



AIMING
CHANGE FOR
TOMORROW

Pilot Rollout of LSBE National Guidelines



Children

TRAINING MODULE

1



Introduction to the Children Orientation Module

© ACT International 2021

This manual is protected by copyright. All rights reserved including the right of reprinting, reproduction, distribution, microfilming, storage in data processing equipment and translation in whole or in part in any form.

Published by
Aiming Change For Tomorrow (ACT) International
Office no 5&6, 3rd Floor, Malik Arcade, E-11/2 Markaz, Islamabad.
Phone: 051-8312826

Designed & Printed by
ZA Printer
DHA 2, Main GT Road Isb

Edited and reviewed by
Ms. Rabia Gillani, UNFPA
Mr. Mubashar Nabi, ACT
Mr. Suhail Bin Aziz, NCC- MoFE&PT
Mr. Mubashir Banoori, ACT

Contents

1.	Introduction to the Children Orientation Module.....	1
	1.1 Overall Learning Objectives.....	2
	1.2 Eligibility Criteria for Children.....	2
	1.3 About this Instructional Guide	2
	1.4 Important Tips for Trainer	1
2.	Session: Life Skills & Life Skills Based Education (LSBE).....	4
3.	Pre/Post Training Evaluation Test for Children.....	27

This document has been developed to assist the program team and the education managers to identify and select potential primary school students (boys & girls) from class 4 – 5 of identified schools.

The primary purpose of the selection of students is to create a vibrant peer group to accelerate the learning process amongst them on LSBE, so that the program is able to track the performance against the set indicators during the implementation. The said process will be driven in the light of pre-defined learning objectives of the LSBE module and the eligibility criteria to develop the peer group for whom this module will be delivered to. The learning objectives and eligibility of the proposed sessions for students are mentioned below.

1.1 Overall Learning Objectives

- Enhance knowledge and skills, and demonstrate best practices of Life Skills Based Education at peer and family level;
- Improve cognitive and communication skills, and attitudes to mitigate the potential risk of fears amongst their peer, parents, teachers and community;
- Increase motivational level and promote positive behavioral change.

1.2 Eligibility Criteria for Children

- Proven track record of active participation in co-curricular activities and a dynamic learner;
- Belonging from class 4 – 5;
- With an interactive and friendly personality having a peer group;
- Regular student of the selected school where the sessions are conducted;
- Have proactive parents with meaningful relation with school teachers or SMC (School Management Committees).

1.4 About this Instructional Guide

This guide has been formulated for persons who are involved in capacity building of teachers, parents and children at community level in the area of life skills based education. This guide includes a session plan which describes the detail about the session's objectives, instructional topics, time allocation for each topic, details of group activities, material required etc. A complete step by step process to deliver the contents has been described in detail in this guide which will facilitate the trainer in delivering training on such type of topics. It also includes the PowerPoint Presentations for use during the sessions, as well as reading material for trainees and trainer.

1.4 Important Tips for Trainer

The trainer who will deliver the training should consider few important points for the conduct of this training; provided below:



- Make sure that the children are encouraged to talk and they are involved in a discussion. A facilitator to work with children has to work smart to make sure that the children are smart and they have wisdom that adults don't have. The children enjoy when they are appreciated and given opportunities to work unique.
- Ask for clapping for small contributions to encourage children keep sharing views.
- As a facilitator, you can enjoy working with children if you touch base and understand their level and orientation.
- Tell children that they are doing best things and do follow the concept of best participant for each session so to allow maximum or even entire group of children be the best participants.
- Share your experiences of childhood and enjoy their feedback and reactions.
- Inform children that they will learn from activities so their participation would make this session very productive and they will enjoy this opportunity as a rewarding experience of childhood.
- Build a repo with children to help them feel confident and relaxed.
- Share positivity to help children learn positive attitude.
- Emphasize on attitude building as it's the prime time of learning and children learn in a great manner.
- Have some chocolates and candies and keep sharing when there is something great i.e. sharing of thoughts, activity performance, etc. etc.
- Ask children to work as leaders often for conduct of some activities to enable them learn leadership, assertiveness, effective communication and make the joyful memories.
- Ask for volunteers during the entire session to evoke participation, taking initiatives, and leadership qualities in children.

