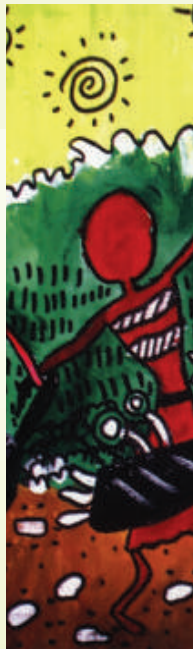


Section - 2

Internalizing Life Skills



*“By your own efforts waken yourself, watch yourself
and live joyfully. You are the master.”*

- Buddha



Unit : 2 Self Awareness

Activity 1 : Me, this is Me! (Part-1)

Theme: Knowing oneself is a stepping stone to success. Introspection and identifying one's inner qualities can help one focus on one's strengths.

Time Required: 1 period

Materials Needed: Chart paper, marker pens, glue, scissors, pencils, stapler, paints and old magazines / newspapers

Mode: Individual

Life Skills to be enhanced: Self Awareness, Critical Thinking and Effective Communication

Objectives: Students will be able to:

- learn the importance of knowing oneself;
- develop an insight into the characteristics, qualities, interests, weaknesses and strengths of self.



Getting Started:

All students stand up. The facilitator throws a small ball randomly to a student. The student who caught the ball has to say a short sentence about himself/herself which he/she is actually not. The sentence should be amusing. Continue the activity for five minutes. The idea is to get the class energized through laughter.

Ask students to define 'self awareness' and then explain the importance of understanding our individual selves, how each of us is a unique being because of one's unique likes and dislikes, strengths and weaknesses and of course, one's unique innerself.

Process:

- Guide students to create a collage entitled "ME " with the material they brought for the activity.
- The collage should be representative of who they are, the clothes they wear, the work they do, the places they visit and their friends. It should also depict their strengths and weaknesses, their dreams, aspirations and other qualities.
- Instruct them not to write their names on the collage.





After completion, the collages should be displayed during discussion.

Key Messages

1. It is very important to know about our likes and dislikes, strengths and weaknesses.
2. Finding our innerself helps to feel good about ourself.
3. Knowing our innerself needs a lot of introspection.
4. Identifying true inner qualities helps us to focus on our strengths.

Suggested Further Activity:

Encourage students to discuss the collage making activity with their parents to find out more about their likes and dislikes, strengths and weaknesses.

*"He who knows others is wise.
He who knows himself is enlightened"*
-Lao Tzu





Activity 2 : Me, this is Me! (Part - 2)

Theme: It is very important to know oneself. Identifying one's inner qualities can help one to focus on one's strengths. Through this activity the students will get an insight into their likes and dislikes; strengths and weaknesses.

Time Required: 1 period

Materials Needed: Collages created by the students in activity 1 and worksheet

Mode: Individual

Life Skills to be enhanced: Self Awareness, Critical Thinking and Effective Communication

Objectives: Students will be able to:

- understand the importance of knowing oneself;
- get a deeper insight into the character traits, qualities, interests, likes and dislikes and strengths and weaknesses of self.



Process:

This is in continuation of the exercise that was done in Activity 1: Me, This in Me!

- Instruct students to display their collages against the wall or on the ground.
- Allow five minutes to study all the collages.
- Ask students to guess who made which one.
- Instruct each student to explain his/her own collage.





- Generate discussion using the following questions:

- Was it easy to identify who made which collage? Why or why not?
- Was it difficult for others to find the pictures or ideas that represent you? Why or why not?
- Which elements in the collage represent personal happiness? Why?
- Which elements in the collage represent sadness, anger or discontent? Why?

[Note to facilitator: This exercise is very effective in bringing out the creative energies of the students. First, it allows them to bring out their thoughts and self images on to the collage. They could then show their innerselves through their collages to others while reflecting upon the quality of their lives. They could also use the collages for discussions and self analysis.]

