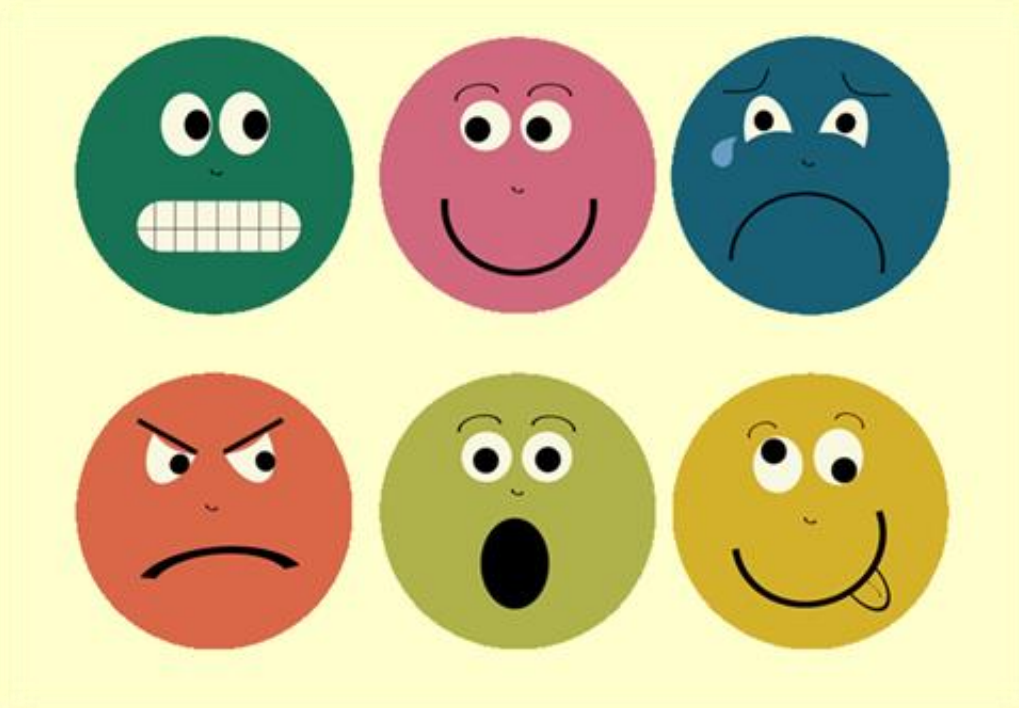


Social Emotional Development Manual for Early Childhood Care and Development



Activities for Anganwadi Children Pre- School Children (aged 4 to 6 years)

Developed by:

Initiating Community Based Psychosocial and Protection Services for Early
Childhood Care and Development Project

Dept. of Child and Adolescent Psychiatry

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INTRODUCTION

Rationale for Development of this Manual

Childhood may be categorized into three broad stages: Early childhood, middle childhood, and adolescence. Early childhood is between ages 0 to 6 years, and this period is where the critical brain development occurs i.e. 90% of brain development occurs within the first 3 years of our lives. Giving children a head start through intensive pre-school activities that are conducted with clear child developmental and protection objectives will provide a strong foundation for children's safety, learning and development.

In early childhood developmental work, usually more importance is given for physical, cognitive and speech development and social and emotional development are often neglected. Thus, it is necessary to lay a foundation for proper psychological, physical and social development of the child. It is critical to lay the basis for emotional development and appropriate behaviour when children are young. As literature shows that Behavioral/emotional problems in preschool children continue to persist moderately up to pre-adolescence.¹

Therefore, talking to young children about emotions, feelings and their emotional world, their emotional experiences and enabling them to communicate it, not only helps us to undertake and explain their emotional states and behaviours. But it also helps children to process their emotions and find ways to resolve some of their different experiences. Creating and enhancing children's capacity in socio-emotional communication will also enable early reporting of abuse experiences – this is further critical to abuse prevention.

Any model for prevention of abuse, while it may create awareness among caregivers to understand and respond to abuse. Must first and foremost equip children with socio-emotional communication abilities to be aware and report about abuse experience. Therefore, this activity book on socio-emotional skills in young children from both early stimulation and development perspective and risk reduction and protection perspective.

