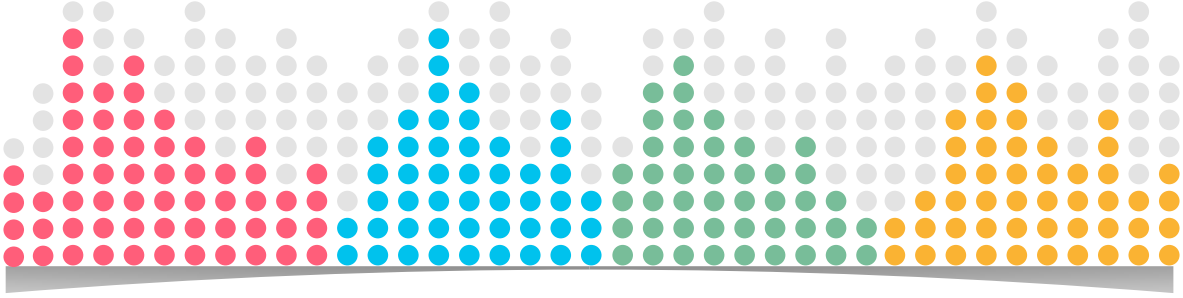
GRADE

8

Educator's Pack

LIFE SKILLS



Mauritius Institute of Education
under the aegis of

Ministry of Education, Tertiary Education, Science and Technology

Based on the National Curriculum Framework - Nine-Year Continuous Basic Education (2016)

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Consent from copyright owners has been sought. However, we extend our apologies to those we might have overlooked. All materials should be used strictly for educational purposes.

Foreword

As the first cohort to embark on the Nine Year Continuous Basic Education at secondary level, we are pleased to offer you a new series of Grade 8 textbooks. These textbooks have been designed in line with the National Curriculum Framework (NCF) and syllabi for Grades 7, 8 and 9 – documents that offer a comprehensive notion of learning and teaching with regard to each subject area. These may be consulted on the MIE website, **www.mie.ac.mu**.

This set of textbooks builds upon the competencies acquired at Grade 7 level. As per the philosophy propounded by the NCF, the content and pedagogical approach as well as the activities allow for an incremental and continuous improvement of the learners' cognitive skills. The content is contextual and based on the needs of our learners which is constructed on a spiral basis. The comments and suggestions of a variety of stakeholders have been kept in mind. We are especially appreciative of those made by educators who have been part of our validation panels, and whose suggestions emanate from long standing experience and practice in the field.

The production of this series of textbooks continue to be a challenge for the writers who have ensured that the learners' experience is further enriched. I would therefore wish to thank all those who have been part of the whole process, for the time they devoted to it and their ability to maintaining the high standard and quality of the textbooks, while ensuring that the objectives of the National Curriculum Framework are skilfully translated in the content.

The Life Skills material is presented in the form of a teaching pack. We strongly recommend that educators use it with all students of Grade 8, irrespective of the Extended or Mainstream Programme. While the Extended Programme students will be provided with a workbook, those in the mainstream could be encouraged to create their own workbook.

Every endeavour involves a number of dedicated, hardworking and able staff whose contribution needs to be acknowledged. Professor Vassen Naeck, Head Curriculum Implementation and Textbook Development and Evaluation, who has provided the guidance with respect to the objectives of the NCF, while ascertaining that the instruction designs are appropriate for the age group being targeted. I also acknowledge the efforts of the graphic artists for putting in much hard work to ensure the quality of the MIE's publications. My thanks go equally to the support staff who ensured that everyone receives the necessary support and work environment which is conducive to a creative endeavour.

I am thankful to all those who provided the support and to the Ministry of Education, Human Resources, Tertiary Education and Scientific Research for giving us the opportunity to be part of the whole reform process.

Wishing plenty of joy and success to all students.

Dr O Nath Varma
Director
Mauritius Institute of Education

Preface

This Life Skills & Values Education (LSVE) pack is meant to be used with both Grade 8 extended programme students & Grade 8 mainstream students in the Life Skills & Values Education (LSVE) classes. This material aims at enabling students to develop the appropriate social and behavioural skills that will help them face and deal effectively with the challenges of the modern society. The underlying philosophy of the LSVE is to offer the learners with varied learning experiences to further discover who they are, the environment they are living in and how to better cope with real life situations.

Through the activity based approach, students will be actively engaged in dealing with issues pertaining to their own context. They will build resilience, develop self-regulation, increase self-awareness, practise positive relationship and strengthen problem-solving skills. We expect that through playful, creative, critical and reflective activities the students will develop some basic competencies in effective communication skills & interpersonal relationship, self-awareness, empathy and coping with stress. The educator should encourage students to participate actively in the activities through inquiring, questioning and discussing the different themes. These processes should help learners understand their own context and facilitate the internalisation of core skills relevant to their lives.

Due to classroom size and/or school consideration, it is recommended that the school administration makes provision on the time-table for the audio-visual room, or any other specialist room (library, hall, art-room) for the purpose and good implementation of the activities. The school administration should ensure that the educator has all the required tools and that he/she is well-prepared for the class / topic or theme of discussion, for the proper implementation of this subject.

Most of the proposed activities will be teacher-guided, but learner-centered. The level of guidance will vary on the needs and requirements of various types of learner. For those who still have some literacy problems, pictures from magazines can be used instead of writing. In class, the teacher could help the students to find and use relevant vocabulary. For reflective purposes, meditative or relaxing music can be played in the background of the class to create a relaxing atmosphere. The educator must ensure that other classes are not disturbed during the LSVE classes.

Note to the Educator:

- This pack contains activity sheets.
- It is not necessary to implement the activities in the order in which they appear.
- The activities can be modified and adapted depending on the needs of the learners, context and the available time.
- It is the responsibility of the educator to make sure that all the themes are covered even if the activities are not addressed in totality.

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1 Effective communication

> A lot of problems in the world would disappear if we talk to each other instead of about each other.
>
> Unknown

Learning Objectives

Students will be able to:

- use effective communication in their everyday life.
- express themselves verbally and non-verbally in different situations.
- respect the different ways of communication of people from different cultures.
- develop an understanding that traffic signs are also means of communication.

Through the activities proposed, learners will be able to express themselves verbally and non-verbally in different situations and in appropriate ways. As such, the learners will learn to pay attention to the why, how, where, when and with whom they communicate on a daily basis. Furthermore, they will also develop their listening and interpersonal skills.

At this stage, we wish to help the learners to enhance their own communication skills. It is important for them to realise that they use verbal and non-verbal communication every day, at every minute. They will also distinguish between affective and effective communication. Affective Communication, is the way people express their feelings about things, their emotions regarding people, places, and so on. Effective communication is a two-way information sharing process which involves one party sending a message that is easily understood by the receiving party.

The Question Box: In cases where learners may feel shy or not at ease to talk about personal issues in front of the class or have queries pertaining to matters discussed in class, they can write their questions or issues on a piece of paper and place them in the **'Question Box'**.

The question box is a tool which the LSVE educator will use in each class. In this box, the students will be able to anonymously drop their questions, fears, doubts which the teacher will attend to at the end of each session. Following this, if the educator deems it necessary to conduct additional classes on any themes/topics which are relevant to the needs of students, he/she should do so to address the issue.

Furthermore, the educator should address the different questions/doubts/fears expressed by learners as a matter of general concern. For any suspected socio-emotional or psychological problems, it is advised to follow the appropriate protocol and inform the school management, psychologist, social worker or counsellor.

i. Take an empty box, wrap it with blank kitchen paper and create an opening at the top.
ii. With the participation of the students, decorate the box. Ask all the students to bring a picture/ object/ribbon or anything else to decorate the box.
iii. Bring the Question Box in all Life-Skills classes and be careful to pack it up after the classes.
iv. Decide with the students in which corner of the class it should be placed where it would be accessible to all.
v. Once the educator has responded to all the questions / notes inside the box, he / she can destroy the papers.
vi. Any materials in the question box should remain confidential, except where there is a suspected case of danger (for e.g. suicidal thoughts, bullying, child-abuse, and so on.)

ACTIVITY

1

Visualisation time:
How do I communicate with others?

> **Malala Yousafzai**
>
> The best way to solve problems and to fight against war, is through dialogue.

This activity will enable the learners to understand the basic rules of communication and apply these rules to communicate in their daily life.

Learning outcomes:

- Develop an understanding of rules related to communication
- Reflect on one's experience to analyse difficulties experienced while communicating
- Apply the rules in their day to day communication

Procedure:

1. Arrange the students in a big circle and ask them to think about the latest communication they had using the following questions as hint: Did the recipient understand what you were saying / asking? Was there anything that was disturbing you or the other, Have you ever experienced a situation where you could not say what you meant?

2. Inform students about the rules of the activities: when one talks the others listen, not to use any foul language, respect what the others would say, do not question their friends at this stage.

