Factors Affecting Counselling Sessions in Raising Students' Awareness of Life Skills

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Abstract: *The study aims to examine the factors affecting counseling sessions conducted by social counselors for students in Omani schools to educate them on various aspects of their lives. The Questionnaire was performed by direct observation of students' daily behaviors and by a knowledge test. Data was analyzed using descriptive statistics (percentages, means, standard deviations) and analytical statistics (Multiple Regression). The studies revealed that special counseling programs that were aimed and targeted at the students were effective in raising the level of awareness of the students and had favorable impacts on their participation in programmes such as the "Friends of the School Community". Result shows that awareness level was high among female students who had good academic scores, health, and were active participants. In contrast, male students with high levels of absenteeism, medical conditions, and low academic achievement had weak awareness. Specific to the findings, age and grade level were no significant factors to awareness.*
Keywords: counselling sessions, social worker (social counsellor), awareness, social action construction theory.

INTRODUCTION

Social policy has received increasing attention from political leaders, decision makers, social science scholars, and ordinary citizens. This interest came because of the rapid changes that occurred at the beginning of the twentieth century. David L, Aidan R, (2016)

Social policy is the study of social needs and social services or social welfare systems to meet these needs. Social policy requires employing the resources available in society to meet the social needs of citizens. Basic needs include health care, housing, education, and income distribution. Therefore, social policy seeks to address many of the life issues of population groups in general and groups of society such as the poor, the elderly, children, and women in particular. Social policy also refers to the set of programs, legislation and services related to a specific group of society.

In recent years, the Oman educational system has remade itself, driven with the aim of developing more inclusive as well as sustainable frameworks which support as well as cultivate academic and also individual development. This ties in with its vision 2040 that includes developing a knowledge-based society and building on the nation's quest to create national capacity through education. This developmental process has a major role of playing in counselling, especially in the school system. For life skills, that is critical thinking, emotional regulation, and social awareness, integration of counselling sessions has become increasingly important, as students need to be prepared to face complex challenges of modern life (Full et al., 2023). Omani government has tried to empower a holistic educational model aimed at academic excellence and psychological well-being and social competencies of students.

Counselling, particularly within the contextual frame of educational reforms in Oman, is targeted towards the societal requirement of generating animate persons, who are also willing and able in helping the country's economic and social development. Similar to other parts of the world, the students in Omani society are faced with the societal pushing to achieve maximum academic result. However, the arrival of counselling has been acknowledged that the development of life skills has had a share of focus away from developing the academic skills (Giordano et al., 2023). Counselling sessions have become the avenue for bringing about emotional intelligence, resilience and decision making skills to students, who might be burdened by economic or academic demands or challenges from their families.

Counselling is not only academic guidance but also a part of life skill development. Counsellors are employed in Oman to help students understand their own potential strengths and weaknesses to make sense of their future. These sessions show themselves to be efficacious, as they reduce negative behaviours and increase student participation in educational initiatives (Brandt et al., 2023). An example is, students that take part in counselling are more likely to exhibit positive social behaviour for example collaboration and respect for other which is important for having a cooperative learning environment. This supports other global research that found that counselling interventions have changed students' mental health and their overall well-being (Prescott et al., 2023).

In Finland, for example, socio emotional learning is also integrated into the education curriculum, and counsellors are regularly working together with teachers to integrate life skills development into the curriculum. European models studies have demonstrated that even those that do not concentrate just on academic success but instead the resilience and coping mechanisms of adolescents getting through greatly complex social and emotional troubles however, just favourably offers remarkable advantages to students (Rantala, 2021).

Counselling in East Asia, such as Japan and South Korea, focus on career counselling in designing future for students. Overall, strong emphasis on life skills like decision making and problem solving, and interpersonal communication have been included in

this model, as such life skills are considered to be important not only for educational but also for professional success (Kim & Lee, 2020). This helps lead the reader into a comparison of these global approaches which gives the reader insight into the differences of how counselling can help with personal and academic growth.

In recent years, counselling in education has been widely recognised as an important aspect in education all over the world. In fact, well designed counselling programmes have been shown to reduce behavioural difficulties, demonstrate increased engagement in the classroom, and better support emotional regulation (Carrington & Sims, 2023). In particular, these benefits are seen as especially important in students belonging to marginalised group, in large part due to additional barriers to success ranging from socio-economic to cultural pressures. Counselling has emerged as a key tool in assisting students in transiting through these transitions and in navigating personal challenges while simultaneously advancing on larger national development goals within the education system for Oman, which is currently undergoing fast reform (Schofield et al., 2023).

