

AIF

AMERICAN
INDIA
FOUNDATION

HANDBOOK OF ACTIVITIES ON **LIFE SKILLS**



AMERICAN INDIA FOUNDATION

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First published in 2018

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About the American India Foundation

The American India Foundation is committed to catalyzing social and economic change in India and building a lasting bridge between the United States and India through high-impact interventions in education, livelihoods, public health, and leadership development. Working closely with local communities, AIF partners with NGOs to develop and test innovative solutions and with governments to create and scale sustainable impact. Founded in the wake of the Gujarat earthquake in 2001, at the initiative of President Bill Clinton following a suggestion from Prime Minister Vajpayee, AIF has impacted the lives of 3.7 million of India's poor by providing access to high-quality education, formal sector employment for urban youth and rickshaw drivers, and public health services to protect the health of mothers and their children, while building the next generation of global leaders through service. With offices in New York and California, eleven chapters across the U.S., and India operations centered in New Delhi, AIF is transforming lives across 24 states of India while addressing these issues on a regional, country, and international scale.

Learn more at www.AIF.org

About the Market Aligned Skills Training (MAST) program

Market Aligned Skills Training (MAST) provides unemployed young people with a comprehensive skills training that equips them with the knowledge and skills needed to secure employment and succeed on the job. MAST not only meets the growing demands of the diversifying local industries across the country, it harnesses India's youth population to become powerful engines of the economy.

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Design, Layout & Printing: Pealidezine | www.pealidezine.com

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HOW TO USE THIS HANDBOOK

1 Read the Introductory Section of the handbook to understand and internalize 'Life Skills'.

2 Go through the section on 'Training Methodologies'.

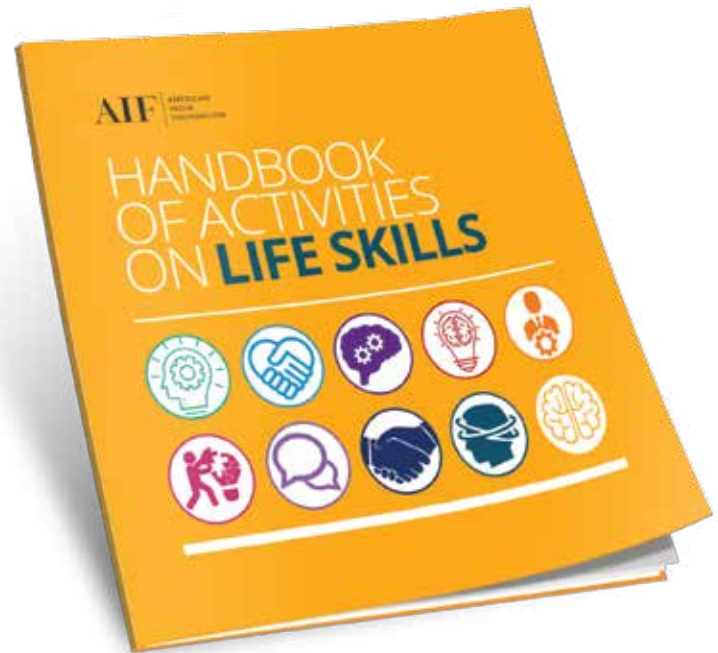
3 Before starting any session, go through the 'Overview' and 'Learning Objectives' of each session carefully.

4 All advance preparations including sitting arrangements, materials required copies of worksheet, situation, cases should be completed prior to the training program.

5 Initiate every activity with enthusiasm and maintain conducive learning environment.

6 Enforce a process of receiving feedback continuously from the participants during the training program.

7 Reinforce the Key Points at the end of every activity to ensure that objectives have been achieved.



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FOREWORD

Life skills education promotes mental well-being in young people and equips them to face the realities of life. By supporting mental well-being and behavioural preparedness, life skills education equips individuals to behave in a pro-social ways and it is additionally health giving. Life Skills development can also be seen in the context of coaching young people for livelihood. Life skill development means developing people and the skill sets that add value for an organization, by fostering an attitude of appreciation for lifelong learning. Learning life skills will also enable them to make informed decisions, solve problems, think creatively and critically, communicate effectively, empathize with others, cope with challenges and manage their lives in a healthy and productive manner. Consequently, life skills education can be seen as empowering people.



At the heart of life skills education is the learning of life skills. Life skills are 'abilities for adaptive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life'.

The Handbook of Activities for Life Skills has been developed to address the need of holistic behaviour development. It contains an Introductory Section and fifty participatory activities to enhance the ten core life skills. The handbook contains following sections – Introductory Section, Self-Awareness and Empathy, Critical Thinking and Creative Thinking, Decision Making and Problem Solving, Effective Communication and Interpersonal Relationships, Coping with Emotions and Stress. Each life skill has been dealt elaborately with five participatory activities; these are created to enable the participants to internalise each life skill.

This is a much needed, extremely well thought out and beautifully constructed handbook. It is designed to provide training to various target groups in a range of situations as per the requirements. It is sound, user friendly and clear-cut to implement. The Handbook for Life Skills is an exciting publication and I am sure it will give the users a chance to flourish.



DR SWAROOP SAMPAT-RAWAL
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MESSAGE

American India Foundation is committed to catalysing social and economic change in India by identifying existing gaps and working tirelessly to bring about innovative solutions with demonstrable impact. Recognizing that skills development holds the key to activate vast potential of India's youth population for inclusive growth, AIF's Market Aligned Skills Training (MAST) program has produced some extraordinary outputs over the years, bringing about positive changes in the lives of youths and helping many others transition to the next level of economic development.

Young people represent the demographic workforce of the future. MAST provides underprivileged young people with comprehensive skills needed for employment and success.

Gaining life skills is essential to meet daily challenges in the work environment. Therefore, the Life Skills Curriculum under MAST program seeks to empower learners to take positive action for self-growth and therefore promotes healthy, positive professional and social relationships.

The content of this handbook has been developed by applying internationally accepted training techniques, covering the ten core life skills: **Self Awareness, Empathy, Effective Communication, Inter Personal Relationship, Critical Thinking, Creative Thinking, Problem Solving, Decision Making, Coping with Stress and Coping with Emotions**. These activities aim to empower the trainees to understand, internalize and apply life skills in their day to day life.

We are thankful to all employers who have hired MAST graduates and participated during faculty trainings for sharing their experiences. We would like to acknowledge the support of AIF Team- Hanumant Rawat, Aamir Aijaz, Jagdeep Singh & Rowena Kay Mascarenhas, who contributed in the creation of this Handbook. We hope this Handbook will be used by the trainers and facilitators as a standard curriculum for all training programs across the country.



NISHANT PANDEY
Chief Executive Officer
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SAJIT MENON
Acting Country Director
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INTRODUCTORY SECTION

What are Skills?

The capability to perform something efficiently is known as skill. A skill is a learned ability to do something well. Hence, the qualities that individuals can develop to lead a successful life are known as life skills.

What are Life Skills?

World Health Organization defines Life Skills as ***“the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”***.

Here ‘adaptive’ means that a person is flexible in approach and is able to adjust in different circumstances and ‘positive behaviour’ implies that a person is forward looking and even in challenging situations, can find a ray of hope.

Core Life Skills

The set of Ten Core Life Skills can be categorised as below. These are:

Social Skills	Thinking Skills	Emotional Skills
Self-Awareness	Creative Thinking	Coping With Stress
Empathy	Critical Thinking	Coping With Emotions
Effective Communication	Decision Making	
Interpersonal Relationship	Problem Solving	

SOCIAL SKILLS

Self-Awareness focuses on valuing oneself, including our personality, attributes, tastes and distastes. By developing attributes like self-awareness, we will be able to comprehend the amount of stress or pressure a person is in. It is important to develop self-awareness to eventually develop empathy, effective communication and interpersonal relationships.

Empathy is one of the major tools needed to form a positive relationship among our loved ones and our society. The value of imagining one’s life from their perspective can be learned by empathy. Empathy is important because it improves our communication with others and can help us understand and accept others better. Empathy can also drastically improve social interactions, especially between multicultural individuals and societies.

Interpersonal Relationship help us to relate in positive ways while interacting with people and being able to make and keep friendly relationships that are of great importance for our mental and social well-being. It may mean maintaining good relations with family members who are the most important source of social support. It may also mean an ability to end relationships constructively.

Effective Communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And, it would also mean being able to ask for advice and help in the time of need.

THINKING SKILLS

Critical Thinking is an ability to analyse and interpret information in a systematic manner. Critical thinking is highly responsible for influencing and recognising behaviour that can be used to lead a well-balanced life.

Creative Thinking is a novel way of seeing or doing things that is characteristic of four components-fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on others' ideas).

Decision Making helps us to deal constructively with decisions about our lives. It teaches people how to make decisions about their actions in relation to a healthy assessment of different options and what effects these different decisions are likely to have.

Problem Solving helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

EMOTIONAL SKILLS

Coping with Stress means recognizing the sources of stress in our lives, recognizing how they affect us, and how we act in a way that helps us control our levels of stress by changing our environment or lifestyle, and learning how to relax.

Coping with Emotions means recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we don't respond to them appropriately.

All these skills are interrelated and reinforce each other. Together, they are responsible for our psychosocial competence; build our self-esteem and self-efficacy and nurture holistic development.

Why Life Skills?

Life skills are a set of important tools to ensure that an individual leads a fruitful life. These set of tools can be used by everyone across all age groups, especially by adolescents because of their vulnerability to health problems.

How to Develop Life Skills

Developing Life Skills is a life-long process that helps individuals grow and mature; build confidence in one's decisions taken on the basis of adequate information and thought, and discover sources of strength within and outside. It is noteworthy that, from times immemorial, every culture and society has invested in educating and empowering its younger generation to lead fulfilling and responsible lives. For example, the 'Panchatantra' stories from India have very important lessons in Life Skills enhancement that remain relevant to all generations.

It is advisable that whatever methods a facilitator chooses, they should be learner centred, i.e. based on the particular needs, developments and interests of the learners and help bring about positive behaviour change.

Facilitators should possess the following qualities and characteristics:

- Being objective and Non-judgmental
- Be resourceful and Innovative
- Respectful, Gender sensitive
- Be a good communicator and positive thinker
- Be a good organizer
- Should have fluency in language
- Create a conducive learning environment, encourage and engage in discussions
- Be a good listener and an empathetic attitude towards the participants

METHODOLOGIES TO TRANSACT LIFE SKILLS

Sl. No.	Techniques	Description
1	Discussion	Involves exchange and sharing of ideas, experiences, facts and opinions on a given topic. Can be used in large and small groups.
2	Debate	A discussion involving two opposing parties with each group expressing opinions or views about a given topic or subject.
3	Role Play	Short drama episodes or simulations in which participants experience how a person feels in a similar real life situation.
4	Brainstorm	Free expression of ideas among participants on a given issue or question.
5	Story Telling	Telling of narratives with a particular theme, based on actual events.
6	Song and Dances	Musical compositions on topical issues and themes.
7	Drama	Composition in verse or prose intended to portray life, character or to tell a story. It usually involves presenting conflicts and portraying emotions through action and dialogue.
8	Case Study	True or imaginary story which describes a problem, a situation or a character. May also be a dilemma in which the participants should come up with opinions on how they would resolve the conflict.
9	Miming	Acting without words by the use of gestures, signs, physical movements and facial expressions. The whole idea is communicated through actions.
10	Poetry & Recitals	Compositions which capture events, themes and situations in a short and precise manner. Used in communicating feelings, opinions, ideas, habit and other experiences. Can be in the form of songs, recitations, chants or be dramatized to enhance the acquisition of various Life Skills.
11	Question & Answer	A teacher or learner tries to find information through asking questions and getting answers from the respondent. An effective method of transacting Life Skills Education as it stimulates a learner's thinking and creativity.
12	Games	A structured play can sometimes be used as an educational tool for the expression of aesthetic or ideological elements. It involves mental and physical simulation, and often both.
13	Team Work	Students may be organized to work in pairs or small groups in the classroom. Promotes the maximum participation of all students as they are involved in "thinking and doing" and cooperative skills, such as, listening and communication skills, problem solving and sharing of tasks.
14	Simulation	An assumption or imitation of a particular appearance or form; the act or process of pretending.
15	Demonstration	A method teaching by example rather simple explanation or an act of showing or making evident.



Social Skills

SELF AWARENESS: UNDERSTANDING SELF

DEFINITION

Self-Awareness is the ability to recognise our character, personality and other traits. The improvement of one's awareness is necessary to enhance communication, relationships and feel empathy.

Since self-awareness is important for an individual's development, we will focus on the value of self-awareness and self-exploration. We will try to understand our concerns and interests. Proper understanding of self-awareness can help develop qualities and traits such as self-confidence and self-esteem. It also helps in exploring and assessing oneself and evaluating an individual's progress.

The following participatory activities will lead towards achieving the objectives mentioned in the box.

Learning Objectives

By the end of the session, participants will be able to:

- Identify and share their interests, aspirations, strengths, weaknesses and concerns.
- Enhance profound understanding of self.
- Enhance Self-Awareness.


ACTIVITY I

DISCOVERING SELF



Introduction

To understand and identify the inner positive and negative qualities is an exploratory process. These qualities make a person unique. This activity will help to achieve the following learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Understand the importance of knowing oneself
 - Realise that every person is unique
 - Recognise ones' qualities and virtues

 **Advance Preparation** : **Ball & Worksheet**

 **Methodologies** : **Game/Energiser and Worksheet**

 **Duration** : **30 Minutes**

Process

- Ask participants to stand up and form a circle.
- Facilitator throws ball randomly to one of the participants.
- The participant who caught the ball has to say a short sentence about himself/herself which he/she is actually not.
- The sentence should be amusing.
- Continue the activity for five to ten minutes and involve all the participants.
- The idea is to get the class energized through laughter.



Facilitator's Note

Motivate participants to define 'self-awareness', explain the importance of understanding our individual selves and how each of us is unique.

WORKSHEET

DISCOVERING SELF

Introspect and list your inner qualities that make you unique.

My Inner Qualities			
1		6	
2		7	
3		8	
4		9	
5		10	

Sum up the activity and ask the participants what new things they have realised and felt about themselves.

Write down their responses on the writing board and reinforce the following key points.


- Understanding our inner qualities helps to feel good about our self.
- Knowing our inner self needs a lot of introspection.
- Identifying true inner qualities and strengths enhances self-esteem and confidence.

ACTIVITY II

MY STRENGTHS & WEAKNESSES

Introduction

This activity will guide us in identifying our likes, dislikes, strengths, weaknesses. It will also help us in achieving the following **Learning Outcomes**.

-  **Learning Outcomes** : **Participants will be able to:**
- Identify their strengths and weaknesses
 - Get deeper insight likes and dislikes of self
 - Improve their strengths and overcome their weaknesses

 **Advance Preparation** : **Worksheets, Pens**

 **Methodologies** : **Brainstorming, Discussion and Filling up of Worksheet**

 **Duration** : **30 Minutes**

Process

- Initiate the activity by brainstorming with the participants about the importance and relevance of introspection.
- Distribute the following worksheet to the participants.
- Instruct the participants to introspect honestly and fill up the following worksheet.

WORKSHEET

INTROSPECTION

Make a list of your strengths and weaknesses in the space provided below:

My Strengths		My Weaknesses	
1		1	
2		2	
3		3	
4		4	
5		5	

Make a list of your likes and dislikes in the space provided below:

My Likes		My Dislikes	
1		1	
2		2	
3		3	
4		4	
5		5	

Generate a discussion using the following questions:

- Have you ever introspected about your likes, dislikes, weakness and strengths?
- Was it easy to identify your likes, dislikes, weakness and strengths?
- What were your feelings while doing this exercise?

Write down the responses and reinforce the following key points:

- It is very important to introspect and know about our likes and dislikes, strengths and weaknesses.
- Recognising our weaknesses help us to overcome them.
- Identifying true inner qualities helps us to focus on our strengths.
- Knowing our inner self builds confidence and enhances self-esteem.


ACTIVITY III

SELF - ESTEEM AND ITS IMPORTANCE

Introduction

The opinion you form about yourself is known as self-esteem. It is about how much one values oneself and think your worth is. It is important to have a high self-esteem to ensure a healthy physical and mental life.

This activity will help to achieve the following **Learning Outcomes**.

-  **Learning Outcomes** : **Participants will be able to:**
- Explore the concept of self-esteem
 - Analyse their personal strengths and weaknesses
 - Appreciate the role of self-esteem to lead a healthy life

 **Advance Preparation** : **White Board and Marker Pens**

 **Methodologies** : **Discussion, Experience Sharing & Worksheet**

 **Duration** : **30 Minutes**

Process

- Initiate the discussion by asking participants to define the term 'self-esteem'.
- The responses from the participants to be written on the writing board.
- Lead participants to understand that self-esteem refers to how we understand and value ourselves.
- Tell them the following facts about self-esteem.

Low Self-Esteem and its impact:

- People with low self-esteem have a hard time evaluating their strengths and weaknesses.
- They often have an unrealistic, overall negative impression of themselves and tend to be pessimistic.
- The first step to build self-esteem is to take a realistic look at one's strengths and weaknesses.

High Self-Esteem and its impact:

- People with high self-esteem are realistic about their strengths and weaknesses and are able to set goals and work towards them with optimism.
- They do not take other people's negative impressions on them too seriously.
- Self-knowledge builds foundation for a high self-esteem.

After the discussion, provide the following worksheet to be filled.

WORKSHEET

SELF - ESTEEM - ITS IMPORTANCE

A. The statements below describe self-esteem and how people with high and low self-esteem behave. Read the statements and mark true or false against each.

Sl. No.	Statement	True/False
1	Self Esteem means feeling good about yourself.	
2	Self Esteem means feeling good about others.	
3	Self Esteem means being proud of who and what you are.	
4	A person who care about his health has high self esteem.	
5	A person with low self-esteem is unhappy when others succeed.	
6	High self-esteem means doing things that make other people happy.	
7	A person with high self-esteem is always concerned about what other people may think of him.	
8	A person with high self-esteem learns from others.	
9	A person with high self-esteem feels good while making fun of others.	
10	A person with high self-esteem is very confident and optimistic.	
11	High self-esteem means being full of pride or having a "big head".	
12	A person with low self-esteem enjoys new experiences.	

B. Now that you have learned and have enough information about yourself, write and share in the respective groups a short paragraph that illustrates positive qualities, strengths and potentials in you.

Sum up the activity and repeat the following key points:

- Self-esteem is a personal judgment of self-value.
- It is important to have a high self-esteem.
- Those with high self-esteem
 - Have confidence and trust their judgment.
 - Do not get bogged down by criticism.
 - Resolve their own problems and also help others.





ACTIVITY IV


OVERCOMING LOW SELF - ESTEEM

Introduction

Having low self-esteem can cause hindrances in the process of growing up. As one gets older and is faced with having to make tough decisions, especially under pressure, the more self-esteem one has the better decisions one can make. It is important that an individual understands and knows his or her worth.