3. Following this, ask the students to share what they have discovered about their friend. Each student will have 5 minutes to share his/her reflection.

4. The educator can point out some specific aspects pertaining to communication (which cropped up from their sharing) such as: context, disposition / mindset, tone of voice, non-verbal communication, feelings, behaviour, and so on.

ACTIVITY

2

Situation analysis or case study

> **Epictetus**
>
> We have two ears and one mouth so that we can listen twice as much as we speak.

Positive Communication	Negative Communication
• good posture • appropriate dress • pleasant greetings • a smile • eye contact • a nod • pleasant facial expressions • quiet but understandable voice • relaxed atmosphere • patient responses • praise • a caring attitude	• stiff, tense, or uptight posture • inappropriate dress • unfriendliness • an angry look • no eye contact • rolling eyes • tense facial expressions • loud voice • tense atmosphere • criticism • little or no praise • indifference

Through this activity, the learners will differentiate between positive and negative communication

Learning outcomes:

- Differentiate positive and negative communication
- Explore factors affecting communication
- Analyse different situations and share their ideas effectively

Procedure:

1. Set students in small groups and provide each group with examples of situations or scenarios based on positive and negative communications or case studies to be analysed.

2. Ask the students to discuss the situations/scenoarios or case studies using the following questions:

    - What were the positive and negative types of communication?
    - Imagine other ways of saying / presenting the same ideas.
    - What are the factors that affect communication in each case?
    - What could have been done or said differently? Why?

3. After their group work, ask each group to share their opinions and ideas on the different situations in front of the class.

4. After each group presentation, allow 5 minutes of question / reaction time. Allow the students to respond to their friends' observation.

5. The educator reinforces ideas and concepts discussed and provides clarifications where needed. Use the question box for those who are shy.

ACTIVITY

3

Reflective and personal work

> **Buddha**
>
> Whatever words we utter should be chosen with care for people will hear them and be influenced by them for good or ill.

Through this activity, students will reflect on the different aspects of their ways of communicating and express their ideas to the whole class

Learning outcomes:

- Analyse the strengths and weaknesses in their own communication
- Develop their presentation skills

Procedure:

1. Ask the students to pay attention to their way of communicating with others over a week. Consider the following aspects:

    - The purpose of their communication
    - The non-verbal signs
    - What happened if there was a misinterpretation?
    - With whom they communicate the most
    - How do they communicate the most (verbal / nonverbal / text / online …)?
    - The difference when talking to strangers / friends / parents
    - What happens when they feel misunderstood?
    - What do they do?

2. The student is expected to write down his reflections in his personal journal / diary or student work book.

3. The student will present his ideas/opinions about communicating effectively to the whole class through an oral discussion or a poster presentation.

ACTIVITY

4

Traffic signs as a communication tool

Brad Paisley

If you make the mistake of looking back too much, you aren't focused enough on the road in front of you.

This activity will enable students understand the importance of road traffic signs in making their own journeys safer.

Learning outcomes:

- Understand the importance of road traffic signs as a tool of communication
- Explore different road signs and use them effectively

Procedure:

1. Start the lesson with a brainstorming session on the different types of road signs found on the road.

2. The educator explains that these signs communicate specific messages to the road users: both pedestrians and the drivers.

3. The students will be requested to draw two road signs they find on their way to school.

4. The educator will select students randomly for individual presentations on the identified road signs.

5. Students will be required to talk about the different road signs and explain their purpose for road users.

6. Students can work in groups to design a poster on traffic signs.

ACTIVITY

5

Creating sign boards for the school compound

In this activity, students will develop sign boards of the basic school rules which will be used as visual guidelines in the school compound.

Learning outcomes:

- Develop their creativity by designing sign boards
- Respect the visual guidelines

Procedure:

1. The educator will ask the students to list down the main rules and regulations of the school on the white board.

2. Students will be divided into groups and each group will have to:

    - design one sign board which reflects one school rule or regulation.
    - present their visual representation of the rule or regulation to the class.

3. Students should be encouraged to further show their creativity by designing new sign boards (which do not exist) for the school compound. These can be about anything they believe is important to be placed in the school compound.

2 Self-awareness

> "At the heart of life skills education is the learning of life skills. Life skills are: 'Abilities for adaptive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life"
>
> (WHO, 1997, p.1)

Learning Objectives

Students will be able to:

- recognise one's self, strengths and weaknesses, likes and dislikes by developing self-awareness skill.
- experience success and positive feelings about the self.
- recognise that they are part of a wider community.

ACTIVITY

1

Reminiscence of my childhood
The good memories

Anonymous

When we think back to the days when we were young, we tend to remember all the wonderful childhood memories. As adults we often wish to go back to that point in life when everything seemed simpler.

The aim of this activity is to enable learners to remember and cherish the good memories of their lives.

Learning outcomes:

- To recall positive memories of childhood
- To share positive childhood memories with peers
- To present positive memories in a creative way

Procedure:

1. Ask the students to recall some good memories of their childhood (individually).

2. Students share their childhood memories with their peers in small groups.

3. The educator selects some uncommon/funny memories from each group and asks the students to present them to the whole class.

The 'good memories' can be presented in the form of short stories (in writing or verbally, drawing, role play, slam, poems, and so on.) The teacher selects some stories and discusses how these have contributed in cherishing childhood memories.

Ending note: *Before the next class, the teacher will request students to bring an empty transparent container and decorative materials.*

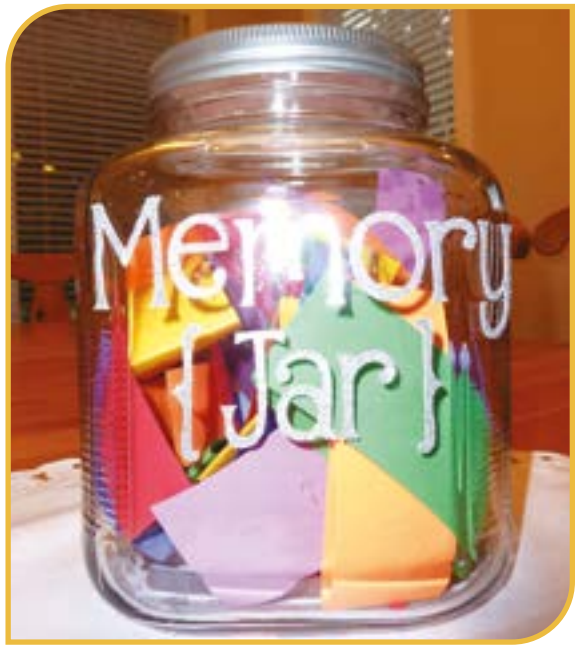
ACTIVITY

2

Reminiscence of my childhood Memory Jar

Anonymous

Childhood memories are special and precious to everyone. Happy childhood memories are always reminisced with nostalgia.



Learning outcomes:

- To recognise that each individual has different styles, likes and dislikes
- To reflect on one's own personality
- To develop creativity

Materials needed:

Empty transparent plastic container, coloured pencils, glue, ribbon, paint, old items such as containers and decorative objects which students have at home

Procedure:

1. Ask the students to be creative and label their individual container with their name

2. Students decorate their container freely as per their own style and likings.

3. Students explain their choice of colours, decorative materials, style, etc.

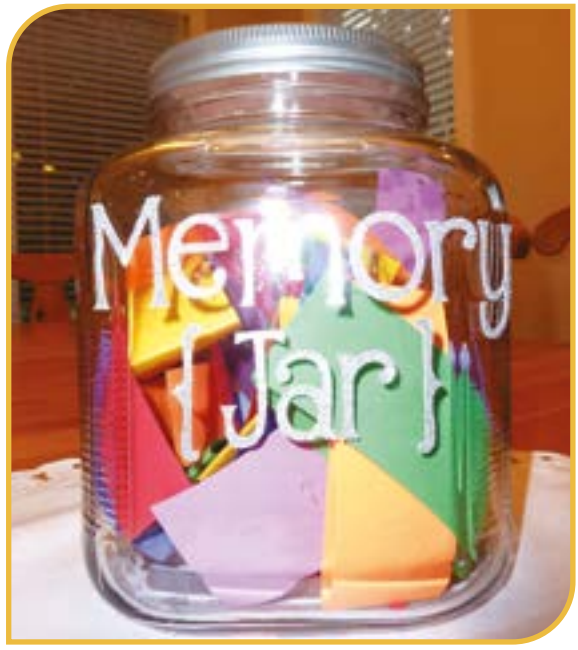
4. Pointing to the different ways in which students have decorated their individual containers, the teacher can highlight the fact that individuals have unique personalities, specific likes and dislikes.

