

p-ISSN : 2708-2113 | e-ISSN : 2708-3608

DOI(Journal): 10.31703/gesr
DOI(Volume): 10.31703/gesr/.2024(IX)
DOI(Issue): 10.31703/gesr.2024(IX.II)

www.gesrjournal.com

Global Educational
Studies Review



GESR
educating humanity

GESR

GLOBAL EDUCATIONAL STUDIES REVIEW
HEC-RECOGNIZED CATEGORY-Y

VOL. IX, ISSUE II, SPRING (JUNE-2024)


Humanity Publications
sharing research
www.humapub.com
US | UK | Pakistan

Double-blind Peer-review Research Journal
www.gesrjournal.com
© Global Educational Studies Review

Article Title

Model Curriculum for Life Skills Based Education (LSBE) for Children with Intellectual Challenges

Global Educational Studies Review

p-ISSN: 2708-2113 e-ISSN: 2708-3608

DOI(journal): 10.31703/gesr

Volume: IX (2024)

DOI (volume): 10.31703/gesr.2024(IX)

Issue: II Spring (June-2024)

DOI(Issue): 10.31703/gesr.2024(IX-II)

Home Page

www.gesjournal.com

Volume: IX (2024)

<https://www.gesjournal.com/Current-issues>

Issue: II-Spring (June-2024)

<https://www.gesjournal.com/Current-issues/9/2/2024>

Scope

<https://www.gesjournal.com/about-us/scope>

Submission

<https://humaglobe.com/index.php/gesr/submissions>

Google Scholar



Visit Us



Abstract

This article presents a comprehensive model curriculum for Life Skills-Based Education (LSBE) for children with intellectual challenges in Pakistan. The curriculum is developed through a mixed-method approach, including literature reviews, surveys, expert consultations, and focus group discussions. This proposed LSBE curriculum addresses essential life skills such as self-awareness, empathy, coping with emotions, critical thinking, decision-making/problem-solving, and communication. It underscores inclusive, student-centered approaches, making it adaptable to various educational settings. It aligns with global practices and integrates Islamic values. The curriculum aims to enhance the quality of life and foster the holistic development of children with intellectual challenges, promoting independence and inclusivity. It provides practical guidelines for educators, curriculum developers, and policymakers, serving as a crucial tool for advancing educational equity and improving life outcomes for children with intellectual challenges in diverse regional contexts.

Keywords: Life Skills-Based Education (LSBE), Intellectual Challenges, Inclusive Education, Curriculum Development

Authors:

Maidaa Saboor Elahi: (Corresponding Author)

MPhil Scholar (Special Education) & Research Associate, Inclusive Education Development Centre (IDC), Lahore, Punjab Pakistan.

(Email: maidaaofficial@gmail.com)

Abdul Hameed: PhD, Inclusive Education Development Center · Center for Inclusive Education and Research (IDC), Ohio State, USA.

Syeda Seerat Hassan: MPhil Scholar (Special Education), Department of Education, University of Management and Technology (UMT), Lahore, Punjab, Pakistan.

Pages: 132-155

DOI:10.31703/gesr.2024(IX-II).15

DOI link: [https://dx.doi.org/10.31703/gesr.2024\(IX-II\).15](https://dx.doi.org/10.31703/gesr.2024(IX-II).15)

Article link: <http://www.gesjournal.com/article/A-b-c>

Full-text Link: <https://gesjournal.com/fulltext/>

Pdf link: <https://www.gesjournal.com/jadmin/Author/31rvlola2.pdf>

Citing this Article

		Model Curriculum for Life Skills Based Education (LSBE) for Children with Intellectual Challenges					
15	Author	Maidaa Saboor Elahi Abdul Hameed Syeda Seerat Hassan		DOI	10.31703/gesr.2024(IX-II).15		
	Pages	132-155	Year	2024	Volume	IX	Issue
Referencing & Citing Styles	APA	Elahi, M. S., Hameed, A., & Hassan, S. S. (2024). Model Curriculum for Life Skills Based Education (LSBE) for Children with Intellectual Challenges. <i>Global Educational Studies Review, IX</i> (II), 132-155. https://doi.org/10.31703/gesr.2024(IX-II).15					
	CHICAGO	Elahi, Maidaa Saboor, Abdul Hameed, and Syeda Seerat Hassan. 2024. "Model Curriculum for Life Skills Based Education (LSBE) for Children with Intellectual Challenges." <i>Global Educational Studies Review IX</i> (II):132-155. doi: 10.31703/gesr.2024(IX-II).15.					
	HARVARD	ELAHI, M. S., HAMEED, A. & HASSAN, S. S. 2024. Model Curriculum for Life Skills Based Education (LSBE) for Children with Intellectual Challenges. <i>Global Educational Studies Review, IX</i> , 132-155.					
	MHRA	Elahi, Maidaa Saboor, Abdul Hameed, and Syeda Seerat Hassan. 2024. 'Model Curriculum for Life Skills Based Education (LSBE) for Children with Intellectual Challenges', <i>Global Educational Studies Review, IX</i> : 132-55.					
	MLA	Elahi, Maidaa Saboor, Abdul Hameed, and Syeda Seerat Hassan. "Model Curriculum for Life Skills Based Education (Lsbe) for Children with Intellectual Challenges." <i>Global Educational Studies Review IX.II</i> (2024): 132-55. Print.					
	OXFORD	Elahi, Maidaa Saboor, Hameed, Abdul, and Hassan, Syeda Seerat (2024), 'Model Curriculum for Life Skills Based Education (LSBE) for Children with Intellectual Challenges', <i>Global Educational Studies Review, IX</i> (II), 132-55.					
TURABIAN	Elahi, Maidaa Saboor, Abdul Hameed, and Syeda Seerat Hassan. "Model Curriculum for Life Skills Based Education (Lsbe) for Children with Intellectual Challenges." <i>Global Educational Studies Review IX</i> , no. II (2024): 132-55. https://dx.doi.org/10.31703/gesr.2024(IX-II).15 .						



Cite Us

**Authors:****Madaa Saboor Elahi:** (Corresponding Author)

MPhil Scholar (Special Education) & Research Associate, Inclusive Education Development Centre (IDC), Lahore, Punjab Pakistan.
(Email: maidaaofficial@gmail.com)

Abdul Hameed: PhD, Inclusive Education Development Center · Center for Inclusive Education and Research (IDC), Ohio State, USA.

Syeda Seerat Hassan: MPhil Scholar (Special Education), Department of Education, University of Management and Technology (UMT), Lahore, Punjab, Pakistan.

Contents

- [Introduction](#)
- [Curriculum Overview](#)
- [Content Overview](#)
- [Module# 1: Is it a girl thing or a boy thing?](#)
- [Module# 2: All About Me](#)
- [Module# 3: Matching emotions and actions](#)
- [Module# 4: Sensory Spy - Emotion Regulation](#)
- [Module# 5: Social Charades](#)
- [Module# 17: When you Get Angry...really, Really Angry](#)
- [Module# 18: Cross the Line](#)
- [Module# 19: Follow the Leader Freeze Dance](#)
- [Module# 20: My Self Awareness Journal](#)
- [Module# 21: My Social Emotional Learning Journal](#)
- [Module# 22: Conversation Cards](#)
- [Module# 23: Get Grounded With Your 5 Senses–Behavioral Regulation:](#)
- [Module# 24: Positive Affirmations–Mental Regulation:](#)
- [Module# 25: Setting Personal Boundaries](#)
- [Module# 26: Protect Yourself Rules](#)
- [Module# 27: Understanding How To Get Help](#)
- [Module# 28: Smart Choices](#)
- [Module# 29: Memo from the Pituitary Gland! Hey Teenagers.](#)
- [Module# 30: Exploring Puberty Changes with a Venn Diagram](#)
- [References](#)

Title**Model Curriculum for Life Skills Based Education (LSBE) for Children with Intellectual Challenges****Abstract**

This article presents a comprehensive model curriculum for Life Skills-Based Education (LSBE) for children with intellectual challenges in Pakistan. The curriculum is developed through a mixed-method approach, including literature reviews, surveys, expert consultations, and focus group discussions. This proposed LSBE curriculum addresses essential life skills such as self-awareness, empathy, coping with emotions, critical thinking, decision-making/problem-solving, and communication. It underscores inclusive, student-centered approaches, making it adaptable to various educational settings. It aligns with global practices and integrates Islamic values. The curriculum aims to enhance the quality of life and foster the holistic development of children with intellectual challenges, promoting independence and inclusivity. It provides practical guidelines for educators, curriculum developers, and policymakers, serving as a crucial tool for advancing educational equity and improving life outcomes for children with intellectual challenges in diverse regional contexts.

