAMEWORK**

The Framework for Systemic Social and Emotional Learning is a comprehensive framework that outlines how educators, families, and communities may collaborate to facilitate social and emotional learning (SEL). It was created by CASEL, a non-profit organization whose mission is to make evidence-based SEL a component of preK-12 education. The framework focuses on a variety of approaches to promoting intrapersonal, interpersonal, and cognitive competence in a variety of circumstances.

Table 2.2 CASEL FRAMEWORK

|  |  |  |
| --- | --- | --- |
| **CASEL WHEEL**  Diagram  Description automatically generated | | |
| **Dimensions** | **Description** | **Skills** |
| Self-awareness | Understanding your emotions, personal goals and values. | * Identifying emotions * Accurate self-perception * Recognizing strengths * Self-confidence * Self-efficacy and Optimism |
| Self-management | Regulating emotions, thoughts and behaviors in different situations | * Impulse control * Stress management * Self-discipline * Self-motivation * Goal setting * Organizational skills |
| Social awareness | * Understanding social norms and recognizing family, school and community supports and resources * Taking the perspective and empathize with others, including those from diverse backgrounds and cultures | * Perspective taking * Empathy * Appreciating diversity * Respect for others |
| Relationship skills | * Establishing and maintaining healthy and rewarding relationships with diverse individuals and groups, and to act in accordance with social norms. * Communicating clearly, listening actively, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. | * Communication * Social engagement * Relationship-building * Teamwork |
| Responsible Decision making | To make constructive choices about personal behavior and social interactions across diverse settings, based on ethical standards, safety concerns, and social norms | * Identifying problems * Analyzing situations * Solving problems * Evaluating * Reflecting * Ethical responsibility |

**2. SEE LEARNING FRAMEWORK**

The Social, Emotional, and Ethical (SEE) Learning Framework is a compassion-based ethics educational framework designed to guide the development and implementation of social, emotional, and ethical learning programs for K-12 and higher education.

The SEE Framework was created in collaboration with His Holiness the Dalai Lama by the Center for Contemplative Science and Compassion-Based Ethics (CCSCBE), a research center at Emory University that promotes a research-based approach to educating both the heart and mind.

The framework expands on traditional social and emotional learning (SEL) organizing principles by incorporating attention training, compassion and ethical discernment, resilience and trauma-informed practice, and systems thinking.

The SEE Framework focuses on the values and competencies developed through SEE Learning, which enable students to act in considerate, informed, and responsible ways that contribute to their own and others' long-term well-being.

The 3 dimensions and 3 domains covered by the SEE learning framework along with the nine components are provided in the Figure 2.1.

Figure 2.1 SEE LEARNING FRAMEWORK



**2.3 SEL AREAS TO BE ADDRESSED FOR MALDIVES**

Based on the observations received from the focus group discussion with lead teacher and school counsellors, there were 4 main areas of competence that emerged as important. These can be broadly classified as Mindfulness, Understanding of Self, Relating to Others and Dealing with Challenges.

Further to planning the broad areas of competence, it was decided to include activities that teachers could use in the classroom to cover many skills in these areas. It is important to note that this is not an exhaustive list of skills for each competence area, but one that is more convenient to address the many challenges that emerged for SEL as seen in Chapter 1 of this handbook.

Figure 2.2 SKILLS ADDRESSED IN THIS HANDBOOK



**2.4 HOW TO USE THE TEACHER HANDBOOK**

The following are the steps recommended for teachers to choose and apply the activities from the handbook for their classrooms.

1. Select the skill you would like to address in your classroom.
2. Understand the skill definitions and what it entails thoroughly.
3. Select an activity to impart the skill in the classroom.
4. Check if the objective of the activity is fully connected to the skill.
5. Do a short warmup activity /briefing to lead up to the activity.
6. Get the students to do the core activity.
7. Do a debrief post the activity by getting students to reflect on the activity and what they understood/realized.
8. Wrap up with tips and practices students can do on their own to strengthen the skill.

**2.5 CHALLENGES IN IMPLEMENTING SEL IN CLASSROOMS**

As teachers trying to improve the SEL skills of your students, you have to realize that you are not alone!

Craig (2007) warns that teachers, albeit experienced, are not well prepared to take on the daunting task of developing students’ social and emotional skills.

However, as teachers, you are the first responders who are in direct contact with students daily and hence are the primary observers of student behavior at school. The need of the hour is extensive under the pandemic, and which means all teachers need to be equipped with the necessary knowledge and skills to understand the social emotional needs of students. The same as teachers stepped up to meet the urgent requirement of having to adapt to providing online and remote learning, the need for addressing the SEL in students is also critical.

Apart from receiving centralized training for social emotional learning during your professional development, you can also improve on your ability to handle SEL classrooms through the Japanese Lesson Study model that has widespread popularity for professional development of teachers.

In a lesson study model, the basic idea of instruction is as something that can and should be improved through consultation with colleagues, trial in the classroom and critique. Here, teachers with a common focus meet and plan lessons together. These lessons may have a focus on building skills or understanding, and are known as “research lessons”, which are taught by one, and observed by not only all of the teachers who are doing the planning, but also by observers who, at one end of the spectrum, may come only from the teachers’ own school, or, at the other end, may come from all over the country. A debriefing session follows the lesson, where the lesson is discussed at some length, with modifications often suggested by the observers, who frequently include an invited academic or “veteran teacher”.

Also ensure that there is a deliberate focus to address social emotional learning in students. This would mean not only equipping the teachers but making the necessary changes in the school timetable where SEL gets addressed with the same importance as academic learning.

**3. UNDERSTANDING THE SKILLS AND THE ACTIVITIES**

**3.1 MINDFULNESS**

**What is Mindfulness?**

* Mindfulness is being aware. It means paying attention to what’s happening in the present moment in the mind, body, and external environment with an attitude of curiosity and kindness (Mindful Nation UK Report).
* Mindfulness is a mental mode that deals with paying attention to be in the current moment/ present experience without conceptual elaboration (judgment) or emotional reactivity (spinning off on your thoughts on what this moment means).
* Mindfulness is often mistaken for concentration of focus, where one forces the mind to focus on a particular thing. Mindfulness on the other hand is just being aware where you watch what is happening in your mind.

**Mindfulness in Action:**

There is growing evidence that mindfulness training produces tractable changes in key nodes of brain networks involved in attention (Cresswell, J.D e al., 2016). The practice of mindfulness is easy to learn and implement in a classroom. Mindfulness training strengthens attention and protects against increases in mind wandering, which is critical for the student to pay attention to their learning.

Regular practice of mindfulness in due course enables the student to overcome their stress, calm their mind, improve their self-awareness and develop resilience.

Practicing mindfulness also helps one to learn more, become patient, become more attentive, listen better, get distracted less often and make better bonds with people.

**How do I get started?**

Check out the activity on Mindfulness. Follow the instructions and practice the activity regularly.

**Note to Teacher:** In the activity, all text that are in italics is what you will do, rest is what you will say.

**ACTIVITY1: Zoom in – Hearing Mindfully!**

**Objective**: Practice mindfulness to enable students improve their listening skills.

**Check-in:**

How many of you have clicked pictures using a camera?

*Let the students raise their hands.*

What pictures do you usually take?

*Encourage your students to share and listen to them.*

Cameras have a zoom feature. Can anyone tell what it is?

*Encourage your students to share and listen to them.*

Let’s pretend you have a camera in your hands. Pretend to take a picture of the scenery outside the classroom. Can you describe what will be in your picture?

*Encourage your students to share and listen to them.*

Now let us zoom in and take the same picture again. Can you describe what will now be in your picture?

*Encourage your students to share and listen to them.*

What is the main difference between your first picture and your second one?

*Encourage your students to share. Get students to realize that the zoom feature in a camera allows them to adjust the focus so that they magnify the pictures to see details more clearly*.

Today, we are going to pretend that our ears can also zoom and focus like a camera.

**Preparatory Activity:**

Everybody, please stand up. Pay close attention to my instructions.

When I say 1, everyone should touch your feet.

When I say 2, everyone should turn around themselves fully once and come back to the same position.

When I say 3, everyone should jump as high as you can.

Let’s practice it once.  
1! - Touch your feet.

2! - Turn around.

3! - Jump as high as you can.

*Repeat the numbers in random order.*

*2! 1! 2! 3! 2! 1! 3! 3! … (Practice for a few minutes till the class gets active and energized!)*

**Core Activity:**

Now let’s sit down

Get into a nice comfortable position.

Close your eyes!

Focus on my words.

Take three deep breaths!

Breathe in, breathe out (R*epeat 3 times slowly and deliberately*)

Notice yourself becoming quiet!

*Wait for a minute or two till all students settle down and become quiet.*

Now, try to listen to sounds around you in the room! Notice the different kinds of sounds entering your ears.

*Wait for 1-2 minutes in silence.*

Now, zoom in - increase all your attention on what you can hear. Try to listen to the sounds outside the room as well. Notice the different kinds of sounds entering your ears.

*Wait for 2-3 minutes in silence.*

Now open your eyes slowly.

*Discuss with your students:*

* What sounds did you notice inside the classroom?

Who or what was making the sound?

*Encourage your students to share and listen to them.*

* Did any of you notice the sound of your breath or friends near you?

*Encourage your students to share and listen to them.*

* What sounds did you hear outside the classroom? Where are they coming from? Who or what was making the sound?

*Encourage your students to share and listen to them.*

* When were you able to hear clearly or hear more sounds? Did that happen as soon as you sat down and listened OR after you increased your attention to hear?

*Encourage your students to share and listen to them.*

*Get students to realize that when they are calm and pay more attention to their hearing – then*

* *they hear sounds that they usually do not notice,*
* *they hear more clearly*
* *they also hear sounds that are faint or coming from far away too.*

**Wrap-up**:

Today we learnt a new technique of hearing mindfully by paying attention to what we hear. We also learnt that we hear better when we can zoom in, we hear more and better than what we usually do.

To improve this skill, you must practice it. It takes time and effort to train the mind. The more practice you put in, the better you will become. If you practice mindfulness in all activities, being attentive will become second nature when you need it in your daily life.

**Tips**:

*The teacher can use the core activity to get students to become calm and improve their listening by practicing the zoom-in activity before other class periods as well.*

**3.2 UNDERSTANDING SELF**

**3.2.1 Self-Awareness**

**What is Self-Awareness?**

Self-Awareness is the ability to see ourselves clearly and objectively through reflection and introspection. It includes recognition of ourselves, our context, our personal qualities, our strengths and weaknesses, our values and beliefs, likes and dislikes, dreams and aspirations, etc., contributing towards our sense of identity. It is also the ability to recognize the contradiction between our aspirations, abilities and values. It is knowledge of our feelings and emotions and how they influence our decisions and behavior.

Self-Awareness helps us recognize when we are stressed or under pressure. It allows us to see things from the perspective of others, practice self-control, work creatively and productively, and experience pride in ourselves and our work thus contributing to an overall sense of confidence and optimism.

**Self-Awareness In Action:**

The person will be able to:

* Understand their emotions.
* Accurately label emotions and recognize how they are linked to behavior.
* Analyze how thoughts affect decision making and responsible behavior.
* Identify their personal strengths and weaknesses.
* Develop personal skills and interests they desire to have.
* Identify their values and beliefs.
* Analyze how personal qualities and values influence choices and successes.
* Accept themselves with a sense of optimism about personal abilities and skills.
* Recognize the different roles they play in the context of age, gender, family, community and school/working place.
* Recognize their rights and duties as individuals and their responsibility towards themselves and society.

**How do I get started?**

Check out the two activities on improving Self-Awareness, namely

* Things that make us who we are
* Value what I can do now and before couldn’t

**Note to Teacher:** In the activity, all text that are in italics is what you will do, rest is what you will say.

**ACTIVITY 2: Things that make us who we are**

**Objective:** To make students understand their own characteristics.

**Items Required:** Blank sheets of paper, pencils, color pencils/crayons, old magazines /picture books, sticky tape / board pins

**Check-in:**

Everyone, please stand up.

Look, some of us are tall and some are short. Let’s raise our arms and stretch as much as possible to make ourselves taller.

*Let the students hold their arms stretched for a few seconds.*

Can you also see that there are some people shorter than others? So, let's make ourselves small. Squat down and make yourselves as small as you can like a furball.