Ending note: *Ask students to identify and collect objects which relate to memorable events of their childhood, for example, small objects, drawings, photos and toys that will be used to fill up their decorated container. They may seek help from close relatives.*

ACTIVITY

3

Reminiscence of my childhood – Memory Jar *(continued)*



Learning outcomes:

- To discuss with peers about the significance of certain objects found in their 'Memory Jar'
- To respect others' personal life histories

Procedure:

1. Ask the students to fill in their decorated container with the objects they have collected.
2. Students display their personalised container on their desk.
3. They discuss the content of their containers in pairs.
4. Students elaborate on the content of their respective containers with the class.
5. The teacher needs to emphasize the importance of respecting each and everyone's personal life history.

Ending note:

1) Students will have to take their individual 'Memory Jar' home and to keep it in a safe place. They will be asked to add more objects during the year in their 'Memory Jar'.

2) Students will be asked to bring their photo and old magazines for the next class.

ACTIVITY

4

Making an 'I-want-to-be-and-do' picture collage

Anonymous

The youth of today will be the crucial human resource that will promote the development of a country in the future. They will be agents of change in all the sectors of the economy.
The key to success is motivation and trust in oneself.

This activity reminds the students of their hopes, aspirations and abilities. It makes them realise how valuable they are.

Learning outcomes:

- Develop awareness of one's hopes, aspirations and abilities
- Develop an appreciation of one's own self

Procedure:

1. Ask students to go through the magazines and to find pictures that represent them, their talents, and aspirations.

2. Guide the students to create a collage on the theme 'I-Want-To-Be-And-Do' *(Provide guidance to students for them to represent who they are and what they are capable of, on their collage. They should avoid focusing on what others say about them or what others think they are capable of.)*

3. Students stick the pictures on the bristol paper provided to them.

4. They display their collage in class.

5. While presenting their collage to the whole class, students elaborate on the qualities they possess.

ACTIVITY

5

My qualities

Aristotle

Courage is the first of human qualities because it is the quality which guarantees the others.

Through this activity, students will identify their qualities and realise how these qualities can help them boost their self-esteem.

Learning outcomes:

- To identify qualities which help in promoting self-esteem
- Understand the importance of healthy self-esteem

Procedure:

1. Educator will stick pictures of some famous personalities in the class.

2 A brainstorming session will be conducted to identify the qualities of the selected personalities.

3. Educator will initiate a class discussion by asking the following questions:
   - What qualities does the personality possess which impress you?
   - How do you think that person developed high self-esteem?

4. Students will be asked to reflect on their own qualities which can impress others and list them down or draw them.

5. In pairs, students will share how these qualities contribute towards promoting their well-being.

ACTIVITY

6

Changing myself

Thomas A. Edison

Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.

Through this activity, students will identify their strengths and weaknesses and will develop a plan to overcome one of their weaknesses. They will also identify reliable sources of help at home, in school and in the community.

Learning outcomes:

- To identify one's own strengths and weaknesses
- To overcome one's weaknesses
- Become confident by overcoming their weaknesses in everyday tasks
- Identify reliable sources of help

Materials needed:

Pen, pencil, coloured pencils

Procedure:

1. Ask the students to write about the qualities they possess.

2. They jot down their weaknesses in another piece of paper.

3. In pairs, students will discuss how they can overcome their weaknesses and the different sources of help at: home, school and community.

ACTIVITY

7

Changing my thoughts

> **Willie Nelson**
>
> Once you replace negative thoughts with positive ones, you'll start having good results.

This activity will help to change the negative conversations with the self into positive ones.

Learning outcomes:

- Identify negative thoughts about oneself
- Change the negative thoughts to positive ones
- Use self-talk to boost one's self-esteem

Materials needed:

Pen, pencil, coloured pencils

Procedure:

1. Ask students to make two columns on a sheet of paper or in the copybook. Then, on one side write: "Bad or negative self-talk" and on the other, write "Good or positive self-talk".

2. Ask students to list down all the negative statements that they make about themselves under the 'bad self-talk' column.

3. Educator asks students to change the negative statements into positive ones.
   - Some examples are given below:

Negative thoughts	What you can say instead
I am not worth of anything. I am a loser.	I am valuable.
I cannot accomplish anything in my life.	I have accomplished many things in my life.
I am a failure.	I am a success.
I always make mistakes.	I do things well.
I am an idiot.	I am a great and lovely person
I don't deserve people's love.	I deserve all the good that life can offer. I deserve love, happiness and peace.
I am stupid.	I am extremely smart and intelligent.

4. Discuss with peers how the changed statement impact on their self-esteem.

ACTIVITY

8

Positive thinking

Zig Ziglar

Positive thinking will let you do everything better than negative thinking will.

This activity will help students to relax by thinking about positive and peaceful situations and forget about the difficulties they face or might have faced.

Learning outcomes:

- Develop positive thinking
- Relax by thinking about pleasant situations
- Share their feelings with friends

Procedure:

1. Ask students to close their eyes and to relax.
2. They listen carefully to what you are saying.
3. They try to stay calm and to discard all thoughts coming to their mind.
4. They imagine a calm and serene beach at sunset time where they can hear the peaceful sound of waves.
5. They remember an event that had a positive effect on them or ask them to remember a situation where they felt at peace and happy for 5 minutes.
6. They open their eyes and to share how they feel about this exercise.
7. The educator helps the students to understand the importance of positive thinking by elaborating on the following:

    - Always think positive whatever the situation be
    - Be optimistic. Think that good things will always happen and that things can only get better.
    - Do not be discouraged, but rather take responsibility to make things work.

ACTIVITY

9

Keeping my body healthy

This activity will enable students to understand the importance of taking care of their own body.

Learning outcomes:

- To understand that we have to take care of our body
- To recognise the importance of personal hygiene
- To value the need for keeping our body fit

Materials needed:

Coloured pencils

Procedure:

1. Ask students to work in pairs for this activity and compare and contrast the two sets of pictures (healthy and unhealthy body).

2. They will list down the differences between set 1 and set 2.

3. They will share their ideas with their friends.

4. They will identify good practices to keep their body healthy.

Ending note: *The educator may provide bristol paper and/or ask the class to create a poster where all the good practices identified by the students could be listed down and affixed on the wall.*

ACTIVITY

10

Mirror game

> **Anonymous**
>
> Students have to face different types of problems every day and at times they feel overloaded and burnout.

Through this activity, students will learn about the importance of hygiene and self-care during puberty.

Learning outcomes:

- To overcome their shyness
- Understand that self-care, grooming and hygiene are important during puberty
- To develop self-respect

Procedure:

1. Divide the class in pairs.
2. Ask each student to face his/her partner.
3. One student to mime daily morning activities like hair combing , bathing , teeth-brushing, dressing up and so on. (Note: This must be done silently and slowly.)
4. The other student will copy the movement of his/her partner as if he/she was a mirror reflection.
5. After a few minutes, ask students to change roles.
6. The educator highlights the fact that taking care of the body is an integral part of self-respect and self-esteem.
7. The educator ends the class with a discussion on the importance of hygiene and self-care during puberty.

Ending note: *The students will be asked to bring an old shirt/ dress/shoes or other garments which they were using when they were in primary school or in Grade 7 for the next session.*

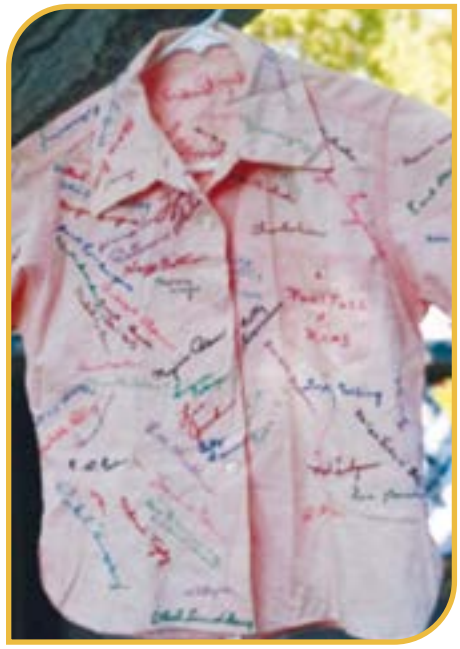
ACTIVITY

11

Accepting changes

Joseph Campbell

We must let go of the life we have planned, so as to accept the one that is waiting for us.



This activity will help students realise that their body is changing and that these changes do not happen at the same time for everyone.

Learning outcomes:

- To identify the changes in one's own body
- To discuss personal feelings related to the changes during puberty

Materials needed:

Old shirts /dress / pants / jeans / shorts, markers

Procedure:

1. Ask the students to try on their own clothes on top of their uniforms.
2. They identify the changes in their body.
3. Ask students to say what think and feel about these changes.
4. Educator sums up the changes during puberty and emphasizes the fact that the time of puberty varies from one individual to the other.
5. Students are explained that not all adolescents attain puberty at the same age with emphasis on early and late puberty.

