

# Life Skills

Education & Employment Alliance– Pakistan



# Lesson One

# Getting Started

## Learning Objectives

Participants will:

1. Identify the topics participants will explore in the project.
2. Learn the names and interests of other participants.
3. Create ground rules to guide the group's behavior during the lessons.

## Lesson Preview

Illustrate the purpose for the lessons with a demonstration.

1. Discuss the themes and topics of the project.
2. Identify similar and different interests and characteristics of participants in the group.
3. Learn about one another in structured sharing with a partner.
4. Share self-introductions in the large group.
5. Generate a list of ground rules for participants' behavior during the lessons.
6. Discuss their responses to the lesson.

## Materials Needed

Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)

1. Bottle with a narrow neck
2. Glass filled with water
3. Funnel

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## Tasks to Complete Before Teaching

1. For Generating Interest in Topic: Place the bottle, glass filled with water, and the funnel on a table at the front of the room.

2. For Information to Share: Prepare a visual of the themes of the program. Use the following format:

- Write each theme as a title.
- Leave enough space to write 3-5 topic ideas.
- Include the following themes:
  - Getting a Job
  - Communicating With Others
  - Friendships
  - Staying Healthy
  - Working Out Conflicts
  - Keeping a Job
  - Gaining Self-Confidence
  - Making Good Decisions
  - Respecting Self and Others

3. For Group Activity/Practice: Prepare a visual with a vertical line down the center of the chart paper or white/chalk board. Label the left-hand side “Comfortable and Respected” and the right-hand side “Uncomfortable and Uneasy.”

4. For Group Activity/Practice: Prepare a visual with the title “Ground Rules.” The information that is written on this visual should be posted each time the group meets. It may be helpful to use chart paper for this visual.

### Prerequisite Skill or Lesson

- None

## Lesson Plan

### Length of Lesson

⇒ 45 Minutes

### Generating Interest in Topic

## Leader Input and Demonstration (5 minutes)

1. Welcome participants to the group.
2. Introduce yourself by sharing your name, role with the organization, some of your interests, reasons you want to be a part of this project, and your excitement about working with them.
3. Tell participants you want to begin with an illustration. Point out the bottle with a small opening and the glass filled with water on the table at the front of the room.
4. Explain that you want to get the water from the glass into the bottle. However, if you pour the water very fast it will probably spill and go outside the bottle. If you pour it very slowly, it is likely to dribble down the side of the glass.
5. State that, in order for you to save all of the water and get it into the bottle, you will need skill and tools. You will need a funnel, the tool, and the skill to pour the water at the right speed to allow the funnel to work properly. Again, if you pour too fast or too slow, it will not work. If the bottle isn't big enough and you try to pour all of the water into it, it will spill.
6. Illustrate the concept by pouring the water into the bottle.
7. State that this group/class is designed to give them opportunities to learn skills and tools they will need in life, whether they are in school, working at a job, or have a family. In some ways, the participants are like the bottle and its capacity to hold the water. The number of the tools and skills they learn and use in their life depends on their capacity and willingness to stay interested and attentive in class.

## Information to Share

### *Activity (20 minutes)*

- I. For the first activity, explain that they will find others in the room who have the same interests or characteristics as they do. You will suggest some common interests and characteristics. When you state an interest or characteristic, they are to get up and move around the room forming groups with others in the room who share the same interest or characteristic as you do. Provide an example.
  - If you, the leader, said, "Find others who like the same favorite fruit," participants would get up and find others in the room who have the same favorite fruit.

- Share your favorite fruit and tell participants that, if you were playing the game, you would be trying to find others who have the same favorite fruit. Then, you would stand together.

**Leader's Note:** If possible, play the game with the participants so they learn about your interests and characteristics, too.

2. Have participants try the activity using the interest or characteristic you used as the example.
3. When they have formed groups, ask each group to report its favorite fruit or the interest or characteristic you used.
4. Repeat the process with the following interests or characteristics or create your own. Select those that are appropriate for the culture and group with which you are working.
  - Favorite topping on rice
  - Favorite evening activity
  - Favorite musical group or artist
  - Favorite breakfast food
5. After conducting the first activity with three or four interests or characteristics, have participants find a partner who was not in their last group and someone they do not know well. Have them find a comfortable place to sit together.
6. Ask them to decide who is Person "A" and who is Person "B." Tell them that Person A will be talking with Person B about a topic you will give them. They will have one or two minutes to talk. Person B will listen and learn more about the person. The following are suggested topics. Select those most appropriate for your culture and group or create your own.
  - Job I'd like to have some day
  - Early childhood memory
  - Characteristic I look for in a good friend
  - One thing I worry about is...
7. After one or two minutes, ask the pairs to reverse the roles. This time Person B will speak and Person A will listen. Select a different topic.
8. When Person B is finished, have the participants form a seated circle. Have each one introduce him or herself by sharing:
  - Name
  - City or region where they live
  - Something they like to do in their free time
  - Someone they would like to meet if they could meet anyone in the world