For Whom

This manual for Social Emotional Development Manual for Early Childhood Care and Development – Activities for Anganwadi Children /Pre- schoolers, contains some basic activities that can be done with an average pre- schooler between the age of 4 to 6 years. For use of younger children, it has to be adapted i.e. through simplification and dilution. However for children with intellectual disability (mild to moderate spectrum), autism spectrum disorder with intellectual disability (mild to moderate spectrum), autism spectrum disorder without intellectual disability, young children with ADHD with or without intellectual disability (mild to moderate spectrum) and any other children with developmental problems another Manual – Manual for Socio-Emotional Skills for children developmental problems can be used.

¹ Continuity of behavioral and emotional problems from pre-school years to pre-adolescence in a developing country Anselmi L, Barros F, Teodoro M, Piccinini C, Menezes A, Araujo C, Rohde L, Journal of Child Psychology and Psychiatry and Allied Disciplines. 2008 vol: 49 (5) pp: 499-507

By Whom

Although this manual was developed in the context of Integrated Child Development Scheme (ICDS) and to be used by Anganwadi workers, it can also be used by a range of child care service providers including other pre-school teachers, Child Mental Health Professionals, Integrated Child Protection Scheme staff working in child care institutions for children between 0-6 years.

How to use

This Activity book contains 5 modules where in each has 3-4 activities. Each of these activities first describes the **Methods** and **Materials** it will use; and then lays out the **Process** or the steps to be followed on how to implement the activity; the process is followed by **Discussion** which provides questions for discussing and processing the activity and summarizing thoughts and learning derived from the activity. While the modules are best used in chronological order, they can also be used as stand-alone modules, in case the facilitator urgently requires to address one or another issue first. They can be used not only in groups with preventive and promotive objectives, but also with individual children. It is also critical to note that as young children's attention span is very little and their ability to understand concepts is also minimal, thus it is advised that the facilitator spends a maximum of 30 minutes for each activity and that

1: GETTING TO KNOW EACH OTHER

Objectives:

- To build a rapport with the children.
- To get children to be comfortable with each other.

Activity 1.1. Who are you?

Methods: Interactive game

Materials: Music (any that the children may like or want to move to), music player.

Process:

- Ask the children to form a large circle. Tell them that you will play music. While the music is on, they have to move around shaking hands with as many children as they can. When the music stops, they have to freeze. (Do it).
- Now ask them, “Who are you?” Tell them to introduce themselves by name, to the children standing near-by.
- Start the music again and ask the children to move and shake hands as before.
- Stop the music and ask,
 - “Who are you?”
 - Are you a girl/boy?
- The process is repeated multiple times, varying the questions each time, starting with ‘who are you?’ and adding a new question such as:
 - What did you eat for your breakfast?
 - What is your friend's name?
 - What is your father/mother's name?
 - Are you tall/short, heavy/light, fat/thin?

(Remind children to introduce themselves to/ share these details with the children standing near-by).

- At regular intervals, point randomly at any child and ask, “Who are you?” Help the child to respond using all the aspects you have referred to in the game – name, girl/boy, etc. Once the child has finished, reiterate – “Hello (name)... so you are a ... and... and... wow, you are so many things!” Repeat the process with as many children as possible.

Discussion:

- Ask the children if they enjoyed the game and whether they learnt anything (new) about their friends.
- Tell children “now that we know each other's names and who they are? What they like? From today onwards we all will be spending time together play and have fun together and learn about various things.
- As we are going to play and learn together, we need to set some rules so that we can enjoy and have fun without any issues or disturbance.

Activity 1.2. Tell me what you like?

Methods: Interactive game

Materials: Music, music player, a ball.

Process:

- Ask the children to form a large circle and sit. Tell them ‘today we are going to play a game where we will be learning what each of us like to eat, play, our favorite colour and may other things.
- Tell them that you will play music. While the music is on, they have to keep on passing the ball to the person next to them. When the music stops the child holding the ball has to share what is his/her’s favourite colour/ person/ food/ game etc.
- Repeat the same so all the children in the group gets a turn to respond. The questions can be changed or repeated.

Discussion:

- Thank the children for their participation and ask them whether they enjoyed the game and what new did they learn about their friends today?
- Tell children “now that we know each other’s names and who they are? What they like? From today onwards we all will be spending time together play and have fun together and learn about various things.
- As we are going to play and learn together, we need to set some rules so that we can enjoy and have fun without any issues or disturbance.

