

Life Skill Program 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,

Theme: Emotional and Self Management

Day 1: Evening Walk

Objectives	Activity	Instructions	Parents' role	Evaluation
<p>This theme will address the following objectives to groom students' personality:</p> <ol style="list-style-type: none"> 1. Emotional awareness 2. Practice stress reduction 3. Understanding triggers (what annoys your child) 4. Emotional growth 5. Empathy (understanding others situation before reaction) and social growth 	<p>The given activity is designed to encourage both parents and children to spend a quality time together with a healthy discussion. It can be done within 20-30 minutes. It must be a gentle talk so that children can feel safe without the fear of judgement.</p>	<ol style="list-style-type: none"> 1. Take your child for an evening walk in the nearby park. 2. Calm his/her mind with casual talks, which he/ she usually likes to talk about. 3. You can play with your child to have a quality and fun time. 4. At the end, ask him/her about what bothers your child the most. Address all the things humbly whatever your child is going through (related to school, friends, family, etc.) 5. After evaluation, both parents and children have to fill the checklist 	<p>Parents will act as counsellor, problem solver for their child and encourage them to speak up about their feelings or things which they usually don't share with anyone.</p>	<p>Parents must observe their child's behaviour for the next 2 days. If there will be no improvement in your child's behaviour after this discussion. Parents should repeat the activity till your child opens up to you completely.</p>

		given below, according to their experience for the activity done.		
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Checklist for Parents (Day 1):	Very Poor (1)	Poor (2)	Good (3)	Very good (4)
1. Did your child tell you his emotions openly?				
2. Was your child comfortable while discussing?				
3. Was this session really helpful for your bond with your child?				

Checklist for Children (Day 1):	Very Poor (1)	Poor (2)	Good (3)	Very good (4)
1. Did you feel being judged while sharing your emotions?				
2. Has your parents understood your side?				
3. Has this discussion proved beneficial for you?				

Day 2: Emotion Jar

Objectives	Activity	Instructions	Parents' role	Evaluation
This theme will address the	Children have to take an empty	Parents will ask their children	Parents will play a role as a guide	After discussion, for the next 2-3

<p>following objectives to groom students' personality:</p> <ol style="list-style-type: none"> 1. Emotional awareness 2. Practice stress reduction 3. Understanding triggers (what annoys your child) 4. Emotional growth 5. Empathy (understanding others situation before reaction) and social growth 	<p>jar (coffee, plastic bottle, etc.). Whatever the emotions they are going through in a day, draw an emoji to show that emotion on a paper, make a slip and put it in the jar. In the evening, parents also have to draw an emoji (by themselves or children can help to identify the emoji) to express the emotions they've encountered throughout the day.</p> <p>Open the jar at night (when you sit together as a family) or in the next morning. Discuss the reasons of your intense or aggressive emotions (if any).</p>	<p>about the situations where their child felt intense emotions. Parents also have to share their day with children and discuss how children can manage their stress and emotions. After evaluation, both parents and children have to fill the checklist given below, according to their experience for the activity done.</p>	<p>for their children. The discussion will improve both parents and children's emotional accountability.</p>	<p>days parents will observe their children's aggression level and improvement in their language (even if they have a small fight with siblings).</p>
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Checklist for Parents (Day 2):	Very Poor (1)	Poor (2)	Good (3)	Very good (4)
1. Did your child tell you all the emotions he/she encountered the whole day?				
2. Did you discuss your child's triggers?				
3. Did you find any				

improvement in your child's behaviour after these activities?				
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Checklist for Children (Day 2):	Very poor (1)	Poor (2)	Good (3)	Very good (4)
1. Have you dropped slips for every emotion you encountered the whole day?				
2. Did you ask your parents about their emotions throughout the day?				
3. Was this activity helpful for you to understand controlling your aggressive behaviour?				