### Activity (10 minutes)

1. Display the visual with the titles “Comfortable and Respected” and “Uncomfortable and Uneasy.”
2. Ask participants to share with you behaviors that will make them feel comfortable and respected in the group. Write their ideas on the left side of the chart paper or white/chalk board.
3. Ask participants to suggest behaviors that will make them feel uncomfortable and uneasy. Write their ideas on the right side of the chart paper or white/chalk board.
4. Ask participants to look at their ideas. If you have participants who cannot read, review the ideas by stating them.
5. Tell participants they will use their ideas to create a list of ground rules for the group’s behavior during the lessons. Ask them to suggest the ideas that are the most important to them and create a list of five to eight ground rules.

**Leader’s Note:** If participants have difficulty suggesting rules, offer a few of the examples in the next step to get them started.

5. Write the ground rules on the visual titled “Ground Rules.” If the following ground rules are not suggested by the participants, offer them as ideas that are important for you, as the leader, to be comfortable in the group.
  - Show up for the lessons.
  - Share your thoughts and opinions.
  - Do not interrupt others when they are talking.
  - Pay attention when others are speaking.
  - Do not make fun of others or put them down.
  - Do your share of the work in small groups.
6. Keep this visual posted whenever the group meets.
7. Tell participants that each group session/class will be 30-45 minutes in length. Be sure they understand the schedule for the lessons and when the next lesson will be taught.

### Personal Application

#### Discussion (5 minutes)

Ask participants:

- What is one thing you are looking forward to as you think about attending this group/class?
- Why do you think it is important to have and adhere to the ground rules?
- What is something new you learned about someone in the room?

## Lesson Two

## **Understanding Emotions**

### **Learning Objectives**

Participants will:

- Name a variety of emotions people experience.
- Understand that emotions are triggered by situations and people.
- Describe emotions people might experience in various situations.
- Understand how recognizing emotions contributes to positive relationships.

### **Definition of Terms**

- **Emotions:** The feelings a person experiences.

### **Lessons Preview**

- Demonstrate a variety of emotions and practice naming them.
- Generate lists of emotions and words for feelings.
- Describe physical reactions to emotions.
- Identify multiple feelings that might result from various situations.
- Identify feelings resulting from personal experiences.

### **Materials Needed**

- Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- For Information to Share Option #1: Paper and pencils (optional)
- For Information to Share Option #2: Chart paper and markers

### **Tasks to Complete Before Teaching**

For Information to Share Option #2: Post four pieces of chart paper in four locations in the room. They should be far enough apart to allow small groups to sit or stand around them and write. On each piece of chart paper, write one of the following emotions: angry, happy, sad, surprised. If you have participants with low reading and writing abilities, Option #1 may work more successfully.

### **Prerequisite Skill for Lesson**

- None

**Leader's Note:** This lesson provides background information for the lesson on “Managing Strong Emotions.” It would be best to teach “Managing Strong Emotions” as soon as possible after

teaching this

lesson. If possible, save the lists of emotion words the participants generate in Information to Share and post them for the “Managing Strong Emotions” lesson.

**Length of Lesson:** 45 minutes

## Lesson Plan

### Generating Interest in Topic

#### Demonstration (5 minutes)

1. Tell participants you are going to pantomime the topic for today’s session – emotions. Ask participants to observe your behaviors, gestures, and facial expressions and name the emotion or feeling being demonstrated.
2. Demonstrate an emotion, such as anger, through your body language and facial expressions. As participants name emotions, record them on chart paper or the white/chalk board. Several different emotions or feelings might be suggested such as angry, upset, and mad.
3. Repeat the procedure with several emotions. Include angry, happy, sad, and surprised.
4. Summarize by stating that everyone has many different emotions every day.

### Information to Share

#### Leader Input and Discussion (15 minutes)

1. Explain what is meant by the word “emotion.”
  - Emotions are the mental and physical reactions people have to situations and people around them.