Research Questions

The following research questions will be addressed in this study:

1) How do students distribute to the categories of awareness of life skills?
2) To what extent are the independent variables in this study (Sex, Grade, Age, Academic achievement, Students' health Status, School Participant level (Interaction), Students' behavior attitudes, student's possession of the skills and Level of absence. Counselling classes) become significant predictors in raising students' awareness of life skills?

Research objectives

The objectives of this investigation are:

- To identify the categories of awareness of life skills.
- To investigate the extent to which independent variables in this study (Sex, Grade, Age,
- Academic achievement, Students' health Status, School Participant level (Interaction), Students' behavior attitudes, student's possession of the skills and Level of absence. Counselling classes) become significant predictors in raising students' awareness of life skills.

LITERATURE REVIEW

The importance of social learning (guiding programs) for students in the school

Olowe, Kizzuwadna,(2018): "Increasing School Social Worker Supports for Schools in Illinois: Policy Recommendations for Supporting Student Learning and Growth", recommends the necessity of hiring a social worker for each school with a student population of (350) students, to confront the problems of bullying and beating between

Students The presence of social workers in schools should be taken into consideration and their presence should be linked to solving students' social and emotional problems, especially with the increase in the number of students and their different environments. The study also recommended the necessity of social learning (guiding programs) for students in the school.

Achieving educational security among students in schools (Qura, Ayyash, 2020) tagged with: "The role of the counsellor and guidance counselling in achieving educational security, 2020, Algeria)" identify the importance of counselling sessions and interviews with students to achieve educational security. The study was applied to (32) student counsellors, and the questionnaire was adopted as a tool for data collection. The study also adopted the descriptive approach. One of the most prominent results of the study was that the student advisor had a major role in achieving educational security for students in schools. The results also showed that the counselling sessions and student interviews played a major role in achieving educational security among students in schools.

Importance of counselling programs in schools (Mamoun, Afrah, 2019) tagged with: "The role of counselling programs in reducing school drop-outs and increasing academic achievement, 2019, Khartoum, Sudan," which relied on the descriptive analytical approach for (303) male and female students using a questionnaire and interview as tools for data collection, aimed to know the impact of the counselling programs provided by the student counsellor in modifying students' behavior and reducing dropouts and thus increasing academic achievement. While the study recommended the importance of counselling programs in schools and the need for the Ministry of Education to pay attention to this aspect.

Global Implications of the Omani Counseling Model: Based on a socio responsible and holistic development of students, Omani counselling model provides us with some good ideas for developing international educational centres. Oman's integration of life skills into the education system is a template for countries that place importance on communal wellbeing, and can be adapted to drive local values and give students socio emotional resilience. This model may be particularly appropriate for developing students who add to their communities, and nations with shared cultural values may also find this model useful.

METHODOLOGY

Sample:

Students in grades 3, 4 and 5 (ages 8 to 10) are at the beginning of this key developmental period when they build foundational life skills and are likely to participate actively in activity. This is in accordance with the "School Community Friends Initiative" having students become more involved and responsible on their school environment. These grades provide an insight of the early stages of life skill

development. Nevertheless, the sample size is small, and can limit the generalizability of findings to larger, or more diverse groups.

Friends of the School Community Initiative:

This project aims to motivate students to take part in their environment by actively preserving and widening environmental comprehension of their school area. The activities are recycling waste, minimising amount of paper use, energy conservation and helping do cleanliness and maintenance jobs. Students become part owners of their environment by helping to water plants and sort recyclables, as well as follow energy saving practises. Students' practise of these activities helps them practically work out how they become responsible in some ways and help community well being work out.

Operational Measurement

The Dependent Variable: Students' Awareness of life skills"

"Students' Awareness of life skills" is measured by standard test called: 'Knowledge test to measure impact." (Source: test formulated by the Ministry of Education in sultanate of Oman), Standard questions was directed to students in the topics of the indicative program that was applied to them: (A sample of knowledge test questions to measure the impact is attached was placed in (Table (5). The responses was coded into: very high, coded: 1, high, coded: 2, medium, coded: 3, weak coded: 4. Ranges, means, and standard deviation of the dependent and independent variables included in the analysis are presented in Table (2).