*Let the students squat for a few seconds.*

Now, get up and sit back in your place.

**Core Activity:**

Today you are going to draw a picture that describes you in the practice sheet. Focus on the details like the shape of your face, the color and length of your hair, and the color of your eyes.

*Give some time to the students to finish their drawings.*

Now, you can take these old magazines and cut out pictures that describe you further. For example, things you can do, things you like and dislike. Paste the pictures you cut next to your drawing in the practice sheet.

*Give them old magazines to cut out pictures that describe them, what they can do, their likes and dislikes. They can glue those cut-out pictures next to their drawing in the practice sheet. Help the students who may need assistance. Also, keep guiding the students about the specific characteristics that are easy for them to understand and include in the drawing.*

Let's see everyone’s work. We are going to hang our finished drawings on the walls and the blackboard.

*Help students tape /pin their picture on the board. Encourage the students to share using the following questions.*

* Which one is your drawing? Can you describe it?
* How did you feel while drawing?
* Can you identify what is same between you and your classmates?

*Help the students to identify not just their looks, but other characteristics like their skills, their likes and dislikes.*

**Wrap-up:**

Today we learnt many things about each other. We were able to identify the things that make us who we are. There were many things (*use the word characteristics for KS2*) that makes us same as others, but there are also many things that makes us different from others.

**Tips:**

* *Children might struggle to open up. So, start with simple questions like “What is your favorite food?”, “What is your favorite hobby?”, etc.*
* *Ensure that children don’t laugh at each other and end up bullying.*
* *Appreciate the children for completing their tasks. This will help them stay motivated and improve their self-esteem.*

**ACTIVITY 3: Value what I can do now and could not do before**

**Objective:** Get students to become fully aware of their own skills and how they learn new things as they grow.

**Check-in:**

Everyone, please stand up.

Try to stand on one foot without taking any support. Can you, do it?

*Make students try standing on one foot.*

Now let us switch feet.

*Make students try standing on the other foot.*

Were you able to stand on one foot?

Were you able to do it for both the feet?

Remember when you could not do this?

*Listen to your students.*

Now let’s take our seats.

What other things you can do now that you could not do when you were younger?

*Listen to your students and validate their feelings.*

**Core Activity:**

Let’s stand up again. I will ask you some questions and you will show me if what I say seems easy or hard for you.

For this activity, you are not allowed to talk, write, or make sounds. You need to answer with your body.

If what I say seems hard to you, you need to squat down.

If what I say seems easy to you, you need to jump.

Do you think it is easy or hard?

* to tie your shoelaces.
* to tidy your bed.
* to draw a picture.
* to speak another language.
* to say a word in another language.
* to recite a poem.

*Let the class do the physical activity of squatting down and jumping up.*

*(Alternatively, you can write the above questions on the blackboard. If you follow this method, ask the students to raise their left hand if they find the task easy and their right hand if they find the task hard. As a third method, you can dictate the questions and ask the students to write them down in their notebooks and tick the ones they find easiest to do and mark 'X' for the actions they find hard. Give the students 1-2 minutes to do it.)*

Which ones did you find easiest to do? or Which ones did you mark ‘X”?

Do you remember when it was hard to do these things?

What were your first tries like?

What did you do to make them easier?

What can we do with the things that seem hard to us?

*Encourage your students to share and listen to your students.*

Now let’s play dumb charades. I want you to form groups of four.

Each of you is going to secretly think of an activity that you do now but could not do when you were younger. You will have to act it out to help your group members guess what it is. You are not supposed to make sounds to help your group members guess. For example,

*Show them one activity like cycling and ask everyone to guess. Then get the students to form groups. In each group one student shares the action and others guess it, then the next student in the group acts out for others to guess. Ask them to continue till everyone gets at least one chance to act.*

**Wrap-up:**

We realized that we could do lots of things now that we could not do before!

Why could you not do certain activities before?

*Possible answers: Because they didn’t know how to do them, they needed help from others, etc.*

Why do you think you’re able to do those things now?

*Possible answers: They are older, they have learned, they practiced, etc.*

As you grow up, you’ll continue to develop many talents and abilities. The older you get in school, the more you can do. This is because you learn new skills each year.

**Tips:**

*Emphasize what every child is good at. Appreciate them when they pick up new skills that improve their abilities and behavior. Praise their efforts if they fail at achieving something challenging.*

**3.2.2 Self-Management**

**What is Self-Management?**

Self-Management is the ability to regulate our emotions, thoughts and behaviors effectively in different situations. This includes managing stress, delaying gratification, keeping ourselves’ motivated, setting and working towards personal, academic and career goals. This skill also includes managing our time effectively in response to current or changing circumstances. Self-Management helps in all domains of life and can be an important determinant of employment and life success and overall wellbeing.

**Self-Management in Action:**

The person with self-managements skills will be able to:

* Recognize how thoughts, emotions and behavior are linked to personal well-being.
* Devise ways of managing personal well-being and achievement of goals.
* Find ways of expressing difficult emotions.
* Identify sources of support in their school, family and community that can offer timely help and guidance.
* Identify resources within themselves which can be accessed in adverse and upsetting situations. Identify sources of stress and then devise healthy and effective ways of responding to them.
* Consider time as an important factor whenever they plan activities and factor for unexpected situations or delays.
* Practice punctuality in their day-to-day lives and demonstrate other ways in which they can value their own as well as others’ time.
* Set realistic and achievable goals for themselves and measure progress on a regular basis.
* Show responsibility towards their physical health by being mindful of and making appropriate choices regarding their habits, routine and overall lifestyle.
* Resist the impulse to seize a short-term reward in preference to a more valuable long-term benefit.

**How do I get started?**

Check out the two activities on improving Self-Awareness, namely

* Control the urge to do something exciting over something boring
* Calm down when I don’t get what I want and cope up with the frustration

**Note to Teacher:** In the activity, all text that are in italics is what you will do, rest is what you will say.

**ACTIVITY 4: Control the urge to do something exciting over something boring**

**Objective:** Help students understand how they can control the urge to do something exciting over something boring

**Items required:** Colored crayons, pencils, Worksheet printouts

**Check-in:**

Imagine wanting a large cup of chocolate ice cream while you are down with a fever.

Isn't it difficult to control ourselves and wait to have ice cream till you recover from fever?

*Encourage students to share and listen to them.*

Now I want you all to pretend to eat delicious ice cream of your liking.

What sounds would you make to show how amazing it tastes?

Don't you feel like eating more of it?

How do you feel if someone tells you that you have to wait to start eating your ice-cream?

*Encourage students to share and listen to them.*

**Core Activity:**

Today we are going to color a picture of an astronaut. Are you all excited? Do you want to do it right now? But before that, we need to do something else.

Take this worksheet 1 and start by completing the outline of the circles. Join the dots using a pencil.

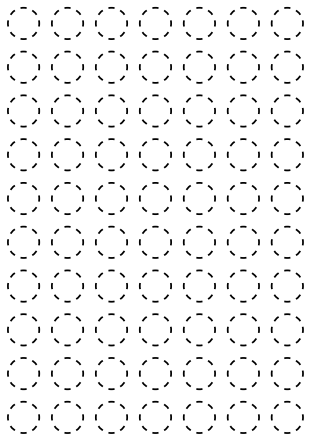
*Wait for the students to complete the drawing.*

Once you complete outlining the circles in picture 1, raise your hand. I'll come and check your work. After that, you can take picture 2 and start coloring the picture of the astronaut.

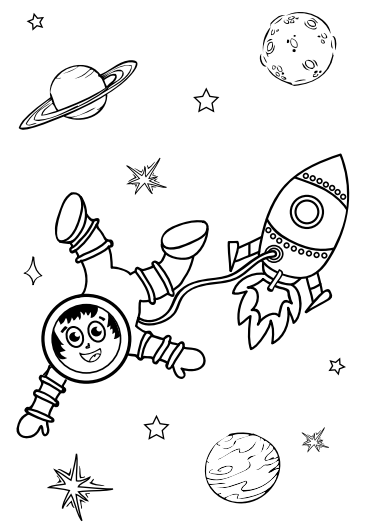
*Let the students color until the last few minutes of the session.*

**SELF MANAGEMENT WORKSHEEET**

Picture 1



Picture 2



**Wrap-up:**

Working on which picture was more fun and interesting – picture 1 or picture 2?

Were you wishing to skip to picture 2?

What exactly did you feel while drawing the outlines of picture 1?

*Expected answers: Bored, anxious, repetitive.  
Other answers: I felt nothing, happy, or felt okay.*

What exactly did you feel while coloring picture 2?

*Expected answers: interesting, fun, colorful  
Other answers: I felt nothing, happy, or felt okay.*

What did you feel immediately after finishing outlining the circles in picture 1?

*Expected answers: Relief, happiness, peace of mind, etc.*

You all did a great job today. You controlled your urge to skip outlining the circles in picture 1 and go to picture 2, even if it was boring because you wanted to finish the boring task at hand.

This is exactly what we need to do when we have the urge to do something exciting over something boring. Sometimes we can finish with the boring task first and spend the rest of the time enjoying more.

Can you think of similar situations in your daily life?

*Encourage your students to share and listen to them.*

Guide your students by giving examples of situations like finishing the homework over going to play during holidays, or while eating - finishing the food item that you don’t like in your plate first and keeping the one you like to enjoy for the end.

**Tips**:

*Ask the children how they would feel if they completed doing their homework in holidays before doing anything else. Focus on the benefits of practicing delaying their gratification (immediate fulfillment of their wish).*

**ACTIVITY 5: Calm down when I don’t get what I want and cope up with the frustration**

**Objective:** To make children understand techniques that will help them calm down when angry or frustrated.

****

**Items required:** Two drama masks that look like a boy’s face and a teacher’s face, picture coloring book, crayons

**Check-in:**

Let’s play a game. I want you to pair up with the student sitting next to you. Now look at him or her in the eye, without laughing or blinking. You need to be serious. The first one to blink or laugh loses. Let’s see who lasts the longest. I’ll time you with my watch.

*Let everyone play. Call out the time every 10 seconds in your watch. Repeat the game for a few rounds.*

How did you find the game?

It seems many of you resisted laughing or blinking for a very long time.

But sometimes you could not do what you wanted to do.

Similarly, grown-ups tell you to do something you because they think it is good for you. You can do it sometimes, but there are times, when you are not able to do it. Then you need to put more effort or get help to get things done the way it should be done.

Today, we are going to hear the story of Adil and how Rafiq helped him.

**Core Activity:**

*Use two drama masks to play Adil and Fathima Teacher in the following scenes. Train two children before the class to call out the dialogues of Adil and Fathima teacher using a different voice than their usual.*

**Adil:** Hi, friends! How is everyone today? My name is Adil and I'm 7 years old. I go to school and love to color pictures. They make the pictures brighter and colorful. What about you? Do you also like to color pictures?

*Encourage children to say hi to Adil and give their answers.*

*Adil then must start happily coloring his pictures. The student wearing the Fathima teacher’s mask or playing the role of Fathima says:*

**Fathima:** Everyone please vacate the classroom. Adil, you must leave too because it is time for physical education classes.

**Adil:** I don't want to go! I am coloring my picture.

**Fathima:** You must stop doing it right now. Go and join your classmates.

**Adil** *(angry and louder)***:** I don't want to go for physical education! I want to stay here and color!

**Fathima:** You must obey the rules. You can do coloring later.

**Adil** *(angrier and shouts)***:** I don't want to! I will not leave the classroom! I want to color!!

*Ask the students playing the role of Adil and Fathima to go to your seats. Then ask your class the following questions.*

Do you think Adil needs to listen to his teacher? Why?

Has something like that this happened to you when teacher or any elder tells you something to do that you do not want to do?

How did you feel then? (*Expect answers like angry, upset, dislike, frustrated*)

Do you think it is okay to shout like Adil did when you do not like to do what others ask you to do?

*Encourage your students to share and listen to them after each question.*

Now let us meet Rafiq, our superhero who can help Adil.

You cannot see Rafiq because he has magical powers. But Rafiq will come and use his magical powers whenever you request him by saying “Rafiq, help me calm down and accept things I cannot change.” All you have to do is repeat the phrase in your mind while taking five deep breaths. Rafiq will then help us calm down inside and give us strength to do what anyone asks you to do even if you don’t like it.

