The Life Skills Handbook
An active learning handbook for working with children and young people

FREE SAMPLES

Activity Sessions 1-6

By Clare Hanbury
November 2008
November 2008

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, transmitted in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior written permission of the author.

Original copyright for Lifeskills: An active learning handbook for working with street children © VSO 2002
Every reasonable effort has been made to ensure the accuracy of the contents of this publication and to ensure that the publication does not suggest practices which might be dangerous. However VSO an accept no liability for any injury to persons or property arising from the use to which any information in the text is put.

Introduction

These 6 free lifeskills sessions are the first of 61 life skills activity sessions that from the third part of the Life Skills Handbook. For the complete Life Skills Handbook visit the site www.lifeskillshandbooks.com
<table>
<thead>
<tr>
<th>CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction: The purpose of this handbook</strong></td>
</tr>
<tr>
<td>How to use this book</td>
</tr>
<tr>
<td>Definitions</td>
</tr>
<tr>
<td>Lifeskills and children’s rights</td>
</tr>
<tr>
<td><strong>Section One: What are life skills and why are they important?</strong></td>
</tr>
<tr>
<td>What are life skills?</td>
</tr>
<tr>
<td>The needs of children and young people</td>
</tr>
<tr>
<td>How life skills help</td>
</tr>
<tr>
<td>Organising life skills programmes</td>
</tr>
<tr>
<td><strong>Section Two: Planning, managing and implementing a life skills programme</strong></td>
</tr>
<tr>
<td>Introducing a lifeskills programme</td>
</tr>
<tr>
<td>Planning a life skills programme</td>
</tr>
<tr>
<td>How to organise the order of topics</td>
</tr>
<tr>
<td>Planning an individual life skills session</td>
</tr>
<tr>
<td>Approaches to teaching</td>
</tr>
<tr>
<td>Tips and tools for life skills educators</td>
</tr>
<tr>
<td>Training for life skills educators</td>
</tr>
<tr>
<td><strong>Section Three: Life skills Activities</strong></td>
</tr>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>General monitoring questions</td>
</tr>
</tbody>
</table>
# Part One: Where Are We Now?

## Ground rules

### Self Awareness
- Activity 1: special me
- Activity 2: my place on the tree
- Activity 3: the timeline

### Identity factors
- Activity 4: What are identity factors?
- Activity 5: making changes easier using our identity factors

### Influences
- Activity 6: what is my network of relationships?
- Activity 7: adverts and media

### Friendships
- Activity 8: what is a friend?
- Activity 9: being a friend
- Activity 10: circles of friendship
- Activity 11: resolving conflicts in a friendship
- Activity 12: negotiating roles and responsibilities in a group

### Communication Activities
- Activity 13: missing the message
- Activity 14: body language
- Activity 15: mime the lie
- Activity 16: I see. Do you see?
- Activity 17: drawing together
- Activity 18: listening well
- Activity 19: you and I
- Activity 20: how assertive are you?
- Activity 21: negotiation
- Activity 22: saying no
- Activity 23: fight and flight