Independent Variable: (1- Sex, 2-Grade, 3-Age,4- Academic achievement, 5-Students' health Status,6- School Participant level (Interaction),7- Students' behavior attitudes, 8- student's possession of the skills and 9-Level of absence)

"Students' Awareness of Life Skills" have been modelled as a function of Sex, Grade, Age, Academic achievement, Students' health Status, School Participant level (Interaction), Students' behavior attitudes, student's possession of the skills and Level of absence. The independent variables in this study was measured as shown in Table (1).

Knowledge Test Instrument: The "Knowledge Test to Measure Impact" assessed students on various life skills and awareness topics. Sample questions included:

- **Volunteering:** Define "voluntary work" and list examples of volunteer activities.

- **Good Study Habits:** Describe characteristics of an effective study environment.

- **Personal Hygiene:** Explain the importance of maintaining hygiene and detail steps to follow.

Counselling sessions were based on storytelling, role playing activity, and video activity that would engage students and help with retention of life skill topics. The effectiveness of the sessions increased because of this variety of approaches, which showed up with student performance on the knowledge test.

Analysis and Discussions:

In the analysis of this research, descriptive and inferential statistics were used. The distribution of students according to their awareness is presented in Table (3). According to this table, the majority of students (75%) have a very high degree of awareness, while (8.3%) of them have a high degree of awareness, furthermore, (8.3%) of them have a medium degree of awareness. On the other hand, the percentage of (8.3%) students have a weak degree of awareness's.

The result of descriptive statistics demonstrated that the majority of students classified to have very high level of awareness of life skills; this might be explained by the effectiveness of the counselling lessons that was implemented during the six months, which consisted of (35) topics, and this necessarily reflects the amount of awareness that these students acquired and the skills that they possessed through their participating in the initiatives that support the counselling program . The theory of "constructing social action" explains this result by the fact that when the components of the cultural system: perceptual, evaluative, and emotional, are directed to students to affect them perceptually, emotionally, and evaluatively, this results in awareness, satisfaction, therefore balanced behavior that is consistent with the laws of the social system: (school).

Insignificant Predictors of Life Skills Awareness: Age and grade were not statistically significant predictors of life skills awareness, while health status and absence level were. The reason for this is that it demonstrates that it was the students' active participation in learning the life skills were more important than their age or grade. This result indicates students' developmental readiness to participate in counselling sessions may be a better predictor than age.

Multiple Linear Regression Analysis

According to Table (4), knowledge of the independent variables in this study explains approximately (66%) of the variance in the students' awareness of life skills. In other words, Sex, Grade, Age, Academic achievement, Students' health

Status, School Participant level (Interaction)Students' behavior attitudes, student's possession of the skills and Level of absence   explained about (66%) of variance in attitude towards students' awareness of life skills. However, age and grade was silent variables in predicting students' awareness of life skills.

The results of the study showed that the students who received the sessions of the counseling program had less negative behavior. This is consistent with what was stated in the study (Mamoun, Afrah, 2019), and it is explained by the "social action building

theory" that the cultural system have its three directives: Perceptual, evaluative, and emotional works to refine the motives of human behavior, and human behavior in general. When a person have been raised properly, and his needs have been satisfied: his need to learn, to play, to feel safe and appreciated, to participate with others, and the social system in which he lives have helped him to achieve himself, and to play his role in an effective and satisfactory manner, here the construction of social action is balanced, resulting in a person with good character. positive behavior.

According to Table (4), the observed data indicate that sex variable have a statistically significant strong positive effect (B* = 0.598 , t= 3.108, p = 0.002) on students' awareness of life skills. This result might be explained by previous literature. It was stated in study of (al barodi ,al kindi , 2019) that females are more disciplined and active, besides that the pattern of family upbringing, along with the social culture of the family raise females to take responsibility and active social participation more than males. Participation in activities of a social nature attracts females more than males, while men love activities of a physical and exploratory nature. Some literature attributes it to brain activity with females and their emotional intelligence. This result might be explained also by the report of the cooperative study between the Ministry of Education and the World Bank in 2016 shows the significant differences between male and female students in scientific achievement in favor of females.

Table (4) indicates that academic achievement variable have a strong and positive effect on the level of students' awareness of life skills. (B* = 0. 622, t = 0.669, p = 0.000). Consequently, the result of the statistical analysis is consistent with the previous literature. (Mamoun, Afrah, 2019) elaborated that distinguished students are characterized by emotional intelligence and a high ability to adapt, as well as creative thinking skills, and emotional balance that makes them more adaptable to the environment around them and more active.