Keywords: [Life Skills-Based Education \(LSBE\)](#), [Intellectual Challenges](#), [Inclusive Education](#), [Curriculum Development](#)

Introduction

Life Skills-Based Education (LSBE) focuses on equipping children with essential skills for independent living, effective

communication, and meaningful social interaction, enhancing their overall quality of life (Riaz & Akhter, 2017). According to the AAIDD, intellectual disability involves



significant limitations in intellectual functioning and adaptive behavior, impacting everyday social and practical skills (Schalock et al., [2021](#)).

In Pakistan, there is a gap in tailored curricula for children with intellectual challenges, which hinders their development. The WHO defines life skills as abilities that enable individuals to effectively manage everyday demands (WHO, [1997](#)). Research shows that life skills-based education improves cognitive and social abilities in children with intellectual challenges (Jones, [2019](#); Smith & Smith, [2015](#)).

This article introduces a comprehensive curriculum tailored to Pakistan's socio-cultural context and incorporating Islamic values. This curriculum aims to equip educators with effective LSBE tools, promoting greater equity and inclusivity in education (UNESCO, [2013](#)). The curriculum is adaptable to various educational settings, emphasizing inclusive, student-centered approaches (UNICEF, [2021](#)).

Curriculum Overview

Introduction and Purpose The proposed Life Skills-Based Education (LSBE) curriculum is designed to foster engagement, experiential learning, and practical application. It is organized into 53 comprehensive modules, each meticulously designed to address the diverse learning needs of these children, but this article presents 30 modules covering most of the essential life skills.

Curriculum Goals and Outcomes

- **Primary Objective:** Equip children with core life skills for a fulfilling and independent life.
- **Specific Outcomes:** Increase positive self-esteem and develop competencies in communication, decision-making, problem-solving, emotional regulation, and social interaction. Ensure practical application in real-life contexts to enhance personal and social well-being with academic and vocational success.

Structure and Sequence

- **Module Layout:** 30 modules focusing on various life skills and developmental areas, including social, thinking, emotional, self-awareness, independent living, and critical thinking skills.
- **Sequence:** Modules progress from foundational skills like communication and decision-making to more

complex skills like coping with emotions and navigating community settings.

Educational Theories and Models Grounded in experiential learning (Kolb, [1984](#)), the Montessori Method (Montessori, [1912](#)), and play-based learning (Fisher, [1992](#)), the curriculum emphasizes hands-on, child-centered, and experience-based learning.

Content Overview

Core Areas

- **Social Skills:** Effective communication, empathy, and interpersonal relationships.
- **Thinking Skills:** Critical thinking, decision-making, and problem-solving.
- **Emotional Skills:** Coping mechanisms for stress and emotions, fostering self-awareness.
- **Community Mobility Skills:** Safe and independent navigation of community environments.
- **Subtopics:** Specific, manageable skills and concepts within each core area.

Alignment with Standards Aligns with international and national standards for special education, ensuring compliance with regulations and promoting inclusivity.

Assessment and Evaluation

- **Assessment Types:** Practical applications, observational assessments, role-playing evaluations, and self-assessments.
- **Evaluation Criteria:** Ability to apply life skills in real-world scenarios, improvement in social interactions, and overall personal development.

Differentiation and Inclusion

- **Adaptations:** Individualised instruction tailored to each child's needs.
- **Inclusivity:** Ensures all children, regardless of intellectual challenges, can access and benefit from the curriculum.

Integration and Interdisciplinarity

- **Cross-Curricular Links:** Integrates subjects like arts, physical education, and technology for holistic education.
- **Integration Examples:** Activities combining social skills training with creative arts.

Resources and Support

- Teacher Support: Professional development opportunities in special education techniques and LSBE framework.
- Student Resources: Adaptive learning tools, sensory materials, and supportive technologies.

Timeline and Pacing

- Schedule: Designed for delivery over an academic year with weekly instruction modules.
- Pacing Guide: Flexible pacing to adjust instruction speed based on individual learning needs and progress.

Evaluation and Review Process

- Feedback Mechanisms: Regular feedback from educators, parents, and students for curriculum adjustments.
- Review Schedule: Annual review and updates to incorporate new research findings and educational practices.

Implementation Strategy

- To implement effective teaching strategies for children with intellectual challenges, educators should start by developing Individualized Learning Plans (ILPs) tailored to each child's strengths and needs, regularly adjusting them based on progress.
- Teaching should be structured and sequential (Kapasi, 2017), utilizing task analysis techniques for easy comprehension (Schuster, 2018), and supported by positive behavioral reinforcement (Liu & Kaufman, 2018).
- Multi-sensory engagement, using a variety of materials and approaches (Pinderhughes & Davis, 2019), and Visual supports (Ganz & Flores, 2018).
- Peer-mediated instruction stimulates social interaction while practical skill application (Kamps et al., 2019).
- Regular assessments and feedback loops ensure continuous monitoring of progress, while professional development for educators and family involvement is crucial for reinforcing learning outside the classroom.

Detailed Modules and Activities

This section provides educators with a thorough overview of

each module to create an inclusive and engaging learning environment that highlights and supports each child's unique strengths and abilities.

Module# 1: Is it a girl thing or a boy thing?

Core Skill

Self-Awareness Skills

Subskills: Gender Awareness Skills

Core Concept

- Increase understanding of self and gender roles to boost self-confidence, well-being, and peer acceptance. Raise awareness of gender stereotyping.

Activity Instructions

Setup

- Designate the right side of the room as "agreed" and the left as "disagreed."
- Have students stand in the middle with space to move along the agree/disagree spectrum.

Statements

- Read statements (bold ones mandatory), and students move to the side that reflects their view.
- Discuss why they chose their positions.
- Sum up and highlight notable observations.

Materials

- Audiovisual presentation with the following statements list:

Statements List

- Choose jobs you like and think you're good at.
- Boys and girls can pick any subjects they like.
- Maths is really difficult.
- Only girls can study nursing.
- Boys and girls are equally smart.
- Boys are better at maths than girls.
- Girls do better in school than boys.
- Boys are better at computers than girls.
- Girls are better at sports than boys.
- Both boys and girls are good at computers and sports.

Group Discussion

- Discuss the concept of a gender lens and experiences in making subject choices.
- Facilitate a discussion about favorite subjects and the influence of gender stereotypes and school culture.

Teacher's Reflection

- Evaluate the effectiveness and practicality of the activity.
- Consider how to address issues that arise and ensure a safe space for participation.
- Discuss the impact of ingrained gender roles and societal influences on behavior and choices.

Module# 2: All About Me

Core Skill

Self-Awareness

- Sub-Skills: Self-advocacy, self-confidence, self-efficacy, accurate self-perception, independent thinking, social interaction skills, reflecting

Core Concept

- Enhancing self-awareness to promote self-advocacy and confidence in young students.

Setting

- Students sit in a circle.

Materials

- Audiovisual presentation with the following questions:
- My favorite game is?
- My favorite foods are?
- After school, I like to?
- My favorite color is?
- Am I really good at it?
- I need help with it.
- Someone who can help me?
- I want to be when I grow up.
- When I'm free, I like to.
- My favorite place is?
- If I get in trouble, I turn/call to?

Activity Description

- The teacher helps students answer questions about themselves.

Activity Instructions

1. The teacher creates an audiovisual presentation with questions.
2. Students sit in a circle.
3. The teacher explains the activity and plays the presentation, stopping after each question.
4. The teacher demonstrates by answering the first question, then passes to the student on the right.
5. Continue until all questions are answered.
6. The teacher asks reflection questions and applauds students, rewarding them with candies or snacks.

Reflection Questions

- What did you learn from this activity?
- What new information did you find out?
- How can this activity help you?

