

# EQ & Life Skills — Syllabus Guide for Parents

Classes 3 to 10 · What your child will be tested on, and how

## What This Olympiad Tests

**What this paper measures — stated plainly:** your child's understanding of life-skills concepts and their judgement in everyday social situations — recognising feelings, predicting consequences, and choosing constructive responses. **It does not measure, diagnose or grade your child's own emotional state, personality or mental health** — no report from this paper ever makes a claim about your child's inner life. Each question presents a real situation with a few plausible responses; only one is clearly the most constructive, and every scenario is checked with a school-counsellor-level reviewer before use. Feelings themselves are never marked wrong — only responses are compared.

## Exam Format at a Glance

|                  |                                                                                                    |
|------------------|----------------------------------------------------------------------------------------------------|
| Format           | 30 to 45 Multiple Choice Questions, 1 mark each, depending on class                                |
| Duration         | 45 minutes                                                                                         |
| Negative marking | None — every attempt counts, so children can try every question with confidence                    |
| Answer sheet     | OMR sheet, filled with a 2B pencil                                                                 |
| Question style   | Best-response scenarios — a situation and a few plausible responses, one clearly most constructive |

## The Skill Areas Your Child Will Build

Every question — from LKG to Class 10 — falls under one of these four skill areas. They stay the same every year, so you can watch your child's growth along a single thread as they move up the classes.

| Skill Area                       | Starts as (early years)            | Grows into (by Class 10)                                                            |
|----------------------------------|------------------------------------|-------------------------------------------------------------------------------------|
| Self-Awareness                   | Naming my own feelings             | Understanding my strengths, values, choices, and handling pressure                  |
| Managing Emotions                | Basic calm-down tools              | Constructive anger, resilience, and managing stress & time                          |
| Social Awareness & Empathy       | Sharing, kindness and taking turns | Seeing another's perspective across differences; healthy relationships & boundaries |
| Decision-Making & Responsibility | Asking for help; playing fair      | Ethical reasoning, weighing trade-offs, leadership and repairing harm               |

## How We Ask Questions

iThinkers questions are not about memorising facts. Each question is designed to check one of these four thinking abilities:

| How questions are asked | What it means for your child                                                                      |
|-------------------------|---------------------------------------------------------------------------------------------------|
| Recognise               | Name the feeling or the life-skill at play in a situation.                                        |
| Understand              | Explain why people feel or act a certain way, and what the likely consequence is.                 |
| Judge                   | Pick the most constructive response among several believable options — the heart of this subject. |

Apply

Work through a fuller situation involving several steps or competing values.



## What Your Child Will Learn, Class by Class

Find your child's class below to see exactly which topics are covered. These are the same topics your child's school already teaches (NCERT/CBSE/state-board common core) — iThinkers simply asks about them in a more thoughtful, real-life way.

| Class 3                          |                                                                                                      | age ~8–9 |
|----------------------------------|------------------------------------------------------------------------------------------------------|----------|
| Self-Awareness                   | Naming feelings (happy, sad, angry, scared, excited), noticing body signals (racing heart, hot face) |          |
| Managing Emotions                | Calm-down tools (slow breaths, counting, telling someone), waiting for a turn                        |          |
| Social Awareness & Empathy       | Sharing & taking turns, kind words vs hurting words, noticing when a friend is sad                   |          |
| Decision-Making & Responsibility | Asking a trusted adult for help, telling the truth when it's hard, playing fair                      |          |

| Class 4                          |                                                                                                      | age ~9–10 |
|----------------------------------|------------------------------------------------------------------------------------------------------|-----------|
| Self-Awareness                   | Wider feeling words (disappointed, proud, jealous, embarrassed), what triggers my feelings           |           |
| Managing Emotions                | Helpful self-talk ("I can try again"), losing a game gracefully                                      |           |
| Social Awareness & Empathy       | Listening without interrupting, including the left-out child, different homes & customs are all okay |           |
| Decision-Making & Responsibility | Owning up when you break something, fair sharing, knowing when a secret should NOT be kept           |           |