Now think of the time you got very angry and how you felt then.

Let us call Rafiq and request him to help.

Close your eyes, take a deep breath and call Rafiq silently in your mind, “Rafiq, help me calm down and accept the things I cannot change.” Breathe out.

Repeat this 5 times. *(Guide the students by saying - breathe in, call Rafiq, breathe out)*

How did you feel after you called Rafiq? *(Expect answers like calmer, not angry, fresh)*

When do you think, Adil should call Rafiq? *(Expect answers like – when he is angry, when he does not like to do what elders ask him to do, when he gets upset)*

How do we call Rafiq? (*Check if they are understanding the technique correctly)*

*Encourage your students to share and listen to them after each question*

*Listen to your students.*

**Wrap-up:**

We become mad when we don't get what we want. Adil didn't want to stop coloring. He got angry when he was expected to do something he did not want to do. When something like that happens to us, we can call our superhero Rafiq. Rafiq will help us calm down and understand why sometimes we have to accept what our elders ask us to do even when we don't feel like doing it.

**Tips:**

*Emphasize that it is normal to get angry if you don’t like something, but it is not always correct to behave angrily as there are consequences to their action. Appreciate them when they share and freely talk about how they feel.*

**3.3 RELATING TO OTHERS**

**3.3.1 Respecting Diversity**

**What does ‘Respecting Diversity’ mean?**

Respecting Diversity is the ability to recognize, understand, accept and demonstrate respect towards individuals and groups that might be different from us in terms of age, gender, sexuality, religion, caste, economic background, political beliefs, culture etc. This skill focuses on valuing and celebrating differences and making our personal and professional lives richer with varied experiences and perspectives. This skill also includes the ability to stay curious, learn continuously, stay humble and accept our own biases and limitations. Respecting Diversity is vital in today’s disparate yet interconnected world in order to have respectful personal and professional interactions, form deeper connections and work towards more inclusive and sustainable ways of living and thriving together.

**Respecting Diversity in Action:**

The person will be able to:

* Recognize similarities and differences between themselves and others in various facets of life.
* Demonstrate respect and equality in their interactions with people who are different from them in both personal and professional lives.
* Make friends from diverse communities and social identities.
* Form or be a part of groups or teams that are diverse in nature and work towards common goals.
* Exercise mindfulness and sensitivity when interacting with people or groups they are unfamiliar with.
* Engage in experiences that offer opportunities to learn about and form connections with diverse groups and communities.
* Judge others’ ability or worth based on their potential and skills, rather than their socio-cultural identity and beliefs.
* Challenge commonly accepted biases and stereotypes and discourage humour and sarcasm stemming from the community or social identities.
* Devise ways of supporting individuals and groups from vulnerable sections.

**How do I get started?**

Check out the activity on improving Respecting Diversity, namely

* Identify how each one of us is unique in different ways.

**Note to Teacher:** In the activity, all text that are in italics is what you will do, rest is what you will say.

**ACTIVITY 6: Identify how each one of us is unique in different ways**

**Objective:** Identify how each one of us is unique in different ways and to accept that it is okay to be different.

**Check-in:**

Now, how many of you like ice-creams?

*Let the students raise their hands.*

Those of you who raised their hands, show how you will eat your favorite ice-cream.

*Get students to mimic eating their favorite ice-cream*

Now, how many of you don’t like vanilla ice-cream or any ice-cream?

*Let the students raise their hands.*

Those of you who raised their hands, show how you will eat the ice-cream you don’t like.

*Get students to mimic eating the ice-cream you don’t like.*

What are the languages you all can speak? Can you name a few?

*Let the students speak. Usually at least a few students will mention different languages. Ask such students who speak the same language to get up and say “water” in their language. Do this for all the languages they know.*

*Encourage students to participate and listen to them.*

**Core Activity:**

Think and write the name of your favorite animal in your notebook. Keep it a secret, hidden from your classmates.

Now, let us play the game of dumb charades.

Get up from your places and form groups of 4 students each.

In each group, let each student take turn to describe his/her favorite animal without using sounds. The other members in the group should try to guess what animal he or she is pretending to be. Each one gets a minute to mimic and get their animal guessed.

*Let the students play the dumb charades.*

*After the game, let everyone settle down in your seats and ask them one by one the following.*

Can you name your favorite animal?

Did anyone in your group guess the animal?

Can you describe some features or qualities of your animal?

*Let all the students speak turn by turn.*

All animals are different. Some can fly, some can run. Some have beaks, some have snouts like a dog. Some live on the land, some live in the water. Now imagine what the world would be like if all the animals were the same. Just like animals, we are all unique and different from each other.

Now, list all the things you like the most about yourself in your notebook. It can be how you appear, or something about your personality or a skill you are good at.

*Ask students sitting next to each other pair up/partner by saying 1,2, 1,2,1,2, etc.*

Each pair of 1,2 should get up when I give you the chance. Each one in the pair should share one quality/ feature about yourself and one quality/feature about your partner.

*Call out each pair and let the student pairs share the features/qualities they recognize in themselves and in their partner. Ensure the class remains disciplined.*

**Wrap-up**:

We learnt that each one of us is unique in different ways. Some are tall, some are short, some are fat, some are skinny, some have short hair, some have long hair, some can sing, some can draw better, some are good in games. Some of us come from different places and speak different languages. Some of us like same things and some like different things.

Imagine what would happen if all of us were alike? Will it not be boring?

Many times, the things that make us unique/different from everyone else, are what makes us special.

**Tips:**

* *Ensure not to encourage comparisons among students. Recognizing the differences does not mean we pass judgments about the differences in others.*
* *Emphasize the things that every child is good at.*

**3.3.2 Perspective Taking**

**What does ‘Perspective Taking’ mean?**

Perspective Taking is the ability to imagine and understand a situation based on how it appears to others and their cognitive and emotional response to it. It is the ability to recognize their points of view, experiences and beliefs even when different from our own. This recognition creates the basis of mutual understanding, leading to new learning, reshaping our social interactions and developing new world views that are broader and more inclusive in nature.

Overall, Perspective Taking promotes social bonds, unlocks the potential of diversity in teams, leads to creative solutions and diminishes the possibility and impact of stereotyping.

**Perspective Taking in Action:**

The person will be able to:

* Practice active listening skills when their friends or group members are sharing their story or viewpoint.
* Identify the need to seek out and include views, opinions and experiences of their classmates, teammates and groups in general.
* Identify and acknowledge the experiences, feelings, and viewpoints of others even though they are different from their own.
* Find ways of expressing their emotions in ways that others can understand and accept, especially in times of conflicts and differences of opinion.

**How do I get started?**

Check out the activity on improving Perspective Taking, viz:

* See through other people's eyes

**Note to Teacher:** In the activity, all text that are in italics is what you will do, rest is what you will say.

**ACTIVITY 7: See through other people's eyes**

**Objective:** Get students to see situations from other’s point of view and develop a perspective.

Items required: Few leaves of different shapes, few flowers of different size and colours, few stones of different shapes/size and material.

**Check-in:**

*Hold up a sentence written in a piece of a blank paper in front of the class and ask students to read it. The sentence should be in its usual size. All or most students would not be able to read it. Then, ask 4 students to come forward and make each one stand at a distance of 2 feet, 4 feet, 6 feet and 8 feet in front of you. Ask other students to watch.*

The four of you standing before me, take a step forward when I call out 1,2,3… one by one. As each one of you get closer, check if you are able to read the sentence for yourself in the paper I am holding up. You do not need to read the sentence aloud but raise your hand when you can read it clearly for yourself.

Let us start. One……. Two……. Three…...Four…… Five…...Six…...Seven…...Eight…. Nine…. Ten.

*Call out the steps and stop whenever all of them have raised their hand.*

Now, that all the 4 of you have raised your hand, let us see how many steps it took each one of you to see for yourself the sentence clearly.

Can each one of you tell the class how many steps it took for you?

*Let each student in the four tell the class and listen to them.*

Was the number of steps each one had to take the same to see the sentence in the paper clearly?

Who had to take the most steps? Why?

Who had to take the least number of steps? Why?

**Core Activity:**

Group students in threes. Give each group a material (a leaf/ a flower / a stone). After you have given a material to each group.

Now each group has a material. Each person in the group has to describe the material you got with a word, each person in the group should use a different word. Other groups also try and avoid same words when describing your material.

*Call the first group to the front and ask them to show their object and describe it. Each of the 3 members in the group will use a different word to describe the same object. Repeat this exercise for all groups.*

Can all you notice that each person in the group can think of a different word to describe/explain the same material and each one may be correct.

Now let us see some situations.

**Situation 1:** We are going to hear Rashid’s condition. Rashid gets rashes all over his body which itches whenever he eats carrots, and he feels good whenever he eats potato. He is okay with beans and cauliflower. Which of the below vegetable is Rashid going to avoid eating?

*Ask students to answer and give their reason. (Carrots as he is allergic to them.)*

**Situation 2:** Azaad works in a bakery. Today, when he got home, his brother asked him if he wanted to eat Bis Keemiya or milk cake. What do you think Azaad is going to choose?

*Ask students to answer and give their reason. (Probably keemiya, because he might be tired of smelling cakes every day at the bakery).*

**Situation 3:** Junaid has played football a lot this week. He is tired and his legs hurt. Today, he and his friends can choose whether to watch a movie together or play table tennis. What do you think Junaid is going to choose?

*Ask students to answer and give their reason. (Probably to watch a movie, because he is tired, and his legs hurt).*

**Situation 4:** Javed borrowed a storybook from the school library. He is very happy because it is his favorite book. He takes it home and keeps it on the living room sofa, because that where he usually sits and reads stories before going to bed. He then went out to play.

Why is Javed happy with the book?

*Possible answer: It is his favourite book, or he likes to read storybooks.*

Where did Javed go?

*Possible answer: To play.*

Javed’s mom walks into the living room. She finds the storybook on the sofa. She like to keep things in their proper place. She thinks that this is not the correct place for the book, picks it up and puts it away on the book cupboard.

Javed walks back to the living room and does not find his storybook on the sofa. He searches everywhere and cannot find it. He clearly remembers leaving the book on the sofa. How does Javed feel now? Why does he feel like that?

*Possible answers: confused, irritated, angry, fearful*

Javed’s mom then walks in and tells Javed that she had put the book away. What do you think Javed will think about why his mother put away the book?

*Possible answers: Mother wanted to teach Javed a lesson to put things in their proper place, Mother was just cleaning up the place, Mother did not like Javed reading story books.*

Do you think Javed will correctly understand mother’s reason without her telling him the same? Why?

*Possible answers: He will/ He will not (because he understands mother’s point of you/ does not understand mother’s point of view).*

**Wrap-up:**

Has something similar ever happened to you? When do you think such experiences/ incidents happen? *Possible answer: When we don’t understand why someone did something different, or when we cannot think / see/ feel about something the same way as the other person does.*

It is important to understand that everyone can think and feel differently in the same situation. Each person may have their own reason for doing/saying what they do. That’s why the ability to see through other’s eyes becomes extremely important. This will help us better understand each other.

**Tips:**

* *You can use a variety of situations to help children understand different perspectives.*
* *While reading stories, always ask children how a character must be feeling or why it acted that way in the story.*

**3.3.3 Empathy**

**What is Empathy?**

Empathy is the ability to emotionally understand what other people feel, see things from their point of view and context, imagine ourselves’ in their place and respond appropriately. Empathy is relating to others with acceptance, understanding, and sensitivity to their diverse backgrounds, experiences and perspectives, and taking action accordingly.

Empathy plays an important role in being a socially competent person with meaningful social relationships. The ability to empathize is important for promoting positive behaviors towards others, and facilitating social interactions and relationships, thus motivating altruistic behavior. This skill also makes us challenge intolerance, bias and stereotyping when we see it.

**Empathy in Action:**

The person will be able to:

* Listen well, pay attention to non-verbal communication, and pick up subtle cues.
* Understand others’ perspectives and feelings.
* Show sensitivity towards others.
* Help other people based on their understanding of their needs and feelings.
* Respect and relate well to everyone, regardless of their diverse backgrounds.
* Alter the way they interact with others to fit with the others’ diverse needs and feelings.
* Appreciate others for their strengths and accomplishments.
* Provide constructive feedback to others to help them improve.
* Put the needs of others first and look for ways to improve their situations.