Activity 1.3. A song about us!

Methods: Action Song

Materials: Hand drum

Process:

- Tell the children in the last few classes we learnt a lot about each other and we know what we like to eat/ our favourite colour and so on.
- Today we are going to sing a song and dance .
- We are going to sing a song about all of us.
- Ask the children to stand in a circle and using a hand drum and a simple tune the facilitator has to sing and the children can follow.
- Below are some of the simple songs which can be used , which can also be translated in the local language.

Discussion:

- Ask the children to sit and ask them did they like the song. Tell the children “ now that we are all together and would like to continue to have fun we will set some rules that we have to follow every day.

- Tell the children that there are some important rules that we need to follow: (We need to introduce one rule at a time/session and re-iterate and remind the children during every session in the beginning)
 - While we all are sitting together no one should push, pinching each other, hitting or hurting each other.
 - When one of us is talking or sharing something we should wait for them to finish and then talk.
 - We have to sit in a circle and not disturb each other.
 - We need to wait for our turn, when something is being distributed, or when we want a toy to play, we need to wait for our turn.

Song 1

Everyday I go to Anganwadi/school,
 I meet my friends,
 We all say Hello, hello, hello, hello....
 We all sing together, sing together...
 Here we are together, here we are together,
 There is Anjali, there is Tarun,
 There is Varsha..... (include all the children's names)
 All of us are together, sitting on the floor,
 Here we are together having fun!

Song 2

Hello, Hello,
 My name is _____, My name is _____
 Nice to meet you, nice to meet you,
 Let's be friends, come let's play!

Song 3

Follow me follow me, lets sing and dance
 One two three,
 Clap your hands, spin around,
 Wave your hands and say hello/hi
 Tell your name_____
 Come let us have fun!

2. FEELINGS

Objectives:

- To introduce the concept of feelings and emotions.
- To enable children to identify and recognize different types of feelings and emotions.
- To enable children to differentiate between negative and positive feelings.
- To enable children to relate different emotions to different situations and contexts in which they may occur.

Activity 2.1. Recognizing different emotions.

Methods: Naming and pointing, role play

Materials: Picture Cards of children with different emotions in different life situations.

Process:

- Ask the children to form a circle and sit around.
- Remind the rules which were set in the previous sessions, and list out the rules.
- Introduction: “last class we played some games and danced, today we are going to play another game, where we will be learning about emotions/feelings, like happy, sad.
- Tell the children that you will be showing them some pictures and they have to tell you what do they see.
- Show the picture cards one after the other ask the children “what do they see, what is he/she doing?”
- List out the three emotions that they have recognized i.e. Happy, Sad, Angry.
- Then ask the children to imitate the same emotions – ask them to show you how do they laugh, cry and get angry.
- Repeat it for few times.

Discussion:

- Tell the children “today we saw few pictures and we spoke about three kind of emotions i.e. Happy, Sad and Angry. We also imitated their emotions and saw how each of us laugh/smile/cry and get angry.
- What feelings have you had today since you woke up?
- All of us have feelings and emotions we all feel happy sad or angry one or the other time, and sometimes we might even feel happy/sad/angry together.
- Next class we will learn to differentiate between them and also understand which of these makes us feel good and which makes us feel unhappy/sad/difficult.

Activity 2.2. Differentiating negative and positive emotions.

Method: Picture cards- naming and pointing and pile sorting.

Materials: 5-6 sets of Happy, sad/crying, Anger emotion cards (emojis)

Process:

- Ask the children to gather around and sit in a circle.
- Ask them whether they remember what was done in the last session.
- Tell the children “last class we learnt about three kinds of emotions – Happy Sad and Angry. Today we are going to learn to differentiate between them and also understand which of these are difficult feelings.
- Show the children pictures of 3 emotions and ask them to name the emotion in the picture.
- Take a total of 15 pictures, 5 each of the three emotions and place them randomly.
- Ask the children to pick up and place similar emotions together.
- Divide the children into groups of 2 and ask each group to come and sort few cards at a time, and ensure all the children gets a chance.
- After all the cards are sorted, ask the children to stand around and ask them
 - Tell me when we are smiling/ laughing i.e. when we feel happy is that a difficult feeling?
 - When we are crying and feel sad is that a difficult feeling?
 - When we feel angry is that a difficult feeling??