This activity will help to achieve the following **Learning Outcomes**.

-  **Learning Outcomes** : **Participants will be able to:**
 - Recognize the symptoms of low self-esteem
 - Learn ways to overcome negative feelings like fear, guilt, depression, etc.
-  **Advance Preparation** : **White Board, Slips of Paper, Worksheet and Marker Pens**
-  **Methodologies** : **Discussion, Brainstorming & Worksheet**
-  **Duration** : **30 Minutes**

-  **Process**
 - Read aloud the note below and explain what low self-esteem is all about and how it can be disappointing to have low self-esteem.
 - Brainstorm about it with the participants.



Facilitator's Note

Symptoms of low self-esteem are:

- *Fears like – no one loves me, my friends do not like me, I am useless, etc.*
- *Feeling of shame. – I am not rich, I am dark, I am a curse on earth, etc.*
- *Depressed feeling – That is feeling sad for a long time.*
- *Unrealistic expectations and feeling bad upon not achieving it.*
- *Body image problem – not liking one's looks in general.*
- *Belief that the world is a 'bad place' – finding everything unfair to them.*

Write on the whiteboard the symptoms of low self-esteem listed above in the box.

1. Instruct one of the participants to distribute one small slip of paper to each participant.
2. Tell participants not to write their name on the slip.
3. Instruct them to study what is written on the board and then write on the slip about negative self-esteem symptoms they think they have.
4. Once this is done, collect the slips from the participants and open each one of them and address the fears.

Ask participants to fill details in their worksheet after reading the ways of enhancing self-esteem given in the worksheet.

Here are tips to overcome your self-esteem. Study them carefully and answer the questions in Worksheet below:

1. **Love yourself:** Take care of yourself. Remember that you are unique.
2. **Do what you love:** This would give you a good feeling.
3. **Write down your good qualities:** This would remind you of your strengths.
4. **Develop long and short term goals:** This can keep you motivated.
5. **Have a sense of humour:** Learn to laugh at yourself.
6. **Help others – both people and animals:** This brings pure joy and satisfaction.
7. **Drop your negative friends:** Because they pull down your confidence.
8. **Celebrate success:** Celebration boosts self-confidence and good feeling.



WORKSHEET

OVERCOMING LOW SELF-ESTEEM

1. Do you love yourself? Describe the ways in which you take care of yourself?

2. List the things that you love to do?

List of Things That I Love To Do

1		2	
3		4	
5		6	
7		8	
9		10	

3. List your good qualities

List of My Good Qualities

1		2	
3		4	
5		6	
7		8	
9		10	

4. Have you ever laughed at yourself? Describe the situation.

5. Have you helped any person or animal in the recent past? Describe the situation.

Sum up the activity by repeating the following key points:

- Low self-esteem is a major problem that one has to overcome.
- There are ways to overcome low self-esteem.
- Spend some time alone and make peace with yourself and try to learn from any mistake that has caused you to think negatively.
- Love yourself, do what you love doing, have a goal to be achieved.
- Drop negative friends; help others including animals.
- Respect your talent, your body and compliment yourself.
- Avoid negative thoughts and spend time with people whose company you enjoy.


ACTIVITY V

SETTING GOALS FOR SELF

Introduction

We need an optimistic approach to succeed in life and therefore having a positive self-esteem is important. If we set goals and hope to achieve them, then we will be able to achieve our objectives and build a positive self-esteem in life.

This activity will help in achieving the following **Learning Outcomes**.

-  **Learning Outcomes** : **Participants will be able to:**
- Develop a positive self-esteem
 - Understand the importance of setting and achieving goals
 - Set goals for themselves

 **Advance Preparation** : **Worksheets, A4 Size Papers**

 **Methodologies** : **Filling up Worksheet and Discussion**

 **Duration** : **30 Minutes**

Process

Initiate the activity and discuss the importance of setting goals with the help of following points.

- Without goals, it would be like driving a vehicle with no clear destination and reaching a place where we do not want to be.
- Goals keep us focused, motivated and gives us a purpose to life.
- To begin, set small goals that can be easily achieved.
- Setting very big goals and not achieving could lead to dissatisfaction and frustration.
- Be very clear about the goals to be achieved.
- The best way to start setting goals is to write down goals as writing clarifies our thinking.
- Only a clear mental picture can transform a goal into reality.
- Believe sincerely and confidently that *"I CAN"* and *"I WILL"* reach my goal.

The following **SMART GOAL MODEL** facilitates in goal setting process.

SMART STANDS FOR:

S-SPECIFIC

M-MEASURABLE

A-ACHIEVEABLE

R-REALISTIC

T-TIME BOUND

After discussing the above points, ask participants to fill up their worksheets.

Worksheet - Goal Setting

My Goal Statement:

Why this goal is important to me:

Actions Required to Achieve my Goal

Time line

My Goal Statement:

Why this goal is important to me:

Actions Required to Achieve my Goal

Time line

Skills and Resources Required to achieve this goal:

Obstacles that I may face are:

I can overcome these obstacles by:

Three qualities that would help me reach my goal:

1

2

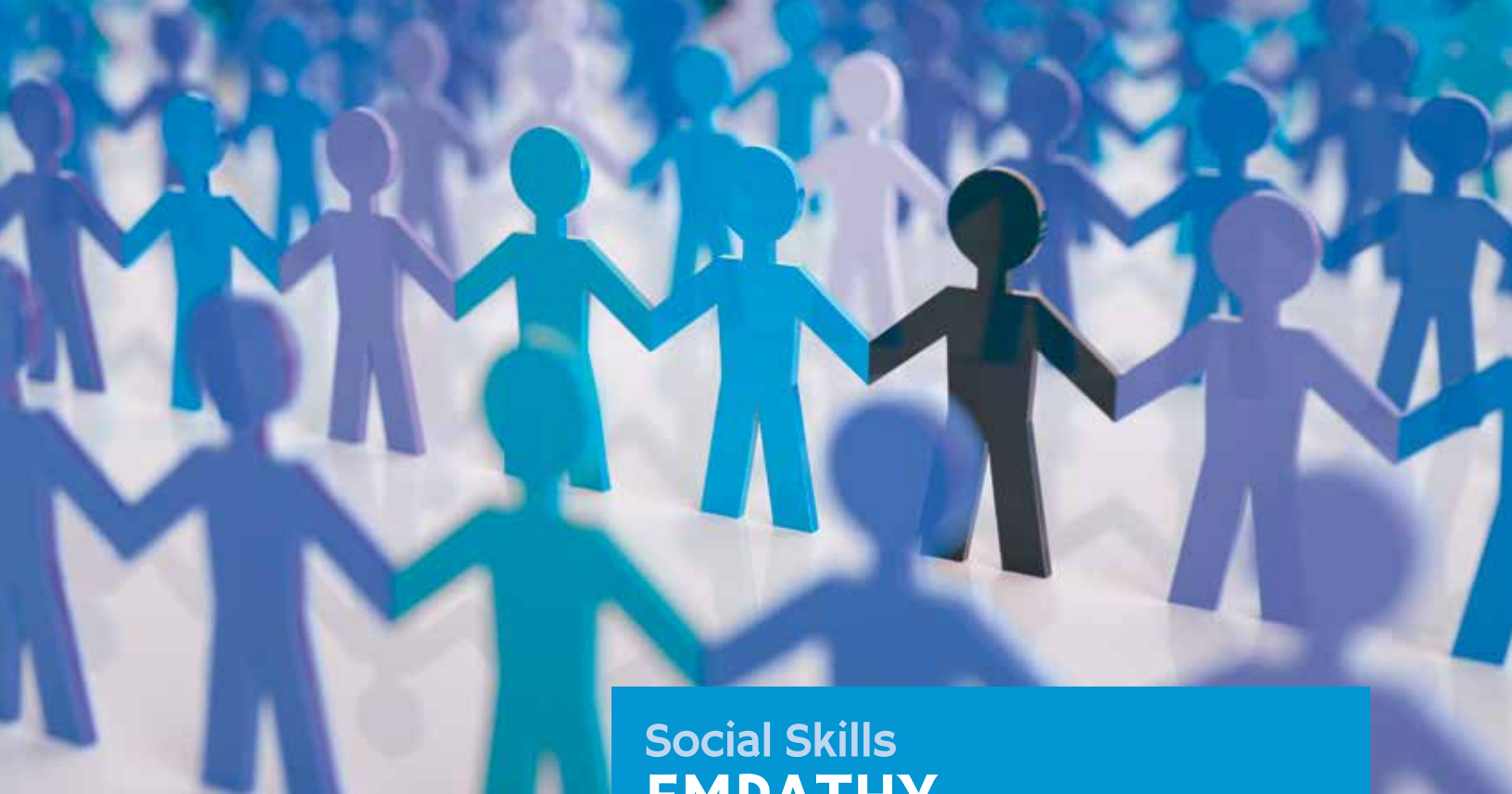
3

Sum up the activity by reinforcing the following key points.

- Goal setting helps one to see the light at the end of the tunnel.
- Goal setting helps one to focus on one's objectives.
- Goal setting helps one to persist with a single mind to thrust forward.
- Goal setting could be for a day, short term and/or long term.
- Start goal setting by making a "Things To Do" List.

Self Assessment

1. What have you learnt from this session?
2. How do you plan to use this learning in your personal life?



Social Skills **EMPATHY**

DEFINITION

Empathy is the value of imagining one's life from their perspective. Empathy is important because it will be able to improve our communication with others and can help us understand and accept others better. Empathy can also drastically improve social interactions, especially between multicultural individuals and societies.

Most often the words, Empathy and Sympathy are misunderstood. The differences between them are:

- Sympathy is a feeling of pity and sorrow for someone else's misfortune;
- Empathy is the ability to understand and share the feelings, concerns, emotions, needs of another.

The following participatory activities will lead towards achieving the objectives mentioned in the box.

Learning Objectives

By the end of the session, participants will be able to:

- Understand difference between sympathy and empathy.
- Realise the importance of empathizing with others.
- Internalise and enhance values like respect, helping, care, compassion, kindness etc.
- Apply empathy in everyday life.

ACTIVITY I

STEPPING INTO OTHER'S SHOE







Introduction

Empathy is the ability to understand true feelings, concerns and emotions of others. It has the following components:

- Putting oneself in others shoes.
- Seeing the things from others point of view, understanding feeling of other person.

This activity will help in achieving the following learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
 - Realise the true feelings and concerns of others
 - Practice empathy in daily life
-  **Advance Preparation** : **Music, Worksheet & Discussion**
-  **Methodologies** : **Games, Brainstorming, Discussion & Filling up Worksheet**
-  **Duration** : **30 Minutes**

Process

- Initiate the activity and ask everyone to sit in a circle and take off their shoes and place behind them.
- Tell them that the game entails moving in circle, while the music plays (or while the group sings a song in case music is not available).
- When the music or song stops, everyone has to slip on the shoes behind him/her.
- After five rounds, ask everyone to retrieve their shoes wherever they are. Then they should go back to their seats and begin to discuss the game. Provide the participants the following worksheet.

WORKSHEET

STEPPING INTO OTHER'S SHOE

1. Did you like this game?

2. How did you feel when you were asked to remove your shoes?

3. Did you feel reluctant and why?

4. What were your feelings when you had to wear other persons' shoes?

5. How does it feel when you see someone else wearing your shoes?

6. What went on in your mind when you saw someone else's shoes in front of you and you had to wear them?

7. How could these feeling be applied in real life?

Conclude the activity by highlighting the following key points:

- We should understand the need, concerns, emotions etc. of others.
- Empathy enhances our healthy relationship with others.


The following game may also be conducted to understand Empathy.

ACTIVITY II

MIRROR GAME

Introduction

Empathy is the ability to get an insight into other's concerns, needs, feelings and emotions. This activity will help in accepting and appreciating the emotions and the individuality of others and achieve the following Learning Outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Follow a partner's movement in a mirror
 - Pay attention to movements and actions
 - Correlate the game with the ability to empathise with others

-  **Advance Preparation** : **Create proper space for conducting the activity**

-  **Methodologies** : **Working in Pairs**

-  **Duration** : **30 Minutes**

Process

- Initiate the activity and ask participants to find a partner, form pairs and face each other.
- Tell them that it is a mirror game.
- Ask them to follow the instructions given below:
 - Face each other.
 - Designate each other as A and B.
 - In the first row, A plays "the person" and B plays "the mirror"; then they reverse roles.
 - Encourage them to make as many movements as possible for their mirror images to follow, beginning with facial expressions, then body movements.
- After two rounds, ask the participants to discuss their experiences based on the following questions:
 - How did you like this activity?
 - When you were the mirror, how were you able to keep up with the movement of the person you were reflecting?
 - In our everyday life situations, when do we need to reflect each other's actions or emotions and why?

Sum up the activity by emphasising the following key points:


- Empathy is the power to fully interpret and replicate the emotions, feelings, concerns and needs of others.
- Empathy fuels connections.

ACTIVITY III

TREAT OTHERS RESPECTFULLY

Introduction

Respectful interactions lead to meaningful relationships. Respect is treating others one wants to be treated. This activity will help to achieve the following learning outcomes.

-  **Learning Outcomes** : Participants will be able to develop respect for:
- Others-peers, creatures, parents, and everyone else
 - Property –own and others belongings
 - The environment-air, water, plants, trees, animals etc.

 **Advance Preparation** : White Board, Marker, Pen & Worksheet

 **Methodologies** : Discussion, Filling up Worksheets & Brainstorming

 **Duration** : 30 Minutes

Process

- Discuss with participants about their views about respect.
- Discuss the meaning of the word respect.
 - *Respect means to value the worth of people and things and to treat them with consideration, care and concern.*
 - *Examples of respect for others include, adding respectful words while addressing elders and seniors.*
 - *Respecting other's opinions, ideas and views.*
 - *Property – whether it belongs to institute, company, stranger or a friend should always be respected. Public property like buses, trains, parks and monuments should be protected and respected.*
 - *We need air, water, plants to survive and all of these things make up our environment. When we care for our environment by not polluting the earth with litter or using harsh man-made chemicals that contaminates our earth, water supply and atmosphere, we are demonstrating respect for all life.*
 - *Respect for self and others are vital to the way you choose to live your life as well as how much you behave with your friends, family members and others. When we respect ourselves, people tend to be less destructive and demonstrate less risky behaviour.*
- Inform participants that the first step of developing respect for others and other thing is to acknowledge that all people and things have value.

WORKSHEET

TREAT OTHERS RESPECTFULLY

Sl. No.	People Whom You Respect	Ways to Show Respect	
1	Parents	1.	2.
2	Teachers	1.	2.
3	Younger brother/Sister	1.	2.
4	Neighbour	1.	2.
5	Friends	1.	2.

After completing the worksheet, continue the discussion to emphasise the relevance of respect in everyday life. In order to internalise and enhance value of respect, provide the following questionnaire to the participants.

Questionnaire

1. What would your reaction be if you get scolded by a senior person for something you did not do? Describe the way you will react.

2. Write ten attributes of people who are respectful:

1	Generous				
2					

3. Mention ten ways by which we could show greater respect for our environment.

4. Make a list of six ways you could show respect to yourself.

5. You and your friends are visiting a historical place and notice that some children are scribing on the walls of the monument. What would you tell them or do?

Sum up the discussions and repeat the following key points:





- Respect is treating others the way one wants to be treated.
- Respectful interactions lead to healthy relationships.
- Respectful person demonstrates care and concern for others. He is courteous, kind, fair, honest and obedient.
- Littering, polluting, harming animals and plants is disrespect towards the environment.
- Defacing, ruining and stealing property is disrespect towards the property.

ACTIVITY IV

LET US BE CARING AND COMPASSIONATE

Introduction

Empathy helps us to be caring and compassionate. We should give a helping hand to others who are in need. This activity will help us to achieve the following Learning Outcomes.

-  **Learning Outcomes** : Participants will be able to:
 - Understand the importance of helping all living beings
 - Develop ability to empathise in daily life situations
-  **Advance Preparation** : Chart Paper, Copies of Situations, Marker Pens and Worksheet
-  **Methodologies** : Group Work & Situation Analysis, Presentation & filling up of Worksheets
-  **Duration** : 30 Minutes

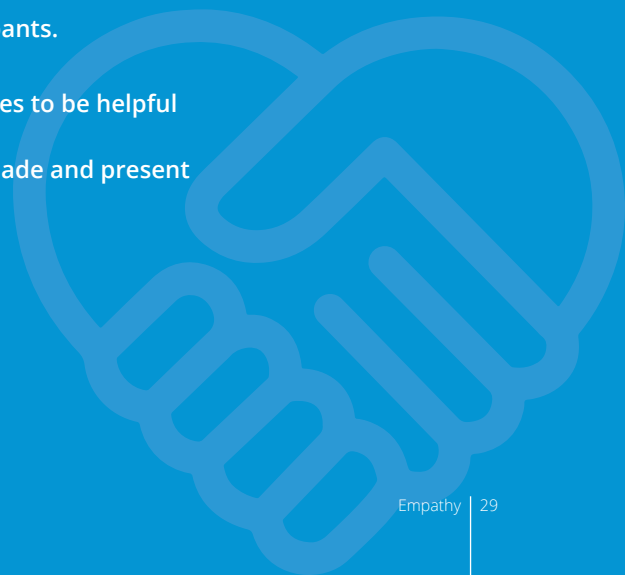
Process

Generate a discussion on the following points:

- Think of a time when you were in need of someone's help or support. Did you receive support and how was it helpful?
- Think of a reason why an animal or plant may need your help and support?
- What does it mean to be compassionate and responsible?

Note down the responses on the writing board and continue the activity by analysing the given situations.

- Divide the participants into groups depending on the number of participants.
- Assign one situation to each group.
- Instruct them to discuss, analyse and decide the most appropriate choices to be helpful in that situation.
- Instruct them to make a chart of the points discussed and the choices made and present before rest of the participants.



Being Caring and Compassionate

Situation 1

There are several stray dogs that live in the alley behind your house. While a few neighbours feed them, others throw stones and are very cruel to them. You are confused about whose side you are on. In the mean time you notice that one of the dogs has fallen under the wheels of a passing car and fractured one of his hind legs. While the driver of the car drives away, you wonder what you could do to help the dog.

What kind of choices can you make to improve the situation?

Situation 2

In your apartment building there is an elderly man who lives by himself as his wife has passed away recently and his children are away for their higher studies. You often see this lonely man walking along with his dog and chatting with the other neighbours. But you notice that for the last few days he's not been out, he looked very tired, coughed severely and his dog looked sick too. You feel that there is something you can do to help, both this old man and this dog.

What kind of choices can you make to improve the situation?

Situation 3

There is a lady in your neighbourhood who repeatedly litters the park in front of your house. As a result the grass and the plants in the park are getting harmed. You do not want to get into any conflicting situation with her.

What kind of choices can you make to improve the situation?

After analysing the above situations, emphasise the relevance of being caring and compassionate in everyday life.