Ending note: *If students have not brought old garments, they can be asked to observe their friends'.*

ACTIVITY

12

I am growing and constantly changing

Nathaniel Branden

The first step toward change is awareness. The second step is acceptance.

This activity will help students realise that their body is changing and that puberty is a normal process in the lives of every human being.

Learning outcomes:

- Develop awareness of parts of one's own body including the private parts
- Describe the changes during puberty

Procedure:

1. Educator sets the students in groups of 5 sitting in circles.

2. Each team has to decide on a leader, a time keeper and a reporter.

3. Educator asks each group to write a list of their body parts which they believe have changed or are changing with time and asks them to:
   - list down these body parts.
   - identify ways in which these body parts have changed/evolved over time.
   - think about how these changes affect/do not affect their daily lives in terms of caring and grooming, style and fashion.
   - think about how this might be different for the opposite sex.

4. Each group will have 15 minutes for discussion and 5 minutes for presentation with the whole class.

5. Educator will move around and discuss with each group.

6. The reporter and/or leader will present the ideas discussed in their groups with the whole class.

7. Educator sums up that everybody changes and that this is the normal evolution. However everybody does so at his/her own rhythm, time and pace and that this is also normal. Educator then mentions the word puberty and explains what it means.

Access this video based on this topic:
https://www.youtube.com/watch?v=aAJuTX7txEs

Ending note: *This activity may raise comments and criticism about body parts. The educator should ensure that respect and courtesy are maintained throughout.*

ACTIVITY 13

How would you feel if...?

Gabourey Sidibe

One day I had to sit down with myself and decide that I loved myself no matter what my body looked like and what other people thought about my body.

This activity will enable students to analyse their feelings in different situations. They would develop an understanding of the right to privacy related to one's own body.

Learning outcomes:

- Recognise that privacy to one's body is a right
- Respect the privacy of others

Procedure:

1. Ask students to sit in a circle,

2. Discuss the statements below with the students:

   How would you feel if/when:

   - somebody is constantly watching you?
   - you travel in a crowded bus and someone constantly touches you?
   - you are at school and your friends keep watching you in the toilet?
   - somebody takes your mobile phone and manages to read your texts or sees your pictures?

3. Students express their feelings. *(Students are reminded to pay attention and not to judge, nor laugh at anyone's experience.)*

4. Ask the students what they think about this activity and whether they know or can guess the topic of the lesson.

5. The educator introduces the term 'privacy' and helps students to come up with some ideas.

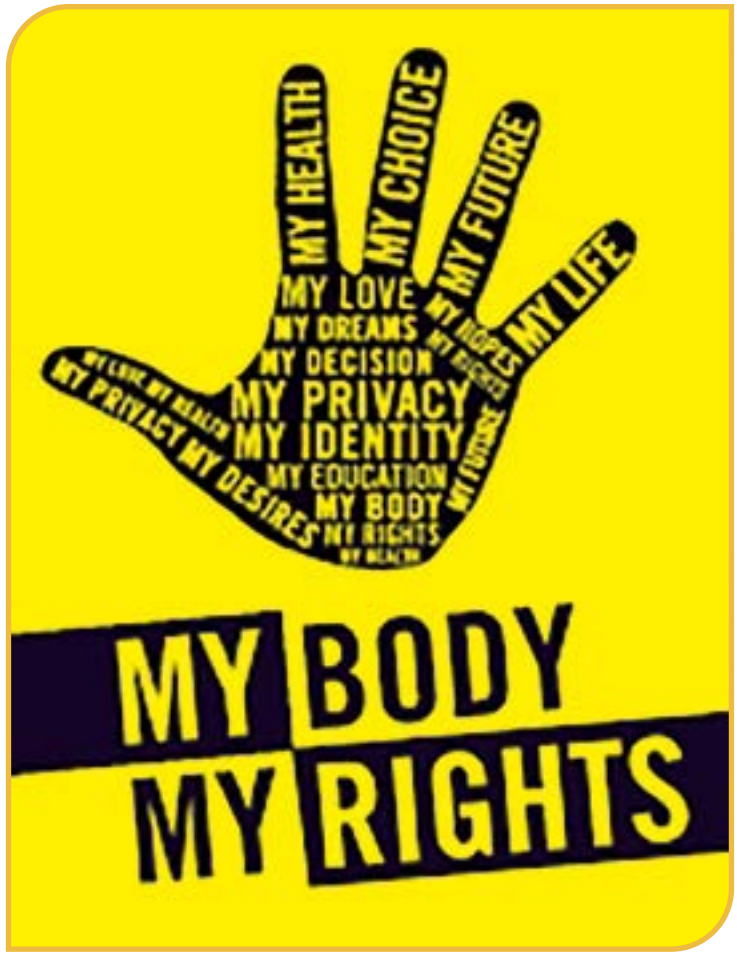
6. Educator can share some personal views and opinions about the subject. Careful link can be made to social media and how teenagers use it while asking students how far their sharing are private or public on social networking sites.

Ending note: *Careful consideration should be given to privacy to one's body as a right. Additionally, everyone should respect the privacy of others as well. Educator can ask the students to pay attention to or observe signs of unsafe touches and their status updates or any other post shared on the social media.*

ACTIVITY

14

My slogan



Through this activity, students will realise that body intimacy is important.

Learning outcomes:

- To understand the importance of body intimacy
- To recognise the rights for body intimacy

Materials needed:

Bristol paper, coloured pencil and scraps

Procedure:

1. Ask students to work in groups of 5 for this activity.
2. The educator will present a model of a slogan on the importance of body intimacy.
3. Students will think of a slogan to highlight the importance of body intimacy.
4. A list of words related to the importance of body intimacy can be provided to students to write their slogan in case they are having difficulty.
5. Each group will creatively design an art work based on the slogan.
6. Students will display their art work. They can also display it on the notice board or present it during the assembly.

ACTIVITY

15

My moods

Anonymous

Each mood can produce an action or reaction which has consequences and it is our responsibility to face and accept these consequences. Some are positive, others might be negative but it is all part of life.

This activity will enable learners to understand that mood has an effect on our daily interactions. Each mood can produce an action or reaction which might have good or bad consequences. Some are positive, others might be negative. Knowing how to handle our moods is important.

Learning outcomes:

- Identify physical, social and emotional changes related to puberty
- Understand mood swings during puberty
- Discuss the consequences of mood swings on daily life

Materials needed:

Clip from this link: https://www.youtube.com/watch?v=du8siPJ1ZKo, bristol paper and felt tipped pens

Procedure:

1. Set students in a circle to watch the clip.
2. Play the clip. Initiate discussion on it.
3. Set students in small groups for debriefing and let them relate about their moods in specific situations.
4. Educator monitors group work while walking around and sharing views with each group.
5. Provide each group with bristol paper and felt tippedpens. Ask students to fill the table below:

My Mood	Action	Reaction	Consequences

Ask each student to identify a current mood (positive or negative) and think about what action, reaction and consequence it can cause in their daily interactions.

6. Each group presents its poster to the whole class.
7. These posters can be put up on the wall.

Ending note: *If internet facilities are not available, educator can use case studies.*

ACTIVITY

16

My roles and responsibilities in the society

Anonymous

Students are an important part of the society and students cannot live in complete isolation from the community-life. Even a school-going student is bound to have links with other people who together form a society.

Through this activity, students will learn that they can play an important role in improving and strengthening the society.

Learning outcomes:

- To identify one's roles and responsibilities in the society
- To understand the importance of one's roles and responsibilities
- To reflect on one's roles and responsibilities in the society

Procedure:

1. Ask students to think and reflect individually on one's roles and responsibilities in society.

2. They list down their different roles and responsibilities.

3. They discuss and share their ideas in small groups.

4. They present their reflections about the importance of one's roles and responsibilities in specific situations.

5. The educator assigns each group one of the following roles:

    - Roles and responsibilities as a brother/sister, son/daughter, etc.
    - Roles as a friend
    - Roles as a student
    - Roles as a road user
    - Roles and responsibilities towards the environment
    - Roles and responsibilities towards animals

6. Allow enough time for the students to reflect, discuss, write and present their work. The presentations can take the form of short stories presented in writing or verbally, drawings, role plays, slams, poems and so on.)

7. Comment on and guide the students at the end of each group presentation. The educator should re-emphasise the different roles of different members of the family/society.

3 Empathy

'Empathy is seeing with the eyes of another, listening with the ears of another and feeling with the heart of another.'

ALFRED ADLER

Learning Objectives

Students will be able to:

- develop a sense of tolerance, respect, care and compassion for others.
- share someone else's experiences and feelings by developing empathy as a skill.

ACTIVITY

1

Showing respect

Anonymous

Treat people the way you want to be treated. Talk to people the way you want to be talked to. Respect is earned, not given.

This activity will help the students to understand the meaning of respect. It will also enable them to identify ways in which they can be respectful in everyday situations.