The facilitator needs to look out for signs of low self-esteem, depression, over confidence, etc. that might reflect the need for attention. In such cases, the facilitator may need to provide extra time and support to such individuals after the training or refer them for further attention to appropriate persons.]

Key Messages

1. It is very important to know about one's own likes and dislikes, strengths and weaknesses.
2. Finding one's innerself helps to feel good about oneself.
3. Knowing one's innerself needs a lot of introspection.
4. Identifying true inner qualities helps one to focus on one's strengths.





Worksheet

- 1) Make a list of your likes and dislikes in the space provided below:

	My Likes		My Dislikes
1		1	
2		2	
3		3	
4		4	
5		5	

- 2) Make a list of your strengths and weaknesses in the space provided below:

	My Strengths		My Weaknesses
1		1	
2		2	
3		3	
4		4	
5		5	

- 3) Make a list of your inner qualities that are not visible to others and which makes you so unique. Examples of inner qualities include qualities such as kindness, honesty, aggressiveness, assertiveness, compassion, etc.

My Inner Qualities			
1		6	
2		7	
3		8	
4		9	
5		10	

Suggested Further Activity:

Instruct students to write a paragraph about how it helps to introspect and be aware of one's inner qualities and characteristics.





Activity 3 : Seeing Inside and Outside of Ourselves

Theme: Self awareness is very important Life Skill which helps us to know ourselves in a better way. The more we know about ourselves, the more confident we feel about our own decisions. The activity will enable the students to get an insight into how we see ourselves and how others perceive us.

Time Required: 2 periods

Materials Needed: Worksheet and pen

Mode: Individual / Group activity

Life Skills to be enhanced: Self Awareness, Critical Thinking and Effective Communication

Objective: Students will be able to get an insight into how they see themselves and how others perceive them.

Getting Started:

Open an introductory conversation with students about what they think about themselves and what others think of them. Go on to find out if there is a difference.

In this activity, students will learn that the way they view themselves is sometimes not the way they appear to others.

Students will also learn that the views of others play an important part in who we are and how we behave.

[Note for the facilitator: This exercise is fairly simple to conduct, but it requires sensitive handling during the discussion period. The learning from the discussion is dependent on the way the facilitator guides, encourages and prompts the students. Before the start of the exercise, emphasize that the students should not feel targeted or ridiculed during the exercise. Everyone must adhere to the norms of listening and giving feedback. Sarcasm and painful remarks are to be discouraged].

Process:

- In case the class is being conducted outdoors, ask the group of students to sit in a circle. If not, ask them to sit on their individual seats in the classroom.
- Instruct students to close their eyes for five minutes and think about themselves and all the qualities that they embody-both positive and negative.
- Tell them to think about a particular thing (book, stone, paper, etc.), an animal (dog, cat, tiger, etc.) or something found in nature (tree, mountain, river, etc.) which they think symbolizes who they are.





- Let each student open his/her eyes and be ready to associate himself/herself with a symbol he/she thinks appropriate.
- Instruct students to stand up turn wise and mention what symbol represents him/her and why. A volunteer can also take the lead. Allow one minute to each student for explaining himself/herself.
- In the mean time, encourage rest of the group to choose another image or symbol that they think will suit that student better. Ask a few to give reasons for their choice.
- Ask the student (for whom others have given their views) if he/ she accepts the others' views. Why or why not?
- Repeat this with other students. In case the group is very large and there is shortage of time, conduct this exercise among those who volunteer to take the lead.

Key Messages

1. Self awareness is an important Life Skill.
2. The more we know about ourselves, the more confident we feel about our own decisions.
3. Self-Learning happens every day in our interaction with people and environment.
4. Knowing of what others think of us helps us to improve ourselves.

**DO NOT UNDERESTIMATE
YOURSELF BY COMPARING
YOURSELF WITH OTHERS. IT'S
OUR DIFFERENCES THAT MAKE
US UNIQUE
AND
BEAUTIFUL.**





Worksheet

- 1) Here is a list of personal attributes. Tick the ones that best describe you.