Class Discussion

- The teacher facilitates a discussion on the importance of self-awareness and how it helps in speaking up and self-advocacy.

Module# 3: Matching emotions and actions

Core Skill

- Coping with Emotions
- Subskills: Self-management, Identifying emotions, Accurate self-perception, Recognizing strengths, Self-confidence, Self-efficacy, Non-verbal communication, Analyzing situations, Independent thinking, Readiness

Core Concept: Identifying and expressing emotions through body language.

Setting: Small group or pairs.

Materials

- Printed worksheet with emotion and situation cards
- Audiovisual PowerPoint presentation:
- Slides with Instructions: Outline the steps of the activity.
- Emotion and Situation Slides: Display images and descriptions of emotions and situations.

- Interactive Elements: Include prompts for students to discuss and share their thoughts.
- Reflection Questions: End with slides asking reflection questions to facilitate group discussion.

Activity Instructions

Introduction

- Explain how body language helps identify and express emotions.
- Act out a few emotions and have students recognize them.
- Share a personal story to demonstrate naming and describing emotions.

Vocabulary

- Introduce and discuss feeling vocabulary.
- Ask students what emotions they might feel in various situations, such as getting a new puppy.










Discussion

- Discuss that people can experience multiple and sometimes conflicting emotions.

Activity

- Divide students into pairs or small groups.
- Provide matching pair cards (emotion cards and situation cards).
- Students match their emotions to the situations.

Emotion Cards

 Worried	 Surprised	 Calm
 Scared	 Embarrassed	 Sad
 Happy	 Confused	 Angry

Situation Cards

Falling over	Losing your favorite toy	Having a fight with a friend or family member
Getting a reward for working hard	Playing your favorite game	Having a birthday party
Not finishing your homework on time	Missing your favorite TV show	Bad dream/ nightmare

Reflection Questions

- What did you learn from this activity?
- How did it feel to match emotions with situations?
- Did any emotions surprise you?
- How can understanding your emotions help you in daily life?

Module# 4: Sensory Spy - Emotion Regulation

Core Skill: Coping with Emotions

Subskills: Stress Management, Self-Regulation Skills, Problem Solving, Decision-Making Skills, Independent Thinking, and Readiness

Core Concept: Exploring new textures and sensations helps students calm themselves, solve problems, and make decisions. It promotes self-discovery and emotional development.

Materials

Examples

(The worksheet can be modified by teachers based on the student's intellectual capacity. The samples given below are for example.)

Jump Up and down	Run your hand through rice or sand
Paint a picture	Bounce on a ball
Wiggle or dance	Use a fidget or playdough

Reflection Questions

- What did you learn from this activity?
- How did exploring new textures make you feel?
- Why is it important to understand your emotions?

Module# 5 Social Charades

Core Skills: Interpersonal/Communication Skills, Critical Thinking Skills

Subskills: Stress Management, Self-Regulation, Tolerance, Attention, Identifying Emotions, Social Skills, Social Engagement, Accurate Self-Perception, Self-Confidence, Self-Efficacy, Relationship Building, Independent Thinking, and Readiness

- Various sensory objects (e.g., rice, beans, sand, fidget toys, play dough)
- Sensory Break cards

Activity Description: Students explore different textures and sensations, sharing their feelings and reactions. This helps them manage emotions and develop problem-solving skills.

Activity Instructions

1. Explain the activity: exploring textures and sharing feelings.
2. Use questions to guide students in describing how objects feel, sound, taste, and smell.
3. Assist students in becoming aware of their emotions during the activity.
4. Offer Sensory Break cards for a fun, calming break using favorite sensory objects.
5. Create an audiovisual PowerPoint presentation to enhance understanding.

Core Concept: This activity helps students recognize different emotions and use their social skills to interpret nonverbal cues, improving their understanding of emotions and appropriate responses.

Materials

- Cards depicting scenarios/emotions (with pictures for younger students)
- Example scenarios: taking notes, picking up books, listening to music, and emotions like Sad, Mad, Happy, Excited, Scared

Activity Description: Students pick a card and act out the scenario or emotion. Other students guess the scenario or emotion being acted out.

Activity Instructions

1. Discuss emotions and describe the activity.
2. Explain: "We'll play social charades. Pick a card and act it out without making any noise. We will guess the emotion or scenario."
3. Assist students if they have trouble recognizing or expressing emotions.
4. Facilitate a discussion on similarities and differences in expressing emotions.

Examples

- Happy: Smiling, laughing, dancing
- Sad: Frowning, face not smiling
- Angry: Loud tone, eyebrows together
- Pain: Holding head or stomach, showing a pained face
- Bored: Bored look in eyes, nothing to do
- Scared: Eyes enlarged, mouth open
- Hungry: Holding stomach, pointing to mouth

Reflection Questions

- What did you learn from this activity?
- What new information did you find out?
- Why do you think this matters?

Class Discussion: Highlight the role of emotions in understanding others' feelings through facial expressions and body language.

Module# 6Comprehension Self-Monitoring Posters

Core Skill: Self-Awareness Skills

Subskills: Self-Management, Self-Advocacy, Communication, Manding Practice

Core Concept: This activity helps children develop self-assessment skills, encouraging constructive criticism and better communication.

Materials: Self-monitoring posters/cards for students

Activity Description: Students receive self-monitoring posters to use in response to someone's actions, such as asking for repetition or admitting unfamiliar vocabulary. These posters help students communicate their needs effectively.

Activity Instructions

1. Print and distribute self-monitoring posters to students.
2. Explain how to use the posters to communicate needs, like asking for repetition or clarifying unfamiliar words.
3. Students keep posters on their desks or with their belongings for easy access.

Reflection Questions

- What did you learn from using the posters?
- How did the posters help you communicate better?
- Why is it important to ask for help when needed?

Class Discussion: Discuss the importance of self-awareness and constructive communication in understanding and responding to others effectively.

Figure 1

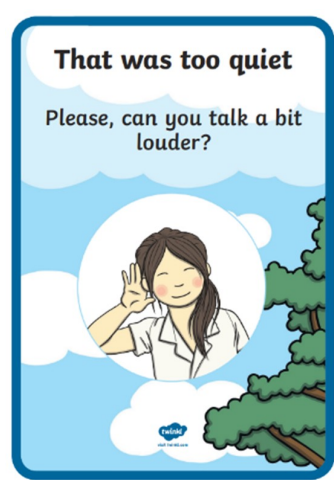
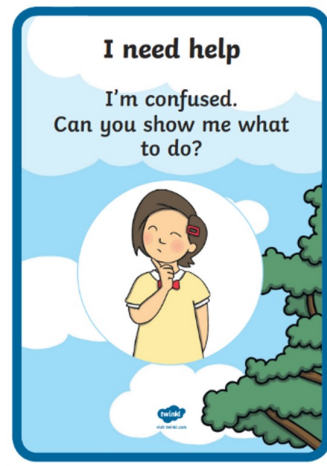


Figure 2



Module# 7: Catch a Smile

Core Skills: Interpersonal & Communication Skills, Empathy
Subskills: Identifying Emotions, Respect for Others, Perspective Taking, Bullying, Ethical Responsibility, Independent Thinking, Readiness, Communication, Social Awareness, Social Skills, Stress Management, Grief, Moods, Dealing with Emotions, and Relationship Building

Core Concept: This activity teaches students to identify, recognize, and express emotions. Smiling is key to neutralizing negative thoughts and remembering happy moments. It can be used to energize students or help them cope.

Setting: A space large enough for students to sit in a circle, with an audiovisual PowerPoint presentation for easy understanding.

Materials: None needed

Activity Description: Students pass smiles to each other in a circle. If they fail to wipe off the smile after passing it, they must stand up. Smiling is contagious, so soon everyone will be standing and smiling.

Activity Instructions

1. The teacher explains the activity and demonstrates wiping off and passing a smile.
2. Students sit in a circle and try to maintain serious expressions.

3. A student catches the smile, smiles, and then passes it on, wiping off their smile.
4. If a student smiles when it's not their turn, they must stand up or move back.
5. The teacher reminds students not to smile as they play.

Reflection Questions

- What did you learn from this activity?
- How did it feel to catch and pass a smile?
- Why do you think smiles are contagious?