According to Table 4, there is a strong positive statistical association between

students' health status variable (B* =0.529, t = 4.624, p = 0.000) and students' awareness of life skills. Additionally, this result of the analysis asserts that there is no doubt that students who are in good health are more energetic and more disciplined than students who suffer from health issues, which cause them to miss their school. In addition, the physical structure of healthy students helps them to participate positively in school activities more than students with weak physical structure.

Furthermore, students' school participant level (Interaction) variable is associated with students' awareness of life skills (B* = 0.668, t = 2.977, p = 0.003). The result is consistent with previous literature. (Qura, Ayyash, 2020) found that participation of students in school activities varies according to several factors mentioned in the literature.

According to Table (4) students' behavior attitudes variable (B* = 0.712, t = 0.534, p = 0.000) have a strong and positive relation with students' awareness. This finding is

consistent with previous literature, (Qura, Ayyash, 2020)considered students with a sound family upbringing are often accepted to engage in positive behaviors at school. This positive behavior of students increases when they find a stimulating school environment and efficient teachers who provide them with appropriate support and guidance, especially since these behaviors are followed by the method of motivation, honor, and reinforcement.

Table (4) indicates that student's possession of the skills variable have a strong and positive effect on the level of students' awareness (B* = 0.783, t = 2.977, p = 0.003). Consequently, the result of the statistical analysis is consistent with the previous literature. This result might be explained by the literature. Olowe, (Kizawanda, 2018) placed high to which attributes students' negotiation skills, critical thinking, problem-solving skills, and innovation to their high motivation to learn, not to mention their high level of intelligence and scientific superiority, in addition to the pattern of their families' upbringing and how their families raised them.

According to Table (4), the observed data indicate that Level of absence variable have a statistically significant with negative effect (B*: -0.599, t = 25.492, p = 0.00) on students' awareness. This finding is consistent with previous literature (Mamoun, Afrah, 2019) revealed that students who are frequently absent, usually their educational loss is very high, where the distinguished students often do not miss school, while the less well achieving students are the ones who are frequently absent. The literature attributes this to a loss of motivation towards learning, regardless the absence due to health issues.

According to our Social Action Construction Theory, Talcott Parsons argues that there should be three fundamental systems: the cultural, social and personality which determine human action. The cultural system, as core guiding force, comprises cognitive, affective, evaluative orientations so combined together will enrich balance social behaviour. The theory has been commonly used in educational and social situations as a framework on which to structure affiliated programmes that promote social awareness and competencies.

Integrating cultural and social systems can be positive in educational settings because it can reinforce community-oriented values and social norms in ways that promote students behaviours. In Oman, the programme of the counselling aligns with the theory in that it encourages awareness and balanced behaviour in students. Similar approaches in educational programmes all over the globe have also demonstrated that when educational programmes are balanced, students act in accordance with values of the society and thus promote individual and communal welfare.

Practical Implications for Broader Application:

The study's findings, though focused on Oman, suggest valuable applications for other educational systems. Counseling programs like the one implemented in Oman could be adapted to support life skills development in diverse cultural settings. Educators

globally can utilize structured counseling sessions to promote emotional resilience, social responsibility, and collaborative behavior in students. These programs are particularly useful in regions with similar cultural values, fostering holistic student development through life skills integrated into school curricula.

Limitations of the Study:

Though robust, this study is limited to the size and scope of the sample. While the findings are based on data collected from a particular set of grades in a single region, this is probably not mostly generalizable to all other contexts, or different educational stages. Additional future work could include increasing the sample size to include additional age groups and locations to validate the current work more broadly.

Practical Implications for Educators, Policymakers, and Social Workers

The findings of this study have important implications for how educators, policymakers and social workers work with their Omani and other similar contexts. The results are important for educators in showing how life skills education should be integrated within the curriculum through structured counselling sessions. The positive relationship between counselling and students' development of life skills indicates that teachers and school counsellors should coordinate work to offer students not just academic, but also socio emotional support. In addition, the Omani model of using varied teaching methods—such as role-playing, storytelling, and group discussions—can be extended and customised to fit a wide variety of students.

Policy Changes for the Educational System

The findings of this study will help to develop several key policy changes to Oman's educational system. The first thing is that holistic education should be stressed more so that it does not include simply academic achievement, but rather include emotional intelligence, problem solving and decision-making skill. Included life skills within a student's formal education, the counselling programmes studied here were successful.