Honest		Generous		Mean	
Friendly		Rude		Creative	
Kind		Polite		Reliable	
Respectful		Concerned		Punctual	
Tolerant		Shy		Sociable	
Loyal		Dependable		Happy	
Flexible		Enthusiastic		Serious	
Active		Patient		Foolish	
Helpful		Sensitive		Ambitious	

Web Source: [http://www2.careers.govt.nz/fileadmin/docs/career_kete_section_1_self_awareness.pdf]

- 2) Answer the following questions :

- a) What did you learn about yourself?

- b) How did you feel when your view of self did not match the way others perceive you?

- c) How did you cope with your friends' varying perspectives about you?

- d) Is the way others see you important to you? Why or why not?

Web Source: <http://www.unescap.org/esid/hds/pubs/2317/m8.pdf>

Suggested Further Activity:

Encourage students to write a paragraph describing the qualities of a person who they admire.





Activity 4 : Building Positive Self-Esteem - Setting Goals

Theme: Positive self-esteem is important to be successful in life. It can be built by setting goals. Goal Setting helps us to focus on our objectives. This activity enables students to learn to build positive self-esteem by setting and achieving goals.

Time Required: 1 period

Material Needed: Worksheets

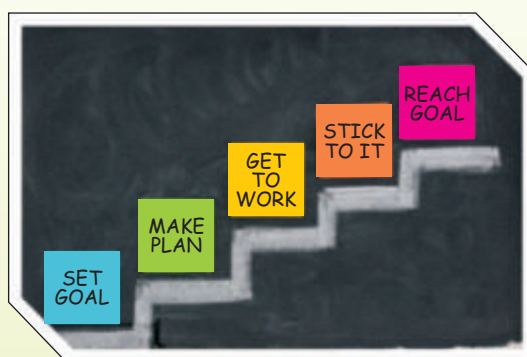
Mode: Individual

Life Skills to be enhanced: Self Awareness and Effective Communication

Objectives: Students will be able to:

- develop a positive self-esteem;
- understand the importance of setting and achieving goals.

Getting Started: Discuss about the importance of setting goals and talk about the following points:



"Set your goals high, and don't stop till you get there."
- Bo Jackson

- Without goals, it would be like driving a vehicle with no clear destination.
- It could mean reaching a place where we do not want to be.
- Goals keep us focused, motivated and gives us a purpose to life.
- To begin, set small goals that can be easily achieved.
- Setting very big goals and not achieving could lead to dissatisfaction and frustration.
- We can switch to higher goals later on.
- Be very clear about the goals to be achieved.





- Be very clear about how to achieve those goals. Start studying to top the class. Just wishing for it is not good enough.
- The best way to start setting goals is to write down goals as writing clarifies our thinking.
- Only a clear mental picture can transform a goal into reality.
- Always try to be cheerful and optimistic.
- Believe sincerely and confidently that "*I CAN*" and "*I WILL*" reach my goal.

After discussing the above points, ask students to complete their worksheets.

Key Messages

1. Goal setting helps one to see the light at the end of the tunnel.
2. Goal setting helps one to focus on one's objectives.
3. Goal setting helps one to persist with a single mind to thrust forward.
4. Goal setting could be for a day, short term and/or long term.
5. Start goal setting by making a "*Things To Do*" List.



Courtesy: Can Stock Photo - csp13693449





Worksheet

My Strengths and Weaknesses

1. I am good at

2. I need to work harder to improve on

3. To improve, I am going to take the following actions

4. To improve, I will take the help of the following people

5. I would know if my plan is working because

6. If my plan does not work, then I will

7. My reasons for wanting to improve are





Goal - Setting Worksheet

My Goal Statement:

Why this goal is important to me:

Actions Required to Achieve my Goal	Time line
1	
2	
3	
4	
5	

Skills and Resources Required to achieve this goal:

Obstacles that I may face are:

I can overcome these obstacles by:

Three qualities that would help me reach my goal:

1

2

3

Web Source: www.goal-setting-for-success.com

Suggested Further Activity:

Encourage students to set goals that they would like to achieve during the next academic year. Also instruct them to describe how they plan to achieve them.





