

Run sheet, My Day, My Plan

Goal. Every girl puts her own day in order and names one thing she decides herself.

Before you start

- At each place: Sheet A, Sheet B, a pencil or one between two. Sheet C only for 60.
- **"Decide" means something small and safe, never going against the adults at home.**

The clock, 45 minutes

- 0 to 7 min: what happens in a day
- 7 to 21 min: draw my day strip
- 21 to 29 min: mark what I decide
- 29 to 38 min: one decision for tomorrow
- 38 to 45 min: share and close

Run 45 if you can. In 30: 0 to 5, 5 to 15, 15 to 20, 20 to 26, 26 to 30. In 60: 0 to 8, 8 to 23, 23 to 32, 32 to 42, 42 to 60, where the last stretch adds Sheet C. Shorten the middle, never the close.

What you do

1. Draw three boxes: morning, middle of the day, evening. Ask what happens in a day.
2. Take about eight answers and put each in a box. Take whatever they give you.
3. Do not steer them towards school, towards play, or towards any one kind of day.
4. Say: "Every day in this room is different, and every one of them is a real day."
5. Hand out Sheet A. Each girl fills the boxes with her own day, waking to sleeping.
6. Ask "what happens next?", never "is that all?" Four filled boxes is a finished strip.
7. If she is stuck on the order, compare two boxes only: "which comes first, this or this?"
8. Give one example from this room: "Today you decided where to sit. That one was yours."
9. Each girl circles the boxes where she decides something. One circle is enough, none is fine.
10. Circled nothing? Ask about small parts: which way she walks, who she walks with.
11. On Sheet B: one small thing she will decide tomorrow, when, and one person who could help.
12. Give three examples aloud, all small and safe. Say: "A small decision counts."
13. Pairs share the strip and the decision, two minutes each way. Then two or three volunteers.
14. Close: "You put your day in order, and you found something that is yours to decide."
15. Let each girl choose to take her sheet home or leave it with you. Do not ask why.

Watch for

1. Every girl has a strip with at least four boxes in an order she can explain.
2. Each girl can point at one circled box and say what she decides there, asked quietly.
3. A girl changes her own strip unasked: reorders a box, adds one, or crosses one out.

What goes wrong most. A girl says she decides nothing at all. Do not argue. Shrink it to this room and this hour, and let it be if she still circles nothing.

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Learner sheets, My Day, My Plan

Sheet A, my day strip

One copy per girl

Name: _____ Date: _____

Draw or write your day in order, from waking up to going to sleep. Four boxes is enough. Six is fine too.

1 first

2 next

3 next

4 next

5 next

6 last

Now circle the boxes where you decide something. Even a small part counts. One circle is enough.