**How do I get started?**

Check out the activity on improving Empathy, viz:

* Include someone who is on their own.

**Note to Teacher:** In the activity, all text that are in italics is what you will do, rest is what you will say.

**ACTIVITY 8: Include someone who is on their own**

**Objective:** To get students to appreciate showing sensitivity and understanding of how others feel when they are left out of group activities. and learn to show empathy by consciously looking for and including such people in their activities.

**Check-in:**

Everybody please close your eyes, sit back, and listen to what I am about to tell you.

When we are together with our friends and classmates, we have fun and talk non-stop, share our thoughts and feel good. But of late, we have missed our friends and classmates. All of us, at some point, have felt lonely.

*Ask the following questions:*

* Do you agree with what I just told you?
* Did you ever feel lonely?
* Did you ever feel the urge to share your thoughts with a friend, but you were not able to?
* Did you ever notice anyone who was lonely and didn’t have anyone to play with or talk to?

*Encourage your students to share and listen to them.*

**Core Activity:**

Luckily, we have the power to help each other so that we don’t feel alone. We can always invite others to have fun with us. This is called the power of inclusion.

We can use this power of inclusion in two different situations:

Yellow Alert: When a new person is not included in a group

Red Alert: When an existing person in a group is left out or ignored

Now, we will see the difference between the two alerts by reading the diary entries of Hassan and Aseem.

Hassan is a student who has recently joined a new school, where he doesn’t know anyone.

Hassan’s Diary (October 4, 2021)

Today was my fourth day at my new school. I like the way teachers teach but feel lonely as everyone is new to me, and I find no one joining me at recess. I miss my old friends with whom I used to play at recess. I have been a little shy and feel too embarrassed to introduce myself to my new classmates. I think my classmates will not have me join them because they find me acting all quiet and strange. I wish someone would talk to me in class and at recess. If not, I'll spend my recess time in the library and read by myself."

*Ask the following questions:*

Do you think this is a yellow alert or a red alert?

*Expected answer: Yellow alert*

What is the main problem Hassan is having?

*Expected answer: He does not know anyone because he is new in school and is feeling lonely.*

How would you feel if you were Hassan?

*Encourage your students to think, feel and respond. Let your students respond and carefully validate their feelings.*

Can you think of any ideas to help Hassan feel welcome?

*Write down the ideas of your students on the left side of the blackboard under the heading “Yellow Alert”.*

Now, I am going to read the diary entry of Aseem, who is an old student.

Aseem’s Diary (July 8, 2021)

You know how much I like going to school, except for times when teachers ask us to form groups for a project. When that happens, all of my classmates form their groups and leave me out. They give me excuses for not including me in their groups. Today, one of my classmates said "No one wants to be with you" on my face and in front of everyone. I ran away and hid in the toilet. Even now, I feel angry, sad, and embarrassed at the same time. My teacher is strict. She does not like us to interrupt her class, so I chose to stay quiet about the incident and do the project work all by myself."

*Ask the following questions:*

Do you think this is a yellow alert or a red alert?

*Expected answer: Red alert*

What is main problem Aseem is having?

*Answer: His classmates does not want to be with him and are ignoring him.*

How would you feel if you were Aseem?

*Encourage your students to think, feel and respond. Let your students respond and carefully validate their feelings.*

What would you say to the classmates who don't want to include Aseem in their groups?

*Encourage your students to think, feel and respond. Let your students respond and carefully validate their feelings.*

If you were in Aseem’s class, what would you do to have Aseem not do all the project work by himself?

*Write down the ideas of your students on the right side of the blackboard under the heading “Red Alert”.*

Now, let's look at your ideas in the case of "Yellow alert" and "Red alert", and try to think of any more ideas.

|  |  |
| --- | --- |
| Yellow Alert | Red Alert |

*Some ideas for “Yellow alert” may include - Ask questions to Adil to know him better, Invite Adil to play or have lunch together, Tell Adil about yourself and your friends.*

*Some ideas for “Red alert” include - Try to put ourselves’ in his place and understand how Aseem must be feeling, Give Aseem a chance to be part of your group, Stop others from bullying Aseem, Ask questions to Aseem to know him better, Invite Aseem to play or have lunch together,*

*Tell Aseem about yourself and your friends.*

**Wrap-up:**

Today we learned the importance of including others and not to leave them by themselves. We also suggested few ideas to help us do this well.

We need to pay close attention to our classmates and check if they feel included or not. Remember we all have the power to help someone feel better.

**Tips:**

*Always encourage students to show empathy and inclusiveness.*

**3.3.4 Active Listening**

**What is “Active Listening”?**

Being able to hear what people are really saying is a valuable communication skill that has a major impact on the quality of our relations with others. Active Listening is a skill that allows us to hear not only the words people are saying but also the emotions they are reflecting through their nonverbal behavior. Both are important in understanding the whole message being communicated.

In school, one example of active listening would be a student waiting their turn and considering what their peers have to say before stating their opinion in a classroom discussion. Active Listening is not just keeping quiet while the other person speaks. It is to not have a mind voice refuting/ countering/ commenting while listening to whatever the other person is saying. It would mean that not only are you giving time to let the other person speak, but you are also actively considering what is being said.

Active Listening promotes mindful thinking, which can reduce anxiety and depression in students. It can also help students build relationships because as they engage themselves in conversation, their peers are more likely to view them as open and interested. And finally, practicing active listening can promote empathy—a skill that can enrich a student’s life both in and outside of the classroom.

**Active Listening in Action:**

The person will be able to:

* Listen well, pay attention to non-verbal communication, and pick up subtle cues.
* Recognize when to listen or speak.
* Consider others’ opinions and feelings before responding.
* Earn the trust and respect of peers
* Understand issues and formulate better solutions
* Diffuse conflicts

**How do I get started?**

Check out the activity on Active listening, namely

* Make others feel I'm listening, and I care

**Note to Teacher:** In the activity, all text that are in italics is what you will do, rest is what you will say.

**ACTIVITY 9: Make others feel I'm listening, and I care**

**Objective:** To let students learn and practice active listening.

**Check-in:**

How many of you like stories?

Do you like when people tell you stories?

*Encourage your students to share and let your students respond.*

Now, imagine a girl whose mother tells her stories every night. She knows that her daughter loves stories about fairies and magical creatures. That's why she is going to tell her one of the stories tonight. But before she begins the story, she adds, "Now listen carefully…".

How can the girl listen carefully? What things could she do in order to not listen to her mother?

*Possible answers: Interrupt her, look at other things, yawning loudly, speaking continuously.*

How would her mom feel if the girl didn’t pay attention to her words?

*Encourage your students to share and let your students respond.*

**Core Activity:**

Today we are going to play a new game called ‘Cross-talk’.

All of you think of a story or a happening (incident) that you would like to share with others. I will give you two-three minutes for you to think and be ready.

Now pair up with your classmate next to you. You both will share your stories with each other.

Are you ready?

When I finish counting aloud 3, both of you will start telling your partner your story at the same time, till I call out “Stop”.

Is everyone ready to tell your story to your partner?

*Count 1,2,3 Start, give 1-2 minutes for all to talk and then say STOP.*

*Ask the students*

Were you able to share and did your partner listen to their story?

*Encourage your students to share and let your students respond.*

Now, let us play another game called ‘Interruptions’.   
One of you will start telling your story and the other will do their best to interrupt you by asking continuously questions about what the story or some random things. The goal is for the storyteller to not lose focus, and for the other person to interrupt all the time.   
Before you start, decide which partner is going to tell the story and which one is going to interrupt.

When I finish counting aloud 3, both of you will start, till I call out “Stop”.

Is everyone ready?

*Count 1,2,3 Start, give 1-2 minutes for all to talk and then say STOP.*

*Repeat the activity by asking the students to switch roles.*

*Ask the students*

Were you able to share and did your partner listen to their story?

*Encourage your students to share and let your students respond.*

Now, we will play a third game "Effective talking". You are going to get a chance to tell your story to your partner.

While one person tells their story, the other one has to listen carefully.

Before you start, decide which partner is going to tell the story and which one is going to listen

When I finish counting aloud 3, the story tellers will start and the others will listen, till I call out “Stop”.

Is everyone ready?

*Count 1,2,3 Start, give 1-2 minutes for the story tellers to share and then say STOP.*

*Repeat the activity by asking the students to switch roles.*

*Ask the students*

Were you able to share and did your partner listen to their story?

*Encourage your students to share and let your students respond.*

As a storyteller, how was this game compared to ‘Cross-talk’ and ‘Interruptions’?

How did you know that your partner was listening to you?

How did you feel trying to get your partner to listen to you in the first and second game?

If you have to tell someone about your thoughts, which method will you prefer? Why?

*Encourage your students to share and let your students respond.*

**Wrap-up:**

In this session, we played three different games and learnt the skill of listening. When we find that the persons to whom we are sharing our thoughts/ stories listen to us carefully, we feel good. On the other hand, if the other person does not listen at all or keep interrupting what we say, we feel frustrated, tired and hopeless. Listening actively is one of the ways to show our classmates that we care about what they are telling us. We can do this by giving attention to them and their words.

**Tips:**

*Reinforce the active-listening behaviors of children by saying things like, "It is great that you are listening. I can tell you were paying attention to me!". This will tell them that their efforts to actively listen are getting noticed and valued.*

**3.3.5 Assertiveness**

**What is Assertiveness?**

Assertiveness is a healthy way of communicating. It's the ability to speak up for what we think as correct in a confident way that is honest and respectful, but not aggressive. Every day, we're in situations where being assertive can help us — like approaching a teacher with a question or doing well when you are buying something in the market.

Being assertive doesn't come naturally to everyone. Some people communicate in a way that is too passive because they fear social conflict and hence ends up not defending their ideas or thoughts. On the other hand, some people are too aggressive, because they get angry and makes personal attacks on others to embarrass or insult them. An assertive style is the happy medium between these two.

**Assertiveness in Action:**

The person will be able to:

* give an opinion or say how they feel
* ask for what they want or need
* disagree respectfully
* offer their ideas and suggestions
* say no without feeling guilty
* speak up for someone else

**How do I get started?**

Check out the activity on Assertiveness, namely

* Stand up for myself without hurting others

**Note to Teacher:** In the activity, all text that are in italics is what you will do, rest is what you will say.

ACTIVITY 10: Stand up for myself without hurting others

**Objective:** To get students to learn to be assertive without being passive or aggressive.

**Check-in:**

Have you ever faced a situation where someone has said something offensive to make you angry?

Would anyone like to share their situation? Also, refrain from naming any of your classmates.

*Let your students share some situations and without naming anyone specifically. Ensure they don't say any bad words or make inappropriate gestures.*

*Let your student speak and validate their feelings.*

Sometimes, one may not know how to react in such situations and that is what we will learn in today’s session.

**Core Activity:**

There will always be people who will try to disturb our peace by calling us names or by poking fun at us. Today we will learn how to face such situations in case we, or someone we know, faces them.

Generally, we respond in three different ways to such situations:

*Write down these three categories on the blackboard.*

1. **Passive**: We feel bad but don’t do anything and stay quiet.

2. **Aggressive**: We feel bad and fight it out by hurting others.

3. **Assertive**: We feel bad and defend our rights and self-respect without hurting others.

Now, let’s read the story of two friends, Cemal and Azhar.

Cemal and Azhar

Cemal and Azhar are classmates in the fourth grade. Azhar is a big and strong student. He has several friends, and his classmates obey his orders. For example, one day Azhar was hungry, so he ordered Cemal to hand over his lunchbox, and Cemal complied. Cemal, on the other hand, is a small and shy, and quiet student. He stays by himself and has very few friends. Some of his classmates think he is weird because of these reasons. Azhar, whenever he sees Cemal, makes fun of him, and calls him a "weakling". Cemal feels sad and frustrated and finds going to school a nightmare."

How is Cemal responding in the situation?

What will happen if Cemal responds aggressively?

What could Cemal do to defend himself without getting hurt or hurting Azhar back?

How can you help defend Cemal if you were in the story without getting aggressive?

*Encourage your students to share and let your students respond. Write down the main ideas on the blackboard.*

Now, let us read the story of Yusuf and Amira.