2



**Session: Life Skills & Life Skills
Based Education (LSBE)**

SESSION PLAN

Life Skills and Life Skills Based Education (LSBE)






DURATION
210 MINUTES

Key Learning Objective

By the end of this session, trainees will be able to:

- Understand the concept of life skills
- Learn about Life Skills Based Education and eight important life skills from LSBE perspective
- Know peer pressure and different kinds of peer pressures
- Learn some of the ways to handle peer pressure

	Subtopic	Methodology	Material Required
1.	Life skills	Group Discussion	Flipcharts Markers Flash Cards   
2.	What is Life Skills Based Education (LSBE)?	Lecture, Q&As	
3.	Important life skills: Self-awareness	Brainstorming, Group Activity	
4.	Important life skills: Creative thinking	Q&As, Group Activity	
5.	Important life skills: Interpersonal relationships	Group Discussion, Group Activity	
6.	Important life skills: Decision making	Group Discussion, Group Activity	
7.	Important life skills: Problem solving	Brainstorming, Group Discussion, Group Activity	
8.	Important life skills: Empathy	Group Discussion, Group Activity	
9.	Important life skills: Coping with emotions	Brainstorming, Group Work	
10.	Who are your peers?	Brainstorming, discussion	
11.	Peer pressure	Brainstorming, discussion	
12.	Why children gives in to peer pressure	Group discussion	
13.	Peer pressure scenarios	Group activity	

Handouts

Handout A: Show respect cards

Handout B: Coping with emotions 1

Handout C: Coping with emotions 2

Group Activities

- “Who Am I?”
 - Do not Listen
 - Different Ways of Communication
 - Show Respect
 - My Choice
 - Solution Bee
 - Surviving on an Island
-

Advance Preparation

- Draw different faces representing different emotions on different cards such as smile, angry, happy, confused, sad, bored, etc. Drawn pictures should be big enough to be seen from a distance
- Prepare Show Respect cards for the activity Show Respect. Cards are given in handout A
- Prepare problem solution cards for the activity solution bee.
- Print handout A, B and C

THE PROCESS

1. Life Skills

GROUP DISCUSSION

i	Start the topic by narrating and explaining this quote, “current century literature indicates that our future citizens need to be multi literate, creative, and innovative (Shifting Minds, 2012:4) “.
ii	Say that young children are the most productive members of the society, due to their physical and intellectual capability but in reality many of these children are not even aware of their potential, and as a result they are unable to utilize it mainly because of less or no guidance and motivation by their parents.
iii	Inform the trainees that the children pass through different developmental stages such as mental, physical, social etc. and for each of these stages, certain skills are needed. Ask trainees to think what can be those skill.
iv	Explain that such skills are called life skills which are the abilities for adaptive and positive behavior that enable individuals/children to deal effectively with the demands and challenges of everyday life.

2. What is Life Skills Based Education (LSBE)?

Q&A, LECTURES	
i	Moving ahead, say that Education is very important for a child but more important is that education should support living a better life.
ii	Explain that human beings constantly interact with themselves, other people and the environment as a whole. So when a child grows up into adolescence and adults, s/he requires knowledge, skills and attitudes which can prepare him/her to successfully manage own self and the environment.
iii	Further explain traditional methods of education assumed that life skills and attitude training should continue to be provided by family and community. But that has proved wrong because children have been left vulnerable due to such traditional methods largely because of the fact that challenges and threats faced by children and young people have increased. So it has become increasingly important to prepare the children to meet the complex nature of challenges and threats of the present day world.
iv	Say that it is through LSBE that education can support in living a better life because these are the ingredients for children to become responsible citizens of the country who can handle and survive the challenges of present society and future.
v	Now say that the next question which comes to mind is that what is LSBE? Explain it as a form of education which focuses on the development of life skills which we will discuss now.