Class Discussion: The teacher discusses the contagious nature of smiles and encourages students to smile at someone and see if it's reciprocated, highlighting the kindness in returning a smile.

Module# 8: Share Circle

Core Skills: Self Awareness, Interpersonal & Communication Skills, Empathy

Subskills: Self-management, Self-Confidence, Recognizing Strengths, Accurate Self-Perception, Identifying Emotions, Self-Efficacy, Respect for Others, Perspective Taking, Appreciating Diversity, Bullying, Ethical Responsibility, Independent Thinking, Readiness, Communication, Social Awareness, Social Skills, Dealing with Emotions, Transition, Gratitude, and Relationship Building

Core Concept: A sharing circle promotes vulnerability and active listening, helping students develop self-awareness, empathy, and respect for others.

Setting: A space large enough for students to sit in a circle, with an audiovisual PowerPoint presentation for easy understanding.

Activity Description: Students sit in a circle and listen as the teacher reads statements. Each student has a chance to share their feelings in response to the statements, promoting active listening and respect.

Materials

- List of statements
- Audiovisual PowerPoint presentation

Activity Instructions

1. The teacher asks students to sit in a circle.
2. The teacher reads a statement and repeats it if needed.
3. Students take turns answering, with others listening respectfully.
4. Statements include prompts like "I feel angry when...", "I know I can trust...", "Something I want to do all the time...", "I feel happy when...", "I enjoy...", etc.

Reflection Questions

- What did you learn from this activity?
- How did it feel to share your feelings?
- Why is it important to listen and respect others' feelings?

Class Discussion: The teacher leads a discussion on the importance of sharing and listening, emphasizing empathy and understanding different emotions.

Module# 9: Social Stories

Core Skill: Interpersonal Communication Skills

Subskills: Recognizing social cues, identifying and avoiding conflict situations

Core Concept: Social stories help children with ASD or intellectual disabilities understand and navigate social challenges, teaching basic life skills and self-regulation.

Setting: Students are seated at desks or on the floor, viewing a screen or projector.

Materials: Social story video, audiovisual PowerPoint presentation

Activity Description: The teacher shows a pre-prepared social story video, pausing to discuss body language, emotions, and social cues. Students will interpret the characters' behaviors and emotions, learning appropriate responses.

Activity Instructions

1. The teacher explains the activity.
2. Teacher: "Today, we're going to watch a video! I'll pause it to discuss what we see. Watch closely."
3. The teacher pauses the video and asks questions about the character's actions and emotions. Example, What is she doing..? Why are her arms crossed..? When do people mostly cross their arms..? Do you think she is angry/upset?
4. Students discuss what they observe.
5. The teacher guides the discussion and provides suggestions.
6. After the video, the teacher leads a conversation on observed social cues.

Reflection Questions

- What did you learn from the video?
- How did the characters' body language help you understand their feelings?
- Why is it important to notice social cues in different situations?

Class Discussion: The teacher encourages students to observe social cues in various settings and prepares for a follow-up discussion in the next class.

Module# 10: Unexpressed Feelings - Balloon Activity

Core Skill: Coping with Emotions

Subskills: Identifying emotions, self-regulation, stress management, anxiety, communication, social skills, independent thinking, readiness

Core Concept: This activity helps students express their emotions, cope with them, and maintain self-control.

Materials Balloons: 1 white, 1 red, 1 blue, 1 yellow

Activity Description: The teacher uses balloons to illustrate how emotions affect our bodies and how to manage them.

Activity Instructions

1. White Balloon: Inflate fully. Explain it's under pressure and might pop, relating to anger and anxiety.

2. Red Balloon: Inflate until it pops. Discuss the effects of uncontrolled anger.
3. Yellow Balloon: Inflate fully but don't tie off. Release it, showing a lack of control. Discuss appropriate times to release emotions.
4. Blue Balloon: Inflate to a comfortable point and tie off. Toss it around to show controlled emotions.

Class Discussion: Discuss techniques for controlling strong emotions and when to let them go. Emphasize that emotions aren't good or bad, but how we manage them is important.

Reflection Questions

- What did you learn from each balloon?
- How do you feel when you're like a white or red balloon?
- When is it okay to release your emotions like the yellow balloon?
- How can you stay calm and in control like the blue balloon?

Module# 11: Making Choices

Core Skill: Decision-making/Problem-solving skills, Self-Awareness, and Critical thinking skills

Subskills: Analyzing Situations, Identifying and Solving Problems, Community Leisure & Recreation Skills, Decision-Making Skills, Reflecting, Self-confidence, Self-determination, and Readiness

Core concept: Empower children to express desires and exert control by making daily choices, enhancing decision-making skills and initiative.

Setting: This can be integrated into mealtime, free time, or structured activities.

Materials

- Preferred music, toys, objects
- Real objects, symbols (pictures or tactile)

Activity Instructions

Introduction

- Explain the activity's goal: making and enjoying choices.

Choice Presentation

- Present two clear, named choices (e.g., fruit and toy),

allowing time to examine.

- Start with tangible objects and gradually use symbols (object/picture symbols).

Making Choices

- Encourage realistic choices (e.g., apple vs. chocolate).
- If the student always chooses the last option, mix up presentations.
- Examples: "Ahmed, would you like an apple or chocolate?"
- Let the student enjoy their chosen item/activity.

Advancing Choices

- Move to practical choices (e.g., music vs. story).
- Ensure explanations are clear and accessible.
- Gradually increase options and ask open-ended questions (e.g., "Ahmed, what would you like to do?").

Daily Routine Integration

- Continue offering choices during the routine to build confidence and initiative in leisure activities.

Module# 12: Simon Says

Core Skill: Interpersonal/Communication Skills

Subskills: Social Interaction Skills, Following Rules, Communication

Core Concept: This familiar childhood game helps students socialize, respond to verbal cues, and understand the importance of following rules.

Setting: Classroom or outdoors. Can be used as an energizer or to fill the last 10 minutes of class time. Ensure students stand apart to avoid collisions.

Activity Description: "Simon Says" teaches students to give and follow directions, enhancing their listening and rule-following skills.

Activity Instructions

Explain the Game

- T: "We are going to play 'Simon Says.' Listen carefully. If 'Simon Says' to do something, you do it. If not, don't do it. For example, if Billy says, 'touch your nose and turn around' without saying 'Simon Says,' and you do it, you're out."
- Ask: "Do you have any questions?"

Play the Game

- Students take turns giving and following directions.
- The teacher provides multiple opportunities to play and familiarize students with the game.

Class Discussion: Emphasize the importance of listening carefully and following rules. Discuss how the game helps improve communication and social interaction.

Reflection Questions

- What did you learn from playing "Simon Says"?
- How did you feel when you had to listen carefully?
- Why is it important to follow directions in this game and in real life?

Visual Aid: Create an audiovisual PowerPoint to explain the game and show examples of commands with and without "Simon Says."

Module# 13: Optical Illusions

Core Skill: Empathy, Critical Thinking Skills

Subskills: Perspective Taking, Respect for Others, Self-Efficacy, Independent Thinking, Relationship Building

Core Concept: This activity helps students understand and develop different perspectives, realizing that multiple points of view can exist in any situation.

Setting: Classroom with students seated at desks or tables.

Materials

- Visual Aid: Audiovisual PowerPoint presentation

Activity Description: Students learn about perspective-taking through an optical illusion worksheet, promoting empathy and critical thinking by exploring different viewpoints.

Activity Instructions

Explain Perspective Taking

- T: "Perspective-taking means understanding how someone else sees a situation. Let's discuss a few everyday examples."

Distribute Worksheets

- Provide students with worksheets featuring optical illusions or scenarios requiring different perspectives.

Complete Worksheets

- Students work on the worksheets within a given time frame, choosing from multiple-choice answers.

Reflection Questions

- What was the hardest part of the activity?
- What did you learn from this activity?
- What new information did you find out?
- Why do you think this matters?

Module# 14: Goal Setting

Core Skill: Decision-making/Problem-solving skills, Critical Thinking Skills

Subskills: Reflecting, Self-Motivation, Readiness, Setting Goals

Core Concept: Reflecting on goals is crucial for social and emotional learning. This activity helps students set and achieve SMART goals to reach their full potential.