# Part Two: Moving Forward?

## Rights
- Activity 24: rights and responsibilities

## Problem-
- Activity 25: identifying our problems
<table>
<thead>
<tr>
<th><strong>solving</strong></th>
<th>Activity 26: what risks do we take and why?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Decision-making</strong></td>
<td>Activity 27: the three C's in decision-making</td>
</tr>
<tr>
<td></td>
<td>Activity 28: practising making decisions</td>
</tr>
<tr>
<td><strong>Taking Harmful Substances</strong></td>
<td>Activity 29: what do I think about substance abuse</td>
</tr>
<tr>
<td></td>
<td>Activity 30: responsibility and consequences (drugs and alcohol)</td>
</tr>
<tr>
<td></td>
<td>Activity 31: peer pressure</td>
</tr>
<tr>
<td></td>
<td>Activity 32: avoiding risks</td>
</tr>
<tr>
<td><strong>Sexuality</strong></td>
<td>Activity 33: let's talk about it</td>
</tr>
<tr>
<td></td>
<td>Activity 34: love and sex</td>
</tr>
<tr>
<td></td>
<td>Activity 35: the myths</td>
</tr>
<tr>
<td></td>
<td>Activity 36: bad touch</td>
</tr>
<tr>
<td></td>
<td>Activity 37: fleet of hope</td>
</tr>
<tr>
<td></td>
<td>Activity 38: islands of the future</td>
</tr>
<tr>
<td><strong>Behaviour that Hurts</strong></td>
<td>Activity 39: what makes me angry?</td>
</tr>
<tr>
<td></td>
<td>Activity 40: what happens to us when we get angry</td>
</tr>
<tr>
<td></td>
<td>Activity 41: helping to sort out conflict</td>
</tr>
<tr>
<td></td>
<td>Activity 42: spiralling into trouble</td>
</tr>
<tr>
<td><strong>Discrimination</strong></td>
<td>Activity 43: gender roles in society and in the group</td>
</tr>
<tr>
<td></td>
<td>Activity 44: coping with discrimination</td>
</tr>
<tr>
<td>Part Three: Our Future</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Goal Setting</strong></td>
<td></td>
</tr>
<tr>
<td>Activity 45: returning to the tree of life</td>
<td></td>
</tr>
<tr>
<td>Activity 46: setting short term goals</td>
<td></td>
</tr>
<tr>
<td>Activity 47: reaching the goal</td>
<td></td>
</tr>
<tr>
<td><strong>A Stronger Me</strong></td>
<td></td>
</tr>
<tr>
<td>Activity 48: resisting pressure using SWISH</td>
<td></td>
</tr>
<tr>
<td>Activity 49: preparing for the unexpected</td>
<td></td>
</tr>
<tr>
<td><strong>Coping with Emotions</strong></td>
<td></td>
</tr>
<tr>
<td>Activity 50: emotional pressure</td>
<td></td>
</tr>
<tr>
<td>Activity 51: attack and avoid</td>
<td></td>
</tr>
<tr>
<td>Activity 52: stress</td>
<td></td>
</tr>
<tr>
<td>Activity 53: fear and courage</td>
<td></td>
</tr>
<tr>
<td>Activity 54: breaking the cycle of hurt</td>
<td></td>
</tr>
<tr>
<td><strong>Preparation for Relationships</strong></td>
<td></td>
</tr>
<tr>
<td>Activity 55: long term, intimate relationships</td>
<td></td>
</tr>
<tr>
<td>Activity 56: the job of being a parent</td>
<td></td>
</tr>
<tr>
<td><strong>Endings and Beginnings</strong></td>
<td></td>
</tr>
<tr>
<td>Activity 57: making a stronger me</td>
<td></td>
</tr>
<tr>
<td>Activity 58: where am I now?</td>
<td></td>
</tr>
<tr>
<td>Activity 59: my timeline/lifeline</td>
<td></td>
</tr>
<tr>
<td>Activity 60: my new network</td>
<td></td>
</tr>
<tr>
<td>Activity 61: moving on</td>
<td></td>
</tr>
<tr>
<td><strong>Games and closing activities</strong></td>
<td></td>
</tr>
</tbody>
</table>

SECTION THREE

LIFE SKILLS ACTIVITIES

Introduction
In all the activities, children may be asked to think and talk about their ideas and feelings; work in groups and pairs; speak to the whole group and or draw. The children do not need to read and write well for most of the activities although some activities will be easier if they can. Educators may need to work with individual children (or in pairs) to give them the confidence to communicate well in the group.

It is best to introduce the children to life skills learning by starting with a selection of activities from Part 1. The activities in Part 2 and 3 are designed for children who already have some experience of life skills learning.

Adapt, Adapt, Adapt!
The activities have been written in a general way, so that they can be adapted to your group and your situation. It is important to make sure the activities suit the age and the needs of the children you are working with. The activities present many examples of role-plays and questions and so on. These are shown in *italics*. Use these ideas but where possible, use your own words and ideas which suit the needs of your group.

Time
Most activities take approximately 45 minutes although because a lot of the activities involve group work and discussions, this depends on the educator and the children. Educators may want to add an introductory activity at the beginning of the session and a closing activity at the end. Ideas for these activities are at the end of Section 3. With these extra activities the sessions will take approximately 60 minutes.

Monitoring questions
You should ask monitoring questions at the end of every session to find out what they a have learned. There are some general questions at the end of Activity 1 and these can be used and adapted to be used at the end of every activity. A symbol has been inserted at the end of each activity to remind you to undertake some kind of monitoring activity. Try not to leave out this part of the session. Ask the children to sit in a circle and ask for their questions and comments. Then ask specific questions as appropriate. Spend time getting comments form each child if possible. When the children become more accustomed to this, it can be done less formally.
Part One: Where Are We Now?