In order to encourage the practice of caring for others, continue the activity and provide the following worksheet.



WORKSHEET

LET US BE CARING AND COMPASSIONATE

1. What factors did you consider as you analysed the situations?

2. Describe a situation when you helped your friend or old person or a neighbour in need.

3. Describe a situation when you helped a stray animal in need.

4. What are the similarities in situations involving human beings, animals and plants?

5. What can we do individually and collectively to act responsibly towards human beings, animals and plants?

Conclude the activity by reinforcing the following key points:


- Empathy improves social interactions, relationship and bonding.
- It motivates us to be helpful, caring and compassionate.

ACTIVITY V

THE COMFORTERS

Introduction

Empathetic attitude helps us to understand another person's point of view and to appreciate how the other persons might be feeling. Our actions may affect other person in both positive and negative ways. This activity will help us to achieve the following learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Enhance empathy
 - Demonstrate care and compassion
 - Receive and extend care and support

 **Advance Preparation** : **Problem Slips to be Prepared**

 **Methodologies** : **Game & Discussion**

 **Duration** : **60 Minutes**

Process

- Prepare problem slips as indicated in the table in page no. 31.
- The number of problem slips should be half of the total number of participants.
- Ask the participants to form two rows of equal number.
- Distribute the slips to participants standing in row one and ask them to approach the person standing opposite to each other (COMFORTER).
- Instruct the participants in row two to discuss their problems with their counterparts.
- Inform the COMFORTER to discuss the problem of their counterpart and play the role of a friend, neighbour, teacher or any other role where he or she can offer help to the problem owner.
- Instruct the problem owners to talk about their hypothetical problem.
- Once the problem owners get appropriate response/solutions from their comforters, ask the participants to sit in a circle.
- Encourage the problem owners to share their problems one by one.

PROBLEM SLIPS

<p>PROBLEM SLIP 1 I have asthma and I am not allowed to play sports. This makes it hard for me to make friends.</p>	<p>PROBLEM SLIP 2 Everybody makes fun of me because I see a speech therapist for my stuttering.</p>	<p>PROBLEM SLIP 3 If somebody in home gets in trouble, they always blame me.</p>
<p>PROBLEM SLIP 4 My parents like my younger sibling more than me.</p>	<p>PROBLEM SLIP 5 A bully has been trying to get me to help him to cheat in competitive examination.</p>	<p>PROBLEM SLIP 6 My best friend has stopped talking to me and has even persuaded some other friends not to talk to me.</p>
<p>PROBLEM SLIP 7 My friends tease me for being overweight and short.</p>	<p>PROBLEM SLIP 8 I generally experience headache which is becoming more persistent during office hours.</p>	<p>PROBLEM SLIP 9 I have been in this office for two weeks. I still do not have friends here.</p>

Continue the session by asking the following questions to the problem owners:

- Did you prefer to accept help from your comforter?
- How did you deal with the offers that were not really helpful and appropriate?

Ask the comforters to reflect on the following questions:

- How did you feel when you offered help?
- Was it easy or difficult to help others?

Conclude the session with the help of following key points.

- Empathy is an important value which helps and feels for other.
- It helps one to understand the problems of others.
- Empathy brings people closer.
- One's actions may affect other people in both positive and negative ways.

Self Assessment

1. What have you learnt from this session?
2. How do you plan to use this learning in your personal life?





Social Skills **EFFECTIVE COMMUNICATION**

DEFINITION

Communication is the process of transmitting messages and sharing knowledge, facts, thoughts, feelings and ideas through verbal and nonverbal means. To communicate, we need a sender, a receiver, a medium and message. The ability to communicate is vital to the success of any endeavour. The main objective of this session is to promote effective communication skills to cope with day to day life as well as society.

The following participatory activities will lead towards achieving the objectives mentioned in the box.

Learning Objectives

By the end of the session, participants will be able to:

- Understand the process of communication.
- Communicate effectively.
- Enhance confidence levels.
- Develop social-skills and Inter Personal Relationship.
- Identify their own communication pattern and assess how it can be enhanced.

ACTIVITY I


UNDERSTANDING BASICS OF COMMUNICATION




Introduction

Effective communication means that we are able to interact and express ourselves, verbally and non-verbally. We should also be able to express our opinion, desires, needs and fears.

This activity will help to achieve the following **Learning Outcomes**.

-  **Learning Outcomes** : **Participants will be able to:**
- Understand the basics of communication
 - Internalise the basic communication skills

 **Advance Preparation** : **Short Story (Three to Five Lines) Written on a Paper**

 **Methodologies** : **Whispering Game, Brainstorming, Discussion & Filling up**

 **Duration** : **30 Minutes**

Process

- Invite eight volunteers and assign every volunteer a number (1 to 8).
- Out of the eight volunteers, request six of them to move out of the room (3 to 8).
- Handover the story to volunteer no. 1, and ask her/him to read and memorise the story. (Make sure that the story is not heard by the participants standing outside the room)
- Position two chairs facing each other inside the room.
- The Volunteer no. 2 to call volunteer no. 3 waiting outside the room.
- Volunteer no. 1 to sit on one chair and volunteer no. 3 to sit on the other chair facing volunteer no. 1.
- Volunteer no. 1 to narrate the story and volunteer no. 3 to listen carefully. (volunteers will narrate the story only once)
- Volunteer no. 1 to go back to his/her seat.
- Volunteer no. 2 to call volunteer no. 4, 5, 6, 7 & 8.
- Each pair to repeat steps 6, 7 & 8. (the story may be distorted to some extent)
- All the volunteers to return to their respective seats.

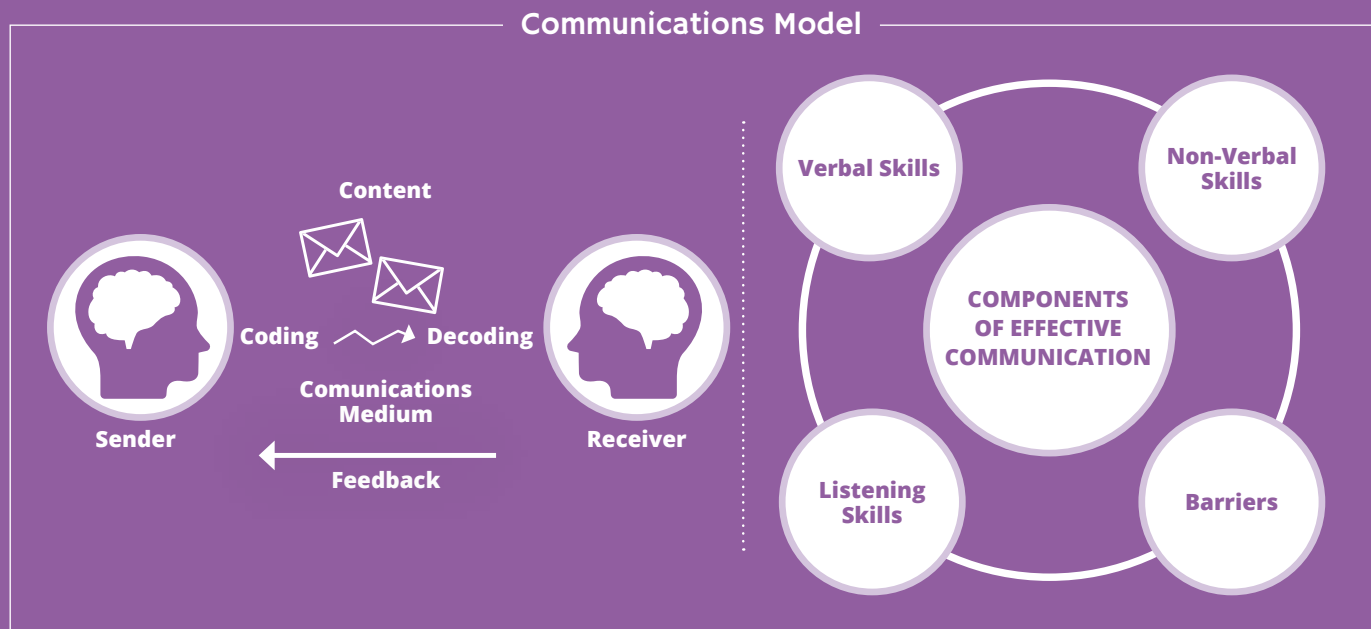
Facilitator to sum up the activity by asking the following questions:

- Did you enjoy the game?
- What are the reasons behind distortion of the story?
- What could have been done better in conveying the story appropriately?
- Continue the discussion by emphasising that:
- In the process of narrating the story all components of effective communication was available but was not effectively and optimally utilised.
- To make our communication effective, let us understand the process of communication appropriately.

With the help of above diagrams, explain the process and components of effective communication.

Sum up the activity by reinforcing the following key points.

- Communication comprises of reading, writing, speaking and listening.
- The basics of communication have to be learnt.
- Ability to listen makes one a good communicator.




ACTIVITY II

ENHANCING VERBAL COMMUNICATION

Introduction

Communication is of two types i.e. verbal and non-verbal. Both are essential to effective communication. This activity will help participants practise verbal Communication and achieve the following Learning Outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Understand how to enhance Verbal Communication
 - Recognise the importance of verbal communication
 - Express their feelings using proper intonation

 **Advance Preparation** : **Copies of Worksheets**

 **Methodologies** : **Filling up of Worksheet and discussion**

 **Duration** : **30 Minutes**

Process

Give the prepared sentences to a few participants and tell them that they have to read out these sentences thrice. Each time they have to emphasise on one particular word of the sentence.

Eg: I liked your story, I liked your story, I liked your story, I liked your story. (emphasis is on the bold words).

Note: You can also ask different participants to read out.

- After two to three sentences are done, ask the class if there is any difference in the way these sentences were read out?
- What was the difference?
- Did the interpretation of the sentence change in their mind each time? If so why?
- Inform them that in this session, they will experience how the meaning of sentences change the way they are said.
- Ask the participants to fill up the following worksheets.

WORKSHEET

ENHANCING VERBAL COMMUNICATION

Sl. No.	Statements	High	Medium	Low
1	I am confident enough to speak in front of unknown persons.			
2	I take part in debates, declamation quite often.			
3	I never interrupt a speaker while speaking.			
4	I learn five new words every day.			
5	I try to be on my best behaviour while I am speaking.			
6	I maintain a steady speed and tone of voice when I speak.			
7	I try and keep my message short and simple.			
8	I have a rich vocabulary.			
9	I take notes when listening to a speaker.			
10	I believe that the art of communication is the language of leadership.			
11	I have a good command over my language.			
12	I choose my words with precision.			
13	I am an active listener.			
14	I speak with correct grammar.			
15	I always think before I speak.			

- After the worksheets are filled, invite few participants to summarise their learning from the activity.
- State that when one is communicating, the person at the other end is interpreting the dialogue and body language to infer what is being conveyed.
- One's body language and the way words are articulated show the attitude of the person with respect to a given situation and people involved.

Sum up the activity by emphasising the following key points.


- Communication-skills are essential in every sphere of human interaction.
- Language is one of the codes we use to express our ideas.
- Content refers to topic, problem or the task to be undertaken.
- Five dimensions of vocal messages are: volume, articulation, pitch, emphasis and rate.
 - Volume refers to loudness or softness.
 - Articulation refers to the clarity of speech.
 - Pitch refers to the height or depth of your voice.
 - Emphasis is importance or weightage given to a particular word or sentence.
 - Rate is measured by words per minute.

ACTIVITY III

ENHANCING NON-VERBAL COMMUNICATION

Introduction

Communication cannot be effective if one does not make proper use of expression, action, body movement to supplement verbal communication. We need to understanding the importance of expression and action for effective communication. This activity will help in achieving the following Learning Outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Recognise the importance of non-verbal communication
 - Express their feelings using proper intonation and body language

 **Advance Preparation** : **Copies of Worksheets**

 **Methodologies** : **Discussion & Worksheet**

 **Duration** : **30 Minutes**

Process

Ask participants to stand in a circle. Inform them that they have to imagine that they are in a dance class. Now each person will have to perform a dance step and the others will have to repeat the same action. Ask one participant to volunteer to start and then go round the circle till all have done one dance step each.

- Request participants to get into triads (Team of three).
- Instruct them that two participants have to sit back-to back and converse on a given topic (eg. latest movie seen, favourite sport, most interesting class attended etc.) for three to four minutes. The third one has to observe the pair carefully.
- After the conversation, encourage some of the participants in each pair to reflect on what was happening – how did they feel while conversing like that (back to back). Also ask some of the observers to share their observations.
- Instruct the pair to now sit facing each other and to converse on another topic.
- Once they are done, again ask some of the participants and the observers to share how they felt and how the second conversation was different from the first.
- Bring the group together and discuss the importance of Expression, Action and Speech for Effective Communication. (Should include things like eye contact, nodding, use of facial expressions, body language etc.)

WORKSHEET

ENHANCING NON-VERBAL COMMUNICATION

What are the essential components of non-verbal communication?

How will you enhance your non-verbal communication skills?

How will you supplement on compliment verbal and non-verbal communication?

Conclude the activity by repeating the following key points:

- Effective Communication is the combined harmony of verbal and non-verbal actions.
- Non-verbal communication consists of body movement, facial expressions and eye movement.


ACTIVITY IV

ENHANCING LISTENING SKILLS

Introduction

Good listening is an important component of effective communication. Commonly there are three types of listening: Active, Selective and Passive. We need to practice appropriate skills to be an active listener.

This activity will help to achieve the following Learning Outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Recognise the importance of listening skills
 - Enhance listening abilities

 **Advance Preparation** : **White Board, Marker Pens and Copies of Worksheet**

 **Methodologies** : **Filling of the Worksheet and Discussion**

 **Duration** : **30 Minutes**

Process

- Inform the participants that the session will be on a very important component of communication.
- Ask them to sit in a circle and one participant to whisper a sentence in the ear of the person sitting next to him/her and this should go on till the last person who will then tell the entire group about what he/she has heard.
- Ask the first participant to share the original message.
- Bring out the level of distortion while communicating the message from first person to the last person.
- Ask the participants to share their views why such distortion has taken place.
- Note down their responses on the writing board.
- Most of the responses may be 'Lack of attentiveness and listening abilities.'
- Ask the participants to share their views on 'how to enhance listening skills?'

WORKSHEET

ENHANCING LISTENING SKILLS

A. What kind of listener you are?

B. What are the qualities you lack as a listener?

C. Write down at least three things that you would do to become a Good Listener.

Generate a discussion about the responses mentioned in the worksheets.

Sum Up the Activity by Emphasising the Following key points:

- Good Listening is an attitude that is very important to develop.
- It helps us become a better communicator.
- It also helps build and strengthen good relationships.
- Following are the characteristics of a good listener:
 - **Body Language/Favourable Gestures**
 - An open posture (Avoid crossed arms).
 - Maintain eye contact and relaxed posture.
 - **Sincere Desire to Listen**
 - Focusing on the other person's feelings.
 - **Being non- judgmental**
 - Understanding the speaker without giving him/her advice or judging his/her conduct.
 - **Acknowledging the speaker's feelings**

ACTIVITY V


COMMUNICATING ASSERTIVELY

Introduction

We adopt different styles of communication in our daily life depending upon the situation. There are three styles of communication that are practiced: Aggressive, Submissive and Assertive.

Assertiveness is the ability to express one's feelings and assert one's rights while respecting the feelings and rights of others. Being assertive supports communicating the message in straight and firm words.

The activity will help participants in comparing assertive, aggressive and submissive communication styles and achieving the learning outcomes.

-  **Learning Outcomes** : **The participants will be able to:**
- Recognise assertive, aggressive and submissive communication styles
 - Develop assertive communication skills
 - Identify and evaluate their own dominant communication style

 **Advance Preparation** : **White Board, Marker, Pen & Worksheet**

 **Methodologies** : **Filling up of Worksheet and Discussion**

 **Duration** : **30 Minutes**

Process

- Inform participants that in this session, they will explore various communication styles.
- Form three teams and handover the handout the role-plays and scripts to be performed by them. (Refer handout for role-play situations)
- Instruct the other two teams to observe the characters in each of the role plays – how he/she is communicating with others and record their observations in the Worksheet. (Facilitator to share who the main character is)
- After the role play, ask participants to share the behaviour and attitude displayed by the characters.
- List them on the board.

- After the first role play, encourage the participants to identify the communication styles adopted by the characters. Tell them to categorise the communication styles adopted by the characters as: *“Aggressive, Submissive and Assertive Communication Styles”*.
- Now repeat the same exercise with other two teams.
- Help participants to articulate the traits, behaviour and attitude of such communication styles. List them on the board. Add some more traits if required.
- Instruct participants to fill up the worksheets based on the observations of the other two teams.
- Encourage participants to share their worksheets on communication styles of other groups.
- Encourage them to think of a way to move towards practising an Assertive Communication Style.



ROLE PLAY SCRIPTS

First Role Play

First set of participants to role play aggressive communication style. The first participant displays anger through his/her body language, words and tone (angrily) "How dare you leave me alone to do most of the work. I will tell the supervisor about all of you and have you punished".

[He/she communicates in a way that threatens the other person's feelings, opinions or desires. He/she tries to discourage the other person, and insists on his/her rights while denying others' rights. He/she feels and conveys that his/her ideas, words, opinions, thoughts are correct. He/she has threatening and forceful body language.]

The other team members responds angrily too.

Second Role play

Second set of volunteers display submissive style. First participant displays submission through body language, words and tone. He/she keeps quiet and does all the work by himself/herself. He/she is unclear, and afraid to address the issue or problem. He/she is not strong with his/her opinion and does not want to upset or disappoint the other person. He/she has confused body language, which shows he/she is weak, timid, undecided and has a low self-esteem. The second volunteer walks over him/her.

Third Response

In the third role play, first participant communicates in a way that does not seem rude or threatening to others: "We have a problem. I am doing more than my share of work. What can we do about it?".

[He/she states the problem, asks for suggestion! The participant stands up for his/her opinion, ideas, feelings, for own rights without endangering the rights of the second one. It means telling someone exactly what one wants in a way which makes it clear that these are the ideas, words, opinion and thoughts that one believes in. The expression and gestures are firm and steady but non-threatening.]

After observing the role plays request participants to fill up the following worksheet.

WORKSHEET

COMMUNICATING ASSERTIVELY

Sl. No.	Behaviour	Assertive	Submissive	Aggressive
1	The person's traits, behaviours: body language, tone of voice.			
2	The effect of a person's behaviour on others.			
3	What people think of him or her.			
4	Effect of such communication on the relationship.			

If I had to rate myself on a scale of 1-10, my score would be:

My future plan for being assertive in any given situation:

Conclude the Activity by Reinforcing the Following key points.