Leader’s Note: Not all people have the same emotional response to the same situation. Emotional responses vary depending on many factors, such as age, experiences, attitude, hormonal influence, use of certain medications, and so on.

Select one of the two optional ways to have participants identify a variety of emotions. Then, continue with step #3

#### Option One

- ⇒ Divide the participants into small groups by counting off. Each small group should have four or five people in it.

⇒ Assign group roles within each small group.

- The person with the largest shoe can be the leader. The leader will keep the group focused on the task.
- The person to the left of the leader can be the spokesperson. He or she will tell the large group what his or her small group discussed.

**Leader's Note:** If writing is difficult for many of the participants, ask them to remember the emotions mentioned in their group. If participants can write easily, the person to the right of the leader can be the recorder. He or she will take notes for the small group.

⇒ Ask the small groups to list on paper (or remember) as many emotions as they can in two minutes.

⇒ Explain that, if they can use a word in this sentence, "I feel \_\_\_\_\_," it is probably a word that describes an emotion.

⇒ After two minutes, ask the spokesperson from each group to share one word suggested by his or her group that describes an emotion. Rotate from group to group until all of the words are shared. Record the words on the chart you began in the Generating Interest in Topic portion of this lesson.

**Leader's Note:** Be sure to only accept words that describe an emotion. If the groups suggest words that do not describe an emotion, clarify by using the word in the sentence, "I feel \_\_\_\_\_," and suggest an alternate word that is an emotion.

## Option Two

⇒ Post the four prepared pieces of chart paper with the titles "angry," "happy," "sad," and "surprised," in different locations in the room.

⇒ Divide participants into four groups by counting off and have one group stand at each piece of chart paper.

⇒ Within each small group, ask the person with the largest shoe to be the leader. The leader will keep the group focused on the task. Ask the person to the right of the leader to be the recorder. He or she will take notes for the small group.

⇒ Ask them to record as many words as possible that mean close to the same thing as the emotion word on their chart. In other words, on the "Happy" chart, they might write "joyful," "excited," etc.

⇒ Explain that, if they can use a word in this sentence, "I feel \_\_\_\_\_," it is probably a word that describes an emotion.

⇒ After one or two minutes, ask the groups to rotate to a different chart by moving to the chart on their left. Give them one or two minutes to add emotion words to their second chart.

Repeat the

procedure until all of the groups have visited all of the charts.

⇒ Review the charts by highlighting several words from each chart or have the groups walk from chart to chart reviewing the words.

**Leader's Note:** Be sure to only accept words that describe an emotion. If the groups suggest words that do not describe an emotion, clarify by using the word in the sentence, "I feel \_\_\_\_\_," and suggest an alternate word that is an emotion.

3. Explain that emotions are normal reactions to situations and people. Everyone experiences these emotions. People experience these emotions at work, at home, with friends, and even when they are alone thinking about situations or events.
4. Ask participants how they might feel in each of the following situations. Choose three that are appropriate for the culture and group with which you are working. Try to elicit more than one emotion word for each situation.
  - You have been assigned a difficult job at school or work.
  - You just heard a friend is very ill.
  - You have a family wedding to attend.
  - Your teacher, parent, or supervisor yells at you.
  - Your teacher, parent, or supervisor tells you he or she noticed what a good job you are doing.
  - Someone says something that embarrasses you.
  - Your cousin has just asked you to help with an important job at his or her wedding.

**Leader's Note:** Emphasize that sometimes the same situation can elicit two very different feelings. For example, you may feel happy to be involved in your cousin's wedding and nervous about doing the job well.

5. Explain the following points:
  - Not everyone responds to the same situation in the same way. Each person's life experiences, education, self-confidence, and family background, help to determine how he or she responds.
  - Sometimes it is easy to identify how you feel. Other times, feelings can be confusing.
  - A person may not always respond emotionally the same way each time he or she experiences similar situations.
  - Recognizing how your body is responding can help a person identify what emotion he or she is experiencing. For example, a person might smile, act friendly and energetic, and walk with a bounce when feeling happy. A person might stomp around and yell when feeling angry.
  - While emotions are normal, they can sometimes be hard to manage. Usually very strong

emotions –

either positive or negative – are more difficult to manage.

- The first step to effectively managing emotions is to recognize and name them. Indicate that their lists of emotion words will help them.