3. Important Life Skills for LSBE: Self Awareness

BRAINSTROMING, GROUPS ACTIVITY: WHO AM I?

i	Start the session by saying that we have little idea about life skills and LSBE. In this session we will talk in detail about the life skills especially those which are important from LSBE context. Say that the first life skill which we will discuss is self-awareness.
ii	Inform the trainees that knowledge about oneself is called self-awareness which is awareness about what a person/child can or cannot do. Explain that it is through self-awareness that adolescents develop their self-confidence and self-esteem.
iii	Say that on the basis of self-confidence, adolescents can develop the ability to respond to any situation with confidence. Another benefit of self-knowledge is that it develops self-control in them to cope with their emotions and stress.
iv	Tell that we will do a activity called ' who am I? ' which is about self-understanding and self-esteem.
v	Tell the trainees to sit down and form a circle.
vi	Say that we will do this activity in pairs of two.
vii	Explain that one person will ask the other person, who are you?
viii	The second person needs to answer very briefly about him/herself by tell something which describes them in a positive way such as I like.
ix	Tell them that they should only provide positive information about themselves. Nothing negative.
x	Ask each pupil to tell about his or her name. Who selected it for them? Tell to the whole class what each name means. Which names would pupils prefer should they be given a chance to change their existing ones?
xi	Let the first person repeat the same question, who are you? Now the second person have to answer in a different way.
xii	Repeat the activity one more time.
xiii	Then ask another pair to do the same. This can also be done with larger pairs such as five to six trainees in each group.
xiv	Make three to four groups If activity is done in large groups then, and give each one a chance to do the same.
xv	Ask all the trainees that how they felt once all have participated, when giving out positive information about themselves?
xvi	Ask that did anyone found something new about his/herself?
xvii	Tell them that main purpose of doing this activity was to identify who they are.
xviii	Help children understand that as a monitoring activity, children will ask their parents about the meaning of their names and why they were named so.

4. Important Life Skills for LSBE: Communication

Q&AS, GROUP ACTIVITY: (I) DO NOT LISTEN, (II) DIFFERENT WAYS OF COMMUNICATION

i	Say that human relationships depend upon communication which is why it is a very important life skill.
ii	Ask how important is a communication for a child and what will happen if child is weak in communicating effectively.
iii	Write down the trainees points on the flipchart.
iv	Say that we will do a fun activity called “do not listen” which is related to weak communication and describes what will happen when nobody listens to you.
v	Say that you will randomly select two to three trainees who are to talk for one minute on any subject or thing they like or want
vi	The rest of the trainees are the audience and they have to pretend that they are not listening to the presenter through their body language and facial expressions. But they are not allowed to talk.
vii	When presenter will start talking and see that nobody is listening her/him, then most probably s/he will stop as it is difficult to talk when nobody is listening.
viii	Invite two to three trainees for talk.
ix	Once all are done talking, ask how they felt in a situation when nobody was listening to them?
x	Write their responses on flipchart, which most probably will include responses such as: <ul style="list-style-type: none"> – Frustration – Angry – Feeling about own self being unimportant – May the topic was too boring for the audience – I stopped, could not go ahead
xi	Then ask the audience how they felt when not listening to presenter.
xii	Write their answers on flip chart again those of presenters.
xiii	Explain that audience list might contain some exaggerations but the first list is the exact representation of the feeling when others don’t listen to you and result is that person will stop talking in this situation as s/he feels insulted.
xiv	Afterwards, tell them different types of communication, by giving example from the activity they have just done.
xv	Ask them which types of communication do they think happened in the activity.