Activity 5 : Accepting Compliments Assertively

Theme: Accepting compliments assertively is an important social skill. This activity enables students to learn the art of giving and accepting compliments with confidence.

Time Required: 1 period

Material Needed: Worksheet

Mode: In Pairs / group

Life Skills to be enhanced: Self Awareness, Effective Communication and Critical Thinking

Objective: Students will be able to accept compliments with assertiveness and confidence.

Getting Started:

The discussion may start with how some people find it extremely difficult to accept compliments about their appearance, work or some other aspect of themselves. On hearing a compliment, they feel nervous and awkward and do not know how to respond. They would change the subject or try to minimize the praise or sometimes may become rude, angry and aggressive.

YOU LOOK
REALLY
GOOD
TODAY

THANK
YOU!

But being able to accept other people's positive comments about ourselves assertively is an important social skill which opens up the door for more positive thoughts and interactions, thereby raising our self-esteem.

Process:

- Guide students through the following steps for the accepting compliments assertively.

Steps to accept compliments assertively:

- Step 1 :** Look into the eyes of the other person. Otherwise, it may appear as if you don't like them or don't believe them.
- Step 2 :** Listen to what the other person is saying. Say "*Thanks*", or words that shows you appreciate what was said.
- Step 3 :** A compliment is intended to make you feel good. So, smile when receiving the compliment.
- Step 4 :** Remember to accept the compliment without trying to change the subject or feel that you have to pay them back. This will give you more confidence and help you grow to like yourself better.
- Step 5 :** Your tone of voice speaks volumes. Avoid using negative notes both when giving and receiving compliments.





- On the basis of the steps, invite students to volunteer in pairs for role plays about receiving compliments in an assertive manner under different hypothetical situations as given:

Situations:

- 1) A classmate is wearing a very pretty dress/a smart suit at a birthday party.
- 2) A friend has won the first prize at a singing competition in school.
- 3) It is your friend's birthday and his/her mother has prepared a very nice dinner for you.
- 4) A student who normally does not do well in class has worked very hard and has topped the class in the Mathematics test.

Key Messages

1. Being able to receive compliments in an assertive manner is an important social skill.
2. It is essential NOT to be passive, aggressive or sarcastic to the person complimenting you.
3. Look at the other person, listen and smile while receiving a compliment.
4. Keep obstructive thoughts away when receiving a compliment.
5. Say “Thanks”, or something that shows that you appreciate the compliment.

“A compliment is a verbal sunshine.”

- Robert Orben





Worksheet

Obstructive thoughts that may go on in your minds when somebody is complimenting you:

- They do not really mean it. They are just trying to be nice.
- They may want something from me.
- If I do not accept a compliment, it means I am being arrogant and big-headed.
- If I accept a compliment they may think I am useless.
- It is too embarrassing to say something back.

1. Can you think of other obstructive thoughts that may stop you from responding to compliments assertively? List them.

2. When did you last receive a compliment? What was it?

3. What was the compliment for?

4. How did you accept the compliment? Do you think your response was passive, aggressive or assertive? Read the following notes and write about it.

Passive Response: Responding passively would mean ignoring, deflecting or minimizing the praise. You may feel very nervous and awkward and don't know how to respond. You may leave the other person also feeling awkward.

Aggressive Response: Responding aggressively would mean getting annoyed, disagreeing or responding sarcastically. As with the passive response, this may also result in the other person feeling awkward.

Assertive Response: By responding assertively, you would be able to accept the compliment positively and graciously. This would leave both of you feeling good and you would open the door for positive thoughts, interactions and higher self-esteem.