Yusuf and Amira

Amira is a popular girl in the fourth grade. She has many friends, and they all go with her during recess. However, she is not friendly with everyone, particularly, Yusuf. Yusuf is a silent and lonesome student. He sits in the back row in the classroom. Amira knows Yusuf is a bright student. She threatens and forces him to do her homework. She tells him, "Yusuf if you refuse to obey my orders, I will make everyone make fun of you." He is embarrassed and struggles to defend himself as he knows Amira is a popular girl and everyone obeys her. Yusuf feels angry and frustrated for not being able to stop her from threatening him."

Now before we discuss the story, form groups of four. Each group will make two lists in your notebook.

**First list**: Assertive actions Yusuf can take to save himself from Amira.

**Second list**: Assertive actions you can take to save Yusuf from Amira if such a thing happens in your class.

*Give students time to work in groups.*

*Then invite students from different groups to share their options.*

*Pose the following questions to the class:*

Do you agree with what this group said? If not, which one do you not agree with and why?

*Encourage your students to share and let your students respond.*

*Repeat the above for all groups presenting.*

**Wrap-up:**

Today we learnt how to act assertively in problem situations. We learnt that we need to stay calm and carefully understand the intentions of the other person. Then, by acting assertively, we can defend our rights and self-respect by avoiding any form of harm to us or others.

**Tips:**

*Help children practice clear, calm, and non-aggressive ways of talking at home without yelling at their siblings or elders.*

**3.3.6 Emotional Awareness**

**What is Emotional Awareness?**

Emotions are part of human nature. They give us information about what we're experiencing and help us know how to react.

We sense our emotions from the time we're babies. Infants and young children react to their emotions with facial expressions or with actions like laughing, cuddling, or crying. They feel and show emotions, but they don't yet have the ability to name the emotion or say why they feel that way.

As we grow up, we become more skilled in understanding emotions. Instead of just reacting like little kids do, we can identify what we feel and put it into words. With time and practice, we get better at knowing what we are feeling and why. This skill is called emotional awareness.

Emotional awareness helps us know what we need and want (or don't want). It helps us build better relationships. That's because being aware of our emotions can help us talk about feelings more clearly, avoid or resolve conflicts better, and move past difficult feelings more easily. Some people are naturally more in touch with their emotions than others. The good news is, everyone can be more aware of their emotions. It just takes practice.

**Emotional Awareness in Action:**

The person will be able to:

* pay attention and understand how they are feeling
* understand how other people feel
* regulate their emotions
* discuss their feelings with others
* identify the underlying causes of their emotions
* reflect on possible consequences before expressing an emotion or viewpoint.

**How do I get started?**

Check out the activities on Emotional Awareness, namely

* Notice how I am feeling
* Notice when I feel anxious
* Become aware of others’ feelings
* Think before I act out of my anger

**Note to Teacher:** In the activity, all text that are in italics is what you will do, rest is what you will say.

ACTIVITY 11: Notice how I am feeling

**Objective:** To get students to understand their emotions and how their body expresses the emotions.

**Items Required:** Worksheet printouts

**Check-in:**

Today we are going to talk about our feelings / emotions and understand how our bodies express them.

Emotion is what we feel in different situations. We can feel sad, angry, fearful, anxious, and happy. All of them are emotions.

Everyone, please stand up. We are going to jump as if we were very happy as if we received our favorite gift!

*Ensure the students don’t hit the desks or sidewalls. Do this activity in a safe place. Encourage them to express their happiness.*

**Core Activity:**

Let us start with an activity.

I am going to show you pictures of different faces.

Each picture expresses one emotion.

- Happy,

*Write the words on the blackboard. Distribute printouts of the worksheet, ask students to match the picture with an emotion written on the board.*

*Once they have completed the worksheet, Check the chart below to see if students have correctly matched.*

Shape, circle

Description automatically generated

*Discuss with students why they are choosing a particular emotion for a particular face (check if they are noting the shape of the mouth and eyes specifically for each emotion).*

**EMOTIONS WORKSHEET**

Can you match the face with an emotion listed below?

Scared, Happy, Surprised, Excited, Shy, Sad, Angry, Silly, Embarrassed

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*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Now that we have matched the pictures with emotions, we are going to play a game.

Everyone, please stand up again.

*Ensure students do this activity in free space.*

Everybody is going to act out the emotions as I say the word for it.

Let’s start with sadness:

Let me see your sad faces. Show me how a sad face looks like?

*All students in class try to act sad.*

*Possible answers: Expressions with half-closed eyes, tears, droopy nose, sobs, crying, saggy cheeks, etc. Call out the expressions as you see students doing them*

Now let’s walk like we are sad.

Show how we hold our bodies when we are sad and walking?

*All students in class try to act sad.*

*Possible answers: Expressions with drooping shoulders, bent head, spine sagging, loosely held arms, no energy, etc. Call out the expressions as you see students doing them*

Now, let’s make sad noises.

*All students in class try to act sad.*

*Possible answers: Students make some chch chch sound as they walk. Call out the expressions as you see students doing them*

Great job!

*Repeat the activity with anger, fear, happiness. Use the question format below:*

*Let me see your \_\_\_\_\_\_\_ faces. Show me how a sad face looks like?*

*Now let’s walk like we are \_\_\_\_\_\_\_\_.*

*Show how we hold our bodies when we are \_\_\_\_\_\_\_ and walking?*

*Now, let’s make \_\_\_\_\_\_\_\_ noises.*

**Wrap-up:**

Each one of you did a great job at expressing the different emotions.

Which emotion was the easiest for you to express? Which one was the hardest?

*Listen to your students’ answers.*

We all feel and express a variety of emotions. Our entire body changes its expression depending on the emotion you feel. This helps us to know what we are feeling. Knowing how we feel also helps us understand the emotions in others for similar situations.

**Tips:**

*Try coming up with different situations in the students’ life when they feel the different emotions.*

ACTIVITY 12: Notice when I feel anxious

**Objective:** To get students to recognize when they become anxious.

**Items Required:** Crayons or color pencils, Worksheet printouts

**Check-in:**

Have you ever felt worried or nervous when you experience a new situation, like going to a new school, when taking a difficult test, or when something unexpected happens?

*Let the students say yes or no and share instances when they feel worried.*

This feeling of nervousness is called anxiety. Now let us see how to recognize when we become anxious.

**Core Activity:**

Let’s start with the story of Chester the Cat.

*Read the story given below.*

Chester the Cat feels anxious!

Hi! I'm Chester! I feel very scared and worried sometimes.

Do you know? When you feel something bad is going to happen and you can't control it.

They call that "anxiety", and it is a normal feeling, it's not dangerous and sometimes it keeps me safe because it's like an alarm inside of me that helps me be careful.

For example, one day we were at the beach, and I wanted to go into the water alone, but my anxiety alarm went on and I didn't.

Good thing! Because I don't know how to swim!

But sometimes the alarm goes on too much and it doesn't feel good.

Like when I meet new friends, I feel so anxious I don't know what to say.

When all do you feel like Chester?

Now, let us take a few minutes to draw your worry cup and fill it with a few things that you are worried about.

*Draw the picture of a cup on the board and ask them to copy it and then fill it with things they worry about.*

We can recognize that we are worried by noticing the signs in our bodies. Let us see if we can recognize it in Chester as well.

Take a printout of the picture and give each student a copy.

**ANXIETY WORKSHEET**

Diagram

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We need to learn to spot the signs of anxiety first before dealing with it. Look at Chester and how he is reacting.

Can anyone tell me what he feels?

*Let the children read out the signs and symptoms of anxiety given in the image.*

We all feel anxiety differently. Some have their hands become cold, some have shaking legs, some go silent, etc.

Let's color and draw over Chester's picture our reaction to anxiety. For example, I get a lump in my throat when I am anxious. So, I will draw a lump in Chester's neck and color it.

*Let the students draw and color the picture according to how they feel. Provide help to those struggling with the task.*

Who would like to show their drawing to us?

*Let the children show their drawings and say a few things about them.*

**Wrap-up:**

Today we have learned to read the signs of anxiety in our bodies. As Chester puts it, anxiety is a normal feeling, but sometimes it gets out of control. If you ever feel that way, find someone like your friends, teachers, or parents to talk to, tell them your worries and how you are getting affected. You can always come to me to share your worries.

**Tips:**

* *You can help your students recognize emotions of happiness, sadness, anger, fear, and anxiety when they are doing their homework, preparing for exams, or doing chores.*
* *Always ask the children how they feel in daily conversations. It is helpful for children to identify situations that change their emotions and behavior.*

ACTIVITY 13: Become aware of others’ feelings

**Objective:** To get students to become aware of others’ feelings.

**Items Required:** Recognize Emotions - Worksheet

**Check-in:**

Recall our session on noticing how we feel. Today we are going to learn a little about noticing how other people feel. Just like us, other people feel happy, sad, angry, anxious, or confused.

Have you ever noticed someone very happy? What do people do when they feel really happy?

*Encourage your students to respond and listen to them.*

Everyone, please stand up. We are going to act like we have won a race.

*Encourage your students to act out their feelings.*

Now, everyone please sit.

The way people behave or do things help us to know what they are feeling. This helps us understand them better and perhaps help them to feel better.

**Core Activity:**

Let us use our faces to express our feelings.

This is what a sad face looks like:

*Show them your sad face.*

Now, show me how your face will look when you are sad.

*Repeat the activity with angry, surprised, scared, and end with a happy face.*

Now, let’s try to read the faces of other children. We will try to judge what they are feeling.

Distribute a copy of the worksheet to all students. The answer key is as below:

*Student 1: sad*

*Student 2: happy*

*Student 1: angry*

*Student 1: fear*

*Student 1: surprise*

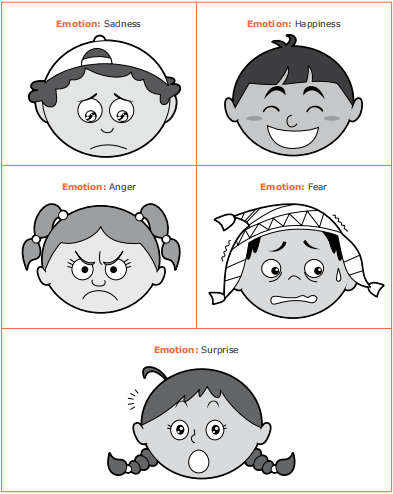
RECOGNISE EMOTIONS WORKSHEET

Student 1:

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Student 2:

 *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

Student 3:

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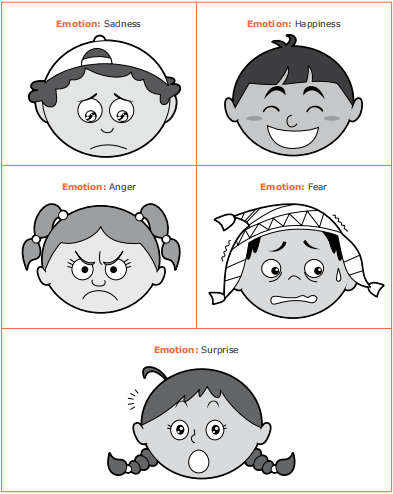
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Student 4:

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Student 5:

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After students complete their worksheet, read the following story and let students reflect upon the story. Before starting the story ask them the below questions:

Do you know what magic is?

*Expected Answer from students: Doing tricks to perform extraordinary things, like making a bird appear out of nowhere.*

Have you ever seen a magician?

How did you feel while watching him do magic?

*Let the students respond and then start with the story.*

Munir and his magic

Munir was a young boy. He always dreamt of becoming a magician. He wanted to surprise his friends with his magic tricks. One day, he joined a school of magic where the world's best magicians took the classes.

Munir gave his best and learnt all the magic tricks taught to him in class. He could take a rabbit out of a hat, he could make birds appear from his sleeves, and he could guess the card blindfolded.

One day, Munir got his family together to show magic tricks. His mother, sisters, brother, grandmother and grandfather sat down to watch his tricks.

How would Munir feel right now?

*Let the students respond and then continue with the story.*

As his first trick, Munir asked a coin from his younger sister, Aisha. He cast a spell on the coin and with the flick of his fingers he made it vanish. His sister didn’t like it. She wanted her coin back. So, she went and sat away from everyone.