Discussion:

- Thank the children for their participation.
- Tell the children “now that the we can identify three emotions, differentiate them from one another, and also recognize them whether the emotions that we feel difficult or not (negative and positive emotions) we will learn more about it in the next class.
- What we feel depends on what we are doing and what happen around us. So next time we will discuss more about when do we feel happy sad and angry.

Activity 2.3. When do we feel happy/sad/angry?

Methods: Question and answer and discussion

Materials: Emotion cards

Process:

- Ask all the children to sit in a circle.
- Introduction: “Last class we learnt to differentiate emotions, and today we will try to learn about various situations and incidents/situations in which we feel happy/sad/angry.
- Show the emotion cards which were used in the previous session and ask them to name the emotions ask them to
 - First name the emotion.
 - Ask them whether is a difficult emotion or not?
 - Then ask them when do they feel it?

Example: Children may say that they feel happy when they play, eat an ice cream. They feel sad when someone hits them or hurt them. They feel angry when someone takes their toy/things.

- Ensure that all the children get a chance to answer.
- Later, summarize the session and list out different situations when they feel happy/sad/angry.

- Tell them “now that we know about various situations in which we feel happy, sad, and angry let us understand what do we do when we feel these emotions.” Help children by prompting them or asking a direct question.
 - What do we do when we feel happy – laugh, smile, dance, play, clap.
 - What do we do when we feel sad – cry, don’t talk to others, sit alone.
 - What do we do when we feel angry – cry, hit, shout.
- Provide appropriate acknowledgement and validation of the emotions to each child’s responses.

Discussion:

- Tell the children that we may know what our feelings are and we use our bodies, including actions/ gestures and facial expressions to express how we feel.
- Next session we will have a art and craft session where we will make a Feelings Clock which we will hang it in our classroom.

Activity 2.4. Knowing our Feelings

Method: Naming and pointing. Art work.

Materials: Feelings clock (find the instruction below to make the feelings wheel)

Note: Most of the drawing and cutting the pictures need to be done by the facilitator, children help could be taken to glue the emotion cards (emojis). **Process:**

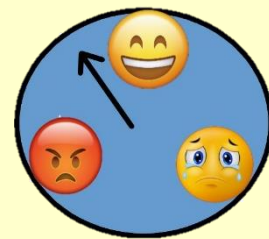
- Gather all the children and form a circle.
Introduction: Last class we learnt about different emotions, so today we shall make a ‘Feeling Clock’. Just like how we have a clock to tell us time we shall have a feelings clock in our class room so that we can use that to tell others how do we feel”
- Show the children three different emotion cards (emojis) and ask them to identify them.
- Now ask the children how does a clock look like. Wait for their response and then tell them – “it may be round/ square in shape, has numbers on it and it has two hands to show us the time.”
- Tell them “Similarly in our feelings clock we will have three emotions instead of numbers and a hand to indicate the feelings/emotions that we feel.” Find below the instructions to make the feelings clock.
- Using this feelings clock and list out various situations/context where they feel happy/ sad/ angry. Use the same situations which the children shared in the previous session.
- Call one child at a time and list one situation, ask them what is the feeling or emotion, then ask the child to move the hand/arrow to the corresponding emoji.
- Repeat the process with all the children in the group by stating different situations for each child.

Feelings Clock

Materials: Happy, sad/crying, Anger emotion cards (emojis), Card board., Paper pin/ paper brad, Scissors, Glue.

Method:

- Cut the cardboard into a round/square shape, mark three spots on it take children’s help to stick the three emojis.
- Cut another piece of cardboard in a shape of an arrow/hand.
- Turn the cardboard over and mark the center, using a sharp point of the scissors to pierce a small hole in the center.
- Pierce small holes onto the arrow/hand shaped pointer and insert the paper pin/ paper brad on the clock. Find below a sample how the clock should like.