Learning outcomes:

- Explain the word 'respect'
- Identify simple ways in which we can show respect in our daily life

Procedure:

1. Write the word respect on a large piece of cardboard and stick it on the board.

2. Separate the students in groups of 5 and ask them to discuss on the following questions:
    - What does respect mean to you? (Treating others the way we want to be treated and respecting everybody with their differences)
    - Can you identify situations where there is no respect in class/ at school?
    - How do you feel when somebody does not show respect to you?
    - What could have been done instead to show respect?

3. Ask each group to write their answers on bristol paper and present their ideas to the class.

4. Summarise the lesson by highlighting the importance of respect in life.

Ending note: *Students should be encouraged to focus on issues like human rights, interculturalism, gender discrimination, sexuality, etc.*

ACTIVITY

2

How to gain respect?

Anonymous

You can't buy respect or even place a price tag on it. And that's because respect is priceless. Earn it every day!

Through this activity, students will learn that respect is earned. To be respected one has to show certain qualities.

Learning outcomes:

- To understand that respect cannot be bought but rather earned and deserved
- To identify the required qualities to be respected

Procedure:

1. Ask students to work in groups of 4.
2. Each group will have to come up with a list of 5 qualities which they believe is important for one to possess in order to be respected.
3. Each group will be asked to present their ideas to the class.
4. Based on the different presentations, each student will be asked to list down 5 qualities they consider being as most important
5. Students will be reshuffled into 5 new groups and will be assigned with one main quality.
6. Students will prepare a role play on the most valued quality
7. The role play will be presented in class or can also be presented during the assembly session.

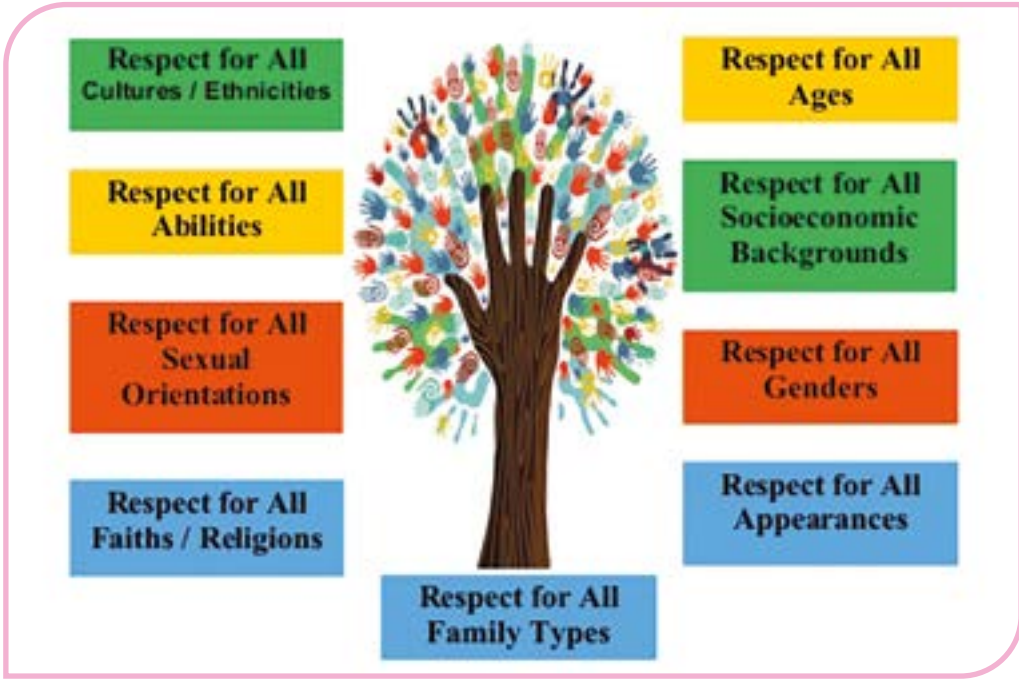
Ending note: *Some examples of qualities that can be considered are: integrity, honesty, fairness, tolerance, humility, selflessness, compassion, responsibility and so on.*

ACTIVITY

3

Posters on respect

> **Laurence Sterne**
>
> Respect for ourselves guides our morals, respect for others guides our manners.



This activity will enable the students to consolidate what has been discussed so far on respect.

Learning outcomes:

- Create a poster on respect
- Show creativity

Materials needed:

Bristol paper or thick cardboard, markers, glue, scissors, magazines, coloured pencils or pentels

Procedure:

1. Put the students in the same groups as the previous activity.

2. Ask the students to look through magazines for pictures that show people respecting others or pictures of different people working or playing together. The students can also draw situations showing respect.

3. Ask the students to make a poster with the pictures/drawings they have found or created.

4. Students are asked to devise a slogan to put on their poster.

5. Ask the students to present their work to the class or in the morning assembly.

Ending note: *The work can also be presented during the school assembly or the posters can be stuck in class or on the school compound.*

ACTIVITY

4

Tolerance & respect

Mahatma Gandhi

The need of the moment is not one religion, but mutual respect and tolerance of the devotees of the different religions.

This activity will enable students to understand that tolerance and respect are the two first values to promote empathy amongst the learners.

Learning outcomes:

- Demonstrate an understanding of tolerance and respect for self and others
- Chart out strategies for tolerance and respect in a pervasive manner
- Develop tolerance and respect as a culture both in and out of the school

Procedure:

1. Write the statement: 'Am I tolerant and respectful?' on the whiteboard or on a bristol paper, so that everybody can see.
2. Propose a reflection time of about 5 minutes.
3. You can play meditation music in the background while checking the time.
4. Once done, set the students in small groups where they will share their personal reflection.
5. Remind the students to set a leader, a time keeper, a note recorder, a reporter. Remind them not to make any judgements about what the others are sharing. Provide them with kitchen paper and felt tipped pens if needed.
6. Give them 10 minutes for sharing.
7. Set the students in a big circle where the reporters will share the thoughts, feelings and reflections of their small groups with the whole class.
8. Remind the students to listen to their friends and not to comment on or judge their friends' ideas.
9. While reporters are doing their presentations, ask the students to observe and note down who is showing tolerance and respect to others while the reporter is talking.
10. Educator provides his comments on his/her observations and asks the students to do same without saying the names of the students involved.
11. End the class with a common chart on the 'do's and don'ts' to develop a tolerant and respectful attitude in class.
12. The chart can be used as model for any other activity.

ACTIVITY

5

Reacting to different situations

Irina Bokova

Respect and tolerance are liberating acts, whereby the differences of others are recognized as the same as our own and whereby the riches of another culture are taken as the wealth of all.

This activity aims at helping students value respect and tolerance.

Learning outcomes:

- To develop strategies for tolerance and respect
- To take appropriate decisions to respect others

Materials needed:

Case studies or situations on lack of tolerance and respect

Procedure:

1. Provide each group of 4 to 5 students with an envelope which either contains a situation, context or case study to be analysed where there is a lack of respect and tolerance, for instance: bullying at school, disrespect towards teachers, peers, grandparents, siblings, animals, polluting environment etc.

2. Ask the students to analyse the different situations or contexts and share their opinions. The following questions can be used as prompts:
    - What were the positive and negative aspects in the type of behaviour you noted in the situation / context?
    - If it was you, how would you act / react?
    - According to you, how did the other person feel at that time?
    - What could have been done differently? Why? How?
    - What do these teach us for the future?

3. After their group work, ask each group to come in front and present the situation and their analysis of the situation. This will be followed by a group discussion.

4. The educator reinforces ideas and concepts discussed so far and provides clarification and comments if needed. Put forward the question box for those who are shy.

ACTIVITY

6

Living with each other

Anonymous

Respect and tolerance can serve as vehicles for unity, solidarity and peace. It enables us to eliminate all forms of discrimination, protect human rights and live peacefully in an intercultural society.

Through this activity, students will learn that self-respect and respect for others are important in a multicultural society.

Learning outcomes:

- Develop and observe values of self-respect and respect for others
- Identify the available sources of help in and outside school
- Demonstrate an understanding of trusted sources of help and support in and out of school

Materials needed:

Water colour, kitchen paper, blue tack, coloured pencils, whiteboard, blackboard, tissue paper, water, colour cards

Procedure:

1. Educator asks students to work in groups of 5.
2. Educator assigns each student in the group a different colour.
3. Educator instructs each student in each group to prepare water colour using the colour that they have been assigned.
4. Each student in each group is asked to paint his/her hand using their respective water colour and imprint it on kitchen paper.
5. Educator collects the kitchen paper and displays them on the board.
6. Educator discusses the idea that each individual is unique but at the same time contributes to the same task at the same time.
7. The importance of respect and tolerance in an intercultural society is highlighted by the educator.