xvi	After they have answered. say that there was verbal communication, and no verbal communication which in this case was body language, gestures and facial expressions.
xvii	Explain that you might find it surprising that 70% of a person's communication is non verbal.
xviii	Say that we will do another activity called different types of communication to highlight their importance.
xix	Say that consider this your classroom and me as your class teacher.
xx	Facilitator needs to go out of the room and then enter.
xxi	Don't talk, just go straight to the white board and write down on the blackboard "Everyone should be silent".
xxii	Invite any participant to go to the whiteboard and stand in front of everyone
xxiii	Tell that person that s/he has to explain to the class what s/he wants to do by gesturing and the class has to guess what s/he means.
xxiv	Tell that s/he can convey the message by any means which s/he can think of but without speaking anything at all.
xxv	The tasks should be decided by the participant. However it is better to start with simple ones, such as I have clean the whiteboard, I have to make a phone call, give me your pen etc.
xxvi	Repeat the activity with three to four trainees.
	Tell them that difficult to do tasks should also be done.
xxvii	Invite one or two people to gesture difficult tasks.
xxix	Once done, ask how did everyone felt? Was it difficult to communicate? Was it difficult to understand?
xxx	Then explain that we can communicate with each other using various types of communication with speaking being one of many.
xxxi	Describe briefly other kinds of communication by writing them on whiteboard such as: facial expression, drawing, body language writing.
xxxii	Conclude the topic with this activity.

5. Important Life Skills: Interpersonal Relationship

GROUP DISCUSSION, GROUP ACTIVITY: SHOW RESPECT

i	Say that children form deep one-to-one relationships with those they love and get committed to them. Explain that for this relationship to happen certain factors such as faithfulness, trust, willingness, and commitment to friendship are necessary.
ii	Ask with whom a child can foster this relationship. After trainees have answered, say that a child can harness this relationship with family members, friends, peers, adults, people in authority such as social workers, village head, teacher etc.
iii	Explain that as children grow up and start mixing with other children at school and in other social gatherings, they start developing interpersonal skills which can become the part of their personality later in life.
iv	To explain interpersonal relationships skills in a simple language, say that it is the skill to make social and emotional relationships with people which children know or may know later on through social interaction.
v	Tell the trainees that now we will do an activity related to interpersonal relations which is called Show respect.
vi	Make four groups of trainees depending upon the number.
vii	Each group to have four members.
viii	Give each group a set of three situation cards which you have prepared earlier. Please see handout A for 'show respect' cards.
ix	Tell them that each group has to read the card aloud and then respond to the question given in it but in a respectful manner.
x	Say that those groups will earn points only if their responding statements have been said in appropriate tone of voice; tell that the group with most points will be the winner.
xi	As an example, take a card and respond to it.
xii	Give them five minutes to read the cards.
xiii	Once every group has read its cards then start with the first group who has read its cards.
xiv	Ask the group members to respond to the questions given in the cards.
xv	Tell the trainees that each card is worth five points. Since each group has three cards then the total score would be 15.
xvi	Note down each groups points, and in the end announce whoever has the highest score.
xvii	After the activity, say that it is through respectful way of communicating with other people that interpersonal relations start developing and continue if nurtured with love and respect.