| Class 5                          |                                                                                                                         | age ~10–11 |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------|
| Self-Awareness                   | My strengths and my "growing edges", feelings can mix (excited AND nervous)                                             |            |
| Managing Emotions                | Plans for disappointment & frustration, pausing before reacting                                                         |            |
| Social Awareness & Empathy       | Standing in another's shoes, teamwork roles (every role matters), noticing unfairness kindly                            |            |
| Decision-Making & Responsibility | Conflict basics (state the problem, hear both sides, find a fair fix), safe/unsafe feelings and telling a trusted adult |            |

| Class 6                          |                                                                                                                     | age ~11–12 |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------|------------|
| Self-Awareness                   | Feelings vs actions (the gap where choice lives), understanding that exam-time nerves are normal                    |            |
| Managing Emotions                | A simple stress toolkit (break tasks down, sleep, movement, talking), cooling off before replying                   |            |
| Social Awareness & Empathy       | Friendship changes, respecting differences, an apology that truly repairs                                           |            |
| Decision-Making & Responsibility | A first look at peer pressure (saying no and staying friendly), owning consequences, fair play when losing publicly |            |

| Class 7 age ~12–13               |                                                                                                                    |
|----------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Self-Awareness                   | Confidence vs bragging, handling criticism (finding the useful part)                                               |
| Managing Emotions                | Channelling anger into words and requests, bouncing back from public mistakes                                      |
| Social Awareness & Empathy       | Understanding invisible struggles, bullying dynamics (target, doer, bystander → upstander), giving feedback kindly |
| Decision-Making & Responsibility | The stop-think-options-choose decision frame, setting small real goals, gentle dilemmas of loyalty vs honesty      |

| Class 8 age ~13–14               |                                                                                                                                               |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Self-Awareness                   | Values — what I stand for even when it costs me, identity beyond marks and likes                                                              |
| Managing Emotions                | Anger as information (what boundary was crossed?), the three voices: assertive vs aggressive vs passive                                       |
| Social Awareness & Empathy       | Group dynamics and exclusion, digital-life emotions (comparison, FOMO, the highlight-reel effect), asking consent before sharing about others |
| Decision-Making & Responsibility | Choices & consequences chains, repairing harm beyond “sorry”, handling money-social pressures with dignity                                    |

| Class 9 age ~14–15               |                                                                                                                                           |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Self-Awareness                   | Growth mindset in practice (skills grow with strategy and effort), knowing my early pressure signs                                        |
| Managing Emotions                | Stress & time management (priorities, breaks, sleep as strategy), the resilience cycle (setback → review → retry)                         |
| Social Awareness & Empathy       | Empathy across differences, healthy friendships & boundaries, handling exclusion without cruelty in return                                |
| Decision-Making & Responsibility | A first look at ethical dilemmas (honesty vs kindness, rule vs fairness), using influence responsibly, balancing studies, rest and people |

| Class 10 age ~15–16              |                                                                                                                                       |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Self-Awareness                   | Interests, strengths and values coming together to explore future paths, understanding pressure, expectations and my own voice        |
| Managing Emotions                | Wellbeing balance under exam-year load, staying steady in conflict                                                                    |
| Social Awareness & Empathy       | Leadership as service, collaborating under stress, respecting disagreement (attack ideas, never people)                               |
| Decision-Making & Responsibility | Full conflict resolution (finding win-win solutions), ethical reasoning under pressure, understanding that choices compound over time |

## A Sample Question

**Class 6 example:** Aman is furious at his friend's joke about him. What is the most constructive first move?

- (a) Insult him back publicly (b) **Cool off, then tell his friend privately how it felt ✓** (c) Never speak to him again (d) Pretend it didn't hurt

*Notice that feeling furious is never treated as wrong — only the response is being judged. This question checks whether a child can move from a strong emotion to a constructive next step.*

## What Makes iThinkers Different

- A category-defining subject — no board or international benchmark offers this today.
- Every scenario is checked by a school-counsellor-level reviewer for age-appropriateness before use.
- Feelings are never marked wrong — only responses are compared, and every scenario stays wellbeing-safe.
- A free practice portal for every registered child — no extra books to buy, instant feedback, works on any device.
- Children are benchmarked, not ranked against each other — the focus stays on each child's own growth.

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*This guide is a parent-friendly summary. It does not change or add to what your child's school teaches — every topic here sits inside your child's regular curriculum.*