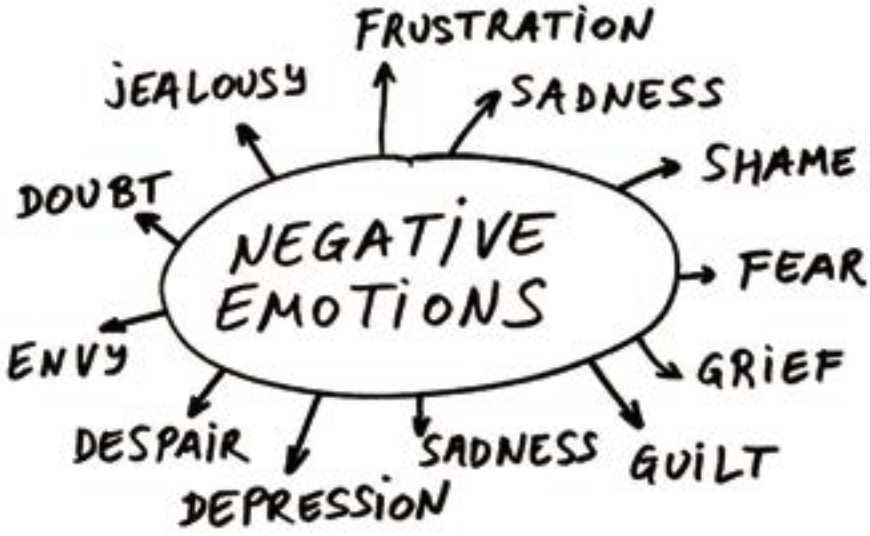
ACTIVITY

7

My emotions and my responses

Toni Morrison

Anger ... it's a paralyzing emotion ... you can't get anything done. It's helpless ... it's absence of control ... I have no use for it whatsoever.



This activity aims at helping students to recognise their emotions. It also enables them to understand how their emotions can affect their behaviours and that of others.

Learning outcomes:

- To identify one's emotions
- To realise how one's emotions influence others
- To reflect on the consequences of one's emotions

Procedure:

1. Students are asked to draw emojis of some of their emotions.

2. Each student is asked to show and talk about:
   (i) the emotion he/she prefers the most &
   (ii) the emotion he/she dislikes the most.

3. The class will be divided into small groups and each group will prepare one role play on any of the following scenarios:
   - The extremely jealous man who wants to know why his partner did not answer his call
   - The depressed teenager who meets his/her best friend
   - The very calm teacher who enters a very noisy class
   - One student bullying another one
   - Two angry road users who have had a minor accident

Ending note: *The educator is expected to find out more scenarios in order to avoid repetition.*

ACTIVITY

8

Understanding the emotions of others – emotions collage

> **Anonymous**
>
> People may not always tell you what they feel about you, but they will always show you. Pay attention.

Through this activity, students will learn to identify the emotions of others and put themselves in the shoes of others to develop the values of tolerance, respect, care and compassion.

Learning outcomes:

- Identify the emotions of others by observing facial expressions and body postures
- Develop their creativity and writing skills

Materials needed:

Activity sheet, scissors, glue, magazines, coloured pencils, markers and crayons

Procedure:

1. Explain the purpose of the activity.

2. Ask students to cut out pictures of people from magazines or to look for pictures in their textbooks and draw them.

3. Students have to stick the pictures on a sheet of paper and write a simple sentence on what the person might have been feeling.

4. Educator has to engage the class in a group discussion using the questions below:
    - How could you tell what the person was feeling?
    - What facial expressions did you notice in the pictures?
    - What types of body postures did you notice in the pictures?
    - Why is it important to recognise body language?

5. The sheets of paper can be glued on bristol paper with the different types of feelings students experience/encounter in their daily life.

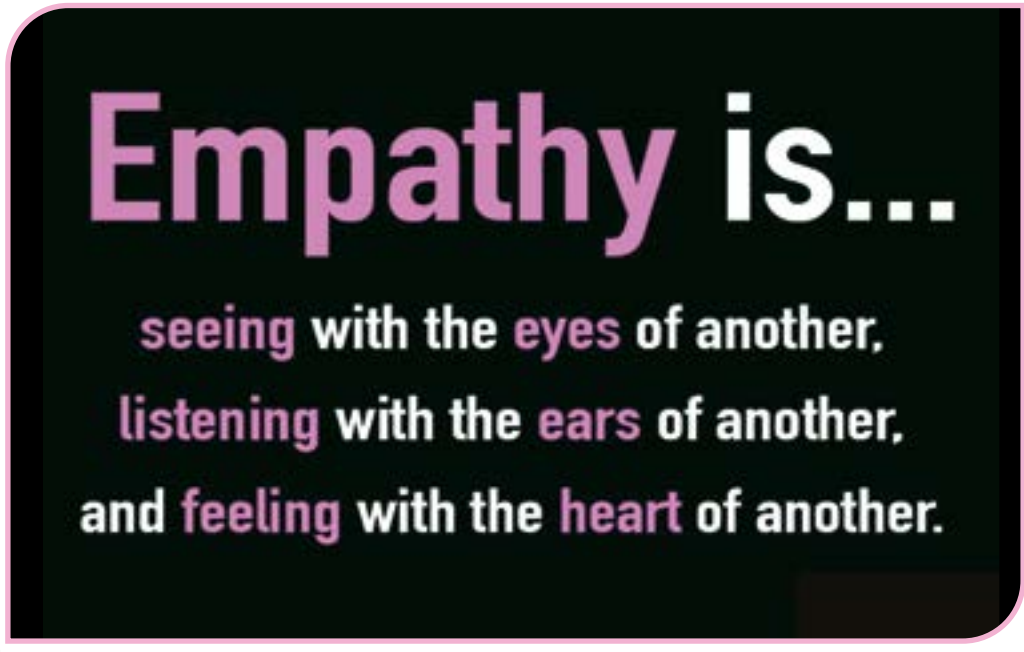
ACTIVITY

9

Role-play on empathy

Mohsin Hamid

Empathy is about finding echoes of another person in yourself.



This activity will help students to see the world from other people's perspectives and learn to respect their views. Through this activity, students will learn how to care for others and develop strong social relationships.

Learning outcomes:

- Explain the term empathy
- Identify situations where empathy is shown

Procedure:

1. Divide the students in groups of 3-5.

2. Ask the groups to prepare a role-play on the following scenarios:
    - A friend received a good news and shares it with you
    - A friend fell down in the playground and broke his/her arm
    - A stranger is crying on the street
    - Your brother received a prize for a drawing he made

3. Students should be instructed to say how they felt in each situation.

4. After each presentation, initiate a class discussion. Some questions that can be asked are:
    - How did you feel in this situation?
    - Was it easy to feel sadness for the stranger? Why?
    - How can you better understand others' feelings?

5. Explain to the students that if they felt happy when their friend/brother is happy or sad when their friend or the stranger is sad, it is because they felt empathy. (Empathy is the caring emotion. It means the ability to put yourself in someone else's shoes in order to feel what they are feeling. This feeling of sadness or happiness because of what others experience is called empathy.)

ACTIVITY

10

Talking about empathy at school

Jesse Jackson

Never look down on anybody unless you're helping him up.

This activity will enable students to identify the different empathetic acts at schools and help them to identify ways to show empathy towards others.

Learning outcomes:

- Identify how empathy exists in the school community
- Discuss ways for students to show more empathy towards one another

Materials needed:

Computer with Internet access, pen and lined paper

Procedure:

1. Look for the Biography of Mother Teresa and guide the students in their reflections. Mother Teresa — who spent most of her life helping the poorest, sickest people of Kolkata, India — once said, "I want you to be concerned with your next-door neighbour. Do you know your next-door neighbour?"

   How does this quotation reflect the idea of empathy?

2. Using these thoughts, ask the students to talk about empathy in their school community. What acts of empathy have they seen? Where could there be improvement?

3. List a number of ways in which you can show empathy to the people in your life — classmates, teachers, family members, relatives, friends and neighbours.

Ending note: *Students can use any medium to present their findings. It can be done through poster presentation, slams, songs, slogans or role play.*

ACTIVITY

11

The talk show game

Henry Ford

If there is any one secret of success, it lies in the ability to get the other person's point of view and see things from his angle as well as your own.

This activity will allow students to respond empathetically to different situations.

Learning outcomes:

- Understand the scenario
- Elaborate on the experience and feelings of others
- Respond to the situation empathetically

Procedure:

1. Group students in pairs. In each pair, one plays the role of a talk-show host. The other plays the role of the guest on the show.

2. Present each pair with a scenario that involves empathy or lack of empathy. The following scenarios can be used:
    - A student does not perform well for a test.
    - A girl who heard some gossips appears upset.
    - A rumour about you is spreading around the school.
    - You were in a fight with your best friend at lunch today.
    - You liked your new shoes when you put them on this morning, but somebody made fun of them.
    - You thought you would be part of a basketball team, but you got cut

3. The educator asks students who are acting as hosts to prepare questions so that they can discuss with the guest. The host has to draw ideas from the guest about some of the experiences, feelings and attitudes associated with that scenario. The host interviews the guest for five minutes.