6. Important Life Skills: Decision Making Skills

GROUP DISCUSSION, GROUP ACTIVITY: MY CHOICE

i	Say that as we grow up we are frequently confronted with making decisions. Some are small while other are big decisions to make, Everyone has to make certain simple decisions in day to day life such as what to wear, what to eat etc.
ii	Ask what kind of choices do you have to make in your daily life and on the basis of what?
iii	Have a discussion with them on their answers.
iv	Then say that these are daily life routines, but apart from these, a person is frequently confronted with making serious decisions e.g. related to future, education, relationship etc.
v	Explain that when making a decision a person must be aware of the consequences attached to it. Weighing the pros and cons and arriving at a conclusion is decision making.
vi	Say that we will now do an interactive activity called 'My choice'
vii	Tell that this activity will be done individually and everyone present in this room will participate.
viii	As an earlier preparation for this activity, draw on paper a table with two columns. In the left column write " My choice " as its heading and under it write, my friends, my drawing pencil.
ix	While in the right column write "No possibility to choose". Under it write, parents, time for sleep.
x	Explain both the situations by giving examples.
xi	For the right column i.e. a situation of how to make the right decision when there is no possibility of choice. Give this example; children do not select their names, their parents or other elders do it for them, while some children do not like their names. Is it like this? The response would most likely be yes.
xii	Ask what could be the possibility in such a situation when they don't like their name?
xiii	Take their opinion and then say that, nick name can be the best decision.
xiv	Ask the trainees that if they have understood the concept?
xv	Now ask them to write one decision for My Choice column and one for No Choice column.

xvi	Give them five to six minutes to do this.
xvii	Instruct them to analyze their everyday life and then think of the decisions.
xviii	Tell that if anyone is not clear, then s/he can ask you.
xix	Once everyone has written, ask randomly about their responses and have discussion.
xx	After the activity, explain that the objective of this activity was to teach trainees how to make their decisions. Further explain that two life skills have been used during this activity, one is decision making and the other is critical thinking, which we will discuss later.

- How important it is for children to make decision and choices.
- Live with your own choice and make your own decisions. Learn from the experiences and do not repeat your mistakes.
- Give nick name to yourself and enjoy your creativity.

7. Important Life Skills: Problem Solving Skills

BRAINSTORMING, DISCUSSION, GROUP ACTIVITY: SOLUTION BEE

i	Explain that everyone has set of worries and problems in their lives, some are big and some are smaller ones and as we move on in life, we learn to solve the problems and try to live positively with problems that we cannot solve.
ii	Say that problem solving is the ability to identify, cope with and find solutions to difficult or challenging situations, and young people can accomplish this through practice to make healthy choices for themselves.
iii	Tell the trainees that we will play a game called problem bee which is about solving problems.
iv	Make a set of small cards, with problem written on the one side and possible solution on the other. The deck of cards needs to be prepared before hand.
v	This activity can be done in two ways, either divide the entire trainees into two big groups or they can be divided into three, four or five groups, (depending upon the total number of trainees).
vi	Show the groups the deck of cards and tell that on each of these cards a problem is written while on its back side is the solution or answer to the problem.
vii	Give instruction for the activity, say that one member from each group will come and pull out one card from the fanned deck.
viii	Take the card without showing its back and read the problem.
ix	Ask the teams to tell a possible solution to the problem.
x	Whichever team suggests the solution closest to the answer on the other side of card, will get a point.
xi	Tell them not to answer instantly. Groups should to do brainstorming with group members and analyze all possible solutions before telling the answer.
xii	Group with most points will be the winner.

For problems and solutions see the cards below:

Problem: As a punishment, I am not allowed to go out today to play a cricket match.

Solution: Request your parents to ground you on some other day.

Problem: I forgot to run an errand which dad gave me.

Solution: To avoid this, stuck a note on your school bag or on something you can't overlook.

Problem: As the teacher leaves the class, Ali starts making sarcastic comments about me.

Solution: Tell Ali, that you will beat him up at recess.

Problem: A friend asks me to let him cheat from my test.

Solution: Let him/her cheat, but talk to him/her afterwards to tell that it is a big dishonesty for both and you will not help him/her again.

Problem: My best friend told a lie to class teacher.

Solution: Tell the teacher that your friend has lied.

- Feel confident that every problem has a solution and we can resolve the problems if we are confident of our strengths.
- Help children build that confidence and trust on their capacities and abilities. They are the best engineer to make their own world: we are facilitators and trust the children abilities.

Problem: Teacher asks me to show homework, but I have lost my homework notebook yesterday.

Solution: Ask your parents as they might have put it somewhere in the house.

Problem: A friend wants to help him shoplift.

Solution: Tell your teacher.