- The three different styles of responding to a situation are Aggressive; Submissive and Assertive.
- Every individual might have a predominant orientation (aggressive, submissive or assertive) in their communication style and each of these styles has a bearing on interpersonal relationships.
- The concept of respect and equality are at the heart of the assertive style wherein one respects oneself as well as the other and treats the other as an equal.
- Everyone can choose his or her behaviour. All can behave assertively because it is a skill that can be learnt and enhanced.
- Sometimes every component of communication is appropriate but few barriers may disrupt the communication process. Such barriers are to be anticipated and minimised accordingly.

Following are those barriers:

Linguistic Barriers	Psychological Barriers	Environmental Barriers
Language/words	Aggression	Disturbance/sound
Ambiguous words	Inferiority	Environmental changes
Lack of clarity	Symbol of status	Lack of ventilation
Using technical terms	Hierarchy	Lack of space
	Memory	Distance from participants
	Disinterest	Time
		Physical discomfort
Sender and Receiver Related	Content Related	Method Related
Depends on the mood (angry, happy, sad and depressed)	Content chosen is sensitive	Inappropriate method
Personality type of the sender	Inappropriate for the receiver	Loss in transmission
The level of trust on holds for the other person	Incoherently communicated	
Value judgement	Use of words	
Lack of empathy		

Self Assessment

1. What have you learnt from this session?
2. How do you plan to use this learning in your personal life?



Social Skills

INTERPERSONAL RELATIONSHIP

DEFINITION

Interpersonal relationships are the skills which help us to relate in positive ways with our family members, friends and others. It helps one to build new relationships, strengthening the existing relationships and ending relationships constructively both personal and professional.

The following participatory activities will lead towards achieving the objectives mentioned in the box.

Learning Objectives

By the end of the session, participants will be able to:

- Appreciate different kinds of relationships.
- Gain ways to work in teams and understanding the strength/qualities of a team.
- Understand what makes a relationship healthy.
- Learn how to end relationships constructively.

ACTIVITY I





TYPES OF RELATIONSHIPS



Introduction

There are different types of relationships: with family, friends, workplace, society, neighbourhood etc. expectations from each individual is very different.

This activity will help the participants to achieve the following learning outcomes mentioned below.

-  **Learning Outcomes** : **Participants will be able to:**
 - Appreciate different kinds of relationships
 - Understand what makes a relationship healthy
-  **Advance Preparation** : **Appropriate Space, A Ball, White Board and Marker**
-  **Methodologies** : **Ball Game, Worksheet and Discussion**
-  **Duration** : **30 Minutes**

Process

- Ask the participants to stand in a circle and handover the ball to any randomly selected participant.
- Instruct the person (with the ball) to throw the ball to any other participant.
- The participant who receives the ball should name one relationship and one positive quality required to strengthen this relationship.
- This procedure to be repeated by other participants.
- Continue the process for 10 mins.
- Note the down the relationships and the qualities mentioned by the participants.
- After noting down the comprehensive list, ask the participants to categorise the relationships and under the associated positive qualities.
- The categories may be FAMILY, SOCIAL, PROFESSIONAL and PEERS/FRIENDS.

WORKSHEET

TYPES OF RELATIONSHIPS

Relationship	Qualities

Conclude the activity by emphasising the following key points:


- We live with various relationships in our life.
- Some of them may just be superficial, hurtful and helpful.
- We need to enhance our positive qualities to maintain healthy relationships.

ACTIVITY II

MY RELATIONSHIP WEB

Introduction

Interpersonal relationships are dynamic systems that change continuously during their existence. Like living organisms, relationships have a beginning, life span and an end. This activity will help the participants to achieve the following learning outcomes mentioned below.

-  **Learning Outcomes** : **Participants will be able to:**
- Identify all the relationships they are a part of: family, workplace, friends and community
 - understanding of the importance of these relationships -positive as well as negative ones
 - Analyse the nature of these relationships

 **Advance Preparation** : **Worksheet**

 **Methodologies** : **Filling up of Worksheet and Discussion**

 **Duration** : **30 Minutes**

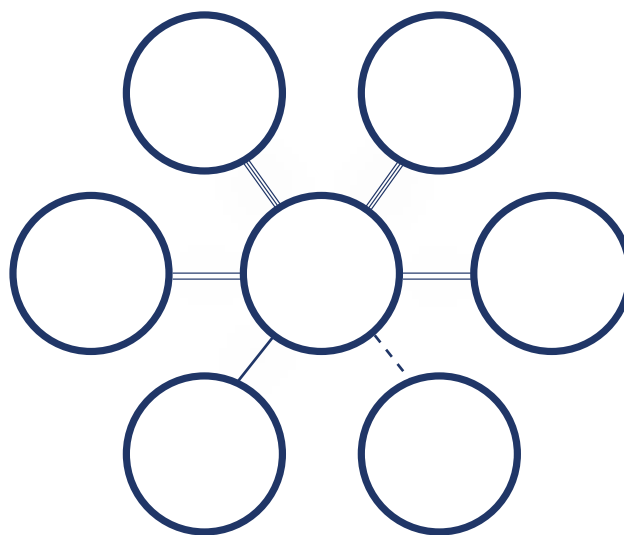
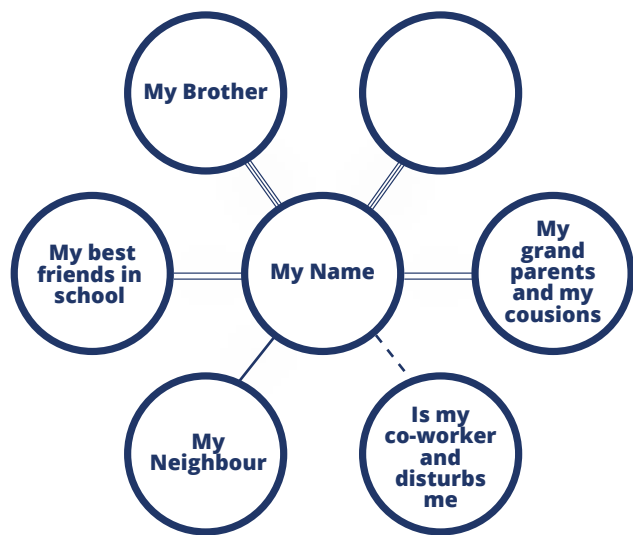
Process

- Provide the Relationship Web worksheet and instruct participants that each of them is going to create a 'Relationship Web' in the Worksheet provided, that will highlight all the relationships they are exposed to and the effect it has on them.
- Encourage participants to think about all the people they interact with at home, extended family, at work, in their neighbourhood etc.
- Participants to add their name in the middle and names of people/relationships they thought of (Refer sample relationship web below).
- Participants to analyse the nature of these relationships.
- They now have to create the web based on the table in the next page.
- As they analyse this, they have to start drawing the 'Influence Lines'.

WORKSHEET

TABLE OF A RELATIONSHIP WEB

Influence Line	Meaning
	One line-Positive to have relationships
	Two lines- So-so relationships
	Three lines- Strained relationships
⋮	Dotted line- Broken Relationships



After developing the Relationship Web, generate a discussion on the relationship web and ask the following questions:

- Analyse the reasons for drawing one line, two lines, three lines and dotted lines.
- Think why relationships with people (having two line lines and three lines) were strained?
- Why relationship with some people (with dotted line) was broken?
- Motivate the participants to introspect how positive relationships can also be developed and maintained with the people with two lines, three lines and dotted lines.

Use this sharing by the participants as a way to further reinforce key messages.


- We all interact with different people on a daily basis, some are more important than others.
- Some interactions may be negative and cause us to feel hurt/sad. We should talk about them to our parents/close friends and find ways to deal with them appropriately.
- We should apply our positive qualities to build good relationships and eliminate negative qualities.

ACTIVITY III

I CAN APPRECIATE

Introduction

Interpersonal relationship skills enable us to make and keep friendly relationships, which can be of great importance to our mental and social wellbeing. We need to focus on building positive relationships among participants by appreciating others. This activity will help to achieve the following learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Participants will be able to evaluate the effect of appreciating others in terms of building positive relationships
 - Apply this skill in everyday life

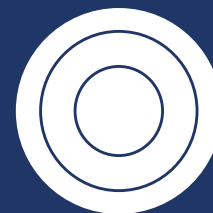
 **Advance Preparation** : **Adequate Space for Conducting the Activity**

 **Methodologies** : **Game and Discussion**

 **Duration** : **30 Minutes**

Process

- Request the participants into two teams and form two concentric circles. VISUAL.
- Participants in the inner circle to face towards the participants in the outer circle and vice versa.
- Thus, each participant in the inner circle to stand facing another participant from the outer circle.
- Instruct each pair of participants from the two circles to pay one compliment or convey something positive to each other.
- Once done, participants in the outer circle move one step to the left, such that, they now face a new partner.
- They repeat the same with the new partner.
- This goes on till they have met and paid compliments to about ten participants.(if time permits this can be done with all the participants from the inner circle).
- Once this is done, instruct them to come together in a circle and encourage some of them how it felt to share and receive compliments.
- Bring the discussion around to how appreciating others helps us come closer to people and thus helps build good relationships.



Conclude the activity by reinforcing the following key points:


- We need to look at positive qualities in people.
- Appreciating others promotes good interpersonal relationships.

ACTIVITY IV

RELATIONSHIP RECIPE

Introduction

Virtues like love, care, compassion, empathy are the key elements for promoting interpersonal relationships. Application of virtues strengthens our relationships and adds peace and happiness in our lives. This activity will help the participants know about the qualities of good relationships and achieve the following learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Recognise the qualities of good relationship
 - Understand that to sustain and maintain a good relationship takes time, commitment and sharing

 **Advance Preparation** : **Copies of Worksheet**

 **Methodologies** : **Filling up of Worksheet and Discussion**

 **Duration** : **30 Minutes**

Process

- Inform participants that as a group, they are going to come up with a list of ingredients for a good friendship.
- Divide the class into groups.
- Inform them that each group will be given a worksheet 'Relationship Recipe'. As a group, they have to list at least ten ingredients that go into making a good friend eg. 1 teaspoon of kindness; 250 grams of sharing etc.
- For each ingredient, they have to write an example of how they can demonstrate that ingredient eg. 250 grams of sharing means: if I forget my tiffin, they share their tiffin with me.
- Give each group an opportunity to present their 'Relationship Recipe'. Use this sharing by the participants as a way to further reinforce the objectives and key messages.

WORKSHEET

RELATIONSHIP RECIPE

Friendship Recipe	Family Recipe	Recipe for Others

Sum up the activity, by emphasising the importance of the following key points:


- One should identify the qualities that are required for making and sustaining relationships.
- Each one of us one is capable of having positive relationships.
- Positive relationships lead to successful and happy personal and professional life.

ACTIVITY V

ENDING RELATIONSHIP CONSTRUCTIVELY

Introduction


We build new relationships, maintain and strengthen existing relationships. Sometimes, relations are to be discontinued or terminated when difficult situation arises or differences increase. We need to understand the importance of ending relationships constructively so that there are chances to reconnect in future. This activity will help to achieve the following learning outcomes.

-  **Learning Outcomes** : **The participants will be able to:**
- Realise the importance of ending relationship constructively
 - Apply this ability in while facing difficult situation

 **Advance Preparation** : **Copy of situation/PPT**

 **Methodologies** : **Situation Analysis and Discussion**

 **Duration** : **30 Minutes**

-  **Process**
- Narrate the following situation to the group.
 - Divide the participants into groups depending on the number of participants.
 - Provide a copy of the following situation to every group.

Situation

Rajat is working in an organisation for the last two years. Initially employer was satisfied with Rajat's performance. Over time, issues and differences came up and strained relationship developed between Rajat and his employer. The situation was getting more and more difficult and it was time to take a decision.

Questions

1. What are the options for Rajat?
2. What are the options available for the employer?

Based on the above questions, generate a discussion to bring out the constructive options to disengage and terminate the relationship amicably.

To conclude the discussion, explain the following key points for ending relationships constructively.

1. We should try to resolve any conflict that arises.
2. If it is not possible to resolve a conflict, terminate the relationship in such a way that there are chances to reconcile later.
3. While terminating a relationship, there should not be a feeling of enmity.

Provide the following self-assessment scale and rate yourself on the following three levels by ticking in the appropriate columns.

WORKSHEET

ENDING RELATIONSHIP CONSTRUCTIVELY

Sl. No.	Statements	Yes	No	May Be
1	If your friend is not able to help you, would you break your friendship with him or her?			
2	Do you love your parents just because they give you everything?			
3	If your friend betrays you, will your attitude towards him or her change after that?			
4	Is it true that people only help their friends and not the people with whom they are familiar?			
5	If your best friend changes his/her profession in which both of you are engaged in, would it affect your friendship?			
6	Would problems with family affect you more than that with friends?			
7	Would problems with friends/family affect your professional performance?			
8	Do you prefer to work alone or with the team?			
9	Do you remain friendly with an individual you disagree with?			
10	Do you share your worries with someone?			

This is a self-assessment scale, meant to be used as an indicator. This scale will help you reflect and introspect so that you can work on enhancing your interpersonal relationship skills.

Self Assessment

1. What have you learnt from this session?
2. How do you plan to use this learning in your personal life?



Thinking Skills

CRITICAL THINKING

DEFINITION

Critical thinking is an ability to analyse information and experiences in an objective manner. It helps to recognise and assess the factors that influence attitudes and behaviour. Critical thinking involves logical thinking, reasoning, comparison, classification, cause/effect and planning. It consists of mental process of analysing and evaluating.

Critical thinking is also about attitudes: Open mindedness, flexibility, persistence, interpersonal sensitivity and intercultural sensitivity.

This session explains the importance and need of critical-thinking as an important skill. The focus is on the process of evaluating and rational thinking about the situations, actions, thoughts and/or concerns regarding themselves and the world. Critical-thinking helps us to view things pragmatically. It introduces an objective way in which a person analyses the happenings around him/her.

The following participatory activities will lead towards achieving the objectives mentioned in the box.

Learning Objectives

By the end of the session, participants will be able to:

- Understand the importance and need of critical-thinking.
- Analyse and evaluate situations/ actions/thought rationally.
- Internalise the concept of critical thinking and learn to apply in daily life situations.


ACTIVITY I

LET US BE ANALYTICAL



Introduction

Critical thinking is the ability to analyse and look for the best options available. We should be able to analyse other people's ideas spontaneously and think of better alternative solutions. This activity will help to achieve the following learning outcomes.

-  **Learning Outcomes** : Participants will be able to:
- Analyse issues critically
 - Understand importance of critical thinking skills

 **Advance Preparation** : Handout of Sample Problems

 **Methodologies** : Situation Analysis and Discussion

 **Duration** : 30 Minutes

Process

- Greet the participants and make them sit in a semi-circle.
- Read out the sample problems mentioned in the next page, one by one and ask the participants to share their ideas, opinions, views and feelings about each situation.
- Motivate them to analyse the responses.
- Instruct participants to consider the problem by thinking critically. Nominate someone to provide a better alternative.



HANDOUT

SAMPLE PROBLEMS

- It is not proper for girls to stay out till late, with boys it is still fine. What are your ideas about this?
- Many young people today find it hard to talk openly and honestly with their parents. How do you think young people should talk to their parents and why?
- Wearing low waist jeans or shorts is nothing but a way to look different and seek attention. What is your opinion?
- It is better to focus on academics in the secondary classes than on coscholastic activities. Do you agree? Give reasons.
- Parents should give children more liberty in making career choices. Give your view about this.
- Girls and boys must deal with their emotions everyday. How should they do this?
- Many adults think that young people should just stay quiet and follow them without thinking. Do you agree with this statement?

Conclude the activity with the help of key points mentioned below:


- Critical thinking demands rational and analytical thinking.
- It is always advisable to deeply look into the matter before forming an opinion.
- Our decisions should be led by critical thinking not by assumptions.

ACTIVITY II

ENHANCING ANALYTICAL ABILITIES

Introduction

Critical thinking helps to analyse issues critically and form opinions on them. Learning of facts is the essential first step to think critically. This activity will help to achieve the following Learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Think and express their ideas cohesively
 - Use the six questions to generate ideas and find out the facts

 **Advance Preparation** : **Handout and Old News Papers**

 **Methodologies** : **Team Work and Discussion**

 **Duration** : **30 Minutes**

Process

- Divide participants into groups.
- Provide newspapers clippings to the participants.
- Instruct participants to analyse the given newspaper articles.
- Now ask them to go through the Fact Finding' handout.
- Instruct them to re analyse the given newspaper clippings in the light of Fact Finding' handout (mentioned in the next page) and record their observations in the worksheet.
- Encourage them to rewrite the report putting in the missing elements if any and share their version.



FACT FINDING HANDOUT

ENHANCING ANALYTICAL ABILITIES

- 1. Who?** (Actor or Agent) Who is involved? Who did it/will do it? Who uses it, wants it? Who will benefit, will be injured, will be included, and will be excluded?
- 2. What?** (Act) What should happen? What is it? What was done/ought to be done, and was not done? What will be done if x happens? What went or could go wrong? What resulted in success?
- 3. When?** (Time or Timing) When will/did/should this occurs or be performed? Can it be hurried or delayed? Is a sooner or later time be preferable? When should be the time be if x happens?
- 4. Where?** (Scene or Source) Where did/will/should this occur or be performed? Where else is a possibility? Where else did the same thing happen/should the same thing happen? Are other places affected, endangered/protected/aided by this location? Effect of this location on actors, actions?
- 5. Why?** (Purpose) Why was/is this done, avoided, permitted? Why should it be done, avoided, permitted? Why did/should actor do? Different for another actor, act, time, place? Why that particular action, rule, idea, solution, problem, disaster, and not another? Why that actor, time, location, and not another?
- 6. How?** (Agency or Method) How was it, could it be, should it be done, prevented, destroyed, made, improved, altered? How can it be described, understood? How did beginning lead to conclusion?

WORKSHEET

ENHANCING ANALYTICAL ABILITIES

Who? (Actor or Agent)

What? (Act)

When? (Time or Timing)

Where? (Scene or Source)

Why? (Purpose)

How? (Agency or Method)

Conclude the activity by emphasising the key points mentioned below:

- It is important to have all the six elements of “Who, What, When, Where, Why and How” in the news report.
- These elements can help in generating creative solutions to different situations.


ACTIVITY III

FACT OR FICTION

Introduction

It is not easy to differentiate between fact and opinion. There is so much of information around us that we may get fake information instead of facts and that makes it more important than ever for participants to develop critical thinking. If we do not learn to differentiate between fact and fiction, we may get information that will not support our learning, rather they will mask it with irrelevant data.

This activity will help to achieve the following learning outcomes.

-  **Learning Outcomes** : Participants will be able to:
- Understand the relevance of analytical thinking in daily life
 - Realise the importance of critical thinking
 - Apply analytical ability to clarify fact or opinion

 **Advance Preparation** : Copies of Worksheet

 **Methodologies** : Filling up worksheet and discussion

 **Duration** : 30 Minutes

 **Process**
Greet the participants and provide the following worksheet.

Sl. No.	Statements	Fact	Opinion	Reason
1	My father is the strongest man on earth.			
2	My brother is taller than your brother.			
3	My telephone number is difficult to memorize.			
4	The deepest part of the ocean is 35,813 feet deep.			
5	It is easier to have dogs as pets than fish.			
6	Smoking is bad for your health.			
7	Until 1896, India was the only source of diamonds in the world.			
8	India has the most number of post offices in the world.			
9	Chocolate kills dogs.			
10	A giraffe can clean its ears with its 21-inch tongue.			