Discussion:

- Tell the children “today we spoke about different emotions that we have in various situations; we also used the Feelings Clock to indicate our emotions. From now let’s use this Feelings clock to indicate our emotions which will be always be hanging in our classroom.” (Choose a wall in the classroom to hang the Feelings clock and ensure that it is put in a height which can be reached by the children and they can use it whenever they want to.)
- We also learnt what do we do when we feel happy/sad/angry. It is also important to understand how other people feel. In our next session we will be learning about how other people feel and how should we respond to them.

3. Feeling of Anger and Sad

Objectives:

- To enable children to recognize and relate to different situations and contexts in which they feel angry, sad.
- To help children to learn appropriate ways to express their emotions.
- To enable them to generate responses when they upset someone.

Activity 3.1. Feeling Angry/sad

Method: Listing, discussion, role play.

Materials: None

Process:

- Gather the children in a circle and introduce the session.
- Introduction: “In the last few classes we have been learning about various emotions and feelings, when do we feel happy, sad, and what should we do when we see someone sad. How we have to say thank you when someone shares something with us and many other things.
We also had spoken about situations when we are angry, today we are going to talk more about feeling angry/sad, when do we feel angry/sad and what do we do when we feel angry/sad”
- Ask the children how do they feel when they are angry – do they feel good or difficult
- Ask them to imitate the emotion anger/sad. Ask them to list out various situations when they feel angry, below are some of the common responses given by young children.
 - When someone hits/bite/pinch/push us.
 - When someone scolds/shouts at us.
 - When someone takes our stuff.
 - When we don't get what we want/ when parents don't buy them what they ask.
- Tell them “now that we know many situations when we get angry/sad, now show me what do you do when your angry/sad”. Encourage the children to enact/ role play to show what do they do when they feel angry/sad. If they find it difficult ask them to name it, or prompt them by listing the reactions
 - We cry
 - We shout
 - We hit/push/pinch others
- As the children are now aware what do they do when they are angry, ask them to emote the expressions.

Discussion:

- Summarize the session: Today we spoke about feeling angry, and also enacted what do we do when we feel angry/sad.
- In the next class let us talk about how would another person feel when we show our anger/sad.

Activity 3.2. How other people feel when we show our anger

Method: Pile sorting, match the following

Materials: Picture cards

Set 1: Picture cards which depicts situations where

- A child hitting another child,
- A child pulling other child's hair,
- A child biting another child,
- A child shouting another child,
- A child snatching another child's toy

Set 2: 5 to 6 sets of Happy, sad/crying, Anger emotion cards (emojis),

Process:

- Introduction "last class we spoke about what do we do when we are angry, today let us learn how do we feel when someone is angry at us"
- Take the children in to a larger room where you have enough space to place the cards and children can move around to place the cards.
- Place the Set 1 picture cards depicting various situations of anger in one line.
- Then take the children to each card and ask them the following questions for each card.
 - What is happening here?
 - What is the emotion of the people in the picture?
 - How do they feel if someone did that to them, show them the 3 emotion cards – happy, sad, angry and select the emotion/feeling that they would experience.
- After they respond to the third question ask one of the children to come forward and place the emotion card that they choose as an answer next to the situation picture card.
- After completing all the cards, ask the children to go around and look through the set of cards.

Discussion:

- Summarize the session: today we spoke about different situations where other people are angry at us, and how we would feel when they are angry at us. We always feel, sad upset and angry ourselves and never feel happy.
- Similarly, when we are angry at others, they feel sad, upset, angry and they feel sad/difficult. Thus, we should always try to ensure that we do not make others feel difficult/ unhappy about us.
- However, it is not to feel angry, but we should not hurt anyone because of it. So in our next session we shall learn what should we do when we are angry and upset.

Activity 3.3. What to do when we are angry

Method: Picture cards, Demonstration and role play

Materials: Picture cards which depicts situations where

- A child hitting another child,
- A child pulling other child's hair,
- A child biting another child,
- A child shouting another child,
- A child snatching another child's toy

Process:

- Gather the children in a circle and introduce the session “Last class we saw some picture cards and saw how would people feel when we show anger, hit/pinch/push others and hurt them. Today we are going to see what should we do in these situations”
- Show them the picture cards one by one and ask them what do they see.
- Later, you demonstrate the following by asking one child to come as a volunteer. Role play a situation where you push the child (just as a role play/just acting) and the child is unhappy and upset. (It is important to choose the child who is more active and is able to understand your instruction). Then when the child is unhappy/upset as you had pushed him/her – ask him/her sorry and shake hands. and ask them whether they need any help/ help them if they are hurt.
- Now divide the children into pairs and by repeating the demonstration and giving step by step instruction ask the children to do the same. Where one child will be the one pushing and asking sorry and the other child is upset.
- This need to be repeated at least 2 times.

