

## **Life Skills Program for Class 4**

### **Week 1**

**Dear Parents,**

In today's fast-changing world, life skills are just as important as academic learning—essential tools that help children grow into capable, confident, and resilient adults. Recognizing this need, **SAFT** has launched a special initiative to actively involve parents in nurturing life skills in their children, tailored to each age group.

At the heart of this program is the idea of *quality time*—simple, meaningful moments you can share with your child. To make your participation easy and enjoyable, we have created user-friendly materials with color-coded sections. For example, **RED text highlights where your direct involvement is needed.**

Each day includes a clear theme, practical exercises, and an end-of-day evaluation. Please take a few moments to review these evaluations as they offer valuable insights into your child's progress and help strengthen the learning experience.

We invite you to take this opportunity to build lasting memories with your child—learning together while having fun!

Wishing you skillful and joyful holidays.

**May God bless you and your family.**

Warm regards,

## **Life Skills Program for Class 4**

### **Week 1**

#### **Theme: Eating Manners**

#### **Day 1 Objective:** Teach your child polite and respectful behavior during mealtime.

**Activity:** Introduce basic table manners and encourage your child to practice them during family meals.

**Instructions:** Explain and demonstrate key table manners:

- Chew with your mouth closed.
- Don't talk while chewing.
- Use polite words like "please," "thank you," and "excuse me."
- Wait for your turn to speak; don't interrupt others.
- Sit properly and stay seated during the meal.

Encourage your child to practice these throughout the meal.

#### **Parent's Role:**

- **Model manners** by practicing them yourself.
- **Explain each rule** before mealtime, and remind your child gently during the meal.
- **Focus on 1–2 manners per meal** to avoid overwhelm.
- If your child forgets, **calmly prompt with questions**, e.g., "How should we ask nicely?"
- **Praise efforts** immediately after meals with specific comments like, "I liked how you waited to speak."

#### **Evaluation:**

- Completed with Assistance – Child practiced some manners with gentle reminders.
- Completed independently – Child consistently used polite dining behavior without reminders.
- Needs More Practice – Child is learning but needs more time to remember and apply the manners.
- **Note the manners** your child followed well and any they should keep working on.

#### **Day 2**

**Objective:** Reinforce positive language and polite requests at the dining table.

**Activity:** Encourage your child to use courteous expressions while requesting or responding at meals.

**Instructions:** Focus on these phrases during meals:

- "May I please have...?"
- "Thank you for the food."
- "Excuse me."
- "Would you like some?"

Practice using polite conversation during serving and eating.

### **Parent's Role:**

- **Use these polite phrases during meals yourself** and explain why they matter.
- **Gently prompt** your child when they forget: “Can we try that again using ‘please’?”
- **Offer specific praise:** “That was a very polite way to ask for more rice!”

### **Evaluation:**

- Completed with Assistance
- Completed Independently
- Needs More Practice

**Note:** Mention specific phrases your child used confidently and which ones need more practice.

## **Day 3**

**Objective:** Promote calm and respectful communication during meals.

**Activity:** Teach your child to wait patiently to speak and to listen to others.

**Instructions:** Explain that mealtime is a time for calm conversation.

Practice these points:

- Don’t interrupt while others are talking.
- Wait for your turn to speak.
- Listen politely to others’ stories or comments.

### **Parent's Role:**

- **Model turn-taking and calm tone.**
- **Praise when your child waits patiently.**
- **Gently redirect interruptions** by saying, “Let’s wait for our turn, just like we practiced.”

### **Evaluation:**

- Completed with Assistance
- Completed Independently
- Needs More Practice

**Note:** Reflect on how well your child waited and participated in calm conversation.

## **Day 4**

**Objective:** Help your child develop independence in table habits.

**Activity:** Encourage your child to manage their own place at the table (e.g., using napkins, handling spills, eating neatly).

**Instructions:** Teach and reinforce:

- Using a napkin instead of sleeves.
- Cleaning up small spills independently.
- Keeping their area tidy.

**Parent's Role:**

- **Demonstrate proper napkin use** and calmly show how to clean small spills.
- **Let your child handle minor messes** on their own; step in only if needed.
- **Encourage tidy habits** and say, “Great job keeping your place clean!”

**Evaluation:**

- Completed with Assistance
- Completed Independently
- Needs More Practice
- Note that how your child handled messes and maintained a clean eating space.

## Day 5

**Objective:** Teach appropriate use of utensils and table tools.

**Activity:** Practice correct use of spoon, fork, and other tools during meals.

**Instructions:**

- Show how to hold and use each utensil.
- Encourage cutting soft foods if age-appropriate.
- Discourage fingers for food that should be eaten with utensils.

**Parent's Role:**

- **Show how to grip and scoop/cut** with utensils slowly and clearly.
- **Correct gently** with phrases like, “Let’s try that again with your fork.”
- **Celebrate success** even if it’s small.

**Evaluation:**

- Completed with Assistance
- Completed Independently
- Needs More Practice
- **Note:** Describe your child’s progress with utensils and if any needed help.

## Day 6

**Objective:** Build responsibility by involving your child in post-meal clean-up.

**Activity:** Have your child help with clearing the table, throwing away waste, or wiping surfaces.

### Instructions:

- Show how to carry plates carefully.
- Wipe spills or table spots.
- Put used items in the sink or bin.

### Parent's Role:

- **Assign one clean-up task** at first (e.g., carrying their plate).
- **Guide step-by-step** the first time, then encourage independence.
- **Praise their help** with words like “You helped make dinner time easier today!”

### Evaluation:

- Completed with Assistance
- Completed Independently
- Needs More Practice
- **Note:** Mention what tasks your child handled and how they felt about helping.

## Day 7

**Objective:** Instill gratitude and appreciation during mealtime.

**Activity:** Encourage your child to express thanks for the food and to those who prepared it.

### Instructions:

- Say “thank you” to whoever prepared the food.
- Talk about how food is grown, cooked, and served.
- Discuss being thankful for having enough to eat.

### Parent's Role:

- **Model gratitude daily** by thanking each other at the table.
- **Explain food journeys** simply: “Rice comes from farms, and we cook it here.”
- **Celebrate your child’s ‘thank you’** even if they need reminding.

### Evaluation:

- Completed with Assistance
- Completed Independently
- Needs More Practice

- o **Note:** Write what your child expressed appreciation for and how they did it.

## Weekly Evaluation Report

(Use a 1–5 scale: 1 = Needs Improvement, 5 = Excellent)

Behavior to Observe (based on daily tasks)	Rating (1–5)				
1. Sets the table with correct items (Day 1)	<input type="checkbox"/>				
2. Serves food politely and safely (Day 2)	<input type="checkbox"/>				
3. Uses proper table manners (Day 3)	<input type="checkbox"/>				
4. Clears and cleans the table (Day 4)	<input type="checkbox"/>				
5. Washes utensils correctly (Day 5)	<input type="checkbox"/>				
6. Dries and stores utensils properly (Day 6)	<input type="checkbox"/>				
7. Shows confidence and independence	<input type="checkbox"/>				
8. Reflects on learning and sets new goals	<input type="checkbox"/>				
9. Helps without being asked	<input type="checkbox"/>				
10. Maintains personal hygiene while cooking/cleaning	<input type="checkbox"/>				