Setting: Classroom, with students seated individually or in pairs.

Materials

- Visual Aid: Audiovisual PowerPoint presentation

Activity Description: Students will create and work towards SMART goals, breaking them down into manageable steps and reflecting on their progress throughout the month or quarter.

Activity Instructions

Explain SMART Goals

- T: "Today, we'll explore things we wish to achieve and create a list of goals using the SMART method."
- Define each SMART criteria: Specific, Measurable, Actionable, Realistic, and Time-bound with examples.

Distribute Worksheets

- Provide worksheets with questions guiding them to set SMART goals.

Work in Pairs

- Students pair up to discuss and help each other establish SMART goals.

Check Progress

- Regularly check in with students to measure progress and provide support.

Incentives

- Reward students who meet their goals and encourage those who need more time or help.

Worksheet Questions

- Specific: What exactly do you want to accomplish?
- Measurable: How will you know when you've reached this goal?
- Action: What will you need to do to reach your goal?
- Realistic: Is this goal reachable? How do you know?
- Time-bound: When will you reach this goal? What is your deadline?

Reflection Questions

- What was the hardest part of setting your goal?
- What did you learn from this activity?
- Why is setting SMART goals important?
- How do you feel about your progress?

Module# 15: Activities for Money Skills

Core Skill: Decision-making/Problem-solving skills

Subskill: Money Skills

Core Concept: Money management is essential for independence. Teaching kids about money early on helps them develop financial skills such as saving, tracking expenses, budgeting, and calculating costs.

Materials

- Visual Aid: Audiovisual PowerPoint presentation

Activity Overview

The ABCs of Money

- Use real coins and notes.
- Hierarchical learning: Identifying, matching, sorting, and counting coins and notes.
- Focus on separate use of bills and coins.

Financial Building Blocks

- Teach the current coins and currency bills.

- Demonstrate equivalence (e.g., two 5 Rupee coins = 10 Rupees).

Using Number Lines

- Use a number line to teach more and less in financial contexts.
- Help students recognize numbers and understand value comparison.

"Still Bank" Money

- Encourage regular saving.
- Use allowances or gift money to save for desired items.

Mock Store

- Set up a mock store using real or empty containers.
- Role-play customers and shopkeepers to practice money handling and decision-making.

Social Stories

- Use social stories to break down tasks like shopping and budgeting.
- Provide clear, step-by-step instructions.

Reflection Questions

- What was the most fun part of the activity?
- What new things did you learn about money?
- How will these skills help you in real life?
- Why is it important to manage money well?

Module# 16: Feelings Color Chart–Emotional Regulation

Core Skill: Coping with Emotions, Self-Awareness Skills, Critical Thinking Skills

Subskills: Stress management, self-efficacy, coping skills, understanding emotions, appropriate expressions, identifying emotions, accurate self-perception, analyzing situations, reflecting, on moods, transition, readiness, and perspective-taking.

Core Concept: Emotional regulation is the ability to manage and respond to emotional experiences effectively. This activity helps students control and express their emotions using various approaches.

Materials Needed

- Large chart paper or whiteboard
- Markers of different colors
- Pictures depicting various emotions
- Visual Aid: Audiovisual PowerPoint presentation with step-by-step instructions

Activity Instructions

Create an Emotion Chart:

- Use different colors to label emotions:
- Red = Angry, Frustrated
- Orange = Excited, Energetic
- Yellow = Happy, Content
- Green = Peaceful, Calm
- Blue = Sad, Lonely
- Purple = Afraid, Worried
- Include pictures of emotions for each color.

Class Discussion

- Discuss actions associated with each emotion.
- Identify coping strategies for each emotion.

Example

- Red (Angry, Frustrated):
- Actions: Yell, Stomp
- Coping: Use words to express anger, count to 10 to calm down.
- Yellow (Happy, Content):
- Actions: Smile, Laugh
- Coping: Share happiness with friends, and engage in a favorite activity.

Reflection Questions

- What did you learn about different emotions?
- How do you usually express your emotions?
- What new coping strategies did you discover?
- Why is it important to manage your emotions?

Module# 17: When you Get Angry...really, Really Angry

Core Skill: Coping with Emotions, Self-Awareness Skills, Decision-making/Problem-solving Skills, Critical Thinking Skills

Subskills: Stress management, identifying emotions, resolving conflict, independent thinking, making good choices, and readiness.

Materials Needed

- "When Sophie Gets Angry...Really, Really Angry" by Molly Bang or a projector to show the video on YouTube
- Posterboard
- Markers
- Visual Aid: Audiovisual PowerPoint presentation with step-by-step instructions

Activity Instructions

Introduction

- The teacher reads the book "When Sophie Gets Angry...Really, Really Angry" by Molly Bang to the students or shows them the video.

Discussion

- The teacher led a discussion about what Sophie did when she got angry.
- The teacher encourages students to discuss whether Sophie made the right decisions.

Identifying Actions

- Students brainstorm actions they should not do when they are angry.
- Students brainstorm appropriate actions to take when they feel angry.

Making Choices

- The teacher talks about why some actions are good choices and others are bad.
- Students discuss the effects of their choices on others when they are angry.

Coping Strategies

- The teacher introduces ways to cope with anger, such as "counting to 10," "taking deep breaths," or "walking away for a moment."

Poster Creation

- The teacher writes the students' suggestions for handling anger on a poster board.
- The poster is displayed in the classroom for future use as a reminder.

Reflection Questions

- What did you learn from this activity?
- What new information did you find out?
- Why do you think this matters?
- What will you do next time if you feel angry?

Module# 18: Cross the Line

Core Skill: Empathy

Sub Skill: Understanding other people's emotions, Identifying emotions, Perspective Taking, Relationship Building

Core Concept: To foster empathy, unity, and support among students by understanding others' feelings and perspectives. Physically challenged students can maneuver their wheelchairs.

Material

- Masking tape
- Visual Aid: Audiovisual PowerPoint presentation with step-by-step instructions

Setting: Stick a long piece of masking tape across the floor to represent a line.

Instructions

Introduction

- Explain the seriousness of "Protect Yourself Rules" and the need for honesty and empathy.
- Set class rules: respect, silence, and dignity for all participants.

Activity Setup

- The teacher reads a statement.
- Students cross the line if the statement applies to them.
- After crossing, they turn and face those who didn't cross, observing and reflecting on shared experiences.
- Students return to their original positions before the next statement.

Example Statements

- Cross the line if you have been left out of group activities.
- Cross the line if you have experienced bullying.
- Cross the line if you have been called names in the playground.
- Cross the line if you have felt pressured to do something you didn't want to do.
- Cross the line if you are confident that you will one day achieve your goals.
- Cross the line if you feel different from your friends.
- Cross the line if you have been judged or teased because of your disability.

Reflection

- After each statement, reflect silently on questions like:
- How does it feel to cross the line?
- How does it feel to see others cross the line?
- Did you know your friends experienced these things?
- How can you relate to their feelings?

Class Discussion

- After the activity, discuss as a group:
- What was the hardest part?
- What did you learn about your feelings and others' experiences?
- How does this knowledge affect your view of others?
- Why is empathy important?

Important Notes

- Adapt statements to suit the group's age and experiences.
- Ensure no one feels pressured to share more than they are comfortable with.
- Emphasize the importance of empathy and understanding in everyday life.

Module# 19: Follow the Leader Freeze Dance

Core Skills: Empathy, Self-awareness, Interpersonal/Communication Skills, Coping with Emotions, Critical Thinking Skills

Subskills: Respect for others, Following classroom rules, Independent Thinking, Community Leisure & Recreation Skills, Relationship Building, Social Engagement, Teamwork, Mobility Skills, Stress Management

Materials Needed

- Music (for playing during the activity)
- Visual Aid: Audiovisual PowerPoint presentation with step-by-step instructions

Activity Instructions

Introduction

- The teacher explains the game: "We'll play music and you'll take turns being the leader. Follow the leader's movements and freeze when the music stops. If you don't follow the rules or keep moving after the music stops, you'll need to sit out."

Game Play

- The teacher starts the music and selects a student to be the first leader.
- The leader performs movements while others follow.
- When the music stops, everyone must freeze. The teacher then selects a new leader.