Activity 6 : The 3 R's of Growing-up

Theme: Young adolescents want freedom to do things on their own. For this they have to learn 3 R's of Growing-Up and this activity will help them to learn these 3 R's.

Time Required: 1 period

Materials Needed: White board, marker pens and worksheet

Mode: Individual/Group activity

Life Skills to be enhanced: Self Awareness, Effective Communication and Critical Thinking

Objectives: Students will be able to:

- take responsibility for their own actions;
- choose to do the right thing;
- respect themselves.



Getting Started

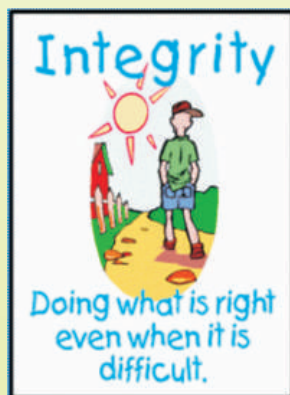
Discuss with the students about how they all like to believe that they are grown up just because they have become a teenager and about how they want more freedom to do things on their own.

They would be able to achieve this freedom by showing their parents and elders that they are **Responsible**, that they can choose to do the **Right Thing** and about how they **Respect themselves**.

Being responsible and making good and right choices lifts one's self respect. Self respect helps every aspect of one's personal and social life, and makes it easier to get through tough times.

Process:

After the brief discussion, read aloud each of the given hypothetical situations. Encourage students to give ideas as to how they may like to handle it.





Key Messages

1. Learning the 3 R's of Growing-Up can help young adolescents to win the trust of parents and elders.
2. Be Responsible-Be trustworthy, follow through commitments and be responsible for your actions.
3. Choose to do the Right Thing - Choosing the right thing is an act of self respect and responsible decision making.
4. Respect Yourself - Respecting ourselves helps us to make good choices.

Hypothetical Situations

1. Situation

You have made a commitment to spend the weekend working on a major school assignment that was due for submission on Monday. Then, a group of friends invite you for an outing with them for half-a-day to celebrate a classmate's birthday. You would love to go, but you cannot do both. What would you do?

2. Situation

You and your friend want to play video games during the weekend and you would like to spend a night at his/her house. Your parents reluctantly give you permission to do so but on the promise that there you would not do anything stupid. But later in the night you find that your friend's brothers are having a late-night party with loud music, laughter and dancing etc. and invite you to join in. How would you react to the situation?





Worksheet

Here are the three ways of showing parents that you have grown up.

6 Ways To Be A Responsible Person	Questions You Ask Yourself When You Have To Choose The Right Thing	7 Ways To Respect Yourself
Take charge of your own affairs	What does my heart and conscience tell me?	Take responsibility for your actions
Follow your commitments	Could my action hurt anyone - including me?	Always do what you believe is right
Answer for your own actions	Is it fair?	Be true to yourself and your highest values
Be trustworthy	How would I feel if someone did it to me?	Respect others and treat them right
Do not procrastinate	How would I feel later if I do it?	Set goals and work to achieve them
Always use your head	What would adults whom I respect will say about it?	Say "No" to negative pressures
		Don't let others make choices for you

On the basis of the above answer the following:

1. Three ways in which you are taking responsibility for yourself, your community, your pet and your environment.

2. Describe an event when you were being really irresponsible. What was the outcome and how did you feel at the end of it?

3. What are the five things that you can remind yourself when you are tempted to do something that you know and feel is wrong?





4. During a test in class, a classmate is encouraging you to copy as you were not fully prepared. What was your choice and why?

5. Make a list of qualities that you respect most about yourself. Why do you respect them? Describe how each one of them could benefit you as you grow up?

Suggested Further Activity:

Encourage students to answer the following :

1. When it comes to making choices, it is okay to do anything you can get away with. Do you agree or disagree? Give reasons.

2. Make a list of responsible behaviours.