4. After that, call for a break and invite players to stop, switch roles and take up a new scenario. This can be repeated and pupils are given time to act out their scenarios in their new roles.

5. After both students in each pair have played both roles, give the students a few minutes to discuss their reflections on the exercise with peers.

ACTIVITY

12

Demonstrate safe and responsible behaviour on the road

Anonymous

Don't drive faster than your guardian angel can fly.

This activity will empower students to assume their responsibilities on the road.

Learning outcomes:

- Differentiate between responsible and irresponsible behaviour on the road
- Develop an understanding of what it means to be a good road user

Materials needed:

A list of behaviours observed on the road and in the bus

Procedure:

1. Students will discuss in groups their responsibilities when using the road.
2. The educator can give some examples to kick off the discussion in the groups for instance :
    - While walking on the road you should always be attentive.
    - Do not use head phones, do not speak on mobile phone, do not argue with friends, do not play on the pavement, do not walk in groups on the pavement and avoid carrying too many luggage.
    - When you wait for the bus, make sure you are at the bus stop on time, thus you will not have to run after the bus. While waiting for the bus, do not play.
    - While boarding the bus, queue up and do not push.
    - In the bus, always show your bus pass, sit properly, be polite, do not use foul language, do not throw things out of the window and do not take out your head/hands outside the bus.
    - While exiting the bus, do not push, do not jump out of the bus and never use the rear door.
3. The educator provides a list of the behaviours observed and asks students to classify them as responsible/irresponsible/careless behaviour. This activity can be done on the whiteboard /bristol paper.
4. Educator uses prompts so that students can elaborate on how careless actions can lead to serious injury.

Ending note: *The lesson can be tailored to fit classroom circumstances, school environment and the community environment.*

4 Coping with Stress

> "There's going to be stress in life, but it's your choice whether to let it affect you or not."
>
> VALERIE BERTINELLI

Learning Objectives

Students will be able to:

- Cope with stress by identifying its sources.
- Understand how one is affected by stress and devise means to control its levels.
- Develop an understanding that sexual harassment and discrimination can lead to stress.
- Contribute in creating a stress free multicultural society.

Educator's Guide in helping the students to manage and cope with Stress

> "There's a wonderful and powerful window of time developmentally – between ages 10 and 12, before the teenage years – where teachers and parents can make a lifelong difference in helping children grow up to be emotionally healthy and well. It's an opportunity to help children learn problem solving, stress management skills and become more self-aware – and this is a gift that can help them today and for the rest of their lives."
>
> *Robin C. Alter, Ph.D., Child Psychologist, author of Anxiety and the Gift of Imagination, panelist, York University Affiliate Professor, OPA, CPA, APA Member, CPF Trustee.*

Even the most nurturing school and home environment includes a range of stressors that can both challenge and motivate students while stress is a necessary part of development and learning. Mauritian students face different types of stress which can affect their school performance and ability to deal with life situations. The activities on stress will help students to develop resilience, concentrate, learn, interact and deal successfully with stressors they may face in their daily life.

The activities proposed will enable students understand the term 'stress', identify different causes of stress, differentiate between positive and negative stress and develop skills to cope with stress. They will also create their personal anti stress toolkit.

There are a number of stressors faced by students in their daily life and some of them are listed below: exam pressure, living in an environment where there is domestic violence (physical, emotional, verbal, and sexual), teenage pregnancy, sexual harassment, early sexual Intercourse, bullying, divorce and separation of parents and discrimination in school and community. These stressful situations decrease the resilience of the students and make them more prone to mental health issues. Some students perform poorly at school, some develop suicidal tendencies and self-mutilating behaviours while some might face depression. The causes and consequences of stress is infinite and it will be difficult to discuss all of them.

Educators can select the activities which is more suitable for their students and address other stress causing issues or consequences which may be present in their school context.

Although it is challenging to talk about those specific themes to teens, it is essential. Before engaging with these themes, educators should:

- feel confident to engage / initiate discussion.
- have enough information to convey to the students.
- be able to address delicate issues cropping up.
- be able to help students who leave their comments or questions in the
- be prepared to start the discussion

List of some simple basic activities for reducing / managing stress:

1. Breathing Exercise

Close your eyes, forget everything that is around you.

Sit down or stay up.

Slowly start inhaling with the nose and exhaling with the mouth.

Repeat this five to ten times (or until you calm down).

2. Counting Exercise

When something is bothering you, start counting slowly until you calm down.

Once you calm down, think about what happened and reflect on its impact on your life.

Do you think it still matters? Do you think you can do something differently?

Do you think you can move on?

If you answered 'Yes' to any question, maybe you should talk about it to your teacher/facilitator or friend.

3. Writing Exercise

Keep a journal or diary where you can write all your thoughts and feelings at times when you feel overwhelmed by the daily events in your life.

You can hand this diary over to a person (an adult) you can confide in so that proper feedback can be provided to you.

4. Painting Exercise

Simply draw or paint out anything that comes through your mind in a calm environment or out in an open space (where and when possible).

ACTIVITY

1

Understanding stress

David Allen

Much of the stress that people feel doesn't come from having too much to do. It comes from not finishing what they've started.

This activity will enable students to understand the meaning of the word stress and identity situations when they felt stressed.

Learning outcomes:

- Understand the term stress
- Understand that stress is not necessarily negative

Procedure:

1. The educator asks the students to listen carefully and says the following: 'Pretend that you are in the following situation: someone is chasing you. He is getting closer and closer. You are running as fast as you can, but your legs are tired and you cannot go faster. He is approaching you quickly and you can hear his breath.'

2. Question the students about how they felt.

3. The educator then continues the scenario. The person grabs you and you hear people cheering and calling your name. How do you feel now?

4. The educator brainstorms using the following questions:
    - Did your perception of the situation change? Why?

5. The educator explains what stress is, how and why it happens.

6. Ask students to identify the stress in the given scenario.

7. Ask students to think about situations when they felt stressed and share them with peers.

ACTIVITY

2

Stressful events and situations

Hans Seye

Adopting the right attitude can convert a negative stress into a positive one.

Things that make us feel stressed are called stressors. For adolescents, the stressors may be something that seems very simple, like shifting to a new locality or going to a new school. Through this activity, students will identify stressors that affect them personally.

Learning outcomes:

- Identify common life events that are associated with stress
- Determine whether the stressors are positive or negative
- Recognise stressors that affect them personally

Procedure:

1. Students will be asked to discuss in groups and identify situations that stress them.

2. Walk around and spend some time with each group to provide relevant feedback and support. Ask them to identify common or different themes cropping up, discuss about their feelings when this happens and share their action / reaction to it.

3. Ask each group to prepare a common poster which explains these different tasks for class discussion.

4. Ask each group to come in front to present their ideas stating that there will be a question / reaction time at the end of each presentation. (If a group cannot answer a specific theme addressed, note it down so that you can respond to it later on.) Each group will have to affix their poster on the wall.

5. Summarise the work of each group by pointing out that it is 'normal' to experience 'stress' in different circumstances or situations. Some stressors provide a positive or a negative reaction / outcome.

6. Engage students in a class discussion about the positive and negative aspects of stress and let them talk freely.

7. End the class by asking students to keep on recording how they can deal with stress other than what they usually tend to do.

ACTIVITY

3

School-related stress

Harvey Mackey

To be a champion, you have to learn to handle stress and pressure. But if you're prepared mentally and physically, you don't have to worry.

All students experience stress in one form or another. Through this activity, students will understand that they are not alone when it comes to school-related stress. Students will identify stress that they have experienced at school and come up with strategies to deal with it.

Learning outcomes:

- Examine common school-related stressors for adolescents
- Develop stress-beating strategies they can apply in their own lives

Materials needed:

Blank sheets of paper, pen

Procedure:

1. Educator will distribute blank sheets of paper which have been numbered and will inform the students that they will not write their name on the paper.

2. Students will think about any stressful school-related situations and jot them down on their sheet of paper.

3. Educator will collect the papers and redistribute them among students.

4. Students will think of solutions to deal with those stressful situations and will write them down.

5. Educator will collect the sheets.

6. A whole class discussion will be carried out to discuss school-related stress and the solutions proposed.

ACTIVITY

4

My stress toolkit

Steven Besech

Dealing with stress should not be as hard as climbing Mount Everest.

There are many techniques available to reduce stress. This activity will help students to identify ways to deal with stress in a fairly simple and straightforward way. The techniques can be learned, practiced and applied in their everyday life.