Problem: Parents are not allowing me to go on a school trip to Swat.

Solution: Request teacher to talk to your parents.

8. Important Life Skills: Creative Thinking

GROUP DISCUSSION, GROUP ACTIVITY: SURVIVING ON AN ISLAND

i	Explain that all the life skills are interrelated and need each other in order to be successful. Say that creative thinking is a product of decision making, problem solving analysis and communication.
ii	Explain further, say that it helps us to think beyond our own experiences or in other words think out of the box. This will help in responding more adaptively to the situations we encounter in our daily lives.
iii	Ask how they can use creative thinking?
iv	Cite these examples of creative thinking as; drawing, painting, games, quizzes, essay writing, role play etc.
v	Tell the trainees that we will do an activity called Survivors Game which will help them to understand the concept of creative thinking and out of the box thinking.
vi	Make three groups of trainees.
vii	Explain that the scenario which you are going to tell will requires them to think creatively to handle the situation.
viii	Explain the scenario, say that, all of us are stranded on an island, and we somehow know that nobody will arrive until three days.
ix	Remind the trainees that they have limited amount of food and water so they have to be careful.
x	The task is that they have to think creatively to make a shelter from the things which are available on the island such as trees, plants, wood, leaves etc.
xi	Assign one person from each groups to be the group leader.
xii	It's the task of group leader to involve every group member in the process and be considerate to their ideas.
xiii	Encourage everyone to think creatively.
xiv	Give them ten minutes time for this.
xv	When the time is over, ask each group leader to share his/her group ideas.
xvi	The group with the most novel and practical idea will be the winner.

xvi	Close the activity by telling the groups to clap for one another.
xvii	After the activity, ask how they felt during the activity, was it difficult to think of something different, how they managed it etc.
xix	Listen to their responses and conclude by saying that creative thinking is a skill which can be enhanced with practice. More they practice, better would be their creative ability.

- The children are best in creativity as they keep discovering things from the day they open up the eye in the new world. Be the one who strengthen and enjoy the creativity and appreciate children.

9. Important Life Skills: Coping with emotions

BRAINSTORMING, GROUP WORK	
i	Ask the trainees that do they know what are emotions? After the trainees have responded, explain that children like adults feel different types of emotions which may include appreciation, anger, anxiety, confusion, excitement, fear, relief and nostalgia.
ii	Tell them being bored, embarrassed, afraid, disappointed and sad are all such emotions which everyone feels.
iii	As a life skill, coping with emotions is to recognize these emotions within our self and also in others. One has to be aware of how emotions will influence the behavior and what should be the appropriate response to them.
iv	Show them cards having pictures of different Emojis each representing a different mood. Remind them that they must have seen these emojis in cellphones, whose purpose is to show the message receiver how sender is feeling.
v	Ask them to identify various modes of emojis.
vi	Tell that it is very important that children need to learn how to manage their emotions in a healthy manner so that they can handle their anxiety, stress, fears etc.
vii	Say that we will do an activity about emotional control.
viii	Distribute handout B and explain the picture given in it.
ix	Explain that there are three emotions (anger, hopeful and nervous), given in circles/clouds. Ask them to say the names of these emotions
x	Further explain that if they look in the angry cloud, they will see 'when I think about.....', written there. Explain that they have to write a name of person, incidence, thing etc. whose thought makes them angry.
xi	In the hopeful cloud, the same sentence is written and here they have to write about what makes them hopeful. Such as good grades, father's business expansion, moving to another locality, etc.
xii	Same goes for third cloud i.e. nervous. First ask them what makes them nervous? Then say that now they can write these feelings in the third cloud.
xiii	At the end, ask anyone to collect the handout from everyone.
xiv	Review and select the top three angry, hopeful and nervous feelings.
xv	Concluding the activity, explain that through this activity we have done identified feelings of anger, happiness and confusion and the causes for each of them.