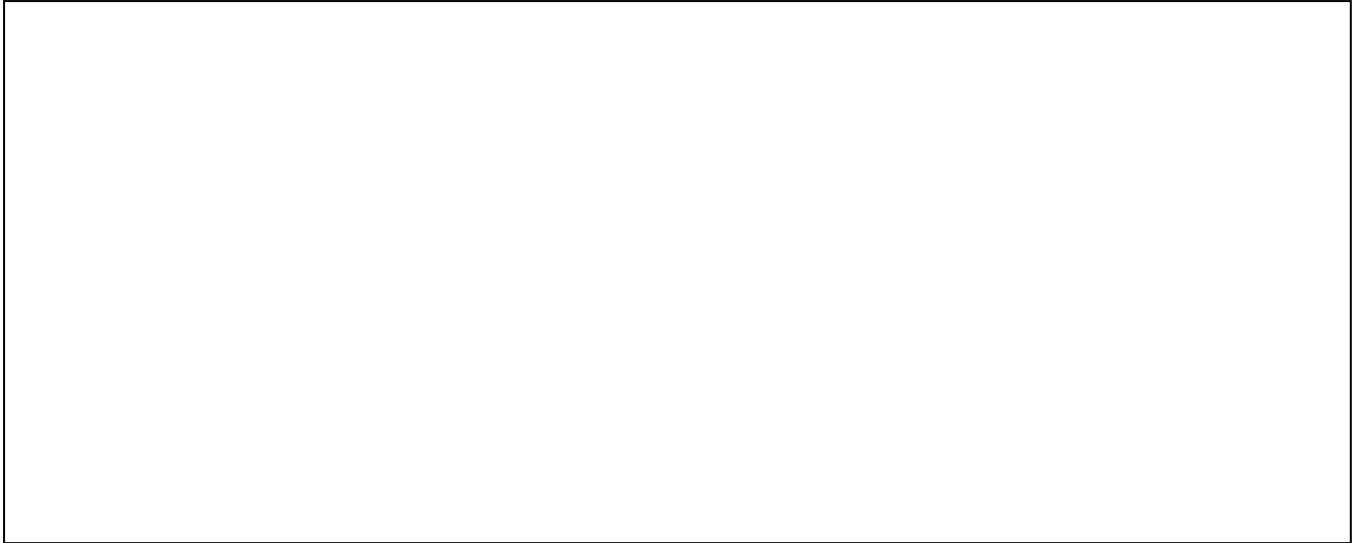
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Sheet B, one thing I decide

One copy per girl

Name: _____ Date: _____

One small thing I will decide tomorrow. Draw it, or write it.



In words, if you want them:

When will you decide it?

One person who could help me, if I need help:

You may write "nobody, I can do this one".

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Sheet C, change one thing (60 minutes only)

One copy per girl

Name: _____ Date: _____

Print only for 60 minutes. Not needed for a 30 or 45 minute session.

Draw your day again. This time change one thing. Swap two boxes around, or add something you would like in your day.

1 first

2 next

3 next

4 next

5 next

6 last

What did you change?

What would have to be true for that change to happen?

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What to print

- **Once, for yourself:** page 1, the run sheet.
- **One copy per girl:** page 2 (Sheet A) and page 3 (Sheet B). That is 2 pages per girl.
- **You do not need:** pages 5 to 11, the guide and the key and page 4 (Sheet C). The session runs without them.

Guide, My Day, My Plan

Group 4 to 25 · Materials: paper, pencil · SDG 4, 5 · EN edition · Released · Nameet Potnis, author and English editor

Before you enter the room

- **"Decide" means something small and safe within her reach: which task first, where she sits, what she draws. It never means going against the adults at home.**
- A day full of work and duty is not a wrong answer. Never compare two strips aloud.
- If a girl says something painful about home, bring it back to the paper, speak to her alone afterwards, and follow your safeguarding route the same day.
- The sheet goes home only if she wants it to. Do not ask why.
- Sheet C is for the 60 minute session only. For 30 or 45 minutes, print Sheets A and B.

Read this once at home, and read the line about what "decide" means before you run it. In the room you only need the run sheet. Where this says "you", it means whoever is running the session: a teacher, a volunteer, an older sister.

Who it is for

- **For ages 4 to 7.** Girls who can put events in order and talk about their own day.
- **Life skills.**
- **Group size.** 4 to 25 girls.
- **Different levels in one room.** The whole session is drawing, ordering and talking, so no reading or writing is needed anywhere. A girl who finds ordering hard fills four boxes instead of six and you ask her about two boxes at a time, "which comes first, this or this?" A girl who is ahead writes labels under her drawings and takes on Sheet C, where she changes her own plan and says what would have to be true for that change to happen.

What "decide" means here

Read this before you run it. In this pack, "decide" means something small and within her reach: which of two tasks she does first, where she sits, what she draws, whether she asks a question out loud. It never means going against the adults at home. Do not encourage a girl to claim a decision she cannot safely make. A day that is full of work and duty is not a wrong answer and must never be treated as one.