Conclude the activity by highlighting the key points mentioned below:


- Critical thinking helps to differentiate between facts and opinion.
- We must try to gather information from trustworthy sources only.

ACTIVITY IV

APPLYING COMMON SENSE

Introduction


Critical thinking skills are an amalgamation of common sense, reasoning and logic. Thinking critically with open mind leads to solutions which are grounded and balanced. This activity will help in achieving following learning outcomes.

-  **Learning Outcomes** : Participants will be able to:
- Apply common sense, reasoning and logic
 - Develop critical thinking skills

 **Advance Preparation** : Scenario Written on a Paper

 **Methodologies** : Situation Analysis and Discussion

 **Duration** : 30 Minutes

-  **Process**
- Explain to participants that this activity requires critical thinking with creative flavour.
 - Give them the handout- '*Get Back the ball problem*'.

SCENARIO

At a trip to the park, some children accidentally dropped a wooden ball down a pipe. The pipe is a hollow cylinder that is cemented to the ground. What would you suggest these kids do to get their ball out of the pipe?

- Ask participants to explore options of how to get the ball back from the pipe.
- If participants ask for additional information, tell them that the pipe is about five feet high, three inches in diameter, and the ball is two inches in diameter.
- Direct participants to discuss the problem with a partner.
- If participants are unable to find a solution, tell them to use the following hint:
• "*Instead of trying to think of ways to reach the ball, how could you get the ball to come to you?*"
- Invite the participants to share their ideas.
- Now give your own solution: "*The problem is easily solved by pouring water into the pipe*".

Sum up the activity with the help of key messages.

- Critical thinking is the ability to think clearly and rationally.
- It includes the ability to engage in reflective and independent thinking.




ACTIVITY V

BECAUSE...

Introduction

While applying critical thinking, assess all the information received from various sources. We cannot close our mind to the world around us and analyse. But we have to discern between what is important and what is not. Critical thinking helps us to become careful and responsible thinkers who make good decisions and solve problems. This activity will help in achieving the following learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Understand how to think critically to find solutions
 - Look for solutions using critical thinking

 **Advance Preparation** : **Worksheet**

 **Methodologies** : **Filling up Worksheet and Discussion**

 **Duration** : **30 Minutes**

Process

Introduce the worksheet to the participants.

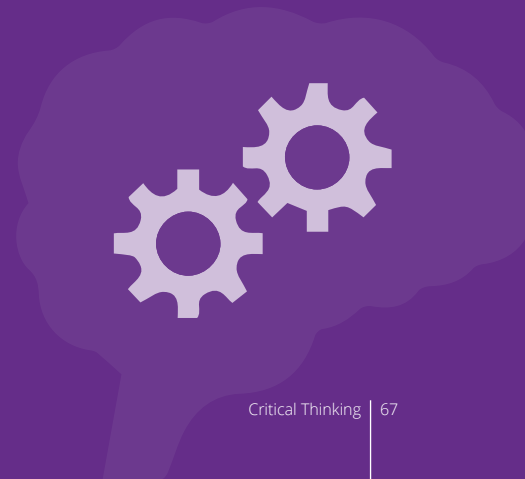
Ask them to answer the questions in the worksheet keeping in mind

- Why do you think that?
- What is your knowledge based upon?
- What does it imply and presuppose?

Ask them to always introspect, 'Why' are they writing an answer.

Tell them they are free to change the answers if they want to until they are satisfied with the answer.

Tell them to keep in mind that there is no right or wrong answer.



WORKSHEET

BECAUSE...

Complete these sentences, always stating why. In these sentences you must see two sides to each issue.

1. One thing I like about (write your town name) is _____ because _____
2. One thing I don't like about (write your town name) is _____ because _____
3. I would like to travel to _____, because _____
4. I wouldn't want to travel to _____, because _____
5. I don't mind growing older because _____
6. I don't like getting older because _____
7. It's fun to stay up late at night because _____
8. It's fun to wake up early because _____
9. Office is sometimes not fun because _____
10. Office is fun sometimes because _____

Conclude the session by emphasising the following key points:

- Critical thinking helps us to take wise decisions and solve our problems.
- Questioning supports critical thinking.

Self Assessment

1. What have you learnt from this session?
2. How do you plan to use this learning in your personal life?



Thinking Skills

CREATIVE THINKING

DEFINITION

Creative thinking means finding solutions beyond our usual or traditional way of reacting to a problem. We are often limited by our past experiences, and we dread to think differently. To go beyond the traditional boundaries of doing things, it is necessary to empower ourselves with more information through newspapers, radio, TV, classmates, teachers, relatives, friends, or even strangers. Research is the key to help us formulate ideas towards finding a creative solution.

Creative thinking will enable us to find solutions when it looks as if there is no way out. There have been many efforts to define or explain the creative process. Some psychologists think of it as the forming of associative elements into new combinations or arrangements. One who can collect a great number of associations and ideas and put them together to solve a problem has the best chance of coming up with an original solution. This session explains how we can tackle the situations or problems in a better way through our Skills. It emphasises that there can be more than one way to approach a thing or situation. Innovation can give us better results leading to better solutions. The main objective is to promote lateral thinking or *'thinking out of the box'*. Lateral thinking is concerned with the generation of new ideas. Edward De Bono divides thinking into two methods: Vertical Thinking and Lateral thinking. Vertical thinking is selective, while lateral thinking is generative.

Learning Objectives

By the end of the session, participants will be able to:

- Understand how creative thinking can give us better results leading to better solutions.
- Promote lateral thinking or *'thinking out of the box'*.
- Apply Creative Thinking in handling day to day challenges.

The following participatory activities will lead towards achieving the objectives mentioned in the box.


ACTIVITY I

NEW WAYS TO DO A THING: THINKING OUT OF THE BOX



Introduction

Everyone should have substantial creative ability to accept change, willingness to play with new ideas and possibilities, flexibility of outlook, habit of enjoying the good, while looking for ways. The activity will help us to achieve the following learning outcomes.

-  **Learning Outcomes** : Participants will be able to:
- Find new ways to accomplish a task
 - Create associations by thinking out of the box
 - Use activities to create new ideas

 **Advance Preparation** : Handout of activity

 **Methodologies** : Brainstorming and discussion

 **Duration** : 30 Minutes

Process

Tell the participants that it is time for an interesting exercise.

Make 9 dots on a paper as shown in Fig. A below.

Ask the participants to draw four straight lines through the nine dots without retracing and without lifting their pen from the paper.

Figure A

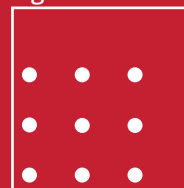
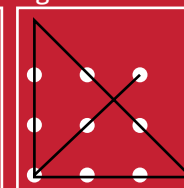


Figure B



Give 5 minutes to the participants to do this exercise, and then ask them to share their drawings. Applaud those participants who could make the drawing correctly as shown in Fig. B. Tell the participants that the key to the solution is that the imaginary boundaries formed by the dots need not be observed. Once freed from this restriction, it is easy to find a solution, as shown here.

Conclude the activity by reinforcing the following key points:


- A problem or challenge in question should be completely understood.
- The causes of any situation should be analysed as well.
- Once the probable options are discussed, solution to the issue is easy to arrive at.
- It is essential to pen down the possible ways of tackling the causes. This requires creative thinking, i.e., **thinking out of the box or beyond the usual frame of reference.**

ACTIVITY II

APPROACHING PROBLEMS DIFFERENTLY

Introduction

All of us face problems in our life. There is a solution to every problem. We should think creatively to arrive at the solutions by looking at problems differently. This activity will help us to achieve the following learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Develop deeper understanding of creative thinking
 - Apply creative thinking in everyday life situation

 **Advance Preparation** : **Handout of story**

 **Methodologies** : **Story analysis and discussion**

 **Duration** : **30 Minutes**

-  **Process**
- Read out the story of two friends Tina and Meena to the participants.

Story

Tina and Ritu have been very good friends since childhood, and they studied together in a college. Furthermore, they have good family relationships. After completing college, both were employed as teachers within the same school. Years later, Tina and Ritu appeared in a competitive exam for the principalship of the school. Tina was selected as principal. Ritu is not able to accept this new development. As a result, her relationship with Ritu deteriorated, professionally and domestically. Tina's best efforts to resolve the difficulties failed.

Ask the participants how creative thinking can help Tina and Ritu look at the problem with a different perspective and find a solution which can bring happiness to them. Tell them that creative thinking is also about finding a motivation, a positive impetus that gives meaning to our action. Without motivation, anyone will be bitter, resentful, and angry all the time.

Conclude the activity by emphasising the following key points.


- Creative thinking is the ability to imagine or invent something new.
- Creative thinking is the ability to generate new ideas by combining, changing, or reapplying existing ideas.
- Everyone has substantial creative ability and should apply in our daily life situations.

ACTIVITY III

LET US BE IMAGINATIVE

Introduction

Imagination and thinking out of the box are the elements of creative thinking. This activity will help to achieve the following learning outcomes.





-  **Learning Outcomes** : **Participants will be able to:**
- Enhance their ability to imagine and think out of the box
 - Apply creative thinking in everyday life situation

 **Advance Preparation** : **Chart Paper, Marker Pens, Pens & Pencils**

 **Methodologies** : **PMI and Presentation**

 **Duration** : **30 Minutes**

Process

- Greet the participants and tell them that they are going to play a fun filled and humorous activity. This is called PMI: Plus, Minus and Interesting.
- Divide the participants into four groups.
- Provide each group one chart paper and marker pens.
- Tell them that they will be given a topic.
- Each group has to think of five plus points about the topic, five minus points and five interesting points.
- All these points should be written down colourfully on the chart paper given to them.
- They will get ten minutes for this assignment.
- The topics are:
 -  If I had a third hand.
 -  If I had junk food every day.
 -  If there were two moons in the sky.
 -  If there were no trees.
- Tell the participants to let their imagination run wild. Let them write ridiculous thoughts also. They can presume anything. Teams may have different perceptions on the topic.
- Encourage the teams to present the charts prepared by them.
- Conclude the discussion by asking the participants what they liked about this activity.
- Reinforce the following key points:
 - Creative thinking is required when we face difficult situations.
 - Imagination can help to deal with difficult situations.
 - Thinking out of the box can often find solutions to a seemingly difficult problem.




ACTIVITY IV

IN THE CREATIVE LIST

Introduction


Creative Thinking helps one to respond with flexibility to different situations. This activity will enhance the ability of participants to think out of the box and come up with varied responses and achieve the following outcomes.

-  **Learning Outcomes** : Participants will be able to:
- Think creatively
 - Hold another person's frame of reference in light of differing opinions
 - Support their creative answers and be curious about it

-  **Advance Preparation** : Copies of Creative List

-  **Methodologies** : Presentation & discussion

-  **Duration** : 30 Minutes

-  **Process**
- Direct participants to let their minds expand in order to allow for innovative ways of thinking and perceiving.
 - Explain that they have to respond to some questions and give explanation for their responses.
 - Choose a participant at random and ask him/her one question from the creative list. When the participant has given his/her response and has provided a rationale for it, ask another participant to answer the same question or a different question from the creative list. Continue until every participant has responded to at least one question.
 - Initiate a discussion in terms of the activity's relevance to creative thinking, brainstorming, or enhancing of creative thinking skills.

Creative List

1. What does happiness look like?
2. What colour is today?
3. What does your self-image sound like?
4. What does a rainbow feel like?
5. What colour is the smell of your favourite deodorant?
6. What is the distance of your life?
7. What is your favourite sense?
8. What is the colour of your favourite song?
9. What does inspiration taste like?
10. What is the shape of violin music?
11. What colour is the fragrance of soap?
12. What does a cloud sound like?
13. What is the weight of your anger?
14. What is the shape of your imagination?
15. What does your favourite book smell like?

Conclude the activity by emphasising the following key points:





- Creativity is all about breaking free from bounds and thinking beyond the usual.
- We are usually bound by set notions and stereotypes. These act as a barrier to creative thinking.
- Different people have varied frames of reference resulting in differing opinions.


ACTIVITY V

SPACE TRAVEL

Introduction

Imagination is important for one to come up with novel ideas. Making imaginative objects nurtures creativity as it helps create new things. This activity will help participants develop their imagination and achieving the following outcome.

-  **Learning Outcomes** : Participants will be able to:
 - Practice and deepen their ability to think creatively
 - Present a creative item using their imagination
-  **Advance Preparation** : Square and rectangular cardboard pieces (different sizes), cello tape (2 inches), paper, pencils and 'My Spaceship' worksheet
-  **Methodologies** : Demonstration, discussion and filling up of worksheet
-  **Duration** : 30 Minutes

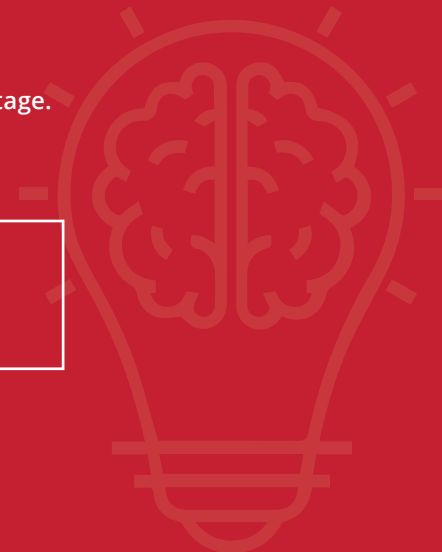
-  **Process**
 - Give participants square and rectangular cardboard pieces of various sizes, cello tape, paper and pencils.
 - Direct them to create a three dimensional space ship/rocket based on their imagination. Allow twenty minutes for this activity.
 - Instruct them to create a report after the object is done. Allow ten minutes for preparing the report.
 - Demonstrate the creative objects developed.

Conclude the activity by emphasising the following key points:

- Creativity can be nurtured by various activities that let one's imagination take center stage.
- Making imaginative objects nurtures creativity as it helps create new things.
- Creating random objects gives a sense of fulfillment and satisfaction.

Self Assessment

1. What have you learnt from this session?
2. How do you plan to use this learning in your personal life?





Thinking Skills **DECISION MAKING**

DEFINITION

Decision making involves logical steps in choosing the best alternatives based on a particular situation. It is a course of action chosen from a number of possible alternatives. To decide something means to make a choice or come to a conclusion. It involves a wide range of personal and interpersonal skills including fact finding, logical thinking, creativity, analytical ability, sensitivity to others and assertiveness. A good decision would be one whose outcome would be positive or beneficial. It may be regarded as a result of mental process (cognitive process) leading to a selection of course of action among several alternatives. Every decision making process produces a final choice. The output can be an action or an opinion. Decisions are not made in isolation and are made in context of other decisions called a stream. A decision is a choice of action of what to do or what not to do.

Learning Objectives

After attending the session, participants will be able to:

- Make informed choices.
- Understand the process of decision making.
- Take responsible and matured decisions.

The following participatory activities will lead towards achieving the objectives mentioned in the box.

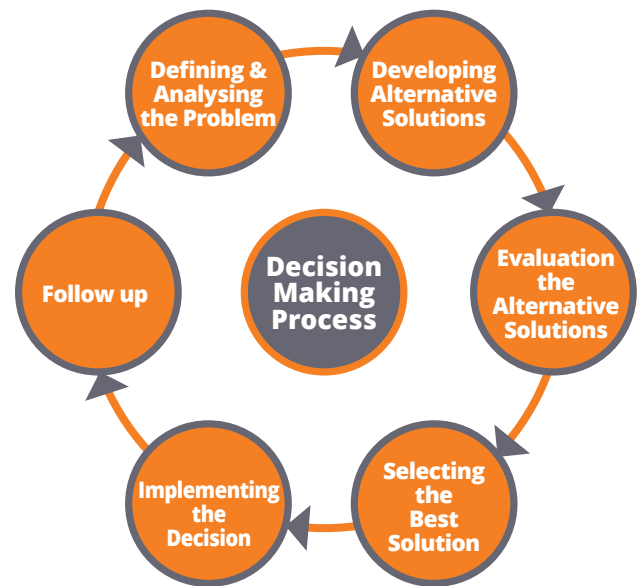
SOME FACTS IN DECISION MAKING PROCESS

Decision making is a continuous brain process. Many parts of brain take part in the decision making process. Studies have shown that both negative and positive emotions play an extremely important role when decisions are taken through emotional input, which provides the brain with motivation and meaning that are essential for effective decision making. Therefore quite often decision making process becomes more complex uncertain and irrational.

Memory is another key factor key factor of decision making. The decisions we make are greatly influenced by our mood which works as 'a retrieval cue' where by negative feelings make negative materials come to mind. The same is true for positive feelings. The emotions felt in specific circumstances are recorded in the emotional memory and can be triggered when a person faces a similar decision. In these situations the decision-maker is usually unaware of previous experience in similar past situations influencing their current situation.

Besides emotion, moods and feelings the subconscious mind plays an important role when we take decisions or make choices. Most of our decisions and actions depend on 95% of brain activity beyond our conscious awareness which means that 95-99% of our life derives from the programming in our subconscious mind. Our subconscious controls what we do and who we are.

Recent years have seen much new research on the correlation between brain activity and the decision-making process. Brain scans have revealed the existence of hidden thoughts without the person's awareness of them. Additionally, brain scans have suggested that all decisions are affected by emotions even when the person thinks they are strictly rational. Studies have shown that free will plays no role and our experiences are determined solely by the brain's reactions to its circumstances. This means that the brain must function in purely stimulus-response mode where a stimulus can come either from an event that is perceived by the senses or from one that arises spontaneously in the mind, like a thought, feeling or emotion.




ACTIVITY I

MAKING INFORMED CHOICES



Introduction

Decision making is an important Life Skill which involves logical steps. To arrive at a decision, we need to gather information and should have analytical skills. This activity will help to achieve the following learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Understand the decision making process
 - Make informed choices

 **Advance Preparation** : **One Case Study for Each Team**

 **Methodologies** : **Case Studies and Discussions**

 **Duration** : **30 Minutes**

Process

- Divide participants into three teams.
- Give each team a case study.
- Allow ten minutes to each team to solve the issues given in each case and ask the following questions:
 - What are the challenges?
 - How and why does it arise?
 - What are the possible choices?
- Encourage each team to arrive at a decision.
- Motivate each participant to speak about the challenges given to them and how they were able to make informed choices.
- Encourage participants from the audience to support, contradict or suggest new ideas about the possible ways to address that particular issue.
- Encourage participants to analyze different alternatives critically such as the societal and personal values and norms, while taking decisions.