Recommendations for Future Research

Although this study offers insight the study of the effects of counselling on students' development, there are several other points of future research that need to be examined. Future studies could:

1.   Examine different age groups: Future study will expand this work to higher grades or at the university level. By doing this, it would give a complete idea about what the impact of counselling is on the life skill development in different educational stages.

2.   Compare different counseling models: Comparative study of different counselling approaches, e.g. one on one vs. group counselling or of different cultural contexts could be conducted as a means to ascertain most effective ways for life skills training. Such findings will then be helpful for adapting counselling strategies to the different educational settings.

CONCLUSION

In conclusion, the results of the current study focused on two important axes: the first axis is: factors affecting counselling programs in creating students' awareness and the positive impact on them, as well as that, the formation of their personalities. Along with, the second axis of the study mined: the importance of designing effective and attractive counselling programs for modern generations so that they are based on their needs and inspire their abilities. The study found that as much guiding lessons given to the students as much their awareness increase, therefore their behaviors adjusted as a result. The study found that (counselling classes) become significant predictors in raising students' awareness of life skills.

While, male students who reported absent a lot and have health issues, and mostly their behavior was negative, and their academic achievement was weak, and their participation was weak found that their awareness was weak as a result. Different from, age and class (grade) variables found not significant, so they are silent predictor in awareness. In other words, age of students (the study sample) and their grades found have no effect on awareness.

Results indicate the important part that structured counselling sessions have on students' life skills development awareness. The results suggest that successful counselling can have a significant effect on important facets of student development including emotional intelligence, decision making, and resilience, more so among high achieving students who have high school participation.

Educational Impact:

These findings have implications that go beyond simple student outcomes. The results of the counselling interventions indicate the generalisation of life skills education to be included in Oman's national curriculum. By developing structured life skills programme within the Omani education system across all its grades instead of differentiating between different levels, the it's possible to develop well prepared students to contribute to the country's social and economic growth.

Policy Implications:

The study on a policy level points out the systemic abnormalities in the educational sector. Regular training for school counsellors forced, focusing on whole student development, and integration of health, emotional and life skills as well as academic achievement are essential policies.

Social Work and Community Development:

According to the study, social workers are also very important for the development of students. Social workers actively work within and without the classroom to identify those who are having trouble with behaviour or health issues and provide early interventions. By working together with social workers educators will be able to create

a support system which includes both academic and socio-emotional growth for every student.

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Appendix

Table 1. **Distribution of Students by Socio-Demographic Characteristics (N = 120)**

Variables		Frequency	%
Sex	1. Male	50	41.6%
	2. Female	70	53%
	Total	120	100%
Grade	1. GRADE 3 SECTION: 1	20	16.6%
	2. GRADE 3 SECTION: 2	20	16.6%
	3. GRADE 4 SECTION: 1	20	16.6%
	4. GRADE 4 SECTION 2	20	16.6%
	5. GRADE 5 SECTION 1	20	16.6%
	6. GRADE 5 SECTION 2	20	16.6%
	Total	120	100%
Age	1. 8-9	40	33.3%
	2. 9-10	40	33.3%
	3. 10+	40	33.3%
	Total	120	100%
Academic achievement	1. Distinguished	35	29.1%
	2. Very good	35	29.1%
	3. good	30	25%
	4. Weak	20	16.6%

	Total	120	100%
Students' health Status	1. Healthy	110	91.6%
	2. Have health issues	8	6.6%
	3. Have sever health issues	1	0.83%
	4. Have disability	1	0.83%
	Total	120	100%
School Participant level (Interaction)	1. Very active	20	16.6%
	2. Active	30	25%
	3. Normal	60	50%
	4. lazy	10	8.3%
	Total	120	100%
Students' behaviour attitudes	1. Positive	70	53%
			41.6%
	2. Negative	50	
	Total	120	100%
student's possession of the skills	1. Very high	80	66.6%
	2. High	20	16.6%
	3. medium	10	8.3%
	4. weak	10	8.3%
	Total	120	100%
Level of absence	1. Reported absent a lot.	5	4.2%
	2. Reported absent sometimes.	25	20.8%
	3. Never reported absent.	90	75%
	Total	120	100%

Table 2. **Ranges, Means, and Standard Deviation of the Dependent and Independent Variables (N = 120)**