Day 3: Role Reversal Activity

Objectives	Activity	Instructions	Parents' role	Evaluation
<p>This theme will address the following objectives to groom students' personality:</p> <ol style="list-style-type: none"> 1. Knowing triggers of both parents and children 2. Emotional growth 3. Empathy (understa 	<p>This activity has been designed for 25-30 minutes. Parents and children have to swap each other's behavior and activities for some time.</p>	<ol style="list-style-type: none"> 1. Choose any kind of daily life activities (teaching your child, cooking in the kitchen, grocery shopping in the mall, etc.). 2. After 	<p>Parents will play their role as partners. Both the parties will understand how they are being triggered with each other's activities and behaviours. Parents and children need to understand each other instead of being judgemental.</p>	<p>Parents will evaluate their own behaviour through their child's role play. This way both parties can understand their situations and triggers. Parents and children have to discuss after this role play about how they can reduce the aggression level and stress.</p>

<p>nding others situation before reaction) and social growth 4. Practice stress reduction</p>		<p>choosing a daily life activity, parents will perform whatever the activities their children used to do in these situations .</p> <p>3. Children will behave as their parents used to behave with them in these situations .</p> <p>4. After evaluatio n, both parents and children have to fill the checklist given below, accordin g to their experien ce for the activity done.</p>		
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Checklist for Parents (Day	Very	Poor (2)	Good (3)	Very
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3):	poor (1)			good (4)
1. Was this activity proved to be helpful in knowing your child's needs when you're working?				
2. Were you able to understand your child's emotions and needs to get your attention?				
3. Did this activity give you a reality check about your own behaviour towards your child?				

Checklist for Children (Day 3):	Very poor (1)	Poor (2)	Good (3)	Very good (4)
1. Were you able to understand your parents' side while they were busy with work?				
2. Did you feel your behaviour annoying with your parents in this role play?				
3. Did this activity give you a reality check about your own behaviour towards your parents?				

Day 4: Family Talk Time: One Emotion, One Story

Objectives	Activity	Instructions	Parents' role	Evaluation
1. Develop emotiona	Take Turns Sharing a True	Parents will listen to their	Parents will provide a safe	Parents will evaluate their

<p>I awarene ss</p> <p>2. Foster parent-ch ild relations hip</p> <p>3. Strength en emotiona l expressi on</p> <p>4. Promote active listening and understa nding</p>	<p>Story (15–20 minutes)</p> <p>Each person (child and parent) shares a short story from their real life related to that emotion.</p> <p>Example: “I felt jealous when my cousin got a new phone.”</p>	<p>children actively without judging them for their emotions. Each person must choose one emotion and tell a real life story.</p>	<p>and comfortable environment for children so that they can share without the fear of judgement. Parents also need to teach their children different strategies to overcome intense emotions.</p>	<p>children by the expressions of their emotions.</p>
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Checklist for Parents (Day 4):	Very poor (1)	Poor (2)	Good (3)	Very good (4)
1. Did you provide a safe environment for your child to open up with his/her emotions?				
2. Was there any alarming situation where your child used intense behaviour for an ordinary event?				
3. Did you help your child to channelize their emotions in a proper way?				

Checklist for Children (Day 4):	Very poor (1)	Poor (2)	Good (3)	Very good (4)
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1. Have you explained your emotions properly to your parents?				
2. Did your parents talk about how you can manage your emotions in different situations?				
3. Were you aware enough to handle the situations according to your emotions, before this activity?				

Day 5: Create a calm corner

Objectives	Activity	Instructions	Parents' role	Evaluation
1. Teaches self-regulation in a peaceful, non-punishing way 2. Builds a shared strategy between parent and child 3. Encourages healthy emotional routines 4. Strengthens connection and cooperation during vacation downtime	Parents and children choose a quiet spot in the house (a corner of a room, balcony, or even a small mat). Practice Using the Calm Corner (10–15 minutes) Do a mini “calm time” together: Take 3 deep breaths together Close your eyes and think of a peaceful place Read a short dua or say something positive out loud Say: “Next time I’m upset, I can come here to feel better.”	Let your child help pick a small, quiet area in the home (a room corner, balcony, prayer area, under a table). Involve your child in deciding what feels comfortable. Share one thing that made you feel upset recently and how you calmed down. Model emotional awareness. Keep it relaxed and non-judgmental.	Be a calm partner and model the behavior Encourage without forcing let it feel safe and peaceful Suggest using the calm corner during future emotional moments (e.g., frustration, sadness)	Praise gently: “I noticed you used the calm corner today that was really smart.” Encourage reflection: “Did sitting quietly help you feel better? What else could help?” Model it yourself: Occasionally say: “I’m feeling a little stressed, I’ll take a moment in our calm spot.”