## **Group Activity**

### **Small Group Practice and Discussion (20 minutes)**

- I. Use the same small groups you formed in the previous section of this lesson.

### **OPTIONAL ACTIVITY IF TIME PERMITS AND YOUR PARTICIPANTS NEED ADDITIONAL PRACTICE PRIOR TO PERFORMING SKITS**

If you used Option #2, assign a spokesperson in each small group.

Tell a story with several events or situations that elicit different emotions. See the story below as a sample. Pause as indicated in the sample story after each event or situation that elicits a feeling. Ask the small groups to discuss what happened and the possible emotions the person in the story might have experienced. Then, ask the spokespersons from the groups to name the emotions their group discussed. Possible emotions are listed in brackets for the following sample story. You may choose to use a different story if you wish; however, be sure the story has typical situations that will elicit emotions.

**Leader's Note:** Replace (Name) with a common name from your culture

- Aasma wakes up after a good night's sleep. [Pause: happy, rested]
- Then, a family member or someone she lives with tells her she has to help with a difficult cleaning job after school (or work). [Pause: disappointed, unhappy]

- When Aasma arrives at school (or work), she talks to someone who ignores her. [Pause: hurt, angry]
- An hour later, Aasma talks with a special friend who invites her to a party. [Pause: happy, excited]
- Then, Aasma learns from her teacher (or supervisor) she completed a project incorrectly and the work has to be redone. [Pause: ashamed, embarrassed, sad, upset, angry]
- She will need to stay late to redo the project. This means she will be late to help with the difficult cleaning job and will let people down when they depended on her help. [Pause: guilty]
- When Aasma returns home, she is greeted at the door with a smile. [Pause: relieved, accepted, calm]

**Summarize by stating that each person experiences many different emotions during one day.**

2. Explain that, in order to continue to help one another identify and name emotions, each small group will perform a short skit. The skit will be about a typical situation that might trigger emotions. Each small group must verbally and nonverbally act out the situation and the emotions they think a person would feel in that situation. After each skit, the observers will guess what emotions were displayed in the skit.
3. Assign each small group one of the following situations. Choose those that are appropriate for the culture and group with which you are working.
  - You learn to do a difficult task at school (or work) correctly. You will be better able to do your school work (or job) now.
  - Your teacher (or supervisor) asks you to do a special job. He or she tells you he or she thinks you are competent and responsible enough to handle the job.
  - You want to get a job and have asked to be considered. When someone was hired, you were not selected. Your best friend got the job.
  - Your teacher (or supervisor) asks you to show others how to do a difficult task.
  - A family member is sick and needs your help. You have trouble getting to school (or work) on time because of these extra family responsibilities.
  - Someone keeps talking to others about you. You don't like what he or she is saying.
4. After five minutes, call on the first small group to perform their skit. Ask the observers to

identify the possible emotions the person might feel. Continue until each small group has presented their skit.

5. Ask participants:

- What are the advantages of being able to identify how you feel?
- How do you think your relationships with others are affected when you can identify your feelings?

### **Personal Application**

#### **Small Group Discussion and Personal Reflection (5 minutes)**

1. Ask participants to think about one or two recent situations that elicited emotions. Encourage them to select situations they will be comfortable sharing with their small group. Have them share the situations and the feelings they identified in their small groups.
2. Encourage participants to notice the emotions they experience and what situations or people trigger the emotions. Explain that identifying emotions and understanding the experiences surrounding the emotions will help them manage emotions more effectively. During another lesson, they will learn more about how to manage strong emotions.

**Leader's Note:** If possible, save the lists of emotion words the participants generate in Information to Share and post them for the “Managing Strong Emotions” lesson.

## **Lesson Three**

# Managing Strong Emotions

## Learning Objectives

Participants will:

- Identify strong emotions.
- Understand that situations and people sometimes trigger strong emotions.
- Know ways to manage strong emotions, including anger.
- Understand how managing strong emotions positively contributes to positive relationships.
- Identify ways to manage their strong emotions, including anger, in a positive way.

## Definition of Terms

- Intense feelings such as anger, fear, hatred, overwhelmed and ecstatic.

## Lesson Preview

- Demonstrate a hypothetical strong emotion.
- Select words that express strong emotions.
- Identify strong emotions and responses in hypothetical situations.
- List helpful hints for managing strong emotional situations in a positive way.
- Describe methods for handling strong emotions, including anger.
- Discuss the possible consequences when strong emotions are not managed well.
- Practice identifying emotions and suggesting ways to positively manage a situation with strong emotions.

