

# Class 5

## Life Skills: Week 1 Plan

**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,

# Class 5 Life Skills: Week 1 Plan

## Theme: My Words, My Power – Speak to Uplift

### Objective:

- Understand how words affect ourselves and others.
- Learn to use language positively to build self-esteem, empathy, and relationships.
- Develop emotional awareness and thoughtful communication.

### Day 1: Words that Heal vs. Words that Hurt

#### Activity:

Role-play kind vs. hurtful conversations. Reflect on how different words make us feel.

#### Instructions:

1. With a parent, act out 2–3 role-play scenarios using both hurtful and kind responses.
2. After each scenario, pause and reflect on how each type of response made you and your parent feel.
3. Discuss why kind language is important, even when you're upset.

#### Parent's Role:

Facilitate role-play scenarios, ask reflective questions, and model kind language.

1. Set up role-play scenes.
2. Encourage your child to try both types of responses.
3. Ask reflection questions like:
  - “How did that feel?”
  - “How would you feel if you were spoken to that way?”



### Examples of Role-Play Scenarios:

1. Refusing Chores Politely

- Situation: Parent asks the child to clean their room while they're watching TV.
  - Child responds with:
    - ✗ "No! I don't want to!"
    - ✓ "Can I please finish my show and do it right after?"
  - 2. **Disagreement with a Sibling**
    - Situation: Sibling takes a toy or device without asking.
    - Child responds with:
      - ✗ "Give it back, idiot!"
      - ✓ "That's mine. Could you please ask next time?"
  - 3. **Being Corrected for a Mistake**
    - Situation: Parent tells the child their tone was rude.
    - Child responds with:
      - ✗ "So what? You're rude too!"
      - ✓ "Sorry, I didn't realize. I'll try to say it better."
- 

### Reflective Questions Parents Can Ask:

- "How did your words make the other person feel?"
  - "What could you say differently next time?"
  - "Did you stay calm while speaking?"
  - "Would you feel good if someone said that to you?"
- 

### Examples of Kind, Model Language for Parents to Use:

- "I appreciate your honesty."
- "I understand you're upset—let's talk calmly."
- "Thank you for listening. That means a lot."
- "Let's find a solution together."

### Evaluation:

Child identifies 3 examples of healing and hurtful words and their emotional impact and record them on a chart.

---

## Day 2: How Kind Words Build Confidence

### Activity:

Create "Compliment Cards" for family members or friends.

### Instructions:

1. Make **three Compliment Cards** using paper or note cards.
2. Write a **specific and sincere compliment** for a friend, sibling, or family member.
3. Give each card to the person and observe their reaction.

**Example:**

**To:** Sarah (sister)

**Compliment:** *"Thanks for helping me with homework. You're really patient."*

**Reaction:** Hugged me and said, "That's so nice!"

**Parent's Role:**

Model giving specific, sincere compliments.

1. Show how to give meaningful compliments (e.g., "You were very helpful today with the dishes. Thank you!").
2. Encourage the child to focus on personality, actions, or effort—not just appearance.

**Evaluation:**

Child gives out **at least three cards** and reflects on how it felt to **give and receive compliments**.

---

## Day 3: How Mean Words Cause Harm

**Activity:**

Watch a short video or read a story about bullying or harsh language. Discuss the consequences.

**video link:**

<https://www.youtube.com/watch?v=NmddGIZ3P94>

**Instructions:**

1. Watch the video: [Why Words Matter – YouTube](#) with a parent.
2. Talk about what happened in the video or story.
3. Discuss what characters felt, and what they could have done differently.

**Parent's Role:**

Guide discussion about emotional pain and alternatives to mean speech.

1. Watch the video together.
2. Ask questions like:
  - "What were the consequences of those words?"
  - "What could they have said instead?"
  - "What would you do if you saw that happen?"

**Evaluation:**

Child explains **one way** they would respond if they heard or saw **unkind words being used**.

---

## Day 4: Words and Emotions – How Language Influences Feelings

**Activity:**

Create an "Emotion Word Wheel" with words that make us feel happy, sad, angry, or safe.

### Instructions:

1. Draw a big circle on a paper and divide it into 4 parts. Label each: **Happy, Sad, Angry, Safe.**
2. Fill each section with words or phrases that can cause those feelings.
3. Throughout the day, use your Emotion Word Wheel to describe how you felt in 3 different moments.

### Parent's Role:

1. Help brainstorm emotional vocabulary and talk through examples.
2. Help brainstorm emotional words for each section (e.g., "I love you" for Safe, "That's not fair" for Angry).
3. Use your own examples to show how words affected you.