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Checklist for Parents (Day 5):	Very poor (1)	Poor (2)	Good (3)	Very good (4)
1. Did the child help set up the calm corner with interest and effort? Shows ownership and involvement?				
2. Is the child trying techniques like breathing, positive talk, or dua when upset?				
3. Does the child reflect on their feelings after calming down? Says things like "I feel better now"				

Checklist for Children (Day 5):	Very poor (1)	Poor (2)	Good (3)	Very good (4)
1. I understand that the Calm Corner is a space to feel better, not a punishment.				
2. I felt more relaxed after using the Calm Corner.				
3. I want to use the Calm Corner again when I need it.				

Day 6: Feelings over food

Objectives	Activity	Instructions	Parents' role	Evaluation
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<ol style="list-style-type: none"> 1. Build family bonding 2. Emotional awareness 3. Build self-management skills 4. Emotional growth 	<p>Share a meal together (lunch, dinner). Talk about your feelings and emotions throughout the day. Everyone will answer 3 Simple Questions</p> <p>During the meal, take turns answering these:</p> <ol style="list-style-type: none"> 1. What made you happy this week? 2. Was there anything that made you upset or annoyed? 3. What helped you feel better or what could have helped? 	<ol style="list-style-type: none"> 1. Keep it warm and non-judgmental 2. Parents should listen more, correct less 3. Thank your child for sharing his/her feelings 4. Must complete the checklist after activity is done 	<p>Parents will act as facilitator to initiate the talk. Parents will be good listeners and act as models for children to express their feelings.</p>	<p>Take another meal together the following day and parents will observe the change in their children's behaviour or expressions.</p>
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Checklist for Parents (Day 6):	Very poor (1)	Poor (2)	Good (3)	Very good (4)
1. I started the conversation by asking about my child's feelings.				
2. I noticed that my child felt better after the conversation.				
3. I encouraged my child to think of a way to handle a tough feeling.				

Checklist for children (Day 6):	Very poor (1)	Poor (2)	Good (3)	Very good (4)
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1. I listened when my parents shared their feelings.				
2. I talked about something that upset or confused me.				
3. I shared one thing I'm thankful for today.				

Day 7: Gratitude circle

Objectives	Activity	Instructions	Parents' role	Evaluation
<p>1. Help children recognize and express their emotions daily.</p> <p>2. Encourage self-management by reflecting on feelings and positive actions.</p> <p>3. Promote empathy, connection, and mutual appreciation in the family.</p> <p>4. Build a daily or weekly habit of gratitude and calm</p>	<p>Sit Together in a Calm Setting</p> <p>After dinner, before bedtime, pick a moment when both parent and child are relaxed.</p> <p>Each Person Shares:</p> <ul style="list-style-type: none"> 1 thing they are grateful for today 1 feeling they experienced today and how they handled it 1 kind thing they noticed or did <p>Take Turns Listening Without Interrupting</p> <p>No advice, no</p>	<p>1. Choose a regular time (e.g., after dinner, bedtime, etc.).</p> <p>2. Everyone sits together in a calm and relaxed space.</p> <p>3. Each person must share.</p> <p>4. No one interrupts while someone is sharing.</p> <p>5. End with a small positive action: a hug, high five, or short dua (optional)</p>	<p>Listen actively to the child's sharing without correcting or interrupting.</p> <p>Validate your child's feelings ("That sounds like it was tough," "I'm proud of how you handled that").</p> <p>Help the child reflect if they struggle to name feelings or gratitude items.</p> <p>Stay consistent and make it a gentle routine.</p>	<p>You can evaluate the child informally based on:</p> <p>Their ability to express a feeling or emotion.</p> <p>Their use of emotional vocabulary (e.g., happy, frustrated, calm).</p> <p>How they reflect on what helped them manage their emotions.</p> <p>Their willingness to participate consistently and respectfully.</p>

reflection .	corrections — just listening and saying “thank you for sharing.”	6. Keep the atmosphere respectfully, calm, and judgment-free.		
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Checklist for Parents (Day 7):	Very poor (1)	Poor (2)	Good (3)	Very good (4)
1. Did I give my child space to speak without interrupting?				
2. Did I validate and support my child's feelings?				
3. Did I encourage regular participation in the circle?				

Checklist for Children (Day 7):	Very poor (1)	Poor (2)	Good (3)	Very good (4)
1. Did I share one thing I was thankful for?				
2. Did I end the session with a positive attitude?				
3. Did I listen respectfully when others shared?				