Develop personal plans for managing strong emotions, including anger

## Materials Needed

- Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- If possible, lists of words identifying emotions from the “Understanding Emotions” lesson.
- Paper and pens or pencils (optional)

## Tasks to Complete Before Teaching

- For Generating Interest in Topic: Think of something that could happen to you at the beginning of class that would elicit strong emotions for you.
- For Information to Share: Post the lists of words identifying emotion from the “Understanding

## Emotions”

lesson if possible.

### **Prerequisite Skill or Lesson**

- “Understanding Emotions”

**Length of Lesson:** 45 minutes

### **Generating Interest in Topic**

#### **Leader Input (3 minutes)**

1. Think of something that could happen to you at the beginning of class that would elicit strong emotions, such as accidentally spilling hot water on yourself, pinching your finger, spilling water on your papers. Role play it happening without hurting yourself. Respond to the situation with a strong emotional outburst.

**Leader’s Note:** The purpose is to surprise the students with your outburst as a way of getting their attention and focus on the topic of the lesson.

2. Tell participants that most situations elicit emotional reactions, such as upset, happy, bad, or affectionate. Some situations elicit very strong emotions. For example, some things might elicit hatred, anger, depression, or being ecstatic.

One of the keys to being successful in your relationships with others at home or at work is to recognize your feelings and know what to do to manage them

### **Information to Share**

#### **Leader Input and Discussion (5 minutes)**

1. Display the list of words describing emotions that was generated in the lesson “Understanding Emotions.”
2. Ask participants which of the words describe strong emotions. As participants suggest words from the list, circle them. If some typical words used to describe strong emotions are missing, ask the group to suggest them and add them to the list.
3. State that recognizing strong emotions is the first step to managing them in a positive way. The second step is deciding on an appropriate response to the situation.

### **Small Group Work (12 minutes)**

1. Direct participants to form small groups of three by counting off.
2. Assign group roles within each small group.

- The person with the shortest first name can be the leader. The leader will keep the group working on the task.
- The person with the longest first name can be the spokesperson for the small group and will share the small group's ideas with the large group.

**Leader's Note:** If you have participants who are able to write, it may be helpful to assign a recorder to write the responses of the small group.

3. Describe their task:

- Listen to a situation you, the leader, will describe.
- Identify the feelings that might be experienced.
- Identify what might be done that would lead to a positive result.

4. Select one of the situations from the following to describe.

- Someone broke into your home last night when you and your family were away. The intruder stole all of your valuables and ransacked your home.
- You have just learned that you won a contest and will collect a lot of money.
- You were riding a bike or scooter with a good friend as your passenger. You took a risk trying to get between two objects and crashed. Your friend was seriously hurt and is being taken to a clinic/hospital for treatment.
- You have not mentioned this to anyone before. When your father gets angry, he is often quite abusive towards your mother. Last night after your dad got home, you heard your mom yelling, "Stop it," from the bedroom.
- You passed an important examination and want to celebrate.
- You have been falsely accused of stealing from your job. Even though you are innocent, you could not convince your boss of that fact and consider yourself lucky that you weren't fired. You don't know who has been stealing from your employer, but there is one employee of whom you are suspicious.

5. After a few minutes of small group discussion, have each spokesperson share his or her group's ideas with the class. Clarify as needed.

**Leader's Note:** Some participants may suggest some negative actions. Accept those as possible reactions to strong emotions without discussing the advantages and disadvantages.

6. Repeat the procedure with two or three additional scenarios from the list.

## Large Group Work (05 minutes)

1. Ask participants to list three or four helpful hints for managing strong emotions. Encourage them to think about ways they manage strong emotions positively or consider others who manage strong emotions in a positive way.
2. Record the list on the board. If the following ideas are not mentioned, be sure to add them:

- Think before you act.
  - Calm down.
    - \* Write or draw a picture.
    - \* Play a sports game.
    - \* Get involved in a hobby.
    - \* Listen to music.
    - \* Pause to take a drink of water.
    - \* Do yoga exercises.
    - \* Do deep breathing exercises.
    - \* Pray (where culturally appropriate).
    - \* Count from 1 to 10 slowly.
  - Don't overreact.
  - Talk with someone you trust or who has the expertise to help.
3. Ask participants to discuss the possible consequences when strong emotions are not managed well. Use these or similar questions.
- What might happen if someone is very angry and he or she yells at others frequently?
  - What might happen if someone is very sad and he or she withdraws from others?
  - What other strong emotion might be harmful if it isn't managed well?
4. Summarize that people who do not manage their emotions well may experience physical or emotional problems. It may impair their ability to work accurately or quickly in school or on a job. They may also have trouble with their relationships with others.