Rule Emphasis

- The teacher randomly stops the music to switch leaders and reinforces the importance of following the rules to continue playing.

Conclusion

- The teacher wraps up the activity, emphasizing the fun and importance of obeying rules and following directions.

Reflection Questions

- What did you learn from this activity?
- What new information did you find out?
- Why do you think it's important to follow the rules and work as a team?

Module# 20: My Self Awareness Journal

Core Skill: Self-Awareness

Sub-Skills: Knowing Yourself (Strengths and Weaknesses), Self-Advocacy, Self-Confidence

Core Concept: Self-awareness involves understanding one's abilities, limitations, values, feelings, and goals. Developing self-awareness helps children recognize their behaviors and emotions, which is essential for self-control, social interactions, and problem-solving.

Materials Needed

- Journal of "Self-Awareness Journal" page (with prompts and options for kids to circle)
- Recorded PowerPoint presentation with step-by-step instructions
- Pens or pencils

Activity Instructions

Introduction

- Define and discuss self-awareness with the students. Explain its importance in understanding oneself and interacting with others.

Journal Writing

- Introduce and provide examples of the journal prompts.
- Give students time to write independently using the prompts provided.

Sharing

- Allow students to share their reflections with a partner, small group, or the entire class, depending on their comfort level.

PowerPoint Presentation

- Use a recorded PowerPoint presentation to guide the students through each step of the activity. Ensure that instructions are clear and audible.

Journal Prompts

- What are some of your biggest strengths?
- Can someone turn a weakness into a strength over time? Why or why not?
- What are your top five positive qualities?
- What do you love to do? What activities make you feel the best?
- How do you feel today? (Include options like 😊 😐 😞 😡 ☹️ 😬)

- What are some hopes you have for the future?
- In what ways do you feel you learn best?
- When was the last time you succeeded at something?

Reflection Questions

- What did you learn about yourself from this activity?
- How did writing in your journal help you understand your strengths and weaknesses?
- Why is it important to know your own feelings and goals?

Module# 21: My Social Emotional Learning Journal

Core Skills: Self-awareness, Interpersonal & Communication Skills, Empathy, Decision-Making/Problem-Solving Skills, Critical Thinking Skills, Coping with Emotions

Sub-Skills: Self-Management, Self-Confidence, Spiritual Skills, Recognizing Strengths, Accurate Self-Perception, Identifying Emotions, Self-Efficacy, Respect for Others, Perspective-Taking, Appreciating Diversity, Analyzing Situations, Identifying and Solving Problems, Reflecting, Ethical Responsibility, Independent Thinking, Readiness, Communication, Social Awareness, Social Skills, Dealing with Emotions, Relationship Building, Positive Mindset

Core Concept: This Social Emotional Learning Journal helps students develop crucial emotional and social skills. By engaging with weekly prompts, students explore and reflect on their emotions, behaviors, and relationships, enhancing their ability to manage emotions, build relationships, and make thoughtful decisions.

Materials Needed

- Social Emotional Learning Journal pages
- Pens or pencils
- Recorded PowerPoint presentation with weekly prompts and instructions

Activity Instructions

Preparation

- Create or print the Social Emotional Learning Journal pages. Include prompts for each week focused on different social and emotional skills.
- Develop a recorded PowerPoint presentation that outlines each week's prompt and instructions clearly.

Weekly Activities

- Assign Prompts: Each week, provide students with a specific prompt related to one of the core skills. For example:
- Week 1: Strengths & Challenges - Students list their strengths and challenges.
- Week 2: Building Confidence - Students write about what makes them special and list positive affirmations.
- Discussion: Allow time for partner conversations about the prompts and facilitate a group discussion to share insights.
- Reflection: At the end of the week, review the journal entries and discuss how the activities relate to real-life scenarios.

Sample Journal Page for Week 1

Strengths & Challenges

- List of Interests: Painting 🎨, Singing 🎤, Basketball 🏀, Writing 📝, Reading 📖, Football ⚽, Games 🎮, Puzzles 🧩, Computer 💻, Gardening 🌿

Question

- Talk with your partner. Why is it good to know your strengths? Share your answer.

Sample Journal Page for Week 2

Building Confidence

- What makes you special and unique?
- Write about what makes you unique.
- Make a list of 3 nice things you can say to yourself to build your confidence.

Reflection Questions

- What did you learn about yourself from this week's journal activity?
- How did discussing with a partner help you understand the prompt better?
- Why is it important to build self-confidence and recognize your strengths?

Module# 22: Conversation Cards

Core Skill: Coping with Emotions, Communication Skills

Sub-Skill: Dealing with Grief

Core Concept: Talking about grief helps students understand that sadness is a normal part of life and provides various coping strategies. This activity teaches students to express their emotions and explore ways to manage grief through communication and reflection.

Materials Needed

- Grief-related charts (types, stages, reactions, feelings, and coping strategies)
- Question cards (printed and cut out; optional lamination for durability)
- Pencils
- Scissors
- Visual Aid: Audiovisual PowerPoint presentation with step-by-step instructions

Activity Instructions

Preparation

- Create and display charts about grief, including types, stages, reactions, feelings, and coping strategies.
- Prepare a deck of question cards related to grief and coping strategies. Optionally, laminate the cards for durability.

Activity Execution

- Option 1: Teacher-led Questions: The teacher asks questions from the deck and encourages students to discuss or write their responses.
- Option 2: Student-led Questions: Students pick a card, read the question aloud, and write or discuss their answers.

Debrief

- Summarize the key concepts of grief, emphasizing that feeling sad or angry is normal and it's important to handle these emotions constructively.
- Encourage students to use "I statements" to express their feelings, such as "I'm sad," "I'm angry," or "I'm lonely."

Reflection Questions

- What did you learn about coping with grief from this activity?
- How can talking or writing about your feelings help you manage grief?

- Why is it important to express emotions rather than keep them bottled up?

Module# 23: Get Grounded With Your 5 Senses– Behavioral Regulation:

Core Skill: Coping with Emotions, Self-Awareness Skills, Empathy

Subskills: Stress Management, Impulse Control, Self-Discipline, Focus and Attention, Calming Strategies, Respect for Others

Core Concept: This activity uses the 4 senses to help students calm down, manage anxiety, and focus, improving impulse control and self-awareness.

Materials

- None (optional: a calming, soothing background music for added relaxation)
- Recorded PowerPoint presentation with instructions and examples of each sense

Activity Instruction

Preparation

- Prepare a PowerPoint presentation explaining the activity and showing examples of each sense if needed.

Activity Execution

- Have students sit quietly in their seats.
- Guide the class by focusing on each of the 4 senses one at a time:
 - Sight: "Look around you for something you see. Focus on that thing. What is it?"
 - Sound: "Listen carefully for a sound you can hear. What is that sound?"
 - Touch: "Notice something you can feel. What does it feel like?"
 - Taste: "Recall a taste you had earlier today. What was it?"
- Encourage students to think about something positive or calming related to each sense.
- Explain grounding techniques: methods to focus on the present moment to manage emotions.
- Discuss how these techniques can help calm down when feeling overwhelmed.

Grounding Techniques Practice

- Visual Focus: Describe 5 different items you see in the room.
- Tactile Focus: Hold an object and focus on its color or texture.
- Breathing Exercise: Take 10 deep breaths, counting as you inhale and exhale.
- Taste Focus: Eat a piece of candy and pick three words that describe its taste.

Discussion

- Share experiences of which techniques felt most effective.

Reflection Questions

- How did focusing on each sense make you feel?
- Did you find it easier to calm down or focus after this activity?
- Why do you think paying attention to our senses helps us manage our emotions?
- Why is it important to have strategies for managing stress and emotions?
- What will you do the next time you feel emotionally overwhelmed?

Module# 24: Positive Affirmations–Mental Regulation:

Core Skills: Coping with Emotions, Self-Awareness Skills, Decision-Making/Problem-Solving Skills, Critical Thinking Skills

Subskills: Stress Management, Impulse Control, Identifying Emotions, Reflecting, Self-Efficacy, Motivation, Anxiety, Gratitude

Core Concept: Positive affirmations are uplifting statements that help reframe our thoughts to be more positive. They can boost self-confidence and motivation.