The topics and activities in Part one help children to understand themselves better by developing:

- An awareness of themselves, their strengths, weaknesses and values.
- An understanding of the general influences on them from their families, friends and society.
- An understanding of what friendship is and how to manage friendships.

Ground rules for life skills sessions

**Purpose of activity:** To agree ground rules for the lifeskills sessions

In the first session with children, create the basic rules (ground rules). These rules help everyone work together well, they create and maintain a good atmosphere and they make the children feel valued and safe. Try to express all the rules in a positive way, for example:

*Let everyone have a chance to speak*  
instead of  
*Don’t let one person talk all the time.*

**Materials**

- Large piece of paper
- Marker pen or crayon

**Steps**

1. Explain to the children that you will agree the rules for the group that everyone must try to obey during the life skills sessions. The rules are to help everyone work on well with each other.
2. Using the example of the rule in the box above, explain that in lifeskills we focus on positive behaviour so we make rules about what we should do not what we should not do. The group can discuss this all together or in pairs or groups and then make the suggestions in the whole group.

**Examples**

- *We arrive on time*
- *Let everyone have a chance to speak*
- *Stick to the subject*
- *Listen to each other*
- *If you disagree with someone, say it in a nice way*
- *Speak one at a time*
- *Keep what has been said in the meetings private (do not gossip!)*
- *If you do not want to join a discussion, you can just listen*

3. After each suggestion, ask the children why they think each rule is important. If some children disagree with suggestions, encourage them to explain why and to suggest a better rule.
4. If the children are having problems thinking of rules, prompt them by using scenarios such as the example below: Read them out than ask the children why the situation is not acceptable and then ask them for a rule which could help to avoid it.

*In the life skills session, Chacha and Tina talked about a personal problem. Later, during the lunchtime break, Chacha overhears Tina laughing and giggling with her*
friends about the lesson and telling them the things that Chacha had said. He is very upset.

Rule: Keep what has been said in the meetings private.

5. When each rule is agreed, write it down on a large piece of paper and display this at all life skills sessions. It’s a good idea to put a symbol beside each rule e.g. a clock beside ‘we arrive on time’

6. Read through the list of rules and make sure that the children agree with them all.

Final discussion:
How can we help each other remember the rules? What do we do if someone breaks a rule? What do we do if someone breaks a rule over and over again?
Activity 1
Self Awareness: special me

**Purpose of activity**
- To give children a chance to recognise their own special qualities and to tell others about these.
- To hear about their own qualities from others.
- To recognise and tell others about their qualities.
- To talk about how they feel when they hear bad things said about them.

**Life skills:** self-awareness, critical thinking, creative thinking

**Important points**
This activity can help children begin to think about themselves and how other people see them.

In this activity children have to draw symbols. If children have not done this before it may be useful to do an introductory session in which you show them how a symbol can represent a thought and feeling. Show them some symbols (e.g. a happy face or a sad face) ask them to draw these symbols. Ask them to draw other symbols they know and then ask them to make up a symbol to show a feeling or idea.

This activity is quite long; we have divided it into three stages. You can either take a break or spread the activity over more than one lifeskills session.

**Materials**
- Several small slips of paper per child
- A large sheet of paper to make a large poster, for example, two pieces of flipchart paper taped together
- Shield shapes for each child
- Drawing materials for the children
- Coloured pens or crayons
- Pictures cut from newspapers or magazines if used

**Preparation**
- Draw an outline of a person on the large poster
- Copy and cut out shield shapes for each child

**Steps**
1. In pairs, children tell each other about someone they admire and why they admire this person (sports star, family member, friend etc)
2. In a circle, children name their partner's special person and one reason why they admire the person.
3. Next, ask each child to write down or draw symbols for three things they like about themselves. (These can be simple shapes e.g. a smile to show I am happy or stick men!). Or you can use pictures cut from newspapers or magazines, the children can choose the pictures that have something in common with them. If children find this difficult, they can choose a partner to work with and write, draw or talk about three things about each other. These things may be physical characteristics or skills and talents.