Note: Alternative to pushing the child you can also choose different situation such as scolding/ hitting.

Discussion:

- Thank the children and appreciate for their participation.
- Summarize the session: So today we learnt that when we hurt someone or make them feel unhappy/sad, we always need to say sorry. Sometimes we get angry, and we may hurt or make them feel unhappy/sad. It is okay to feel angry but we have to always make sure we won't hurt/harm others.
- Tell them, we have to always say sorry and help them if they are hurt.
- Ask the children what should we say if we hurt/ harm someone? If they don't respond you need to prompt and say “We should as sorry and help them”. Now ask the children to repeat after you for 2-3 times.

4. HELPFULNESS AND SHARING

Objectives:

- To help children to respond to various emotions expressed by others.
- To enhance children's pro-social skills.
- To enable children to develop empathetic responses.
- To help children to understand and recognize other people's feelings and respond to it.

Activity 4.1. Recognizing other people's emotions.

Method: Storytelling and discussion

Materials: No

Process:

- Ask the children to settle and tell them today we are going to listen to a story. Tell them that they have to listen to the story carefully and that you will be asking them few questions about it.
- Recap: Children were asked when they feel angry, happy and sad. They were asked to imitate the emotions.
- Introduction: I am going to tell you a Story today about a girl named Rani.
- Following story was narrated and they were asked during various situation what is Rani's feelings/emotions. The questions might be asked after each incident or after narrating the whole story based on the children's comprehension capacity. (As given in the below table.)

Discussion:

- After the story narration, ask the children following questions.
 - When was Rani happy?
 - What did Rani do when Geetha took her favourite toy?
 - How did Rani feel when she fell down?
- Ask the children whether they liked the story. Ask them whether they have experienced similar feeling/ emotions and situations.
- Tell them "ever day all of us experience different emotions and feelings, some day we might feel sad and sometimes we might feel happy."
- Conclusion: "Now we know how other people feel, next class we will learn how we can help other feel better and how we can console them."

Once upon a time there lived a girl named Rani. She was 4 years old and lived with her mother father and her younger brother. They lived in an area where there were many houses and she had many friends in her neighborhood.

Every day in the morning she used to wake up and get ready to go to Anganwadi. Her father who was an auto driver, used to drop her to Anganwadi everyday along with her friend Ajay who lives next door.

One day when Rani was playing in the anganwadi and her friend Geetha had taken her favourite toy. When she asked her, she refused to give it back to her.

Then Rani was angry with Geetha, she went and complained to her teacher about her. After which teacher came and gave Rani her toy back and asked Geetha to ask sorry.

- How did Rani feel when Geetha took her favourite toy?
- What do you think she did?

After some time, all children were given Chikki and milk. Later, everyone was given colouring books and they asked to draw, Rani had drawn a beautiful picture of a doll. Her teacher liked what she had drawn, she showed Rani's drawing to everyone and asked everyone to give Rani a huge round of applause.

- How did Rani feel when everyone clapped for her?
- What do you think she did?

Later, that day when all of them were playing Rani fell down and hurt her leg, she was very sad and started to cry. Seeing that she had fell her friend Ajay came running and helped her. Her teacher cleaned her wound and bandaged her wound, she felt a bit better after that.

- How did Rani feel when she fell down and hurt her leg?
- What do you think she did?
- How did she feel when her friend Ajay helped her?

Around 3 pm her mother came along with her younger brother to take her home. She said bye to all her friends. On her way back to her home, Rani's mother got her favourite chocolate which she shared with her younger brother after she went home.

- How did Rani feel when she saw her mother?
- How did Rani feel when her mother bought her a chocolate?