HANDOUT

CASE STUDY

Case Study 1

While returning back home from the workplace, you noticed two of your colleagues children are smoking. You are in a dilemma whether to talk to the children or to inform their parents. What are the possible options and what decision will you take?

Sl. No.	Challenges	Options	Weighing & Elect	Decision

Case Study 2

Your younger brother attended a birthday party of his friend. His best friend was wearing an expensive branded watch. He really liked it and after coming home demanded the same from you. What are the possible options and what decision will you take?

Sl. No.	Challenges	Options	Weighing & Elect	Decision

Case Study 3

Your friend, Rohit is putting on too much of weight and is beginning to feel very lethargic and does not feel like doing any physical activity. His parents and the doctors have counselled him to reduce his intake of junk food. What do you think Rohit should decide?

Sl. No.	Challenges	Options	Weighing & Elect	Decision

Conclude the discussions and sum up the activity by reinforcing the following key points:





- Decision making is an important Life Skill.
- It involves logical steps; determining the problem, considering multiple alternatives and choosing the best possible alternative based on a particular situation.
- The skills required to arrive at a decision include gathering information, evaluative skills and analytical skills.

ACTIVITY II

PRACTISING MAKING DECISIONS

Introduction

There are many models that are used for making decisions. Two models – DECIDE and 3C model are described below. This activity will help to achieve the following learning outcomes.

-  **Learning Outcomes** : Participants will be able to:
 - Apply appropriate model for decision making
 - Make suitable and mature decisions using DECIDE and three C's model
-  **Advance Preparation** : Copies of the three C's and DECIDE models, some difficult situations involving decision making process
-  **Methodologies** : Team Work & discussion
-  **Duration** : 30 Minutes

3C's MODEL

1. **Challenge** (situation available for decision making).
2. **Choices** (try to list as many rational choices as possible).
3. **Consequences** (list one positive and one negative for each choice).

DECIDE MODEL

The DECIDE can be elaborated as:

D-DESCRIBE THE SITUATION

E-EXPLORE YOUR OPTIONS

C-CROSS OUT THE NEGATIVE OPTIONS

I-INVESTIGATE THE POSITIVE OPTIONS

D-DETERMINE THE BEST COURSE OF ACTION

E-EVALUATE THE CONSEQUENCES- VALUES & FEELINGS



Process

- Initiate the activity by explaining the 3C and DECIDE Models:
 - These models can be applied to make everyday decisions.
 - The models can also be applied for both short term and long term decisions.
- Continue the activity and divide participants into teams and give each team one situation.
- Instruct the teams to write or draw the decision making model they would apply on a large sheet of paper and discuss the choices and consequences of each challenge.
- Help participants to identify choices and consequences.
- Allow teams to continue working on the situations and remind them to be prepared to present their responses.
- Encourage them to look for further information from other sources.
- Allow a few minutes to each group to finish their decisions making process.
- Instruct teams to report their decisions to the whole group.
- The other participants may ask questions and add other ideas for choices and consequences.



SOME DIFFICULT SITUATIONS

Situation 1

Your best friend has been absent from the workplace of and on and also behaving differently. You know your friend is separating from his/her spouse and it has left your friend very upset, however he/she is not willing to talk to you about it and seems distant. What will you do?

Situation 2

Aftab belongs to a group of boys who sell food and drinks to bus passengers that stop in the village on the way to the city. The boys have discovered that it is easy to steal small things (earrings, handbags, etc.) from the passengers as the bus pulls away. Aftab has never tried it earlier. His friends laugh at him and call him a coward. What do you think Aftab should do?

Situation 3

Suraj is seeking admission to secondary school, but has to pass an entrance examination. When the result was declared, he found that he missed his chance by only two marks. An employee from the school tells him that he would get him admission for a certain amount of money. What do you think Suraj should do?

Situation 4

Sangeeta stays with her mother in a village and her father works in a nearby town. Her father used to send money for her school fee but this time it has got delayed. Her mother is not able to arrange money. Sangeeta is worried what would happen now. What should Sangeeta do?

Conclude the discussion and reinforce the following key points:

- Each one of us faces difficult situations in our lives.
- We should make decisions by choosing the most appropriate choices and then decide.
- Three C's model and DECIDE model is helpful to make appropriate decisions in everyday life.


ACTIVITY III

I CAN DECIDE!

Introduction

Decision making involves multiple logical steps. The skills require to arrive at a decision are critical thinking, analytical skills and evaluative skills.

This activity will help to achieve the following Learning Outcomes.


 **Learning Outcomes** : **Participants will be able to:**

- Follow the process of decision making with sequential steps;
- Make a decision after thinking critically

 **Advance Preparation** : **Copies of Worksheets and Pens/Pencils**

 **Methodologies** : **Filling up of Worksheet & Discussion**

 **Duration** : **30 Minutes**

 **Process**

- Initiate the activity and ask the participants to recall different elements involved in decision making.
- Clarify that a wise decision requires a step by step process.
- Invite questions for clarification.
- Provide the following worksheet.
- Each participant to rate themselves by ticking the appropriate column.



WORKSHEET

I CAN DECIDE!

Sl. No.	Statements	Mostly	Sometimes	Rarely
1	After I make a decision, it is final because I know my process is strong.			
2	I try to determine the real issue before starting a decision-making process.			
3	If I have doubts about my decision, I go back and recheck my assumptions and my process.			
4	I prefer people who are better informed to make decisions for me.			
5	I waste a lot of time on trivial matters before arriving at the final decision.			
6	I delay making decisions until it is too late.			
7	I get too anxious when I have to make decisions.			
8	After a decision is made, I spend a lot of time convincing myself that it was correct.			
9	I would rather achieve balance than success in my life.			
10	I prefer to get involved in new situations rather than think about the consequences first.			

SCORING KEY

Give 1 mark for MOSTLY, 2 marks for SOMETIMES and 3 marks for RARELY

15-25 are emotionally balanced/stable

25 and above are emotionally weak

Ask the participants to introspect their decision making ability and think about ways to enhance it.

Conclude the activity by reinforcing the following key points:


- Decision making is an important Life Skill.
- It involves logical steps: determining the problem, considering multiple alternatives and choosing the best possible alternative based on a particular situation.
- The skills required to arrive at a decision include gathering information, evaluative skills and analytical skills.

ACTIVITY IV

DECISION MAKING WHEEL!

Introduction


Decision making requires a proper structure to be followed to arrive at wise decisions. There are different strategies to make wise decisions in life. In this activity, the participants will learn a decision making strategy that will help them improve the quality of choices they make. This activity will help to achieve the following outcomes.

-  **Learning Outcomes** : Participants will be able to:
- Make wise decisions using decision making process
 - Make effective use of decision making wheel

-  **Advance Preparation** : Handout, Decision Making Wheel, Activity Sheet, White Board and Marker Pens

-  **Methodologies** : Team Activity

-  **Duration** : 30 Minutes

-  **Process**
Open a discussion on decision making strategies. If participants want to make wise decisions, they have to improve their decision making abilities. To enhance decision making abilities, the steps mentioned in the Decision Making Wheel can be followed.

Decision Making Wheel will help you to make better choices in life. When you have an important decision to make, start by stating the problem in the hub of the wheel. Next, move through the nine choices, one by one.

- Share with the participants the steps of the Decision Making Wheel.
- Explain each step of the wheel to arrive at a decision.
- Read out the first scenarios from the handout.
- Discuss the following questions with the participants using the Decision Making Wheel and write their answers on the writing board.



- Direct participants to use their decision making wheel sheet to record the answers to each question.
- What is the problem?
- What are the choices that you have?
- What do you think the consequences of these choices will be for yourself and others who are involved?
- What values do you need to consider?
- How do you feel about the situation?
- Is there anything else you need to learn about it?
- Do you need to ask for help? Who will you ask?
- What is your decision?
- Do you think you have made the right decision? Why?
- Now read the second scenario from the handout. Instruct the participants to use their second wheel to analyse this scenario on their own.
- Ask them to fill up their decision making wheel, filling in the hub of the wheel first and then filling in their answers in each of the areas of the pie.
- Allow ten minutes to resolve the assigned situation.
- Invite the participants to share their process and the decisions they came up with.



HANDOUT

HANDOUT FOR SCENARIOS

1. During break everyone is out on the terrace of the office building. You have to go to the washroom. On the way to the washroom, you notice that there is someone in one of the rooms. You stop and peep in out of curiosity. Just as you do, you see one of your colleagues is reaching into another person's cubicle and take something out of it. You quickly move past the door before you are seen.

Just before everyone returns back from the terrace, the person whose cubicle you saw your friend reach into, walks up to the Administrative Officer. A moment later, the Administrative Officer announces that this person's purse has been stolen. What do you do?

2. You are alone with your best friend at His/her house. He/she goes to a drawer in his/her wardrobe and pulls out a pack of cigarettes. He/she lights up a cigarette and invites you to do the same. What do you do?

Conclude the activity by emphasising the following key points:

- In decision making situations, all the alternatives or choices need to be explored.
- Personal beliefs and attitudes influence our decision making process.
- Decision making is a complex process. Some decisions are made after careful deliberations. Some are made more hastily, some are made through our own will and some are made under pressure of others.


ACTIVITY V

RIPPLE EFFECTS OF DECISION MAKING

Introduction

A decision and action has far reaching effect on other people and future events. So while making a choice from available options one should carefully think what effect (positive or negative) will that option have on him/her, his/her family members, friends or society. One should avoid choosing options which can cause negative effects on oneself and others.

This activity will help to achieve the following Learning Outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Understand that decisions they make can have many effects on them as well as others
 - Ensure that their decision does not affect others negatively

 **Advance Preparation** : **Visuals Showing Ripple Effect on Water Bodies**

 **Methodologies** : **Brainstorming and Discussion**

 **Duration** : **30 Minutes**

Process

Display pictures of ripples in water – river and pond etc. Direct a discussion of the far reaching effect of a change in water level or movement (floods, tidal waves, etc.). Relate human behaviour to the phenomenon of ripples in water by explaining that what one person does can have a far-reaching effect (positive as well as negative) on other people and on future events.

Draw concentric circles on a flipchart to represent ripples in water. Discuss the possible effects of the initial behaviour by giving these examples –

Positive Effect:

- You help your younger sister in her studies and she is able to get good marks in her final exams. This makes your parents also very happy.

Negative Effect:

- You lost a cricket match. You feel disappointed. After reaching home you shout at your younger sister. She does not know how to respond, she bangs the door and walks away.
 - Effect on sister?
 - Effect on rest of the family?



Discuss other, similar examples, using the ripple diagram. More concentric circles can be added to show further extension of the possible effects (both positive and negative) of one person's behaviour.

Let the participants draw ripple diagrams on a sheet of paper. Ask the participants to share their ripple diagrams and to discuss examples of the ripple effect from their personal experiences, examples of events occurring at home or in their lives – let them think through more than the three ripples suggested. Also ask them to share that if they had the opportunity to repeat some of their actions, what would they change?

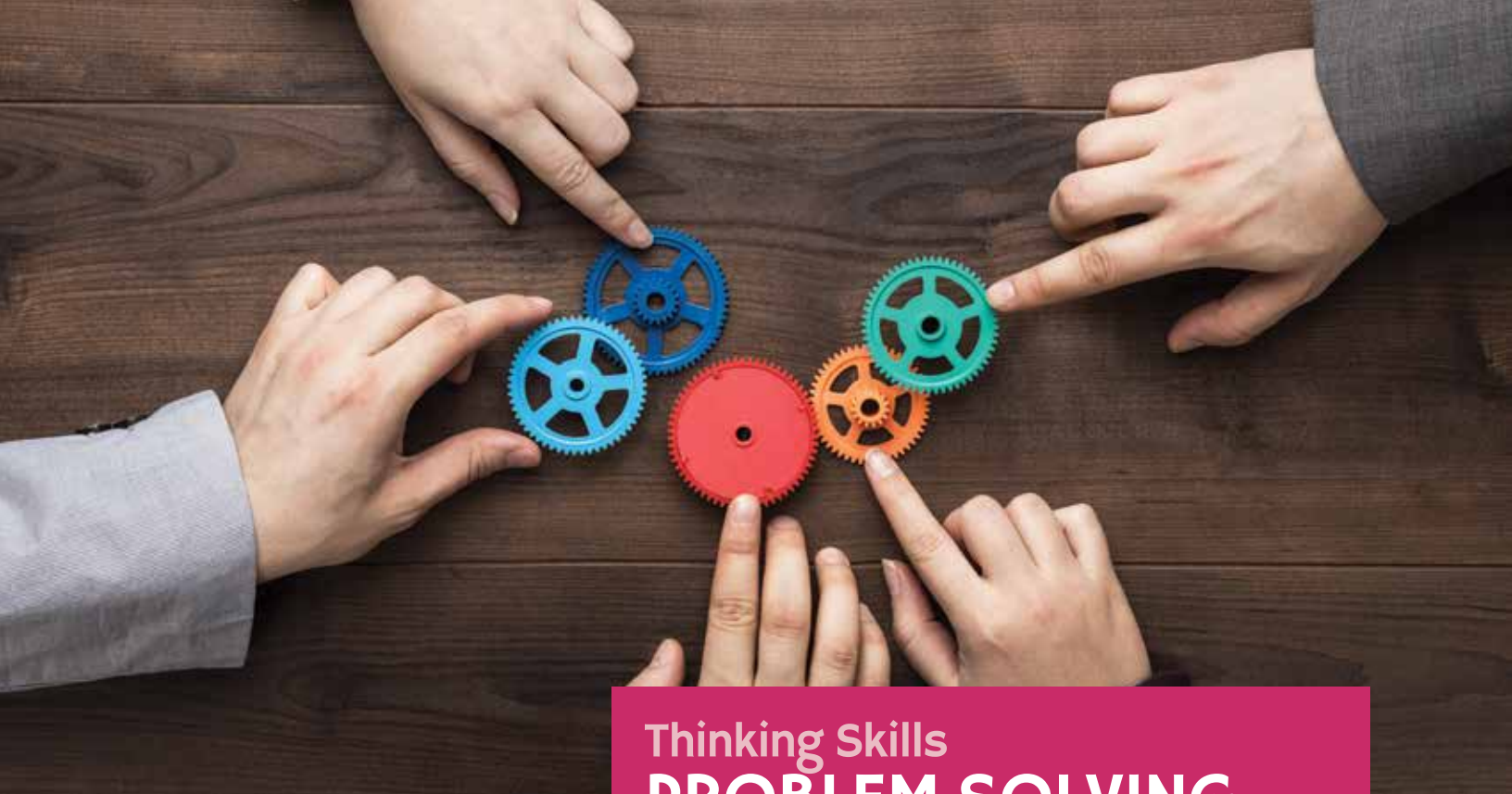
Summarise the activity by reinforcing the following key points:

- Human behaviour like a ripple in water.
- We can control/change the ripples we send out.
- We can change someone's day for the better or for the worse by our decisions.

Self Assessment

1. What have you learnt from this session?
2. How do you plan to use this learning in your personal life?





Thinking Skills **PROBLEM SOLVING**

DEFINITION

A **Problem** is an obstacle that hinders the achievement of a particular goal, objective or purpose. Problems arise when there is a controversy between two needs. It refers to a situation, condition or issue that is yet unresolved. In a broad sense a problem exists when an individual becomes aware of significant difference between what actually is and what is desired between one or more individual. A problem is seeing the difference between what you have and what do you want or recognising or believing that there is something better than the current situation or an opportunity for a positive act. Problem solving skill is helpful to settle an issue, solve a problem or resolve a conflict or dealing with the challenges. A problem should be considered an opportunity.

Learning Objectives

By the end of the session, participants will be able to:

- Understand process of problems solving.
- Ability to handle various problems effectively.

The following participatory activities will lead towards achieving the objectives mentioned in the box.

ACTIVITY I


UNDERSTANDING THE PROCESS OF PROBLEM SOLVING



Introduction

Problems are not to be avoided or feared. Problems are part of life, and are there for us to solve, not evade. Problems left unsolved can bring mental stress and eventually affect our health. Problem solving skills empower us not only to confront our problems, but can in fact turn them into opportunities.

This activity will help to achieve the following learning outcomes.

-  **Learning Outcomes** : Participants will be able to:
- Identify problems and challenges accurately
 - Understand the process and steps involved in problem solving

 **Advance Preparation** : Copy of Cases & A4 Size Sheets

 **Methodologies** : Case Analysis & Presentation

 **Duration** : 30 Minutes

Process

Initiate the activity by explaining that all of us face various problems in our everyday life. It is important to learn the process of problem solving.

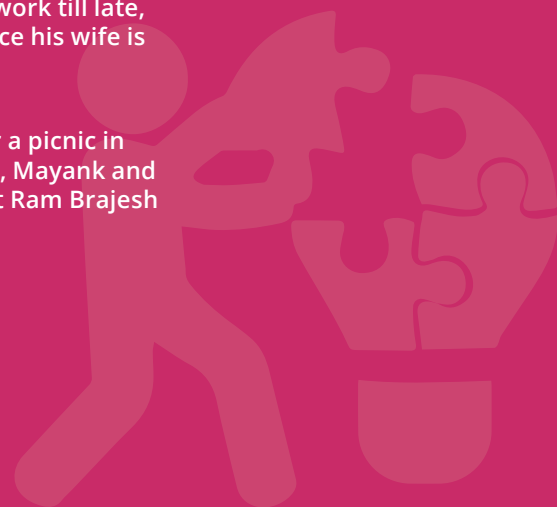
Let us understand the process by analysing the cases given below:

• Situation 1

Ramesh works in a factory. The owner of the factory says that he should work till late, also offers additional money for working late. Ramesh is in a dilemma since his wife is unwell and she may need care and support. What should Ramesh do?

• Situation 2

Four friends (Ayush, Mayank, Gurpreet, Iqbal, Ram Brajesh) have gone for a picnic in the rainy season. Everyone is very happy and enjoying themselves. Ayush, Mayank and Iqbal are smoking cigarettes and try to get Ram Brajesh to smoke too. But Ram Brajesh is not interested in smoking. What should Ram Brajesh do?



Based on the above cases, generate a discussion and encourage the participants to share similar situations they have experienced. Motivate the participants to explain the process of solving their problems step by step.

Tell the participants that problem solving process involves many steps, which include:

- Stop
- Take sometime to think
- Define the problem
- Think about the situation
- Seek advice from others
- Listen to the advice given
- Consider family values and personal values
- Consider cultural practices
- Consider all of the options or alternatives available
- Imagine the consequences and possible outcomes of each option
- Consider the impact of actions on other people
- Choose the best alternatives
- Accept responsibility for your actions

After explaining the above steps, emphasise the following key points:

- Every action, has consequences.
- Analyse the situation and choose the best option.