Examples from children who did this activity in Delhi

![Image of a child with a drawn symbol showing I am a good sweeper - I ask]

![Image of a child with a drawn symbol showing My sense of humour]
Stage Two: Steps

1. If you have taken a break or if you are doing stage two in a new session, remind the children of the things they like about themselves.
2. Ask children to walk around the room and at a sound (like a hand-clap) they tell the child nearest to them, one or two things that they most like or admire about them (if appropriate the children can hold each others' hands while they do this). Do this a few times.
3. The children write or draw symbols on pieces of paper to show the replies they have been given.
4. Show the children the outline of a person. Ask the children to give this person one of their qualities by drawing a symbol on the person, writing the quality or by putting a mark like a dot or a cross on the person. As they do this, they say what their gift is, for example:
   - *I am giving you my kindness*
   - *I am giving you my smile*
   Each child does this in turn.
5. Sitting in a circle to discuss the activity. These questions can help you.
   - *Was it easy to find something good to say about yourself? About others?*
   - *Which was easier? Why?*
   - *People will sometimes say unpleasant things to you. How does this make you feel? Why do you think they said these things?*

Here are examples from Delhi of 'bodies' created by girls and boys.
Stage three: Steps

1. If you have taken a break or if are doing stage three in another session, remind the children what they did in the other two stages.

2. Give each child a cut out of a shield. Explain that warriors use shields to protect themselves in warfare. They will make a shield to show people who they are and to protect themselves from negative remarks. The shield is divided into four areas.

3. Ask the children to write or to draw a picture, a design or a symbol in each of the four areas. You can simplify the areas on the shield, for example, my favourite colour shape and/or ask the children to draw just one thing.

4. The children explain their completed shields to the group. If appropriate, other children and adults can be invited to an exhibition of the shields.

Extracts from the feedback session on the activity from children in Delhi

'It was difficult to share about ourselves,'

'It was a difficult question as I don't know about myself.'

'It was difficult as I know what is good about myself but I have some fear of disclosing things about myself in case it turns my friends against me.'

'It was easy for me to share.'
**Monitoring questions**
Here are some monitoring questions that can be asked at the end of each activity. Whenever you see this symbol

- Do you have questions or comments on this activity?
- Did you enjoy doing these activities?
- What did you like doing most/least? Why?
- What was the hardest thing about these activities?
- What have you learned from doing this exercise?
  - about yourself
  - about others
- Is there something you want to do again?

**Follow up**
You can help the children make their fingerprints using ink pad and paper help the children make their finger prints. Tell the children that no two human beings have the same fingerprints. Each of us is unique.
Activity 2
Self Awareness: my place on the tree

**Purpose of activity:** To develop children's self-awareness about their present lives.

**Life skills:** Self-awareness, critical thinking, creative thinking

**Important points:**
Try to ask the children to think deeply about their place on the tree and to find reasons for their choices. If children find this difficult, do not worry but note what the children feel or do not feel able to say. The activity can be repeated in Part 3 when children have improved their communication skills. If some children do not want to speak in the group, do not force them, but let them think about their ideas and if possible talk about their ideas to one friend.

**Materials**
- A copy of the tree picture on a large poster for all the children to see

**Steps**
1. Show the children the picture and explain that the tree represents life. The people on the tree are at different stages of their lives. They are doing different things for different reasons.
2. Ask the children to think of a well-known character in your country, for example a famous sports star, a character from a folktale or a famous person. Perhaps this person feels like the person at the top of the tree because he looks sure of himself and powerful. She is smiling at everyone below her. She is pleased with her position! Ask
the children which figure in the picture is like the famous person. (The children will
probably have different ideas and different reasons – that's fine).

3. Show the children the figure(s) on the tree which show where you feel you are in life
today. Explain the reasons for your choice.
   For example: I feel I am like the person doing a handstand halfway up the tree with one
   hand off the branch. I feel like this because I am feeling full of energy and I feel I am
doing something a bit different today by starting this life skills work with you. I am not
sure if it will be fun or a bit risky!

4. Ask the children to choose one figure that is closest to themselves.

5. In pairs or small groups, children discuss why they identified with a particular figure. For
   example...

   I feel like I am at the bottom of the tree waving and looking happy because I am just
   beginning the life skills (so I am at the bottom of the tree). I am looking happy because I
   hope the class will help me and I am waving at my friends who will be with me.

Final discussion:
Do we feel like different people on the tree at different times of the day or week? Were you
happy to tell us about your figure? Why/Why not?
Activity 3
Self Awareness: the timeline

Purpose of activity
- To help children identify and discuss past events
- To help children think about long term goals

Life skills: Creative thinking

Important points
Girls often have a poor self-image and see fewer opportunities for themselves. Encourage girls to think about positive ambitions again. Talk about this with the group.