What you need

- One learner sheet per girl, or plain paper folded into six boxes
- One pencil per girl, or one shared between two
- **Free and optional:** a blackboard or wall space for three boxes, which can also be drawn in the air
- **Nothing here costs money.**

Why the session is shaped this way

The examples come from the girls, not from you. Keep your own day off the board. Take whatever they give you: waking, fetching water, eating, walking somewhere, working, helping, playing, sleeping. Do not steer them towards school, towards play, or towards any one kind of day. Then say it plainly: "Every day in this room is different, and every one of them is a real day."

Four filled boxes is a finished strip. Ask "what happens next?" rather than "is that all?" The second question tells a girl her day is too small. Comparing two boxes is far easier than sorting six, so when she is stuck on the order, ask about two only.

The example for deciding comes from this room. "Today you decided where to sit. That one was yours." A room example is safe. A home example is not yours to pick for her.

No circles is allowed. Where a girl circles nothing, ask about the small parts rather than the whole: not "do you decide to fetch water", but "do you decide which way you walk, or who you walk with, or what you think about while you walk?" Do not argue with a girl about her own day, and do not ask why an adult decides something. That is not this session.

The helper does not have to be an adult. A sister, a friend, a neighbour, you, or "nobody, I can do this one" are all fine. Say it plainly: "A small decision counts. You are not promising anybody anything."

The sheet goes home only if she wants it to. Offer the choice without explaining why: some homes are not a good place for a sheet with private things on it.

Including everyone

A girl who cannot yet read. The day strip is drawings, and not one word on Sheet A has to be written. When she names her decision she draws it, and you write her words underneath only if she wants them written. She does every step of this session at the same standard as everyone else, and she leaves holding a strip of her own day that she can read back to you by pointing.

A girl who joins late. Hand her a sheet and say one sentence: "Draw your day in the boxes, from waking up to going to sleep." That is the entire task and it needs none of the earlier steps. She joins the circling step whenever she reaches it. Never ask her in front of the group where she was. A girl arriving late may have been working, and the question costs her more than it tells you.

Boys in the room. Boys do the same activity on their own day. Two things keep the session centred on the girls, and neither is exclusion: the girls speak first in every share, and you watch whose day gets treated as normal and whose gets laughed at. If any girl's day is mocked, stop the share at once and say one sentence: "Every day in this room is a real day." Then carry on. Do not turn it into a discussion, which makes it worse for her.

Where days differ sharply. Some girls have days full of work, others have free hours. Never compare two strips aloud, never hold one up as an example, and never say what a day ought to contain. A girl who would rather not share at all can show her sheet to you alone, or to nobody, and that counts as taking part. Do not name her to the group.

If it goes wrong

A girl says she decides nothing at all. She circles nothing and says everything is decided for her, and she may be describing her day accurately. Do not argue and do not persuade her. Shrink the scale to something that happened inside this room in the last hour: where she sat, what she drew first, whether she spoke or stayed quiet. Ask her to circle that one, on the strip or in the margin. If she still circles nothing, let it be, write nothing about it on her sheet, and make sure she is asked first in the next session's opening question. One decision this week is enough, and her sheet is not a scoreboard.

Sharing turns into home disclosure, or into comparison. One girl tells the group something painful about her household, or the group starts ranking whose day is harder. Bring it back to the paper at once and without drama: "Thank you. Let us look at the order on your strip." Do not probe, do not ask follow up questions in front of the group, and do not let the group ask them. Speak to her alone afterwards, briefly and with no pressure to say more, and follow whatever safeguarding route your school or organisation already has, the same day. If there is no route, tell somebody senior the same day. Keep the rest of the session running normally, because stopping everything marks her out.

Adapting it

- Use the times of day your girls use. Morning, middle of the day and evening are only a starting frame.
- Six boxes or four, drawings or words, in any mix. The strip is hers.
- If a girl wants to change her strip halfway through, let her. Changing her own plan is the point of the pack.