Learning outcomes:

- Discuss ways they deal with stress
- Create a personal anti-stress toolkit
- Apply skills to manage stress in different situations

Materials needed:

Bristol paper, glue, coloured pens / pencils, markers, magazines(for cutting), stapler or shoe box

Procedure:

1. Start the class with a general brainstorming about the different ways in which students cope with stress.

2. Add on other coping skills to the list below if they have not been mentioned: Breathing exercise, counting exercise, writing exercise, painting, singing, sports activities, meditation, relaxation activities, gardening and so on.

3. Ask students to keep a notebook in which they will jot down their own strategies they will use to cope with stress.

4. Once this is done, engage students in another discussion where they will be able to discuss how this notebook will help them in the future.

5. Remind them of the old adage: Practice makes progress not perfection!

ACTIVITY

5

Stop discrimination

Elizabeth II

Discrimination still exists. Some people feel that their own beliefs are being threatened. Some are unhappy about unfamiliar cultures. They all need to be reassured that there is so much to be gained by reaching out to others; that diversity is indeed a strength and not a threat.

Discrimination can be a cause of stress for some of our adolescents. This activity will help students to develop an awareness of discrimination and identify ways to deal with discriminatory attitude. The activity will also empower adolescents to appreciate diversity.

Learning outcomes:

- Develop an awareness on discrimination
- Identify discrimination in our everyday activities / routines
- Find ways to avoid discrimination

Materials needed:

Whiteboard and whiteboard markers / felt tipped pens / paper

Procedure:

1. Start with a general discussion using the following questions: Have you ever refused to talk to, sit next to, play or work with anybody? Ask the reasons for this?

2. Let the students talk openly, it may be a slow start but it will come eventually if they feel confident and comfortable enough.

3. Note down all their answers / responses on the board.

4. Provide them with a basic definition of 'discrimination' and ask them whether they have ever been subjected to 'discrimination'.

5. If the students are unwilling to talk / share these experiences, provide them with a piece of paper and a felt tipped pen on which they can write their answers.

6. Collect all their responses in a basket / box and start reading each one out loud without identifying the student who wrote it.

7. Ask the students to try to put themselves in any one scenario and ask them how they feel.

8. Set the students in groups and ask them to come up with their own way to deal with / manage 'discrimination'.

ACTIVITY

6

Bullying

Raini Rodriguez

Bullying is never fun, it's a cruel and terrible thing to do to someone. If you are being bullied, it is not your fault. No one deserves to be bullied, ever.

Bullying is when someone repeatedly uses one's power to hurt or scare others and bullying is very common in our secondary schools, Through this activity, students will understand that bullying can be physical, social and emotional and they will also devise strategies to deal with bullying.

Learning outcomes:

- Develop an understanding of the term bullying
- Identify specific places in / outside of school where bullying is likely to happen
- Devise ways to address bullying

Materials needed:

Whiteboard, whiteboard markers, school plan, papers and pens

Procedure:

1. Brainstorm on the word: 'bullying'.
2. Write all the students' responses on the board with a simple definition of bullying.
3. Take some time to talk about the feelings one may experience as a bully and as a bullied.
4. Give each student a school plan and ask them to identify places where bullying is more likely to happen.
5. Ask each group to come in front to expose the group's discussion.
6. The student will work in groups and prepare role plays to show how bullying can be prevented in their class / school.

Ending note:

I. A talk can be planned with the school psychologist to discuss the psychological aspects and trauma of bullying.
II. A poster or 'fresque murale' competition can be organised to sensitize the whole school on bullying.

ACTIVITY

7

Sexual pressure among adolescents

J.K Rowling

It is our choices that show what we truly are, far more than our abilities.

Adolescents are often confused by and unprepared for a society filled with sexual messages, pressures and dangers. This activity will prepare students to face issues related to sexual pressure.

Learning outcomes:

- Demonstrate an understanding of the sexual pressures among teenagers
- Create personal approaches to questions related to sexual behaviour
- Apply basic skills of logic and reasoning

Procedure:

1. Students will be divided in groups of 4 to 5 .

2. Students will start discussing about sex and morality. The following questions can be used:

    - What is the difference between love and sex?
    - What are some ways to express love without sex?
    - What do you think is sexual harassment?

3. The group will discuss their answers with the class. The educator will clarify doubts of students and help them in finding the most appropriate answers and take responsible decisions.

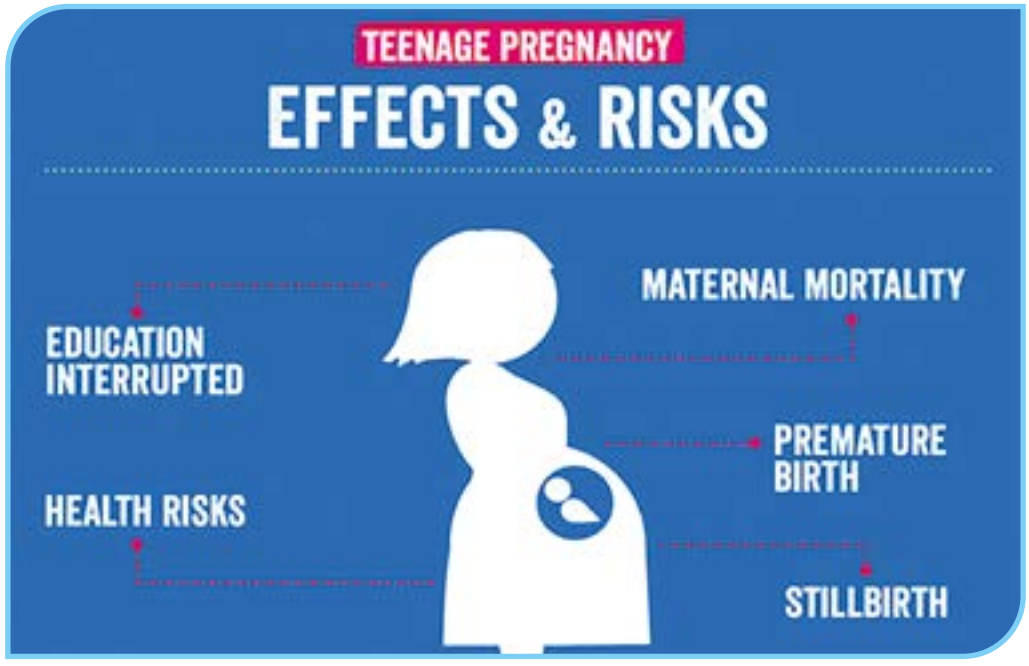
4. The students can be asked to prepare a role play on sexual pressure and ways to deal with the pressure.

ACTIVITY

8

Teenage pregnancy

> **Faye Wattleton**
>
> Just saying no prevents teenage pregnancy...



Teenage pregnancy can cause a lot of stress among adolescents. Through this activity, students will learn about the consequences of teenage pregnancy and will be empowered to take appropriate decisions in their life.

Learning outcomes:

- Consider the short and long-term consequences of teenagers having babies
- Recognise the responsibilities associated with being pregnant and having a new born

Procedure:

1. Ask students to answer the following questions on a sheet of paper:
   At what time do you wake up? What did you eat for breakfast? How much time do you spend with your friends? What time do you go to bed?

2. In the form of a story, tell students about the routine of a pregnant teenager. These facts can be shared:

   Pregnant women must eat a balanced diets, take frequent naps, go for frequent medical check-up, have morning sickness, nausea, do costly medical tests and have mood swings. They should also avoid certain activities.

3. Ask students to consider how being pregnant would affect their daily routines and let them share their thoughts with the whole class.

4. Ask them to think about the implications of becoming parents.

5. Conclude the lesson by highlighting the short term and long term consequences of teenage pregnancy.

ACTIVITY

9

Suicide

Anonymous

'Place your hand over your heart, can you feel it? That is called purpose. You're alive for a reason so don't ever give up.'

People who have difficulty to deal with life events think about committing suicide. This activity will help students to remain positive and take responsible decisions and say 'NO' to suicide.

Learning outcomes:

- Learn about key concepts related to suicide prevention
- Understand the characteristics of students who are at higher risk of suicide attempts
- Identify warning signs of suicide
- Discern facts and myths about suicide

Procedure:

1. Introduce the subject with the following key concepts:

    - Suicide is a permanent solution to a temporary problem. It is the result of a teenager unable to see any other solution to the problems that are consuming him/her. Suicide is preventable. Suicidal people do not want to die. They want their problems to end.

2. Explain to students that they will be studying ways to help other teenagers who may need help finding solutions. Suicidal teens are depressed and need help. But how do we recognise this, and what do we do?

3. Put the following categories on the board or on kitchen paper and ask students to research on them:

    - Facts on suicide
    - Students who are at higher risk
    - Warning signs of suicide
    - Verbal signs of suicide

4. Prepare case studies on students who might think about suicide or get newspaper cutting on suicide or suicidal tendencies among college students and distribute to students who will work in groups.

5. Students will have to analyse the case and find ways to help a suicidal friend.