Materials
- Card
- Large sheet of blank paper, such as flipchart paper
- Coloured pens

Steps
1. Show a poster of a timeline.
2. Explain how to use the timeline by drawing symbols of your own life on it. Focus on the period of your life that matches the age range of the children in the group. Special dates or events may include:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Special date or event</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Symbol" /></td>
<td>Special events (religious, circumcision, initiation, birthdays)</td>
</tr>
<tr>
<td><img src="image2.png" alt="Symbol" /></td>
<td>Family events (births, deaths, marriages, separations, divorces, moves)</td>
</tr>
<tr>
<td><img src="image3.png" alt="Symbol" /></td>
<td>Special relationships (meeting a best friend, joining a group)</td>
</tr>
<tr>
<td><img src="image4.png" alt="Symbol" /></td>
<td>Sad events</td>
</tr>
<tr>
<td><img src="image5.png" alt="Symbol" /></td>
<td>Other events (going to school, leaving school, going to work)</td>
</tr>
<tr>
<td><img src="image6.png" alt="Symbol" /></td>
<td>Favourite times you remember (holidays, ceremonies etc.)</td>
</tr>
</tbody>
</table>

If the children are unable or unwilling to put the events into a specific order, have them draw their symbols inside a circle shape instead.
3. In small groups or pairs, children can show their timelines or circles.
4. Ask the children to draw or write in three future events that they hope will happen in the years ahead. These may include:
   - Going to primary/secondary/high school
   - Getting a job
   - Getting a house
   - Starting college/training programme
   - Getting married
   - Moving to another place
   - Having children

Final discussion:
In the large group, children talk about and/or show the symbols about their future goals. Were you happy to draw/write your timeline? Why/why not? How did you feel/Did you find it difficult to remember past events? To think about the future?
Activity 4  
Identity Factors: what are identity factors?

**Purpose of activity:** To understand the factors that make up a person’s identity

**Lifeskills:** Self-awareness and creative thinking

**Important points**
The point of this activity is to separate identity and behaviour. Children who regard themselves as ‘bad people’ may feel that nothing can be done about this. It is important to show them that they are not bad, though their behaviour may sometimes be bad. They can control and change behaviour.

These ideas are important but may seem a bit abstract. You can try the activity first with a group of friends, colleagues or older children and ask their feedback. Adapt this activity carefully if you are translating it into another language.

**Materials**
- Poster with the following sets of identity factor symbols.
- Sets of five cards, each card showing one identity factor symbol. You need enough sets for each pair for example five sets for 10 children.

<table>
<thead>
<tr>
<th>I</th>
<th>can</th>
<th>do</th>
<th>that</th>
<th>here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity</td>
<td>Belief</td>
<td>Skills</td>
<td>Behaviour</td>
<td>Environment</td>
</tr>
</tbody>
</table>

**Steps**
1. In the whole group, repeat the sentence, *I can do it here.* For each word hold up the corresponding symbol.
2. Divide the children into groups of four and give each group a complete set of cards with the five identity factor symbols.
3. Each child repeats the sentence but putting different stresses on the words. The group discusses how this changes the meaning of the sentence. (If the children cannot read ask them to repeat the sentence after you.)
4. Do this again, this time one child holds up the relevant identity factor symbols in turn as another one repeats the sentence. The others in the group say which was the identity factor stressed.
5. When all the children in the group have done this, one child holds up the symbols in turn as the rest of the group repeats the sentence. The person with the symbols stands up when they want group to emphasise one of the symbols.
6. Divide the group into pairs. In pairs they then lay one set of symbols onto the floor in the following order:
   - **Identity**
   - **Beliefs**
Skills
Behaviour
Environment

7. The children step on each identity factor and say something about themselves in relation to this identity factor. The educator practices this with the whole group first by asking the children to repeat the following sentences. Then, in pairs, the children take it in turns to finish the sentence so that their partner can hear their answers.

<table>
<thead>
<tr>
<th>Identity factor</th>
<th>Begin the sentences with...</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity</td>
<td>I am</td>
<td>a boy, from Kilimanjaro, Tanzanian, a son, a friend, a boyfriend, a child in Dar Es Salaam</td>
</tr>
<tr>
<td>Beliefs</td>
<td>I believe that</td>
<td>You have to stick to your friends</td>
</tr>
<tr>
<td></td>
<td>It is important that</td>
<td>You do not steal from your friends</td>
</tr>
<tr>
<td>Skills</td>
<td>I can</td>
<td>sell newspapers, crack jokes, comfort people who are upset, look after babies</td>
</tr>
<tr>
<td></td>
<td>I am getting better at</td>
<td>The work I do at home, for my teachers</td>
</tr>
<tr>
<td></td>
<td>I am learning to</td>
<td>Read and write</td>
</tr>
<tr>
<td></td>
<td>What I enjoy doing most is</td>
<td>playing volleyball and football, talking by the beach with friends</td>
</tr>
<tr>
<td>Behaviour</td>
<td>I do</td>
<td>learning, playing, sleeping, washing, working</td>
</tr>
<tr>
<td>Environment</td>
<td>All the different places</td>
<td>My house, school, the market, the playing field etc</td>
</tr>
<tr>
<td></td>
<td>that I spend time in my day are.</td>
<td></td>
</tr>
</tbody>
</table>