Activity 4.2. When others are sad/crying

Method: Picture cards, Demonstration and role play

Materials: Picture cards:

- A child crying as he/she has hurt herself
- A child crying and sad

Process:

- Ask the children to form a circle and recap the previous session.
- Introduction: Today we will be talking about what we should do if we see someone crying, who is sad, and we will also learn how we can console them and help them feel better.
- Show them the picture cards and ask them following questions:
 - What do they see in the picture?
 - How is he/she feeling?
 - What might have happened for them to feel sad?
 - What should we do when we see someone crying/sad?
- After receiving the children's responses, demonstrate how one should react when they see 'A person crying/sad'
 - Demonstrate/ role play with one of the children.
 - Ask the child(volunteer) to cry and you demonstrate by sitting next to him/her and try to wipe their tears/ crease them and ask them what happened.
 - Ask the child whether he/she needs anything.
 - Then divide other children in the group into pairs.
 - Ask one of the children to cry and then ask the other to role play similar to what you had done. This needs to be done by guiding the children through each step.
 - Next, switch the role among each pair. (In the first round if a child 'X' was crying and child 'Y' was consoling. Ask 'X' to now take up the role of consoling, and 'Y' to cry.

Discussion:

- Thank all the children for their active participation and appreciate them.
- Summarize the session: Today we learnt how we can console when we see a person sad/ crying. How we can help them feel better. Ask the children to repeat after you 3 steps which they can follow:
 - Step 1: Go sit next to them
 - Step 2: hold their hand and crease them.
 - Step 3: Ask them what happened and ask whether they need anything.
- Tell them "now we know how to console a person who is sad/ crying, next class let us see what we do when a person helps us and takes care of us"

Activity 4.3. Thanking other people

Method: Demonstration and Role play

Materials: Toffy or sweets.

Process:

- Ask the children to sit in a circle and tell them that today we are going to play a game and have some fun.
- Tell them “we are going to learn what should we do when another person shares their food/toys with us or give us something”
- Divide the children into pairs.
- Hand two sweets/toffees to one of the children in the pair.
- Then ask them to give one of them to their partner.
- Ask the other child who received the sweet/toffy to shake hands and say thank you (use local language).

Note: The above said activity can be demonstrated first if the children find it difficult to follow the instructions.

Discussion:

- Appreciate the children for their active participation and ask them what they learnt today.
- Summarize the session: “ so today we all learnt that we have to say ‘Thank you’ every time when someone gives us something, today you all got toffees/sweets, but even when we get something else such as a gift on our birthdays, toys/things from other people we have to always remember that we have to say Thank you”

Activity 4.4. Sharing things with our friends

Method: Demonstration and Role play

Materials: Colours and paper.

Process:

- Tell the children “now that we know what should we do if someone gives us something, let us try to learn what should we do if when they share their toys/things with us”
- Divide the children into pairs.
- Hand one child some colours and the other child with papers.
- Ask the children to share colours and paper and draw something. Tell them each one of them have to do a drawing.
- Instruct the children that each time when they want some colours or paper from their partner they have to ask for it and not snatch or grab it without asking.
- Then tell them that each time they take a colour or paper from their partner they have to shake hands and say thank you.

- Provide step by step instructions, move around the group and ensure that children are following the steps. Allow the children to draw and colour for 10 minutes and not more than that as they would be not able to retain attention for a long time.

Discussion:

- Thank the children after the activity and ask them what did they do.
- Tell them “today we all drew by sharing colours and paper with our friends, we thanked them for sharing their things with us. We should always remember that when someone shares us their things with us, we should always remember to say thank you”
- Ask the children what would they do when they see one of their friends did not have something, or when we are eating something.
- Tell them “we should always remember to share our things with our friends *Sharing is caring!* Even when we are playing, we have to always share our toys with our friends and play. It’s always fun when we all play together”

5. Re-cap

Objective:

- To recap and reiterate concept of feelings and emotions which they learnt in the past few weeks.

Method: Discussion and naming and pointing.

Materials: Picture cards used in the previous activities.

Process:

- Gather all the children and introduce the session: today we will be talking about various things which we did in the past few sessions.
- Show picture cards of happy, sad, and angry and ask them to identify the emotion and enact them.
- Later ask them what would they do if their friend is crying and when they have hit/push/hurt someone. Also, ask them what would they say when someone shares something with them.
- Prompt the children if they are not able to recall.
- Ask them whether they remember the story of Rani, give a gist of the story.
- Thank the children for their active participation.