Variable	Range	Mean	SD
Dependent variables			
Students' Awareness	1-4	3.320	.410
Independent variables			
Sex	1-2	1.243	.339
Grade	1-6	3.447	1.51
Age	1-3	2.176	.637
Academic achievement	1-4	2.720	.110
Students' health Status	1-4	3.320	.510
School Participant level (Interaction	1-4	3.320	.810
Students' behaviour attitudes	1-2	1.243	.429
Student's possession of the skills	1-4	2.520	.210
Level of absence	1-3	2.246	.537

Table 3. **Distribution of Students (respondents) According to their Awareness of life skills Categories:**

Students' Awareness Level	F	%
Very high	90	75%
high	10	8.3%
mild	10	8.3%
weak	10	8.3%
Total	120	100

Table 4. **Summary of Multiple Effects of Explanatory Factors on Students' Awareness:**

Variables	B	S.E	Beta	T	Sig T
Sex	1.34	0.043	0.598	3.108	0.002
Grade	4.9	0.002	0. 622	1.762	0.070
Age	10	0.009	0.967	2.451	0.064
Academic achievement	2.278	0.049	0.822	0.669	0.000
Students' health Status	3.33	0.048	0.509	4.624	0.000
School Participant level (Interaction)	2.79	0.008	0.983	2.977	0.003
Students' behavior attitudes	4.61	0.000	0.712	0.534	0.000
student's possession of the skills	.118	0.018	0.962	6.402	0.000
Level of absence	2.52	0.002	0.599	25.492	0.000

$R^2 = 0.660$, P = 000

Note: Yellow shaded rows are statically significate at = or < (0.05)

Table (5): **The degree of students' response to knowledge test questions to measure the impact:**

#	Question in "Knowledge Test to Measure Impact"	students' response
	Lesson topic: Volunteering	
1	What does the concept of "voluntary work" mean?	High
2	Mention examples of volunteer work that you participated in in your school.	High
3	Do you remember an event that happened in the community where you or a member of your family participated in voluntary work.	very high
	Lesson topic: Good memorization and good study	
1	Do you know the specifications of a good place to study?	very high
2	After hearing the story: Why do you think a lazy student fails school?	very high

3	What are your steps in the daily study?	very high
Lesson topic: Honoring one's parents	
1	How do we honor our parents?	very high
2	Give me examples of honoring parents?	very high
3	After hearing the story: What wrong behavior did (Reem) towards her mother? Why should we respect our parents?	very high
Lesson topic: Breakfast	
1	Why should we eat a healthy breakfast before attending school?	very high
2	After hearing the story: Why was "Salem" asleep in the class and could not participate in solving the questions with the teacher?	very high
3	What are the components of a healthy breakfast plate? (The activity of filling the breakfast plate from the given food labels)	very high
Lesson topic: Personal protection	
1	After hearing the story: What mistake did "Muhammad" make when he went to the grocery store alone?	very high
2	Do you know the private places on your body that only your mother or the doctor can see? (Activity: Through the given drawing, make a circle on the private places in your body)	very high
3	Why should we tell our parents everything that happens to us during our day?	very high
Lesson topic: Choosing friends	
1	After hearing the story: Why did the teacher summon the mother of "Muhammad"?	High
2	Do you know the qualities of a good friend?	High
3	Do you know why we should choose our friends correctly?	very high
Lesson topic: educational values	
1	After hearing the story: Why is "Muhammad" a popular student among all the students in the school?	High
2	Mention a situation in which you helped a colleague of yours?	High
3	After hearing the story: Why is "Muhammad" a popular student among all the students in the school? Mention a situation in which you helped a colleague of yours? After hearing the story: Do you think that the female students calibrating their colleague (Nouf) because of stuttering is a benign behavior? and why	very high
Lesson topic: Personal hygiene	
1	After hearing the story: Why did Mary's mother get angry with her?	High

2	What would happen to our bodies if we did not keep clean?	High
3	Explain your steps in maintaining personal hygiene before attending school? (Activity: Match personal hygiene items to the part of your body that you use to clean it in the given figure)	very high
	Lesson topic: Preparing for exams	
1	After hearing the story: Why couldn't "Maryam" answer the test questions well?	very high
2	How do we prepare for the exam period?	very high
3	What are the characteristics of a good memorial place? (Activity: In the given diagram, describe the characteristics of a good study place)	very high