ACTIVITY II

PROBLEM SOLVING THROUGH POWER MODEL

Introduction

The first step to problem solving is the identification of the problem. Until we identify and acquaint ourselves with the issue/problem, it will be difficult to get it properly redressed. This activity will help to achieve the following learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Understand the process of problem solving
 - Apply POWER model in daily life situations

 **Advance Preparation** : **Copy of Situations & A4 Size Sheets**

 **Methodologies** : **Situation Analysis & Presentation**

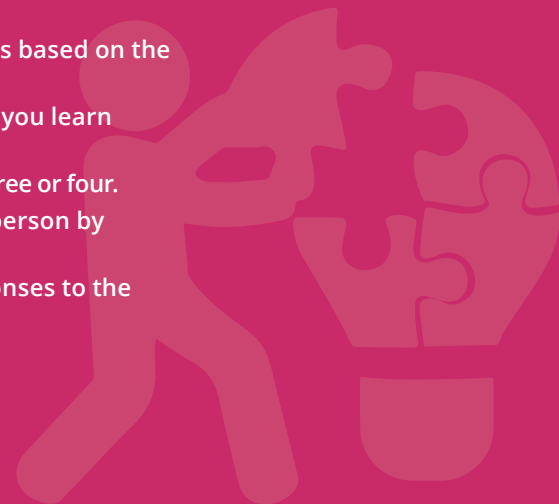
 **Duration** : **30 Minutes**

Process

- Initiate the activity and explain the following POWER model for problem solving.

Also explain about the P.O.W.E.R. Model for Problem Solving:

1. P = Clearly state/identify the Problem/issue.
2. O = Examine what your Options currently appear to be. Generate other choices, if possible. The more options you generate the better.
3. W= Weigh each option – Look at the potential consequences (positive and negative) of each choice – and how the options reflect your own personal values and beliefs. Talk to a person you trust.
4. E = Elect and Enact the best option. Pick the first and second best choices based on the potential outcomes.
5. R = Review and Reflect on what happened because of your decision. Did you learn something for the next time you have to make a decision?
 - Direct participants to analyse the problems listed below in groups of three or four.
 - Instruct them to talk about the response that they would give the person by applying POWER model.
 - Invite the whole class to share and discuss the situations and responses to the different problems.



Situations

Participants to use POWER Model to analyse and solve the problems.

- **Situation 1**

You have suddenly become very withdrawn and sad. You have stopped participating in group activities and spends most of his/her time alone.

- **Situation 2**

You are unable to concentrate in your work. You have observed that you are becoming very erratic and showing signs of weight loss.

- **Situation 3**

You are constantly worried about your weight and also avoiding eating and stay away from group activities like picnics and parties.

- **Situation 4**

You are spending lots of time in watching T.V and sports and you are worried that it will lower your performance.

Conclude the activity by emphasising the following Key Points:

- The POWER model enables us to deal constructively with a problem in our daily life.
- The problem solving skill leads us in an optimistic, productive and responsible approach.







ACTIVITY III

I CAN SOLVE MY PROBLEMS!

Introduction

Problem solving is an art to be mastered. It is better to try solving a problem using suitable methods and procedures. Such tools help in reaching a rational solution. This activity will help in achieving the following learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
 - Internalize various problem solving methods
 - Apply suitable methods and procedures for solving their problems
-  **Advance Preparation** : **Copy of Case & A4 Size Sheets**
-  **Methodologies** : **Case Analysis & Discussion**
-  **Duration** : **30 Minutes**

-  **Process**
 - Initiate the activity and narrate the following case with the participants:

Scenario

A girl in Sunita's batch makes fun of her almost every day in front of the other students. She laughs at her clothes and her looks. Sunita gets along well with most of the other batchmates and tries hard to ignore Ishita's teasing, but many times she also gets angry with her. Yesterday, she saw Ishita's father picking her up from the institute, and heard her father yelling at her and scolding her.

Sunita started to feel sorry for Ishita. The next day, Ishita makes fun of Sunita again. What should Sunita do? Should she stand up for herself or try to be kinder to Ishita? Should she say something to Ishita about what she saw the day before, when her father picked her up, or should she keep this to herself? What might the other students think if Sunita does not defend herself by getting angry with Ishita? Have you been in a situation where someone is being unkind to you for no real reason? What would you do in Sunita's situation?

Continue the activity by asking the following questions.



WORKSHEET

I CAN SOLVE MY PROBLEMS!

1. In your opinion, what are the options before Sunita & Ishita to resolve the problem?

2. What did you consider when you provided your solutions? Why?

3. How was the experience of using the problem-solving models and approaches?

4. What factors influenced the solutions provided by you?

5. What daily problems do young people in your country face and what can they do to solve them?

6. Why do you think young people need to be able to solve the problems that we face?

After the discussion, conclude the activity by the following key points:


- There are many problem solving methods that can be followed.
- POWER Model is frequently used for solving problems.

ACTIVITY IV

BARRIERS TO PROBLEM SOLVING

Introduction

There are many barriers to problem solving which can hold back a person from using his/her analytical skills. Through this activity, the participants will be able to understand the barriers to problem solving. This activity will enable participants to achieve the following learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Identify the barriers while solving a problem
 - Handle the barriers in the process of solving the problem

 **Advance Preparation** : **Chart Paper, Sketch Pens and Worksheet**

 **Methodologies** : **Team Work and Filling up Worksheet**

 **Duration** : **30 Minutes**

Process

- Divide the class into five teams and give each team a chart paper and two to three coloured sketch pens.
- Assign the following task to each team:
 - In your group think of a problem that you were not able to solve.
 - What do you think were the reasons for not being able to solve the problem?
 - List the reasons (Hint: It could be social conditioning, previous experiences etc).
 - Present your thoughts on the chart paper through an innovative presentation (5 minutes for each team).

Conclude the activity and reinforce the following key points:

1. Barriers to Problem Solving can harm and distort Problem Solving concepts.
2. These barriers can hold back from making informed decisions.
3. The barriers to solve the problem may include reflection time, egocentric thinking, social conditioning and group thinking.




ACTIVITY V

SOLVING DIFFICULT PROBLEMS

Introduction

Sometimes some problems cannot be solved at that time because they are associated with powerful external factors over which no one has control. We might get worried or frustrated, but there is no way out to solve it. The best way in such situations is to put the problem aside for some time and move on with other things one has to finish and then get back to solving it after sometime. Here one is not running away or escaping from a problem but waiting for an opportunity to find a solution. The problem solving process involves various steps. It requires clearly identifying and understanding the problem, exploring the available alternatives and deciding on the best options.

This activity will help us to achieve the following learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Assess the difficulty level of situations
 - Solve difficult situations

 **Advance Preparation** : **Copy of Scenario & A4 Size Sheets**

 **Methodologies** : **Situation Analysis & Presentation**

 **Duration** : **30 Minutes**

Process

Divide the participants in teams and provide one situation to each team from the following situations.

• **Situation 1**

Bhavana became furious and locked herself in the room when she was not allowed to go for a school trip. Her parents found it difficult to meet the additional expenses. Bhavana was upset that her parents could not meet all her demands and fulfil her desires. Throwing tantrums at home became a regular feature of Bhavana's behaviour.

• **Situation 2**

Tashi's friend is in love with his neighbour. He tells him to give a letter to her. Tashi is scared that he may get into trouble. His friend says that only if he does that help he will continue to be his best friend otherwise he'll stop talking to him. Tashi yells at him and makes a big scene in the street.

- **Situation 3**

Rama is always irritated with her family members. All that she does at home is fight with everyone. She is not good in studies and her parents always compare her with her brother who is good in studies and passes with a high percentage.

- **Situation 4**

Ajit finished 10th standard four years ago. Now he has realised that he needs to go for higher education to enhance his career prospects. Ajit is worried about his future and he spends all his time worrying and eating in excess.

- **Situation 5**

Imran has his job interview at 10.00 A.M. It takes one hour to reach the place. Imran leaves his house exactly at 9.00 in the morning. Due to traffic jam he reaches the office only by 10.30 and he is not permitted to attend the interview. Imran is so angry with the bus driver for not driving fast and he is also angry with the interviewer for not considering his situation. He feels that he is not lucky and slams the door while leaving.

- **Situation 6**

Simran's factory is very far from her house. She has no time to eat breakfast. She also does not find enough time to eat lunch, so most of the days she just eats snacks. In the evenings, as soon as she returns from work, she has her dinner without even washing her hands. Now-a-days she is unable to work properly as she feels very weak. She is annoyed with herself.

Ask the participants to identify the problem and its solution using the following cycle of problem solving process.

A few tips in problem solving process

- **Identify**
- **Explore**
- **Set Goals**
- **Look at alternatives**
- **Select**
- **Implement**

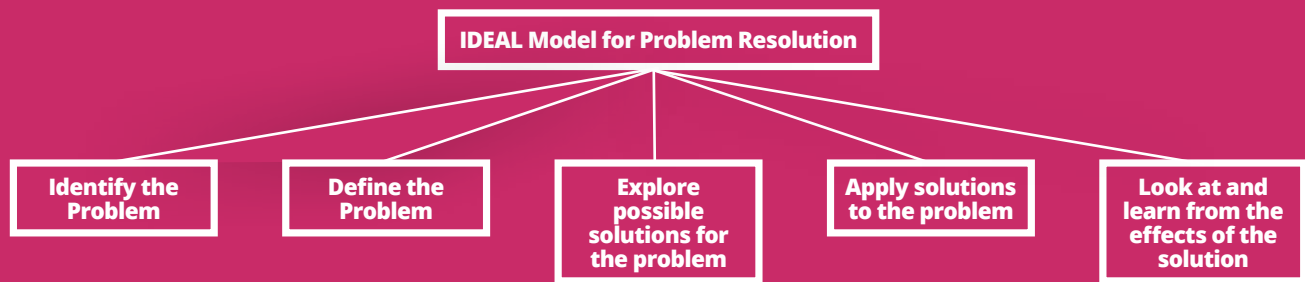
Steps in Problem Solving



1. Identify: WHAT is the real problem? In simple words, write down the key issues in the problem.
2. Explore: WHY is there a problem? What has caused this problem? Usually a problem has more than one cause. List them all. Also write any important circumstances or explanations about the problem.
3. Set goals: WHAT outcome are we hoping for? What is your objective?
4. Look at alternatives: HOW can we solve it? Brainstorm! This is where you can use your imagination. During this stage, first come up with all the ideas you can think of. Let some ideas be wild. This is “Thinking out of the box” and is the way many new inventions took place. Look at it from different perspectives.
5. Select: WHICH solution is most appropriate - given your circumstances? You have a collection of possible solutions. Write them all down. Then look over your ideas and choose what you think is the finest solution among them.
6. Implement: ACT on your solution. It won't always work. Even if it doesn't — you have others to try. Problems are an important part of life, and it is always in your best interest to improve your ability to create good solutions.
7. Evaluate and reflect: Is the problem solved or partially solved? Was the strategy useful? Can it be repeated? If not, then go back to step number 1 and re-look the problem and options again.

Conclude the activity by emphasising the following key points:

- Sometimes we face difficult situations in our life.
- We should take some time and proper advice to arrive at a solution.
- The above cycle and IDEAL Model may be used to resolve difficult situations.



Self Assessment

1. What have you learnt from this session?
2. How do you plan to use this learning in your personal life?



Emotional Skills

COPING WITH STRESS

DEFINITION

Stress is the the psychological and physical strain of tension generated by physical, emotional, social, economic or occupational circumstances, events or experiences that are difficult to manage or endure.

Therefore, stress is our reaction to the unhabituated physical and physiological changes that occur in our daily lives. It is a normal response that happens when your physical or mental life is disrupted or changed drastically in a major way and it has an impact on your wellbeing. Stress is a normal physical response to events that make you feel threatened or upset your balance in some way. When you sense danger, whether it is real or imagined, the body's defences kick into higher gear in a rapid automatic process known as "fight-or-flight-or-freeze" reaction or the stress response.

Stress can be seen as a perceived threat to us on any level. Day in and day out we face stressful situations. The intensity and duration of stress changes depending on the circumstances and emotional condition of people who are suffering from it.

The following participatory activities will lead towards achieving the objectives mentioned in the box.

Learning Objectives

Participants will be able to:

- Understand stress.
- Identify common causes of stress.
- Recognise the symptoms of stress.
- Understand the impact of stress
- Learn to manage and cope up with stress.


ACTIVITY I

AM I STRESSED?



Introduction

Every individual has to face stress and deal with it in life. The stress we feel can have both positive and negative impact on our personality. There are different ways to cope with stress and this activity will help in achieving the following learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Understand the concept of stress
 - Use appropriate methods of coping with stress

 **Advance Preparation** : **Worksheet, Pens**

 **Methodologies** : **Filling up of worksheet & Discussion**

 **Duration** : **30 Minutes**

Process

- Ask participants about their understanding of the word 'stress'.
- Encourage them to share some common situations in which they have felt stressed.
- Provide the worksheet and request participants to fill up the worksheet provide to them.



WORKSHEET

AM I STRESSED?

Describe two situations that cause stress.

When you are stressed, your feelings are:

How does your body react in a stressful situation?

Generate the discussion to bring out the following key points:

- All of us experience stressful situations in life.
- There are healthy and unhealthy ways to cope with stress.
- Sharing feelings with a person you trust is healthy.
- If feelings are not shared or expressed, then pressure builds up inside the person and the effect can be harmful.

ACTIVITY II

WHAT CAUSES STRESS?

Introduction

Stress is a common phenomenon in one's day to day life. Causes of stress are common generally for everyone. We need to identify the causes of stress in order to eliminate them. This activity will help to achieve the following learning outcomes.



- Learning Outcomes** : Participants will be able to:
- Identify various reasons for stress
 - Recognise and categorise the causes of stress
 - Eliminate the causes of stress



- Advance Preparation** : Old newspapers, magazines, glue stick, chart paper, scissors, sketch pens.



- Methodologies** : Collage Making & Presentation



- Duration** : 30 Minutes



Process

- Initiate the discussion by asking the participants to identify and share some of the common causes of stress.
- Write down the responses on the writing board.
- Form four groups, depending on the number of participants.
- Assign one of the following topic to each group to develop a collage/chart.
- TEAM 1: Problems with colleagues & friends.
- TEAM 2: Family issues.
- TEAM 3: Profession related pressures.
- TEAM 4: Own thoughts, feelings, behaviour and emotions.

Ask each team to present their collage and explore similar situations and causes of stress faced by other participants.

Sum up the activity by highlighting the following key points:

- We need to learn to identify the source of stress.
- Analyse how it is affecting us.
- Find ways to eliminate the cause of stress by appropriate means.




ACTIVITY III

STRESS – SYMPTOMS & IMPACT

Introduction

Stress is unique and personal to each of us. What is relaxing to one person may be stressful to another. But too much stress can have physical and psychological effects that interfere with the health and well-being of an individual. Repeated stress can lower self-esteem, decrease academic performance and create a cycle of self-blame and self-doubt.

This activity will help in achieving the following learning outcomes.

 **Learning Outcomes** : **The participants will be able to:**

- Identify the symptoms of stress
- Recognise the physical, emotional and behavioural impact of stress on self

 **Advance Preparation** : **VIPP Cards, Display Board & Pens/Markers**

 **Methodologies** : **VIPP Methodology & Discussion**

 **Duration** : **30 Minutes**

Process

Distribute three VIPP cards of three different colours, each with one of the following titles:

- “Physical,”
- “Emotional” and
- “Behavioural” to each participant.

Ask the participants to imagine a stressful situation and write responses to the following questions:

- What happens to their body when they are stressed? (Physical - e.g. headache, restless)
- How do they feel when they are stressed? (Emotional - e.g. depressed, angry)
- What do they do when they are stressed? (Behavioural - e.g. cry, shout at others)

Once they finish writing, ask them to paste the card on the wall or board under each category separately.

Read out the responses on the VIPP card and conclude the activity by explaining the following key points on impact and symptoms of stress:

When you are under stress you may experience the following feelings, thoughts, behaviours or physical symptoms.

- **Emotional**

- **Feelings:** Anxiety, irritability, fear, moodiness, embarrassment.
- **Thoughts:** Self-criticism, difficulty concentrating or making decisions, forgetfulness, pre-occupation with the future, repetitive thoughts, fear of failure.
- **Behaviour:** Stuttering, difficulty speaking, crying, acting impulsively, do not feel like talking to anyone, nervous laughter, yelling at friends and family, grinding teeth, jaw clenching, increased smoking, alcohol or drug use, increased or decreased appetite.
- **Physical Symptoms:** Tight muscles, cold or sweaty hands, headache, back or neck problems, sleep disturbances, abdominal pain, more colds and infections, fatigue, rapid breathing, pounding heart, trembling, dry mouth.




ACTIVITY IV

STRESS - NEGATIVE OR POSITIVE

Introduction

Stress is the reaction of mind and body to any event that brings out a change. The change could be pleasant, unpleasant, boring or exciting. We need to understand various types of stress and ways to handle them. This activity will help in achieving the following learning outcomes.

-  **Learning Outcomes** : **Participants will be able to:**
- Understand types of stress
 - Able to apply various techniques to eliminate stress

 **Advance Preparation** : **Handouts on Types of Stress**

 **Methodologies** : **Group work and chart presentation**

 **Duration** : **30 Minutes**

Process

- Initiate the discussion on various types of stress experienced in daily life.
- Ask the participants about the stress experienced by them is negative or positive.
- Divide the participants in five groups and provide each groups one handout from annexure one.
- The groups will be allotted 10 minutes for discussion and prepare charts on the topic allotted .
- Each group to make a chart presentation on the topic allotted to them by describing how to handle the particular type of stress.

GROUP 1: Eustress: this is a positive form of stress which prepares our mind and body for imminent challenges that it has perceived, such as before an exam, completion or an athletic event.

GROUP 2: Distress: it is a negative form of stress and usually occurs when there are deviations from the norms.

GROUP 3: Hyper Stress: this is a form of negative stress that occurs when individual is unable to cope up with the work load.

GROUP 4: Hypo Stress: it occurs when a person has nothing to do with his time and feels constantly bored and unmotivated. This is due to an insufficient amount of stress hence some stress is inevitable and helpful to us.

GROUP 5: Dealing With Stress, Anxiety and Depression:

Stress, anxiety, and depression influence your eating and physical activity habits and your weight. Some problems require professional assistance.

Sum of the activity by emphasising that there are four types of Stresses that can be dealt by applying appropriate techniques.

ACTIVITY V


STRATEGIES TO OVERCOME STRESS - STRESS MANAGEMENT

Introduction

Handling stress in a constructive way using different methods and actions is known as Stress Management. Whenever a person faces stress, certain changes occur in the body and mind. This set of changes is called stress reaction. It consists of chain of physical and biochemical changes due to the reaction of nervous system and the other organs of the body to different chemicals. As a result, the body goes on “full alert”.

- There is increased production of certain hormones in our body. The heart rate, the oxygen intake and blood flow to the muscles increases.
- All the above changes provide the person with the strength, energy and clear thinking required to give his/her best.
- Once the challenge is fully met, all the organs begin to relax and return to their original state. If the challenge is not met, the body again goes back to stage I (prolonged stress).