8. Ask children to volunteer to repeat their identity factors to the whole group

Final discussion:
*Were their aspects of your identity which you liked, did not like? Why?*

Follow up
Children can design their own identity factor symbols.
Activity 5
Identity Factors: changing behaviour

Purpose of activity: To become aware of what is needed to support the development of life skills

Life skills: Self-awareness

Important points: Do this activity after Activity 4: What are Identity Factors?

Materials
• Set of identity factor symbols from Activity 4

Steps
1. Ask each child to think of one change that they would like to make in their life in the near future. Ask the children to stating the change they want by starting a sentence, *I want to...*
   - For example:
     - I want to... learn to read
     - I want to... return home to live with my mother
     - I want to... be a member of the football team
     - I want to... stop smoking
     - I want to... be a happy person.

2. Decide which identity factor it is, for example:
   - I want to learn to read (SKILLS)
   - I want to return home to live with my mother (ENVIRONMENT)
   - I want to be a member of the football team (SKILLS)
   - I want to stop smoking (BEHAVIOUR)
   - I want to be a happy person (IDENTITY)

3. Ask each child in turn to stand on the corresponding identity factor. For example: for, *I want to learn to read (SKILLS)*, the child stand on the symbol for SKILLS. With the help of the whole group, the child then thinks about changes that are needed from the other identity factors so that change can happen. For example:
   - I want to learn how to read
   - BEHAVIOUR - she needs to attend her classes and practice
   - BELIEFS - she needs to believe that it’s important to read and write
   - ENVIRONMENT - she needs to find an environment where she can practice

Final discussion:
• Is it always our fault if we can't do what we want to do?
• What do we need to support our ideas?
• Was there anything you did not understand?
• Was there anything you would like to do again, or do more of next time?

Activity 6
Influences: what is my network of relationships?

Purpose of activity: To recognise and explore important relationships

Life skills: Self-awareness, inter-personal relationships

Important points
Materials
- One large outline picture of a ship for the whole group with the heading ‘relation-SHIP’
or as appropriate in the local language
- Five outline pictures of ships with one of the following headings
  - Parents and elders
  - Brothers, sisters and cousins
  - Friends
  - People in authority (teachers, police, employers)
  - Boy/girlfriend.
- Marker pens or crayons

Steps
1. Explain what a relationship is in your own words and in a way that is appropriate to your
culture and that the children will understand.
2. Ask children to give examples of people with whom they have a relationship such as:
   - Parents and elders
   - Brothers, sisters and cousins
   - Friends
   - People in authority (teachers, employers)
   - Boy/girlfriend.
3. Show the picture of the relation-SHIP. Ask for an example of what makes a relationship
   strong (saying kind things to someone). These good things are needed to keep the
   ship working. Write the example in a suitable place on the ship (hull, engine, etc).
   Then ask for an example of something that can weaken or damage relationships
   (Taking something from a person without them knowing). Write it in the water/air
   surrounding the ship (stormy water, strong wind, rocks).
4. Divide children into pairs or groups. Each group takes one kind of relationship (see list
   above).
5. Using the five ships, each pair or group discusses two or more things that make the relationship strong. They write these on the ship. They discuss two or more things that could damage the relationship. They draw or write these in the water and the air surrounding the ship.

6. Hang their relation-SHIP posters on the wall. The pairs and groups visit each others posters and explain their drawing to the others.

**Final discussion:**
*What are the most important relationships? Is this the same for everyone? Why/Why not? What makes relationships good/bad?*

Spend some time thinking quietly about a relationship that is good. Then think about a relationship, which is not good. *Can you do anything about it?*

Ask children to volunteer to share these ideas with a friend or with the whole group.

- Did it make you think of your own relationships?
- Has it given you ideas about the good and bad relationships you have?
- Has it given you ideas about how to make your relationships better?

**Follow up activity**
Children can draw their own ships. This activity can be repeated in Part 3.