Can you show me in your face how Munir’s younger sister must have felt after losing her coin?

*Let the students act out Aisha’s face and then continue with the story.*

Aisha feared losing her coin but little did she know that magicians can make things disappear and reappear in no time. Munir continued to show the magic tricks to his family and worried less about Aisha not being there.

In the next trick, Munir called his brother, Junaid, to check his sleeves. Junaid found nothing there. Munir then cast a spell and asked Junaid to check again. This time a little bird appeared, which startled and scared his brother. Junaid started to cry and went to sit next to his mother. On seeing Junaid get scared, Munir felt sad about making another family member uncomfortable with his magic tricks.

Munir wondered what his mom and grandparents felt like, and then he noticed that his grandfather had fallen asleep in the middle of the show. Munir ended his show because he didn't want to bore and trouble his family members.

Can you show me in your face how Munir feels right now?

*Let the students act out Munir’s face and then continue with the story.*

Munir’s mom understood the situation and decided to sort it out for her children. She called Aisha, Junaid, and Munir, and asked each of them what they felt during the magic show. Munir had the chance to explain to both Aisha and Junaid what had happened. Munir said, “In my class, I was taught to make people smile and surprise them with magic tricks. I thought that you will be surprised and like my tricks.”

Then Aisha said, “You always take my things and don’t return them. This time you took away my coin, which made me mad.”

Munir replied, “Let me bring the coin back. It’s right here.” Aisha felt better seeing it.

Then, Junaid said, "Munir I got scared seeing the bird come out of nowhere." Munir said, "Magic is full of surprises and someday you'll learn to enjoy without getting scared."

Munir went to his grandfather to know what bored him to sleep. His grandfather said that he gets very little sleep at night because of his old age. So, while watching Munir, he felt tired and sleepy. He also said Munir to do magic tricks earlier in the day so that he does not catch sleep. Munir felt happy knowing all this and didn’t doubt his skills.

How would you feel if you were Aisha, Junaid, and Munir right now, after everything got sorted?

Can you show me in your face how all the 3 felt at the end of the story?

*Let the students act out the feelings.*

**Wrap-up:**

It is important to understand and feel other people’s emotions. This helps us to understand them better and explain our actions. So, whenever you do something, you can ask others how they feel about it. You can see their face, just like we did at the beginning of the session and understand how they feel.

**Tips:**

*Help the children to develop the habit of judging their reactions to other people's emotions.*

ACTIVITY 14: Think before I act out my anger

**Objective:** To get students to regulate their emotions and behavior to maintain healthy relationships.

**Check-in:**

Sometimes our friends don't agree with what we are saying. This may make us say mean/cruel things. For example, we might yell at our friends when we are angry with them. Today, we will learn how to handle such situations so that we don't make others feel bad, or ourselves end up feeling bad and embarrassed.

**Core Activity:**

Do you remember any situation where you did not agree with someone, so that person shouted at you?How did you feel then?

*Encourage students to share and listen to them.*

Do you remember any situation where the other person did something that made you angry, so that you shouted at them? How did you feel after that?

*Encourage students to share and listen to them.*

Things like these can happen to any of us.

Now, we are going to hear the story of Garo and Fusi and how they got into one such tricky situation.

*Read aloud the following story slowly and pose the given questions to your students.*

Garo and Fusi

Garo and Fusi are two good friends. They both love to play football. But sometimes they quarrel with each other. For example, one day Garo was drawing in his notebook. He wanted the drawing to come out nicely. As he was drawing, Fusi got up and sprinted next to him, disturbing Garo’s hand. This spoiled the drawing. A huge line went across the drawing.

How do you think Garo felt? Why?

*Encourage students to share and listen to them.*

Yes. This made Garo so angry that he stood up and was yelled at Fusi for ruining his drawing.

What do you think happened after Garo yelled at Fusi?

Do you think Garo was correct to yell at Fusi?   
Did yelling help to solve the problem, or did it make it worse?

How did Garo feel after yelling at Fusi?

*Encourage students to share and listen to them.*

Now we are going to learn a method that will help Garo control himself when he gets angry and reacts.

This is called the **STOP** method. It is a four-step method that you will remember and repeat for yourself if you get into a similar situation.

*Write down these steps on the blackboard.*

**S:** First step to do is **STOP.** (stop whatever you are doing or feeling)

**T:** Second step is to **T**ake a few deep breaths (this calms the body and mind).

**O:** The third step is **O**bserve (notice what you are thinking and feeling).

**P:** The fourth step is **P**roceed (following the above 3 steps slows you down and gives you some insight or another way to solve the problem. You can then proceed with that).

*Get students to repeat aloud the 4 steps and explain their understanding of each step.*

Now Garo has also learnt the STOP method with you.

If he practices the STOP method. How do you think the story ending with change?

*Encourage students to share and listen to them.*

Let us see how the story ends.

Garo and Fusi (story continuation)

………..This made Garo so angry that he stood up and was about to yell at Fusi for ruining his drawing. But he remembered and practiced the STOP method. This made his remain calm and not shout at Fusi. Fusi realised his mistake and said sorry to Garo. They remained friends forever.

**Wrap-up:**

What did we learn today?

When can we use what we learned?

Which step do you think is the easiest, and which one is the hardest? Why?

How can we remember to use these steps?

**Tips:**

*Use conflicts as learning opportunities for students. Do not try to place the blame on someone by asking things like “Who started it first?” Instead, ask “What happened? What do you think the other person was thinking? How do you think they are feeling?”.*

**3.4 DEALING WITH CHALLENGES**

**3.4.1 Goal Orientation**

**What is Goal Orientation?**

Goal Orientation refers to our approach towards achievement where the focus is on achieving goal of a task with an emphasis on acquiring new skills, learning and improving against self-set standards. It arises from the belief that we have control over factors related to our learning, that hard work and effort pays off, and that we have or can acquire strategies that will help us learn. With this attitude we are more likely to enjoy and seek challenges, persist in the face of obstacles, and view our failures as due to inadequate effort or poor strategy rather than lack of ability.

Research says that Goal Orientation is highly adaptive and carries many positive qualities, including perseverance, seeking out challenges and a desire to learn.

**Goal Orientation in Action:**

The person will be able to:

* Engage in activities that will increase their knowledge and learning.
* Find satisfaction in just learning without being influenced by external performance indicators such as grades.
* Learn from their errors.
* Seek help when necessary.
* Change learning strategies when they don’t work.
* Focus on improving their personal or professional competence
* Judge their performance based on standards of self-improvement and progress.
* Demonstrate a sense of purpose and persist towards goals despite challenges.
* Open to taking on challenging or unfamiliar learning tasks.
* Focus on achieving mastery even in the absence of external validation or reward
* View success in terms of continuous improvement and learning.

**How do I get started?**

Check out the activities on Goal Orientation, namely

* Enjoy the challenge
* Keep my focus longer

**Note to Teacher:** In the activity, all text that are in italics is what you will do, rest is what you will say.

**ACTIVITY 15: Enjoy the Challenge**

**Objective:** To get students develop an attitude of enjoying the challenge while striving to achieve their goal.

**Items Required:** *Glue, Old newspapers, Duct tape, and two pairs of Scissors*

**Check-in:**

Have any of ever made a handmade greeting card? Can you share about it?

*Encourage students to share and listen to them.*

Giving someone a handmade greeting card can be thrilling but equally thrilling is the process of making the card. We look for the perfect paper, choose beautiful colours, write a good message, and stick the happiest pictures.

Do you agree?

*Encourage students to share how they tried to make the care special and listen to them.*

While making the card, we think of the person and the smile it will put on their face.

How did you feel while making the card?

*Encourage students to share and listen to them.*

Do you think that the person will like your handmade card better, or do you think they will find the readymade card equally good? What is the reason?

*Encourage students to share and listen to them*

**Core Activity:**

Today we are going to form groups of five each. Each group will make a tall paper tower using newspapers and glue in 15 minutes.

*Give each group some glue, newspapers, duct tape, and two pairs of scissors.*

*As the students to work in their groups, you need to walk around to give feedback and help them with accessories. Say positive things like, "Your group's tower looks perfect." and "I can see everyone in the group is working hard." Avoid comparisons between groups. After they finish, congratulate them and appreciate their collective efforts.*

Now, let’s quietly look at all the paper towers and think about what lessons each group can learn from what the other groups did.

Ask the following questions:

What was the hardest part of your work?

What was the easiest part of your work?

What was the most important thing to achieve the final result?

What did you learn from the other groups’ towers?

How would you feel if someone gave your group a readymade tower?

What would you miss out on learning?

*Encourage students to share and listen to them.*

**Wrap-up:**

You all did a great job today to achieve a common goal. You also learned many things while building your tower. You learnt why is it important to make an effort to achieve a goal and how making working hard can be fun while you are trying to achieve a goal.

**Tips:**

* Do not compare the performances of kids.
* Help the children to see that achieving difficult challenges with hard work and effort, can make us feel even better than we achieve the same with ease.
* Help the children to make their goals viable. Ask questions like, “Which of these things do you want to start learning?” or “What do you want to practice today?”

**ACTIVITY 16: Keep my focus longer**

**Objective:** To get students to learn keeping focus for a longer time.

**Items Required:** Carry a set of pin-pong balls or marbles and distribute in the class for the check in activity.

**Check-in:**

Have you ever seen or heard of a juggler?

*Encourage students to share and listen to them. See if they understand that a juggler is one who has to juggle a lot of balls at the same time. He does this by throwing many balls in the air and keep catching when they come down and throw them up again. So, although he catches only 2 balls at a time, one with each hand, a juggler may have many more balls in the air at the same time.*

Do you think juggling is easy or hard?

*Encourage students to share and listen to them.*

Let's give juggling a try. Everyone, please stand up. We are going to do juggling with pin-pong balls or marbles. Each one take 2 balls or marbles. One, two, three, begin!

*Ask the following questions after spending a minute on this activity.*

Everyone, please be seated.

Who was able to do it?

Can anyone try juggling with 3 balls or marbles?

Do you think you can do it with a little time and practice?

What could happen if you said, “I’ll never be able to do it,” and stopped practicing?

Sometimes it is easy to give up when we are faced with difficult challenges, but if you want to learn, you need to keep practicing.

Today we are going to learn why it is important to keep putting in effort until we get what we want. It is important to keep a positive attitude, stay calm, and persevere because that is the key to achieving our goals.

**Core Activity:**

Today we are going to learn some strategies that will help us keep the focus on achieving our goals. First, we are going to think of a goal that we can achieve at school within one week. To do this, we are going to list some possible goals that we can set for ourselves.

**MY GOAL WORKSHEET**

Table

Description automatically generated

Let us prepare a list of all the ideas you can consider as your goals for achieving at school.

*Encourage students to come up with ideas and write them down on the left side of the blackboard. You can also add the below ideas in the list*

* *Pay more attention in class*
* *Make my friends laugh*
* *Make new friends*
* *Stay quiet during a class*
* *Reach school early on time*
* *Learn to do something new*
* *Stop fighting with my classmates*

Now, tell me about some goals you can set for achieving at home.

*Encourage students to come up with ideas and write them down on the right side of the blackboard. You can also add the below ideas in the list*

* *Do my homework before falling asleep*
* *Help with household chores*
* *Get along better with my siblings and parents*
* *Read* more

Now, each one of you is going to choose one of these goals. You are going to write it down in the worksheet titled “My Goal”.

*Provide a printout of the worksheet to the students and give them a few minutes to do this.*

Now, pair up with your classmate and share your goals with each other.

What did you think about your classmates’ goals?

Would anyone like to share his or her goals with the whole class?

*Encourage students to share and listen to them.*

What do you think can make you give up?

How can you make sure to persevere until you achieve your goal?

*Encourage students to share and listen to them. Write some of the ideas on the blackboard.*

Look at the table given in your worksheet. It is titled “Keeping Track of My Progress.” You can keep a check on our daily progress towards achieving our goal. For example, if your goal is to get better at chess, each day you would write down whether you practiced it and tried to improve your skill. If you did, then you would mark "Yes", else mark "No". In the right-hand column, you will write about things that helped you do your practice or the things that affected your practice. At the end of the week, you can write down what you achieved and what you could do better next week.

*Here are some examples for you.*

If your goal is to get better at a sport, and on Day 1 you practice all you can, which box would you mark?  
Suggested answer: Yes.