Materials

- Chart paper or whiteboard
- Markers
- Visuals or printouts for examples
- Paper and pens for students
- Recorded PowerPoint presentation with instructions and examples

Activity Instructions

Introduction

- Define positive affirmations: short, encouraging phrases used for positive self-talk.
- Provide examples and discuss when to use them.

Brainstorming

- As a class, list positive words (e.g., strong, smart, amazing).
- Create a list of action phrases (e.g., “I can do this,” “I am intelligent”).

Creation

- Students individually, in pairs, or in small groups create their own positive affirmations using the brainstormed ideas.
- They can create a visual representation of their affirmation to keep at their desk or with their belongings.

Practice

- Instruct students to practice 1-2 phrases daily.

Sharing

- Allow students to share their affirmations with each other or the class.

Reflection Questions

- What did you learn from creating and using positive affirmations?
- How did it feel to share your affirmation with others?
- Why do you think using positive affirmations is important?
- What will you do if you feel demotivated or upset in the future?

Module# 25: Setting Personal Boundaries

Core Skills: Self Awareness, Interpersonal & Communication Skills, Critical Thinking Skills, Coping with emotions

Sub Skills: Accurate self-perceptions, Self-advocacy, Identifying Emotions, Self-Efficacy, Respect for Others, Perspective Taking, Bullying, Ethical Responsibility, Independent thinking, Readiness, Social Awareness

Setting: The teacher will start the activity by asking the students to sit in the most comfortable way they want to.

Objectives

- To understand the importance of personal boundaries and safety.
- To learn how to communicate effectively when feeling unsafe.

Class Time

- 1 hour

Instructions

Introduction and Discussion

- The teacher introduces the serious topic of "Protect Yourself Rules" and emphasizes the importance of honesty and sharing to obtain accurate information.
- The teacher asks questions to engage students and ensure everyone is on the same page:
- "How many of you think it's important to protect ourselves?"
- "Raise your hand if being in a crowded environment makes you feel uneasy. Why does it make you feel uncomfortable?"

Personal Space and Boundaries

- Discuss how respecting personal space makes us feel comfortable and why it's important to say "excuse me" in crowded spaces.
- Explain that if someone touches us in an uncomfortable way, we should tell them to stop, as this is a key Protect Yourself Rule.

Identify Safe Adults

- Ask students who they can tell if someone at school makes them feel unsafe.
- Discuss the unfortunate reality that abuse can occur at home and ask who they can tell in such situations.
- Extend the discussion to public spaces and ask what they can do if someone in public makes them feel unsafe.

Communication and Consent

- Emphasize that children should never give permission

for others to touch them without consent.

- Teach them to communicate discomfort by saying "stop" and explaining why the person's actions are unacceptable.
- Reinforce that touching without permission is illegal and has serious consequences.

Role-Playing

- Practice saying "stop" and explaining boundaries through role-playing exercises.
- Discuss the importance of persistence if the other person does not take them seriously and the need to tell a trusted adult.

Reflection

- Conclude the activity by asking students:
- "What did you learn today?"
- "Was any of this surprising to you?"
- "Were you aware of this information before?"
- "How do you feel about yourself now?"

This activity helps students understand personal boundaries, how to communicate discomfort, and the steps to take if they feel unsafe.

Module# 26: Protect Yourself Rules

Core Skills: Self-awareness, Interpersonal & Communication Skills, Critical Thinking Skills, Coping with Emotions

Subskills: Accurate Self-Perceptions, Self-Advocacy, Identifying Emotions, Self-Efficacy, Respect for Others, Perspective Taking, Bullying, Ethical Responsibility, Independent Thinking, Readiness, Social Awareness

Core Concept: This activity helps students understand the six "protect yourself" rules to recognize abuse and stay safe. It includes interactive tasks and group discussions to reinforce learning.

Materials Needed

1. Protect Yourself Rules Sheet - Provides definitions of the six rules.
2. Protect Yourself Rules Activity Sheet - For matching rules to definitions.
3. Protect Yourself Rules Word Search - To reinforce rule vocabulary.
4. Review Sheet - For homework.

Activity Instructions

Introduction

- Define each of the six "protect yourself" rules using the Protect Yourself Rules Sheet.

Activity 1: Matching Rules

- Distribute the Protect Yourself Rules Activity Sheet.
- Students cut out rule descriptions from the 'rule bank' and paste them over the correct definitions.

Activity 2: Word Search

- Divide students into small groups.
- Hand out Protect Yourself Rules Word Search sheets to search for relevant words.

Discussion and Review

- Lead a class discussion on how each rule applies to their lives. Request examples from volunteers.
- Distribute the Review Sheet for homework to reinforce understanding.

Reflection Questions

- What are the six "protect yourself" rules, and why are they important?
- How can you use these rules in your everyday life?
- What new information did you learn about staying safe?
- How did the word search help you remember the rules?

Module# 27: Understanding How To Get Help

Core Skills: Self-awareness, Interpersonal & Communication Skills, Critical Thinking Skills, Coping with Emotions

Subskills: Accurate Self-Perceptions, Self-Advocacy, Identifying Emotions, Self-Efficacy, Respect for Others, Perspective Taking, Bullying, Ethical Responsibility, Independent Thinking, Readiness, Social Awareness

Materials Needed

1. Protect Yourself Rules Sheet – Provides definitions and explanations.
2. Discussion Prompts – For guided conversation.
3. PowerPoint Presentation – Explains the concept of getting help and identifies safe adults and emergency contacts.

Activity Instructions

Introduction

- Begin by explaining the importance of "getting help" when needed. Invite students to share their thoughts or experiences if they feel comfortable.

Discussion

- Discuss the concept of seeking help if someone is hurt or in trouble. Highlight that it is never the child's fault if parents fight or if they feel unsafe.
- Emphasize that it's crucial to report any harm or abuse, regardless of where it occurs—home, school, sports teams, etc.
- Explain who safe adults are (parents, teachers, counselors) and how contacting them is not about getting someone in trouble but about getting help.
- Inform students about emergency numbers they can call if they feel they are in serious danger.

PowerPoint Presentation

- Use a PowerPoint to visually present the information on getting help, identifying safe adults, and emergency contact numbers.

Reflection

- After the discussion, ask students:
- Who are some safe adults you can talk to if you need help?
- What should you do if you feel unsafe at home or school?
- Why is it important to seek help from responsible adults?

Module# 28: Smart Choices

Core Skills: Self-awareness, Interpersonal & Communication Skills, Critical Thinking Skills, Coping with Emotions

Subskills: Accurate Self-Perceptions, Self-Advocacy, Identifying Emotions, Self-Efficacy, Respect for Others, Perspective Taking, Bullying, Ethical Responsibility, Independent Thinking, Readiness, Social Awareness

Materials Needed

1. PowerPoint Presentation – Covers online privacy, safe internet practices, and the "Protect Yourself" rules.

2. Privacy Handout – Includes rules and tips for protecting online privacy.

Figure 3

Smart Choices, Protect Yourself Rules

Smart Choices, Protect Yourself rules are guidelines aimed at helping children understand and navigate safe behaviours and environments. These rules are designed to empower children with the knowledge and skills to protect themselves from harm, whether it be physical, emotional, or psychological. Here are some common principles often included in these rules:

1. **Know Your Boundaries:**
 - Understand personal space and respect others' boundaries.
 - Know the difference between safe and unsafe touch.
2. **Trust Your Instincts:**
 - Pay attention to your feelings; if something feels wrong, it probably is.
 - If you feel uncomfortable, scared, or unsure, seek help immediately.
3. **Speak Up:**
 - It's okay to say "no" to anything that makes you uncomfortable.
 - Tell a trusted adult if something or someone makes you feel unsafe.
4. **Stay Alert:**
 - Be aware of your surroundings and the people around you.
 - Avoid situations or places that make you feel unsafe.
5. **Safe Secrets vs. Unsafe Secrets:**
 - Safe secrets are fun and temporary (like a surprise party).
 - Unsafe secrets make you feel scared or uncomfortable and should be told to a trusted adult.
6. **Internet Safety:**
 - Never share personal information online without parental permission.
 - Be cautious of who you interact with on the internet and never agree to meet someone in person without a trusted adult.
7. **Buddy System:**
 - Use the buddy system when going places; avoid going alone.
 - Stay with a group, especially in unfamiliar or crowded places.
8. **Emergency Contacts:**
 - Memorise important phone numbers, including parents and emergency services.
 - Know how to reach help quickly if needed.
9. **Body Autonomy:**
 - Understand that your body belongs to you and you have the right to protect it.
 - Refuse unwanted touch and tell someone if your boundaries are crossed.
10. **Get Help:**
 - Identify safe adults (parents, teachers, police officers) you can turn to for help.
 - Report any abuse, bullying, or unsafe situations immediately.