## **Group Activity/Practice**

### **Small Group Practice and Discussion (15 minutes)**

1. In their small groups, have participants think of a time when someone responded inappropriately to a strong emotional situation. Perhaps it is a personal example or something they have seen on television or in the movies.
2. Have participants describe their situations in their small group, identify the emotions, and suggest what could have been done differently to manage it in a positive way.
3. Tell participants that their next task is to role play one of the situations using a positive way to manage strong emotions.
4. Provide planning time.
5. Have each group of three describe their situation and present their skit.

## 6. As

time allows, discuss how they changed the reaction to the situation and their rationale for the changes.

### **Personal Application**

#### **Discussion (5 minutes)**

I. Ask participants:

- What are the advantages to managing strong emotions?
- Which of the ways to manage strong emotions do you think will work best for you? What are your reasons for choosing this method?

Encourage participants to try the ways to manage strong emotions and see which method works best for them. Also encourage them to try different activities they enjoy to manage strong emotions. Knowing what will work to manage strong emotions will help them know what to do when something happens that elicits strong emotions and will help them maintain positive relationships

## **Lesson Four**

## Learning Objectives

Participants will:

- Understand what a responsible person does and says.
- Identify the benefits of responsible behavior and the consequences of irresponsibility.
- Understand three ways to demonstrate responsibility.
- Describe ways to demonstrate responsibility and irresponsibility in a variety of situations.

## Definition of Terms

- **Responsibility** means acting in a reliable, conscientious, and trustworthy manner.

## Lesson Preview

Identify examples of responsible and irresponsible responses to situations.

- Identify the impact of responsibility and irresponsibility.
- Examine how responsibility affects friendships, relationships at work, and relationships with others, such as family members, youth leaders, and school teachers.
- Present three ways to demonstrate responsibility.
- Distinguish between irresponsible and responsible behaviors.
- Identify reasons for choosing responsible or irresponsible behavior (Personal Application, Option #1).
- Identify a way to increase personal responsibility (Personal Application, Option #2).

## Materials Needed

- Visual means for recording ideas (paper, chart paper, or white/chalk board and markers/chalk)
- Paper and pencils or pens for each student (optional)

## Tasks to Complete Before Teaching

- For Generating Interest in Topic: Prepare to tell participants about a time when someone's lack of responsibility had a negative impact on your life and when someone's responsible behavior had a positive impact on your life.

- For Generating Interest in Topic: Set up your room so that participants can sit in a semi-circle.

### **Prerequisite Skills or Lesson**

- None

**Length of Lesson:** 45 minutes

### **Generating Interest in the Topic**

#### **Leader Input and Discussion (10 minutes)**

1. Have participants sit in a semi-circle.
2. Randomly distribute the slips of paper you prepared: half of the slips have an “X” on them and half are plain.
3. Explain that you will be describing a situation to them. If they have an “X” on their slip of paper, they are to think of how an irresponsible person might respond to the situation. If they have a plain slip of paper, they are to think of how a responsible person might respond to the situation.
4. Read the situation below:
  - You are walking down the street and notice someone ahead of you drops a briefcase or purse or wallet. You pick it up, look inside, and find some money. The person isn’t too far away.
5. Give participants time to think about their response.
6. Call on three or four participants to share their responses without sharing whether or not it is intended to be responsible or irresponsible. After each person has suggested his or her response, ask the large group if they think the response is responsible or irresponsible. Have the person confirm his or her intentions.
7. Collect the slips of paper and randomly distribute them a second time. Repeat the procedure with the following situation:
  - While you are practicing basketball, cricket, or soccer alone at the playground, you accidentally hit a car with the ball and damage the car door. There is no one nearby to see what happened.

- You work in a store. One day you arrive very tired and make a big mistake. Some money gets lost. Another employee is blamed for your mistake.

9. Tell participants about a time when someone's lack of responsibility had a negative impact on your life. Ask them how they might have been affected by the situation. Share how you were affected.

10. Tell participants about a time when someone's responsible behavior had a positive impact on your life. Ask them how they might have been affected by the situation. Share how you were affected.

Explain that today's topic is responsibility and how participants will benefit if they behave responsibly