If your goal is “to do my homework earlier”, and on Day 1 you go out to play and get home late to do your homework, which box would you mark?   
Suggested answer: No.

If your goal is to read more, and on Day 1 you read a lot, which one would you mark?  
Suggested answer: Yes.

If your goal is to improve your relationships with your classmates, and on Day 1 you help a friend with something she needs, which one would you mark?  
Suggested answer: Yes.

**Wrap-up:**

Do you think you will be able to achieve your goal?

What would happen if you were unable to achieve it? What will you do?

What would happen if you stay determined?

*Encourage students to share and listen to them.*

We have the habit of seeing quick results, and as a result, staying determined or persevering can be a challenging skill. Tracking your progress on your goal will help see how good you are at staying determined.

**Tips:**

* Appreciate the efforts put by the children at achieving a part of their goal.
* Make goal-tracking a habit.

**3.4.2 Task Management**

**What is Task Management?**

Task Management is the ability to think ahead and mentally anticipate the best way to carry out a task or reach a specific goal. It is the ability to form a specific, achievable goal; formulate a strategy, execute it with focus, and monitor our progress towards the goal. It includes the ability to manage ourselves’ and others, as well as resources including time and surrounding circumstances to reach a specific goal.

Task Management provides benefits that facilitate progress even when faced with uncertainty and a constantly changing environment by offering a guide for action and better utilization of resources.

**Task Management in Action:**

The person will be able to:

* Accurately estimate the time and effort required to complete a task.
* Visualise sub-tasks involved in the completion of a bigger task.
* Develop schedules with clear, realistic and specific milestones and deadlines.
* Organise a personal time to carry out responsibilities.
* Identify aspects of the plan that need support, in a timely manner.
* Use strategies to formulate a plan with or without the support of others.
* Set realistic goals and act towards achieving them.
* Exhibit goal-directed behaviour independently and when instructed.
* Establish ways to measure results and milestones for themselves.
* Formulate contingency plans in case of unexpected occurrences.

**How do I get started?**

Check out the activity on Task Management, namely

* Break down difficult tasks into smaller parts that I can manage

**Note to Teacher:** In the activity, all text that are in italics is what you will do, rest is what you will say.

**ACTIVITY 17:** Break down difficult tasks into smaller parts that I can manage

**Objective:** To get students trained on learning to manage large tasks that often seem overwhelming by breaking it down into smaller more manageable tasks.

**Items required:** Chocolate eclairs (/small, individual chocolates that can be put whole in the mouth and eaten), Bar chocolates (big chocolates that needs to be broken up and eaten), Worksheet printouts,

**Check-in:**

I am going to give you some chocolates for you to eat. Wait till I allow you to eat. We can all eat it together.

*Distribute 1 small individual chocolate to each student. After checking if all have got it, you can ask them to open it and eat it.*

*After they have completed it, check*

Did you like the chocolate?

Was it difficult to take it out and eat it?

*Encourage your students to respond and listen to them.*

*Show them the chocolate bar and say,*

Now, I am going to give another chocolate.

Will any of you be able to put the bar fully in your mouth at a time without biting it?

Why will you not be able to do it?

What do you need to do to eat it?

*Encourage your students to respond and listen to them. Elicit the response that they need to break it into small parts /chunks before they can eat it.*

**Core Activity:**

Today we are going to make a caterpillar, like the one shown here. We will use play dough to make it. You will first sit in groups of 4.

*Hand them a colorful printout of the caterpillar given below to each group and the playdoughs.*

Have all of you got the playdough of different colors?

Now discuss the questions in the worksheet first within your group.

After that start making the caterpillar.

At the end, each group needs to show 4 completed caterpillars.

**CATERPILLAR WORKSHEET**

Use the play dough and make a caterpillar as given in the picture.

A picture containing metalware, accessory

Description automatically generated

How many parts do you see in the picture of the caterpillar? \_\_\_\_\_\_\_\_\_\_\_\_

What are the parts you see? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many feet does the caterpillar have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many colors do you need to make the caterpillar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What different colors will your group use for the caterpillar parts?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many balls do you need to make for the caterpillar body? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How will you make the feet? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which one will you do first, second, third and so on? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When you made the parts of its body and its feet ready, you can start to put the parts together. Just remember to check with the picture above to join the parts.

*Go around the class and encourage them as they make the body parts. Once all the students have completed making the caterpillar, ask the students the questions below:*

How did the caterpillar turn out?

Did you enjoy making it?

Did you think it was easy to make the caterpillar in the beginning?

Which part of the caterpillar was the hardest to make and which one was the easiest?

Are there parts that turned out better than others?

What did you learn when one of the parts didn’t come out how you wanted?

*Encourage your students to respond and listen to them.*

Large tasks often seem overwhelming before starting. Instead of making one big thing at a go, we can make a bunch of smaller parts first and then put them together. This method is called “chunking” where you break the large task into many small chunks of tasks. For example, here you decided to do the body parts – body first, feet next, eyes next, etc. You also decided how many of each you need to make, in what color you will make each part first before starting to make the caterpillar parts. When things don't come out good, we can learn from our mistakes to do things better next time.

Everyone, please put your caterpillars on your desk. Let's walk around the classroom and look at the caterpillars we made.

**Wrap-up:**

Making the caterpillar was a bigger goal, which we achieved by finishing the smaller parts first. Similarly, in life, we can keep an eye on our goals and break it into many small parts and then achieve them one by one. This way we will be able to reach bigger goals.

**Tips:**

* Do not compare the performances of children.
* Give feedback whenever possible with phrases such as, “I like the way you are doing this task.”
* If it is difficult for your students to establish their own goals, offer them options that they can choose from.

**3.4.3 Improving Attention**

**What is “Attention”?**

Attention is the ability to actively process specific information in the environment while tuning out other details. Attention system is the brain’s boss. All resources of brain get routed to what we pay attention to. Attention is limited in terms of both capacity and duration, so it is important to have ways to effectively manage the attentional resources we have available in order to make sense of the world.

**Why do we have an attention system?**

There is far too much information in the world. Natural selection wanted the brain to focus on a subset of information (for example, information that is important for survival). In other words, it is an “Orienting System” like a flashlight. Just like whatever s focused and covered by the flashlight becomes brighter, highlighted and more salient, whatever comes under the focus of the attention system becomes clearer for the brain and whatever’s not in the flashlight beam, that information remains suppressed—it stays dampened, dimmed, and blocked out. Attention systems can also direct us inwards., for example, when you want to recollect what you ate in your last meal, the attention system probes memory and pulls out the information. Attention system also comprises of the alerting system. Alerting system is like large floodlight. However, during stress, worry and depression, the flashlight gets stuck or becomes vulnerable. It becomes hypervigilant and starts scanning for more information using the alerting system. The executive function of our brain “The juggler” which directs and oversees what we do every moment and aligns our actions, then starts dropping all the balls or issues it is juggling with. This results in the degradation of attention. One of the main reasons for stress to highjack attention, is the ability of the mind to time travel (go away from the present moment). Solution is to train the mind to willfully stay in the present.

**Improving Attention in Action:**

The person will be able to:

* focus on one thing for a continuous period
* continue to engage in a behavior until the task is complete or a certain period of time has elapsed
* multitask or effortlessly shift attention between two or more things with different cognitive demands
* tune out extraneous external stimuli and internal distractions such as thoughts and emotions in order to stay selectively attuned to a task
* respond rapidly to external stimuli

**How do I get started?**

Check out the activities on Improving Attention, namely,

* Focus and act

**ACTIVITY 18: Focus and act**

**Objective:** The objective is to get students to focus and then act

**Items required:** Do the activity in the playground or on a large room with no furniture where students are free to run around and play.

**Check-in:**

Let's get started with stretching first.

We are going to stretch our hands all the way into the ceiling.

Then we are going to bend down straight to touch our knees.

Let us straighten up. Let us do this one more time.

Great job!

Now, we are going to stretch both our hands up and all the way into the ceiling.

Next, we are going to bend straight and extend our hands all the way to touch our toes.

Let us straighten up.

Awesome job!

We are going to clasp our fingers together now and put our palms over our heads. Then, we are going to turn our body and stretch to the right side and then to the left side. Repeat the turn 2 more times.

Drop your hands down.

Very good!

Next, we are going to take our hands and catch our shoulders. The right hand on the right shoulder and the left hand on the left shoulder.

Now let us rotate our hands along with our shoulders forward four times.

Now let us rotate our hands along with our shoulders backward four times.

Drop your hands down.

Fantastic!

Now it's time to shake our bodies up.

Jog in the same place for a count of 1-10.

Great! Now, you are all stretched and ready to play.

**Core Activity:**

We are going to play a really awesome game today called Red Light, Green Light.

Have you heard it before?

Let’s start with the rules.

When I say, “Green Light and then count 1,2,3 and so on”, you all are going to keep walking around the room as much as you can. I will be facing the wall while you are moving around. When I call out “red light” and turn around, everyone is going to freeze wherever they are like statues. You should not move around or change your position in your place as well. You should be like a statue. Okay! Anyone who move around, or changes position will get out of the game.

So, I think it is time to try it out.

*Play the game as mentioned. Repeat it a few times.*

Excellent job team! You all are so amazing. I think I should take it up a notch. Let us add one more rule. If I say “Yellow light” - you will walk heal to toe. i.e., you will put one foot and the next foot before it such that the heal of the next foot should touch the foot of the previous foot, in other words take steps without a gap between each foot you put forward. If you are still walking normally or have stopped, then you get out.

So, let us try it out.

*Play the game as mentioned. Call out ‘Green light and then red light or yellow light’. Repeat it for a few rounds.*

**Wrap-up:**

That was great! Let’s close our awesome play time with a clap.

Are you ready?

This clap is going to be the ‘track-start’ clap.

When I say clap, you are going to clap and run in your places (wherever you are standing) as fast as you can.

Are you ready to try it?

1... 2... 3...Clap! Run!

Great job everyone! We had a lot of fun playing with you.

**Tips**:

* *You can train and strengthen a child’s ability to concentrate and focus by playing concentration games that require thinking, planning and the use of memory. Crossword puzzles, jigsaw puzzles and card games such as ‘Memory’ and ‘Uno’ actually improve attention for words, numbers and pictures, while picture puzzles—in which your younger child has to look for things that are ‘wrong’ in the picture or look for hard-to-find objects—also improve attention and increase concentration.*
* *Following recipes, setting the table and putting things in alphabetical order are great activities for kids who have concentration difficulties. The link between sequencing and concentration is a strong one.*
* *You can play spot the difference games and help in making your child concentrate for long and helps to improve focus as your child looks into the details.*

**3.4.4 Coping with Stress**

**What is “Coping with Stress”?**

Coping with Stress is the ability to acknowledge and accept the stress in our lives, recognize its source and the effect it has on us. It includes the ability to take action to reduce/ overcome stress, as well as manage the source of stress. This skill also includes our ability to understand our emotions and reactions to conflict, as well as manage feelings of anxiety and other difficult emotions in order to function effectively in a range of situations. This skill provides us with the strength to face stressful, unpredictable and conflicting situations, deal with accompanying emotions and look for solutions that are most beneficial.

**Coping with Stress in Action:**

The person will be able to:

* Recognize and acknowledge stress in their lives.
* Identify situations wherein they tend to feel stressed.
* Identify their own physical and emotional responses to stress.
* Identify conflicting emotions and use strategies to manage them.
* Identify activities that help them relax.
* Recognize the advantage of talking to somebody to reduce stress.
* Practice different strategies to manage and reduce stress.

**How do I get started?**

Check out the activities on Coping with Stress, namely

* Realize when I am stressed
* Ask for help when I feel overwhelmed

**ACTIVITY 19: Realize when I am stressed**

**Objective:** To get students to understand when they are stressed.

**Items Required:** Worksheet printouts.

**Check-in:**

Sometimes, difficulties at school or with our classmates cause us to feel nervous, scared, or restless because we don't know how to handle those situations. This is known as distress. Many adults just call it as "stress". It is how our body and mind respond to these difficult situations.

Have you ever heard adults complain about feeling stressed?

Why were they complaining?