Running it shorter or longer

30 minutes. 0 to 5 what happens in a day, 5 to 15 draw my day strip, 15 to 20 mark what I decide, 20 to 26 one decision for tomorrow, 26 to 30 share and close. Pair sharing and Sheet C both go, so the day strip stays a record of what happens to her rather than becoming a plan she changes, which is the point of the pack.

45 minutes. The clock on the run sheet.

60 minutes. 0 to 8 what happens in a day, 8 to 23 draw my day strip, 23 to 32 mark what I decide, 32 to 42 one decision for tomorrow, 42 to 60 change one thing, share and close. In the last stretch each girl copies her strip onto Sheet C and changes one thing: she swaps the order of two boxes, or adds something she would like in her day. Then she says or writes what would have to be true for that change to happen. Keep it light, and never promise a girl that the change will happen.

Keeping it safe

Nothing in this session can hurt anyone. Paper and pencils only. The care needed here is about what a girl says, not about what she handles: see the note above on what to do if something real comes up.

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Key and facilitation cues

Answers and what to say, My Day, My Plan

Answers

There is no single correct answer anywhere in this pack. A girl's day is hers and is never marked. Accept any day she gives you, in any order she can explain.

A sheet is finished when:

Sheet	Finished when
A	Four or more boxes filled, in an order she can explain, and the circling step attempted
B	One decision, drawn or written, with a when. The helper line may be blank, or say nobody
C	Six boxes with one deliberate change, and one line about what would make it possible

Blank boxes at the end of a strip are not a failure. A short day drawn in four boxes and explained clearly is a stronger result than six rushed boxes she cannot talk about.

What counts as a decision. Count all of these: which of two tasks she does first, where she sits, who she walks with, what she draws, what she names something, whether she asks a question out loud, how carefully she does something she was told to do, saying she needs help, saying she does not.

What does not count, and must never be suggested. Anything that sets her against an adult at home. Anything about leaving, refusing or hiding something. Anything that needs money. Anything you picked for her so her sheet would look better. If you are unsure whether to suggest something, do not. A blank circle is honest, and a decision she cannot safely make costs her more than no decision at all.

What you might see

What is on the page	What to offer next
Two or three boxes, order uncertain, nothing circled	Work in twos: "which comes first, this or this?" Then one circle for something she did in this room today
A full strip, one box circled, decision copied from a neighbour	Ask one question about her own morning, and write her answer in her words. Her own decision, not a neater sheet, is the next step
A full strip, several circles, a decision with a when and a helper	Sheet C. Change one thing, and say what would have to be true for it

Sticky points

What happens	What to say or do
She cannot decide what comes first	Ask about two boxes only, never six
She draws the same thing in every box	Accept it. Ask what is different about each time of day. If nothing is, that is her day
She copies her neighbour's strip	"Yours can be different from hers, and both are right." Then ask her one question about her own morning
She says she decides nothing	Shrink to this room, this hour. If still nothing, leave it, and ask her first next session
She asks whether her day is normal	"There is no normal day. Yours is your day." Then move on without dwelling
She wants to change her strip halfway through	Let her. Changing her own plan is the point of the pack
She does not want to take the sheet home	Keep it somewhere she can ask for it. Do not ask why
Two girls compare whose day is harder	"Every day in this room is a real day." Return to the paper at once

Say "what happens next in your day?", never "is that all you do?" Say "this part is yours to decide", never "you should decide more". Never hold up one girl's strip as a good example: if the group needs to

see one, draw a plain one on the board with nothing personal in it.

If something serious comes up. Bring the group back to the paper at once and keep the session running normally. Ask no follow up questions in front of the group and stop the group asking them. Speak to her alone afterwards, briefly, with no pressure. Follow whatever safeguarding route your school or organisation has, the same day, and if there is none, tell somebody senior the same day. Write nothing about it on her sheet: the sheet is not a record.

After the session

If you keep the strips, the next life skills session can open with "look at your strip, is your day still like that?" Nothing else needs storing, and nothing in this pack is graded, counted or reported.

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