Activity Instructions

Discussion

- Ask students about their online activities and personal information sharing.
- Discuss the importance of not sharing sensitive information online, like where you live or go to school.
- Introduce the "Smart Choices, Protect Yourself" rule for online safety.

Handout Activity

- Pair up students and distribute the privacy handout.
- Students will circle what they already know and box what is new to them.
- In pairs, they will discuss and share their findings with the class.

Cyberbullying Awareness

- Explain what cyberbullying is and its impact, similar to physical bullying.
- Discuss how to handle cyberbullying and the importance of reporting it to adults.

Scenario Practice

- Present a scenario where someone online asks for personal information. Discuss appropriate responses to keep information private.

PowerPoint Presentation

- Use a PowerPoint to reinforce the key concepts of online privacy and the "Protect Yourself" rules.

Reflection Questions

1. What are some smart choices you can make to protect your online privacy?
2. How can you respond if someone online asks for personal information?
3. Why is it important to keep your personal information private, both online and offline?

Module# 29: Memo from the Pituitary Gland! Hey Teenagers.

Core Skills: Self-awareness, Interpersonal & Communication Skills, Critical Thinking Skills, Coping with Emotions

Subskills: Accurate Self-Perceptions, Self-Advocacy, Identifying Emotions, Self-Efficacy, Respect for Others, Perspective Taking, Bullying, Ethical Responsibility, Independent Thinking, Readiness, Social Awareness

Objectives

1. Learn about the pituitary gland and its role in puberty.
2. Explore the physical and emotional changes during puberty.
3. Write a memo from the perspective of the pituitary gland.

Materials Needed

1. Computer with Internet Access – For researching articles on hormones, the pituitary gland, and puberty.
2. Word Processing Program or Pen and Paper – For writing the memo.
3. PowerPoint Presentation – Explaining the pituitary gland, hormones, and puberty.
4. Class Time: 1 hour (can be divided into 2-3 sessions if needed)

Activity Instructions

Introduction

- Begin with a storytelling approach. Ask students to imagine the pituitary gland releasing hormones that start puberty.

Research

- Guide students to KidsHealth.org articles on the pituitary gland, hormones, and puberty.

- Explain how to use the information to write their memo.

Memo Writing

- Instruct students to write a memo including:
 - A description of the pituitary gland (its location and function).
 - An explanation of the changes puberty will bring (target areas and processes).
 - Reassurance and comfort to address potential concerns about the changes.

PowerPoint Presentation

- Use the presentation to provide background information and visuals on the pituitary gland and puberty.

Reflection Questions

1. What did you learn about puberty and the pituitary gland?
2. Was any of this information surprising or new to you?
3. How do you feel about the changes that come with puberty?
4. How might this understanding help you in the future?

Module# 30: Exploring Puberty Changes with a Venn Diagram

Core Skills: Self-awareness, Interpersonal & Communication Skills, Critical Thinking Skills, Coping with Emotions

Subskills: Accurate Self-Perceptions, Self-Advocacy, Identifying Emotions, Self-Efficacy, Respect for Others, Perspective Taking, Bullying, Ethical Responsibility, Independent Thinking, Readiness, Social Awareness

Objectives

1. Understand how puberty causes changes in both boys and girls.
2. Identify and compare changes experienced by boys, girls, and both genders.

Materials Needed

1. Computer with Internet Access – For researching puberty changes.

2. Word Processing Program or Pen and Paper – For creating the Venn diagram.
3. A Board (or Jamboard for online teaching) – For displaying the Venn diagram.
4. PowerPoint Presentation – Providing background on the pituitary gland, hormones, and puberty.
5. Class Time: 1 hour

Activity Instructions

Introduction

- Explain that puberty involves various changes for both boys and girls, some of which are unique to each gender, while others are shared.

Research

- Have students research the changes during puberty for boys and girls using provided resources.

Create Venn Diagram

- Students will create a Venn diagram to record:
 - Changes unique to boys
 - Changes unique to girls
 - Changes experienced by both boys and girls

Discussion

- Analyze the Venn diagram. Discuss whether boys and girls have more similar or different changes and if anything was surprising.

PowerPoint Presentation

- Use the presentation to review key concepts and provide a visual aid.

Reflection Questions

1. What did you learn about puberty changes today?
2. Were any of the changes surprising or new to you?
3. How do you feel about the information you learned?
4. How might this knowledge affect your understanding of puberty?

Discussion and Implications

The LSBE curriculum is flexible and adaptable, designed to meet diverse student needs. Relying on experiential learning theories and activity-based approaches, such as role-playing and collaborative group work, allows students to apply skills in real-world scenarios, reinforcing learning. Technology, visual aids, task analysis, and interactive software make abstract concepts accessible and engaging, supporting memory retention and comprehension while individualizing instruction.

Challenges and Limitations

A significant challenge is ensuring educators are adequately trained to adapt their methods for students with intellectual challenges. Future directions should include ongoing research, professional development, and continuous evaluation to refine and improve the curriculum, ensuring it remains responsive to students' evolving needs.

In essence, the Model Curriculum for LSBE prioritizes practical skill development and inclusivity, empowering students to achieve their full potential and lead fulfilling, independent lives. This initiative is a commitment to creating a more inclusive and equitable society.

References

- Ganz, J. B., & Flores, M. M. (2018). Evidence-based instructional strategies for individuals with autism spectrum disorders. In J. L. Matson (Ed.), *Handbook of intellectual disabilities* (pp. 263-282). Springer.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Jones, A. B. (2019). Experiential learning theory and its application in curriculum development for children with intellectual challenges. *Journal of Special Education, 43*(2), 67-84.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Kamps, D., Kravits, T., Lopez-Reyna, N., Cox, S., Babcock, S., & Thiemann-Bourque, K. (2019). Peer-mediated instruction and intervention for students with intellectual and developmental disabilities: A review of the literature. *Research and Practice for Persons with Severe Disabilities, 44*(4), 211-225.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Kapasi, N. (2017). Teaching life skills to students with intellectual disabilities: A systematic review. *International Journal of Special Education, 32*(1), 39-47.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Liu, K. P., & Kaufman, J. (2018). Positive behavior support for individuals with intellectual and developmental disabilities: A review of the literature. *Research in Developmental Disabilities, 75*, 28-39.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Pinderhughes, E. E., & Davis, K. (2019). Multi-sensory instruction for children with intellectual disabilities. *Journal of Intellectual Disabilities, 23*(4), 536-548.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Riaz, M. N., & Akhter, N. (2017). Implementation of Life Skills Based Education Curriculum for Children with Intellectual Disabilities in Pakistan. *International Journal of Special Education, 32*(2), 454-464.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Schuster, J. W. (2018). Task analysis for teaching life skills to individuals with developmental disabilities. *American Journal of Speech-Language Pathology, 27*(1S), 353-360.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Smith, L. E., & Smith, C. M. (2015). Life skills instruction for students with intellectual disabilities: A review of the literature. *Research and Practice for Persons with Severe Disabilities, 40*(2), 126-144.
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- UNESCO. (2013). *Life skills-based education for children and adolescents in schools*.
<https://unesdoc.unesco.org/ark:/48223/pf0000225433>
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- UNICEF. (2021, August 31). *Life skills-based education has positive impact on flood-affected adolescents and youth*. UNICEF Timor-Leste.
<https://www.unicef.org/timorleste/stories/life-skills-based-education-has-positive-impact-flood-affected-adolescents-and-youth>
[Google Scholar](#) [Worldcat](#) [Fulltext](#)