*Encourage your students to respond and listen to your students.*

Now we're all going to stand up and walk around the classroom as if we are badly stressed (nervous, worried, and restless). Put up a stressed face. Move your arms with stress. Make stressed sounds. Take your hands to your head as if you were feeling stressed. What else do people do when they are stressed?

*Encourage your students to respond and listen to your students.*

Now go back to your seats. We’re going to take three deep breaths. If we don’t manage stress properly, it can affect our moods, our grades at school, and our health. It is important to remember that not all of us feel the same level of stress.

**Core Activity:**

*Distribute the printouts of the worksheet given below to students.*

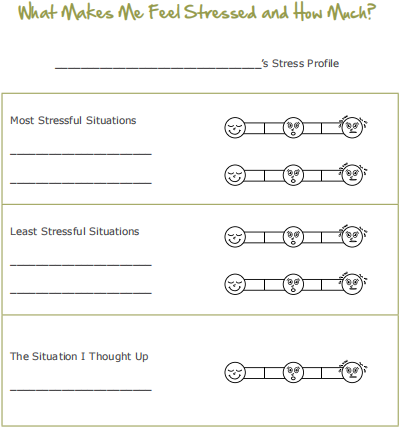
*Write the following situations on the blackboard:*

1. *I can’t find a group for a class assignment.*
2. *I have to ask a classmate for help with homework, but I don’t know if he will want to help me.*
3. *Everyone is spreading gossip about me that isn’t true.*
4. *I have to present my assignment to the whole class.*
5. *My friend needs my help with a class, but I don’t know how to help her.*
6. *I get called up to the blackboard and I don’t know the answer.*

*Now instruct the students as below.*

Select the most stressful situation from this list on the board and write it in Box 1 in the worksheet. Similarly select the least stressful situation and write it in Box 2. You also have to think of another stressful situation on you own (that is not mentioned in the list

**STRESS WORKSHEET**



on the board) and write it in Box 3. After that you will shade the thermometer depending on how much stress you feel in each of those three situations.

*Give them a couple of examples of how they should shade the thermometer.*

If you have finished your worksheet, find a partner next to you and share with him or her what you have written in your worksheet.

*Give them 2 minutes to share their worksheet with their partner.*

*Then, write down the following on the blackboard:*

The four ways in which I manage my stress are

1. by looking for support from other people
2. by looking for ways to solve the problem
3. by distancing myself and keeping my feelings to myself
4. by taking it out on other people.

Thank you for sharing with your classmates about the situations that make you feel stressed. Now, for each of the 3 stressful situations you have listed in your worksheet, mark in which of the 4 ways did you manage it.

*After they have completed marking, encourage students to share in the class and listen to them.*

*Discuss the following questions with your students and validate their responses.*

Of the four ways to manage stress, which ones do you tend to choose usually?

Are some ways more positive than the others (for example, 1 and 2)

What might happen if we only use negative ways to manage stress?

Is it possible to feel stressed and not realize it? How?

What does stress feel like in your body?

**Wrap-up:**

We all manage stress in different ways, but many times, we are more likely to choose negative ways (for example, we distance ourselves from people, we yell at our loved ones, or we avoid certain situations). Stress also affects our health. Hence, recognizing di-stress can help us to manage it more effectively.

**Tips:**

* Many children often just need consolation and emotional support when they feel stressed. Don't forget to promote an environment where children can share freely when they feel stressed. For example, you can keep a stress box in class, where students who feel stressed can write down the situation and put the paper in the box. You can check the box once a week and discuss with the student/s.

ACTIVITY 20: Ask for help when I feel overwhelmed

**Objective:** To get students to realize that they can ask for help when they feel overwhelmed.

Items required: Worksheet printouts, color pencils or crayons, blindfolds.

**Check-in:**

Have you ever stayed in a room that is completely dark?

How did you feel then?

What did you do when you were in the dark room?

Sometimes, we feel similarly in situations that make us nervous or anxious. When we are stressed it’s like trying to find our way out of a dark room. We feel afraid, we know we want to get out, but it’s hard to find the exit because we can’t see well.

Do you think that asking someone for help can make us feel much better?

*Encourage your students to share, listen to them and validate their feelings.*

**Core Activity:**

*Do this activity in an empty room without furniture. Ask a student to volunteer for the activity. Ask all other students to line up on all 4 sides of the room near the walls.*

*Blindfold the student volunteer. Take him/her to the middle of the room, make them rotate for a few times and then tell the below.*

Try to find the door without looking or asking for help.

*While you do this, ask all other students to watch and not to say anything or make any sound.*

*Then, repeat the activity, but this time allow the blindfolded student volunteer to ask for directions as he or she walks. One more student volunteer can be asked to give answers to the questions.*

For example, he/ she can ask:

* Should I turn right or left?
* Am I going to run into anything?
* Should I keep going?
* How many steps do I have left?

*After the student has reached the door. Remove the blind fold and then discuss the below.*

Ask them the following questions:

Which way of finding the exit was easier? Why?

How did you feel in the first time compared to the second time?

*Encourage your students to share, listen to them and validate their feelings.*

Now let us do one more activity with the stars’ worksheet

Each of you find a partner and pair up and sit down.

I am going to give each pair a worksheet. One of you in the pair will be blind folded and will color the stars in the picture. Your other partner will give directions orally and not touch or guide your hand while coloring.

*Once they have paired up, distribute a worksheet to each pair along with crayons or color pencils. Tell them not to start coloring till you allow them to start. Also give them blindfolds and ask them to decide which partner will color and which one will direct. Give each pair to get one partner blindfolded.*

Is each pair ready?

Now you can start. You will have 5 minutes to color all the stars in the worksheet. Try to listen to your partner’s directions and color them nicely.

*If there is time and you have more printouts, you can ask them to switch roles and complete one more worksheet.*

How did you feel when you could ask your partner for help while you were coloring?

What might happen when we don’t ask for help, even though we need it?

How did you feel when you were helping your partner to color the picture?

*Encourage your students to share, listen to them and validate their feelings.*

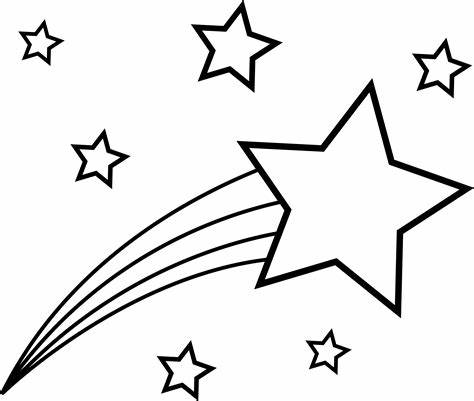
**Wrap-up:**

Sometimes, when we don’t know what to do or feel stressed about it, asking for help can make us feel better, even if we don't manage to solve our problems. Our family, our classmates, teachers, or friends can help us at those times when we need it, and we can help them, too. Looking for help or support is one of the different things we can do to help manage stress.

**Tips:**

We also need to positively reinforce those times when they do ask for help. For example, you can tell them, “That’s a good question. I’m glad you came to ask me,” or, “I’m happy I can help you. Remember that I’m here if you need me.”

**STARS WORKSHEET**



**3.4.5 Responsibility**

**What is Responsibility?**

Responsibility is the ability to recognize our role, purpose and appropriate response in a personal or social context and to proactively carry it out to the best of our ability. It involves both concrete action and concern for the needs of ourselves and others. It includes being motivated to take civic action for the greater good. It includes our ability to align our thoughts and behaviors with ethical actions to take care of ourselves and others around us.

There are two facets to Responsibility – personal and social. Personal Responsibility helps us become autonomous, grow in independence and confidence. Social Responsibility skills lead to prosocial behaviors, communicating concern for others and practicing civic skills.

**Responsibility in Action:**

The person will be able to:

* Make decisions considering basic personal physical safety.
* Participate in household chores proportional to their ability.
* Honor commitments, be punctual and reliable.
* Maintain peace and follow norms in public spaces.
* Accept errors and consequences.
* Reflect on and communicate their needs.
* Engage in healthy self-evaluation.
* Judge risks and take them safely.
* Recognize rationale behind rules set down by family and school systems and follow them when they are not oppressive.
* Start forming an understanding of issues in the world, like the environment, human rights, social justice etc.

**How do I get started?**

Check out the activity on Responsibility, namely

* Own up to my mistakes, no excuses

**Note to Teacher:** In the activity, all text that are in italics is what you will do, rest is what you will say.

**ACTIVITY 21: Own up to my mistakes, no excuses**

**Objective:** To get the students develop the habit of owning up their mistakes without excuses.

**Items Required:** Blank sheets, large size stick-it notes, chart paper.

**Check-in:**

I’m going to tell you a story. It’s about what happened to Shoaib. He had to submit an assignment, and he hadn't done it because he was too busy playing football. When he got to school and his teacher asked him for his assignment, he got scared and started to tell her things like "I lost it on the way to school," "I had it all ready and someone grabbed it from me," "I swear I did it but now I don’t have it." He was making excuses.

*Ask the following questions and listen to your students.*

Do you know what excuses are?

When do we make excuses?

Do excuses allow us to assume our responsibilities?

Let’s look at Shoaib’s case. What was his responsibility? Did his excuses help him fulfill his responsibilities?

Today we’re going to talk about how to get rid of our excuses so that we can assume our responsibilities.

**Core Activity:**

Remember your “My goal” worksheet.

*Ask students one-by one to get up and share the following:*

What was your goal?

How have you done with the goals you set for yourselves? How much progress have you made?

What do you have left to do?

If you have not yet achieved your goal, what is the reason?

*Encourage your students to share, listen to them and validate their responses.*

We all make mistakes or fail to fulfil our responsibilities at some point or another. These mistakes could help us learn to do better, but the reasons we find for our mistakes or for not doing our work are excuses. It does not make us take up or own up to our responsibility to do something when we should or our responsibility to not do something when we should not do it.

This can happen a lot of times, like when we don't do our assignments, when we fight with someone or when we treat someone badly, or when we don't do our chores at home.

Some of these excuses may be true. For example, we might be on our way to school when we fall and ruin one of our assignments, or maybe it's raining out, and we don't have time to fix it. But other times, we know that we would have been able to assume our responsibilities and we make excuses that are exaggerated or untrue. The problem is that these excuses don't help us to learn.

*Distribute a sheet of paper to each student before starting the next activity:*

I want you think and answer the two questions below. Take 5 minutes and answer them in the paper given to you.

1. Think of one time that you have done something that you should not have. Write it down in 1-2 sentences and give 2 reasons as to why you did it?

2. Think of one time that you should have done something, but you did not do it. Write it down in 1-2 sentences and give 2 reasons as to why you did not do it?

*Give 5 minutes for them write down their thoughts in their notebooks.*

Have all of you completed?

Would you like to share what you wrote? First, let me share a time when I did something I should not have done, and a time when I did not do what I should have and why?

*You can give them some examples of excuses you have made yourself and situations in which you made mistakes or failed to assume a responsibility.*

Can anyone volunteer to share what you wrote?

*Encourage your students to share, listen to them and validate their responses.*

Do you agree that the reasons we have are all excuses? How can we get rid of them?

We’re going to get rid of them and throw them out. I want all of you, at the same time, to read the excuses you wrote down on your piece of paper, crumple them up, and throw them in the nearest trash basket.

*Wait until everyone has finished throwing away their excuses.*

Alright, I want everyone to go back to your places. Now, all at the same time, I want everyone to say, “No more excuses!”

*Get students to chorus “No more excuses”*

You are going to think about what other things you can do instead of making these excuses. Can each of you think about what you will do better next time to achieve your “My Goal”

Write it down on this stick-it notepaper.

After you are done, come and stick your note on the chart paper on the board.

This will remind all of us of our responsibilities and what we can do to assume them better.

*Discuss the following questions with your students.*

How do you feel when you assume your responsibilities?

How do you feel when you don’t assume them?

Do excuses help us to assume them and feel good?

*Encourage your students to share, listen to them and validate their responses.*

**Wrap-up:**

Today we talked about our responsibilities. We learnt that when we don’t assume our responsibilities, we feel bad, and we can get into problems. We also came up with ideas on how to assume them and get rid of all the excuses we have.

**Tips:**

You can make a list of different responsibilities that children usually have and share a chart in the class.

**A Teacher’s Handbook**

**on SEL Activities for the Classroom**

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