xvi	Next we will do another activity regarding coping these emotions.
xvii	Distribute handout C.
xviii	Explaining the handout say there is a figure of human head, which is you. Think that you have done something wrong because of being angry, now you have realized that you did the wrong thing to say such words. You have to write in the callout/box one that what would you say to the person, when you realize that you made a mistake.
xix	Example: You had a verbal fight with friend. You realized that you are wrong, so you apologize by saying sorry. So in the callout word sorry will be written.
xx	The second sentence is related to something which you have done, when you were angry and now you have realized that it was a wrong thing to do. So what would you do if again given the chance.
xxi	Example for sentence two is, you have a fight with friend. Now you realize that it was wrong and want to apologize and make it out with him/her. You think that sharing your lunch with that friend would be a good idea. So in callout two, we can write, sharing the lunch.
xxii	Tell them that in this way they need to write in callout one and two. Remind them that they have to think and come up with new ideas.
xxiii	Give them ten minutes for brainstorming and writing.
xxiv	Once time is up, ask the trainees to share what they have written.
xxv	Once each group has shared its thoughts, provide comments and rectify if needed.
xxvi	Thank the them for showing interest in the activity and close the session.

- Recognize emotions and respect the feelings. A child enjoys a complete world so s/he can be happy, upset, confused, angry and we as elders should give value to the feelings and let the child learn how assertiveness can help him convey the feelings and how important it is to cope up with the emotions. Dealing yourself in crisis and emotional event is the most important task.
- Handle yourself as you build the ladder of development consciously and logically.

10. Who are your Peers?

BRAINSTORMING, DISCUSSION

i	Ask the trainees that do they have friends, if yes, who are they?
ii	Ask them that do their friends/peers are of the same age group?
iii	Say people get different kinds of information from their peers. Do they also get any kind of information from their friends? Ask what kind of information do they get such as social, cognitive, psychological development etc.
iv	Then ask that do they listen to what their friend/s say or they do what they think is right?
v	Have a discussion on this
vi	Ask what are the most common demands of their peers?
vii	List them down on the flipchart

11. Peer Pressure

BRAINSTORMING, DISCUSSION

i	Ask do they pressurize anyone in classroom, for example pressurizing less popular child such as making fun, laughing at him/her?
ii	Ask why do they do this?
iii	Then inform them about the consequences of pressurizing
iv	Tell them that those children who get bullied or pressurized mostly get mentally and physiologically upset, and ultimately start adopting bad habits and behavior which can sometimes be very dangerous such as suicide



12. Why Children Give in to Peer Pressure?

DISCUSSION

i	Ask that why children often give in to the pressure exerted by peers?
ii	After their answers, say that the most common reason is that they want to fit in the peers group as they want to be liked and feel that if they don't go along with peers group they might be left out or will be ridiculed
iii	In this regard share some tips with trainees which can help in such situations: <ul style="list-style-type: none"> – Children should stay away from such peers who ask you to do wrong things – Learn to say No and practice the ways by which they can stay away from dangerous activities – Spend time with other children who resist such pressures, as it does help to feel that at least there is somebody with you who can say No to pressure – Children can talk to their parents, trustworthy adult and their teachers
iv	Say that there are positive peer pressures too such as friends pressurizing one another to do better in class test