### Evaluation:

Child uses the Emotion Wheel to describe **three real experiences** from the day using emotional vocabulary.

---

## Day 5: Famous Quotes on the Power of Words

### Activity:

Read and reflect on 3-5 famous quotes about kind or powerful words. Choose one to illustrate or write about.

### Instructions:

1. Read 3–5 famous quotes (provided or chosen with a parent).
2. Choose one quote that stands out.
3. Either **draw a picture** to represent the quote, or **write a few sentences** explaining what it means and why it matters to you.

### Parent's Role:

1. Discuss the meaning of quotes and encourage deeper thinking.
2. Provide a few quotes (or let the child look them up).
3. Ask what the quote means and why they chose it.

### Sample Quotes:

- "Kind words can be short and easy to speak, but their echoes are truly endless." – Mother Teresa
- "Raise your words, not your voice. It is rain that grows flowers, not thunder." – Rumi
- "Words are free. It's how you use them that may cost you." – Kipling Williams

### Evaluation:

Child presents at least 3 chosen quotes with a **written or drawn explanation**.

---

## Day 6: Personal Reflection – Words I've Heard That Changed Me

### Activity:

Write in a journal: “One kind (or hurtful) thing someone said to me that I’ll never forget.”

### Instructions:

1. Write in your journal: **“One kind or hurtful thing someone said to me that I’ll never forget.”**
2. Describe what the person said, how it made you feel, and how it changed your thoughts or actions.

### Parent’s Role:

Offer a safe space to talk and listen non-judgmentally.

1. Provide a quiet, safe space.
2. Let your child talk freely.
3. Listen carefully without judging or correcting.

### Evaluation:

Child reflects on how a specific memory of words **influenced their emotions or self-image**.

---

## Day 7: “Before You Speak” Filter (THINK: True, Helpful, Inspiring, Necessary, Kind)

### Activity:

Learn the THINK acronym. Practice applying it through real or imagined situations.

### Instructions:

1. Learn the THINK acronym:
  - **T** – Is it True?
  - **H** – Is it Helpful?
  - **I** – Is it Inspiring?
  - **N** – Is it Necessary?
  - **K** – Is it Kind?
2. Practice using THINK in **3 situations**—either real-life or pretend.
3. For each, say what you were going to say, and then check: “Does it pass the THINK test?”

### Parent’s Role:

Model using the THINK filter in daily speech.

1. Share examples of how they used THINK to avoid saying something hurtful.
2. Prompt your child: “Did your words pass the test?”

### Evaluation:

Child **explains the THINK filter and uses it in at least one conversation or story**.

---

## Parent’s Role (Week 1: Power of Words)

Parents play a vital role in helping children understand the emotional impact of language. This week is not about correcting every word but **guiding children to notice, reflect on, and choose words that uplift**. Here’s how you can support your child:

✓ **Be a Role Model**

Speak kindly, even during stressful moments. Children learn the tone, choice of words, and emotional control by watching you.

✓ **Facilitate Open Conversations**

Create a safe space where your child feels comfortable sharing stories about what they said or heard. Avoid judging—listen and guide.

✓ **Use Everyday Moments**

Turn daily interactions into learning moments. Praise your child when they speak kindly. Gently point out if something said could be rephrased more thoughtfully.

✓ **Encourage Reflection Over Perfection**

If your child struggles with expressing emotions or recalling kind moments, help by offering examples or asking prompting questions (e.g., “Can you think of a time someone’s words made you feel proud?”).

✓ **Celebrate Growth**

Acknowledge their efforts, not just their success. For example: “I noticed you waited and thought before responding. That was very mature!”

**Parent’s Role Checklist (*Rate 1–5*)**

Behavior to Observe	Rating	Notes
Uses Kind Words Regularly	<div><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></div>	
Thinks Before Speaking	<div><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></div>	
Expresses Emotions Through Words	<div><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></div>	
Reflects on Word Impact (Self & Others)	<div><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></div>	
Shows Empathy in Conversations	<div><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></div>	
Gives and Receives Compliments Graciously	<div><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></div>	
Demonstrates Confidence in Speaking Kindly	<div><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></div>	

## **How to Use This Checklist (For Parents):**

This checklist helps you gently observe and encourage your child’s growth in using positive, thoughtful language throughout the week. Here's how to use it effectively:

### **Daily Check-In:**

Spend a few minutes at the end of each day to talk with your child about what they said, heard, or felt. Choose 1–2 behaviors from the checklist to reflect on together.

### **Encourage Reflection:**

Ask simple questions like:

- “What’s one kind thing you said today?”
- “Did you hear any words today that made you feel happy or sad?”
- “How did someone’s words make you feel?”