13. Peer Pressure Scenarios

GROUP ACTIVITY: PEER PRESSURE SCENARIOS

i	Tell the trainees that we will do a activity related to peer pressure
ii	Depending on the number, divide the trainees into groups of three or four
iii	Explain that each group will be given a situation related to peer pressure and they have to come up with an answer
iv	Decide the situations beforehand. Give the following scenarios to the groups, however facilitators can make new ones if they desire, keeping in view the age of the trainees
v	The scenarios are given separately for boys and girls because of the nature of topic and local environment. For Boys: 1) Friend has stolen a candy from shop and wants you to do the same, what will you do? 2) A friend is smoking and asks you to join in. What will you do? 3) peers want you to bunk school and go to the cinema
vi	For girls: 1) your friends want to make fun of the new student in the class and asks you to do this, what will you do? 2) A friend has invited you to her birthday party but is pressurizing that you come wearing a new dress 3) Friends are pressurizing you to bunk school and go to cinema with them, what would be your response?
vii	Give them markers and a half flipchart to write their responses
viii	Give ten minutes for brainstorming and writing
ix	Say that if they want to ask anything about the activity, they can ask
x	When time is over, ask all the groups one by one about their answers and discuss why they have chosen this response
xi	Thank the trainees for their efforts and close the activity and session by saying that we have to avoid negative peer pressures no matter what and should say No to them and also tell our elders about this. Say that these are the best ways to avoid peer pressure and with that close the session

- As a facilitator make sure that the take away of each activity is reiterated and empahised. Any confusion arising can be clarified and the crux of the session and activity is made clear often and in between the sessions.

HANDOUT A

Situation Cards

The bus conductor/driver tells you to sit down.

A student tries to get in to a fight with you during play time.

Your teacher asks you to do an errand.

Your father tells you to pick up the mess you have made in the room.

Teacher says to you to stop running in the school veranda.

The bus conductor/driver tells you to sit down.

Ask a student in class who has pencil sharpener that you need to sharpen your pencil.



Your mother tells you to clean-up the room.

A friend wants to talk to you on phone but you are not in the mood to talk.

You need help in math from teacher.

Teacher says to you "show your homework"

Another student makes fun of your new clothes.

HANDOUT B

Coping with Emotions 1

When I think about

It makes me
HOPEFUL



When I think about

It makes me
NERVOUS



When I think about

It makes me
ANGRY



HANDOUT C

Coping with Emotions 2

I should have **done** this when I was angry!

I should have **said** this when I was angry!



PRE/POST TRAINING EVALUATION TEST FOR CHILDREN

Instruction: For each of the questions below, **tick only one** option as the right answer

1. What are life skills?

- i. Skills for handling life’s demands and challenges
- ii. Skills for playing different games
- iii. Skills for repairing cell phones
- iv. Skills for getting good grades in exams

2. The process of two or more people talking to each other is called

- i. Debate
- ii. Discussion
- iii. Yelling
- iv. Communication

3. Finding a solution to handle difficult times is called

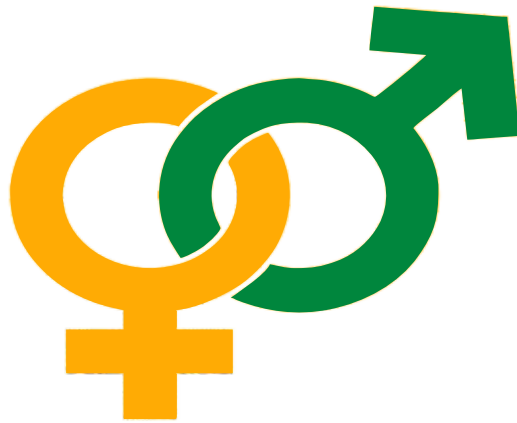
- i. Fighting
- ii. Confusion
- iii. Asking for help
- iv. Problem solving

4. With the help of creative thinking, children can

- i. Drive cars
- ii. Color the pictures
- iii. Eat food
- iv. Sleep well

Instruction: Please tick **‘Yes’** or **‘No’** for each of the following statements

- 1. Getting information from your immediate environment helps in learning NO YES
- 2. There is always more than one solution to the problem NO YES
- 3. When angry it’s good to get emotional NO YES
- 4. One should always give in to peer pressure NO YES
- 5. Taking responsibility to do a certain task is an additional burden for a child/adolescent NO YES



AIMING
CHANGE FOR
TOMORROW



HEAD OFFICE



Office # 5 & 6, 3rd Floor, Malik Arcade,
E11/2, Islamabad



+92 51 8312 826



info@act-international.org



www.act-international.org