This activity will help in achieving the following learning outcomes.

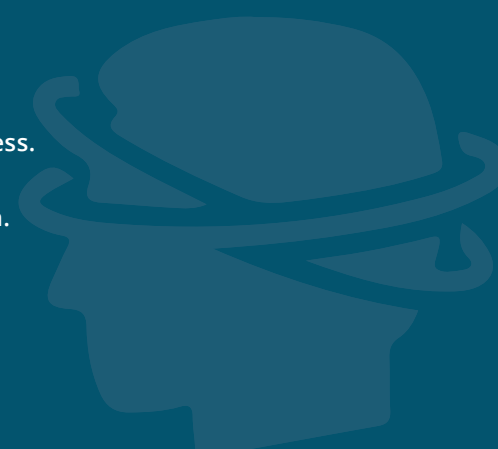
-  **Learning Outcomes** : **The participants will be able to:**
- Participants will be able to identify various strategies to overcome stress
 - Practice these strategies in everyday life
 - Manage stress

 **Advance Preparation** : **VIPP Cards, Display Board & Pens/Markers, Handouts**

 **Methodologies** : **ViPP Methodology & Discussion**

 **Duration** : **30 Minutes**

-  **Process**
- Brainstorm – what do you understand by stress?
 - Direct participants to form groups of five or six participants in a group.
 - Then allow them 15 minutes to create a list what can be done to deal with stress.
 - Then let each group present what they have found.
 - The team which creates the list that is close to your list or the best list will win.
 - At the end of the exercise, involve the whole group in a discussion on positive ways to deal with stress.
 - Provide the following worksheets and ask the participants to fill them.



WORKSHEET

STRESS MANAGEMENT

I. Write True or False for the following statements:

Sl. No.	Statements	T/F
1	Stress is always negative.	
2	Only some people have stress.	
3	Different people react to stress in different ways.	
4	Coping with stress is an important skill.	
5	Stress can be controlled.	

Sl. No.	Questions	'Yes' or 'No'
1	Do you think certain amount of stress is necessary in day to day life?	
2	Do you think young people should learn to cope with stress?	
3	Is this session helpful in your daily life?	
4	Do you think you will be able to now handle stress in a better way?	
5	Do you think you are now equipped with at least one healthy method to handle stress?	

Continue the activity and ask the following questions and write down the responses.

1. What have you learnt from this activity?

2. Why is it important for you to be able to cope with stress?

3. How can this activity help you to deal better with stress?

Explain the process of Stress management by referring to tips mentioned in the next page.

TIPS FOR MANAGING STRESS

- **Help Your Body Handle Stress:** If it is not within your power to change the event, change your attitude!
- **Relaxation:** Long walks, exercise, yoga, deep breathing, meditation, listening to music, writing a diary, knowledge of Self, confidence in one's own abilities, knowledge of stress signals, sufficient sleep, balanced diet, use of Life Skills etc.
- Take a walk, Exercise, Jog, Run, Play, Do Yoga, (aerobic activity is essential)
- Eat a healthy diet high in fruit and vegetables. Drink plenty of water.
- Get enough rest.
- Try a massage.
- Take a long shower or bath.
- Take a break from stressful situations: count to 10, take a deep breath, daydream, or take a vacation if you can.
- Divide big tasks into little ones, and tackle one at a time.
- Learn how to relax and practice this regularly.
- Arrange to have some quiet time for yourself each day.
- Talk over your troubles with someone you trust. Share your feelings/problems with parents/teacher/trusted friends.
- Take the time to do things you enjoy.
- Plan ahead and pace yourself so you aren't late or in a terrible rush.
- Listen to or make music, paint, or express yourself artistically.
- Picture yourself handling particular stressful situations calmly and effectively.
- Have fun! Laugh more. It's hard to be stressed when you are laughing.
- Spend time on your favourite hobby.
- Watch a funny movie.
- Do fun things in fun company.
- Try to find alternative ways of doing things.
- Your mood (sad, nervous, stressed, etc.) comes from your thoughts and what you tell yourself. In most cases, you can control your mood by choosing what you think about and what you tell yourself.
- When you are feeling too much stress, be aware of what you are thinking. Are these thoughts making you feel worse? If so, then replace them with more positive thoughts. Make a list of 4-5 positive statements about yourself that you can use when feeling stressed.

Self Assessment

1. What have you learnt from this session?
2. How do you plan to use this learning in your personal life?



Emotional Skills

COPING WITH EMOTIONS

DEFINITION

Emotions can be defined as a mental state that arises as a response to contact with a pleasant or an unpleasant object, or a mental state that is developed through conscious effort. Every one of us feels different emotions at different times. Sometimes we feel happy, sometimes sad, worthless, hurt or depressed. It is very normal and natural to feel various emotions. Life would indeed be very boring and dull without these colours of life called emotions.

The ability to deal with negative feeling and emotions such as grief, anger, anxiety, depression etc. is an important emotional skill that we all need to develop. People who lack emotional self-regulation experience feelings of distress. People who manage their emotions are more optimistic, generally productive and effective in their lives. Identifying emotions as they occur and to be able to monitor emotions from moment to moment is the key to self-understanding. Being aware of our own emotions makes us more confident when making personal decisions.

Learning Objectives

Participants will be able to:

- Enhance knowledge and understanding about emotions.
- How to deal with negative and positive emotions.
- Developing skills to manage emotions that can give positive inputs for a happy life.

The following participatory activities will lead towards achieving the objectives mentioned in the box.

ACTIVITY I

AM I EMOTIONAL?







Introduction

All of us sometime or the other in our lives feels happy, loved, sad, fearful, jealous, and guilty and so on. These are all emotions. A wide range of stimuli including people, objects and situations elicit these emotions.

Emotions form an integral part of our life. Without emotions, perhaps we are like robots. It is quite natural that one day you are on top of the world and the next day you are in depth of despair.

When we are elated or delighted we make everyone happy. However, if we are in a bad mood we may create terror or distress in others also. The present activity will enable us to achieve the following learning outcomes.

-  **Learning Outcomes** : Participants will be able to:
 - Recognise and identify emotions
 - Deepen the understanding of emotions
-  **Advance Preparation** : VIPP cards of three different colours
-  **Methodologies** : VIPP Methodology and Discussion
-  **Duration** : 30 Minutes

Process

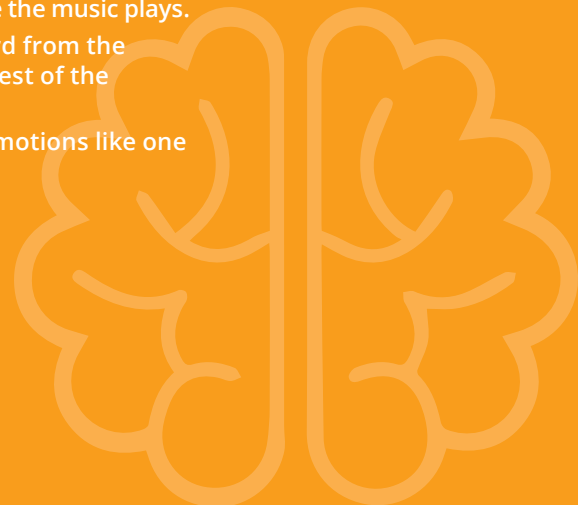
- Prepare cards with names of some emotions such as happy, shy, sad, scared, excited, angry, envy, guilty, jealousy, love etc. and put them in a bag.

Note: Depending on number of participants, you can have three-four cards having same emotion.

- Make the participants sit in a circle and pass the “parcel of emotions” while the music plays.
- When the music stops, the participant who has the parcel picks up a card from the bag and acts out the emotion described. No words are to be used. The rest of the participants have to guess the emotion expressed.
- Also ask the participants to say instances where they will feel like the emotions like one feels happy when everything goes their way.
- Tell the participants that all emotions are integral part of life.

Sum up the activity by the following key points:

- We experience various emotions in our day to day life.
- Pleasant feelings and experiences are known as positive emotions.
- Unpleasant feelings and experiences are known as negative emotions.







ACTIVITY II

EMOTIONS COLLAGE

Introduction

Emotions are part of one's life and can generally be divided into positive and negative. Negative emotions such as anger, pride and envy are often associated with unpleasant feelings. Positive emotions such as love, humility and generosity are often associated with pleasant feelings. Negative emotions are harmful, while positive emotions are beneficial. Harmful emotions undermine our wellbeing are called "negative emotions".

This game will help us to achieve the following learning outcome.

-  **Learning Outcomes** : **The participants will be able to:**
 - Identify positive and negative emotions
 - Understand the impact of positive and negative emotions
-  **Advance Preparation** : **My Emotions worksheet, chart papers, sketch pens, crayons, old newspapers and magazines, glue, scissors, white board, marker pens and duster**
-  **Methodologies** : **Collage making and presentation**
-  **Duration** : **30 Minutes**

Process

- Brainstorm about the word 'emotions'. Encourage participants to give examples of different types of emotions, both negative and positive, that people experience.
- Divide participants into four groups (Two groups to develop collage on "Impact of Positive Emotions" and two groups on "Impact of Negative Emotions").
- Instruct all the groups to make Collages by using old newspaper, magazines, chart papers, sketch pens or crayons. They can start by looking for pictures depicting specific emotions.
- As they paste pictures that evoke or represent different emotions, encourage them to discuss different emotions that people feel, and how important it is to respect other people's feelings.
- Ask all the teams to present their collages.
- After the presentation of all four groups, encourage the participants to discuss what make people feel happy, sad or angry, and how they can effectively deal with their emotions.
- Allow fifteen minutes for this activity.
- Display Emotions Collages in the classroom.
- Provide the following worksheet and ask the participants to fill up the worksheet individually.

WORKSHEET

MY EMOTIONS

My name is: _____

I am happiest when _____

I am saddest when _____

I hate it when _____

My greatest fear is _____

When I am happy, I _____

When I am sad, I _____

When I am angry, I _____

When I am frightened, I _____

Sometimes I feel _____

And when I do (feel like this) I would _____

After filling up the worksheet, continue the activity by initiating a discussion with the help of the following key points.

- Emotions have impact on our day to day functioning.
- Emotions are a part of one's life. They are neither good nor bad; how they get expressed is more important.
- Managing emotions is the ability to identify and expressing one's emotions appropriately.
- Learn to cope effectively with situations that give rise to negative emotions.


ACTIVITY III

COPING WITH NEGATIVE EMOTIONS

Introduction

Coping with emotion involves, recognising emotions within us and others, being aware of how emotions influence our behaviours and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative impact on us if we do not respond appropriately. So it is a process of dealing effectively with the thoughts and actions that cause uncomfortable feeling. Coping is the process of managing taxing feelings and seeking to master, minimise, reduce or tolerate emotion. There are numerous coping methods that are positive in nature and are categorised as mental, physical, spiritual, interpersonal, family and divergence.

This activity will help to achieve the following learning outcomes.

-  **Learning Outcomes** : **The participants will be able to:**
- Identify the behavioural changes arising due to various emotions
 - Manage and overcome the feelings and emotions that give rise to negative actions

 **Advance Preparation** : **A4 Sheet Paper And Pens**

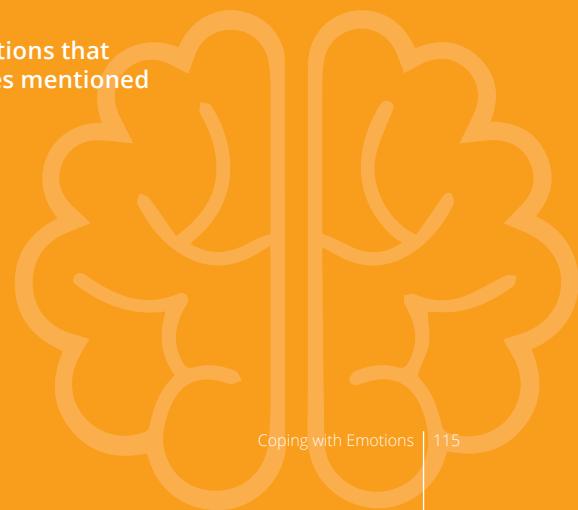
 **Methodologies** : **Introspective Exercise**

 **Duration** : **30 Minutes**

Process

Initiate the activity and greet the participants.

- Ask participants to identify one of the frequent negative emotions that arise in them.
- Identify the behavioural changes that arise due to this emotion.
- Develop a clear action plan to manage and overcome the feelings and emotions that give rise to negative actions by applying restraint and appropriate antidotes mentioned in the table Page 116.
- Share your action plan with other participants.
- As a result of this sharing, you may realise:
 - Negative thoughts and actions are harmful.
 - They are harmful to oneself and others.



Negative Emotions and their Antidotes

Sl. No.	Emotions	Antidotes
1	Anger	Forbearance and peace
2	Fear	Confidence and courage
3	Hatred	Love
4	Greed	Contentment
5	Jealousy	Equanimity
6	Sadness	Happiness & Joy
7	Pride	Appreciate others
8	Attachment	Understanding transient nature of Life
9	Doubt	Understanding

After the discussion, provide the following worksheet to the participants and ask them to fill it up.



WORKSHEET

COPING WITH NEGATIVE EMOTIONS

Sl. No.	Statements	Mostly	Sometimes	Rarely
1	I do not take help from others to make important decisions in life.			
2	I do not pity myself.			
3	Even if I do not like a task, I pursue it for others' sake.			
4	I generally come out to be a leader in the group.			
5	I easily let go of the wrong others have done to me.			
6	My anger does not keep coming back with specific people or situations.			
7	When I am upset and feel like crying, I still stay powerful and effective.			
8	I understand others point of view regardless of the situation.			
9	I do not envy others who I think are better than me.			
10	I do not hesitate to join a group who are talking together.			
11	My friends keep telling me that I have a positive attitude towards life.			
12	I try to avoid difficult situations.			
13	I accept people as they are without expecting much change in them.			
14	I feel energetic and relaxed most of the time.			
15	I am responsible for my feelings and can modify myself when situations arise.			

After filling up the worksheet and discussion, conclude the activity by emphasising the following key points:

- Anger is the most prominent negative emotion.
- We should be equipped with the skill of managing anger.





ACTIVITY IV

HOW CAN I MANAGE ANGER?

Introduction

People express their anger in different ways. Appropriate expression of anger can lead to stronger relationships and better life situations. We need to learn positive techniques for managing anger.

This activity will help to achieve the following learning outcomes.

-  **Learning Outcomes** : **The participants will be able to:**
 - Identify their triggers for anger
 - Use their skills in managing anger
-  **Advance Preparation** : **Worksheet, flip chart and marker pens**
-  **Methodologies** : **Brainstorming, group work and worksheet**
-  **Duration** : **30 Minutes**

Process

Brainstorm about the signs and symptoms that indicate one is feeling angry (Record the anger signals on a flip chart. Responses may include: louder and raising voice, hand shaking, jaw tightening, shorter breaths, tense muscles, flushed red face, etc.)

- Divide the class into pairs.
- Distribute the worksheet to each pair.
- Allow fifteen minutes to think and complete worksheet.
- After they complete their worksheet, involve the whole class in a discussion on the common triggers for anger and appropriate ways of dealing with it.
- Divide the class into pairs.
- Distribute the worksheet to each pair.
- Allow fifteen minutes to think and complete worksheet.
- After they complete their worksheet, involve the whole class in a discussion on the common triggers for anger and appropriate ways of dealing with it.



WORKSHEET

HOW CAN I MANAGE ANGER?

a) What are triggers for anger?

1. _____
2. _____
3. _____
4. _____
5. _____

b) Why are these triggers for you?

1. _____
2. _____
3. _____
4. _____
5. _____

c) How do these triggers make you feel?

1. _____
2. _____
3. _____
4. _____
5. _____

d) Use the ACTS technique of assertive problem solving for managing your anger.

ACTS

- A = AWARENESS of your anger signals.
- C = CONTROLLING your response.
- T = TALKING about the situation in a calm, polite, and assertive manner.
- S = SOLVING the problem through a mutually agreeable plan of action. Follow through with it. The solution should be 'win-win' for everyone involved.

Sum up the activity with the help of key points.


- Anger is a normal emotion and it is not wrong to experience it.
- Being able to identify triggers for anger can help one avoid becoming angry in situations.
- Being able to spot triggers, recognizing why they are triggers and how they make one feel, can help one recognize when one should implement one's anger management skills.


ACTIVITY V

MANAGING ANGER

Introduction

Anger is a normal human emotion and different people become angry about different things. Difficulties result when anger is not managed. This activity will help in achieving the following learning outcomes.

-  **Learning Outcomes** : **The participants will be able to:**
- Recognize the reasons for becoming angry
 - Use positive ways to let anger out without hurting themselves or others
 - Manage anger

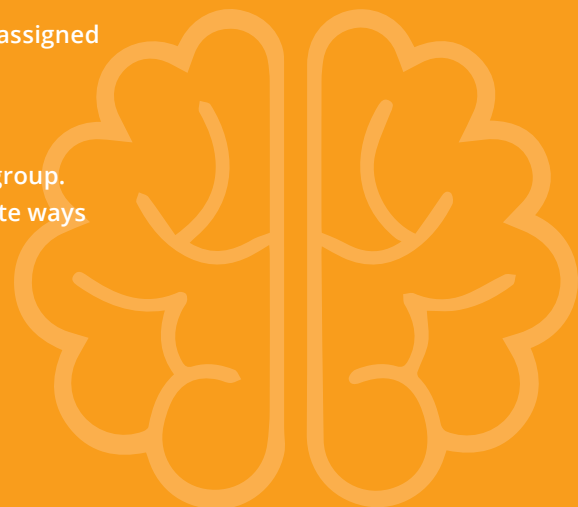
-  **Advance Preparation** : **Worksheet: Behaviour, whiteboard, marker pens, duster, chart papers and sketch pens or crayons**

-  **Methodologies** : **Filling up of worksheet and discussion**

-  **Duration** : **30 Minutes**

Process

- Encourage participants to identify some common situations in which they have felt negative emotions such as anger, grief, sadness, depression, etc.
- Make a list of the situations shared by participants on the white board.
- Divide the participants into groups, each group not having more than five to six participants.
- Assign one situation to each group (situations could be selected either from the ones identified by the participants themselves or the ones mentioned here).
- Each team to prepare a role play of about five minutes on the situation assigned to them.
- Allow them ten minutes for preparation.
- Help participants recognize emotions in all the situations presented.
- Each role play is to be followed by a small discussion among the whole group.
- At the end of the session, involve the whole class and discuss appropriate ways of managing emotions.



ROLE PLAY SITUATIONS

- Someone grabs something out of your hand.
- Someone pushes you in line.
- Your supervisor shouts at you in front of your other colleagues.
- You have not completed the job assigned to you and are scared to face your supervisor.
- Your children are arguing and your friend visits your home.
- Ask participants to write about how they felt like when they are totally alone and no one else could possibly understand what they are feeling?

WORKSHEET

Ask the participants to fill up the following worksheet:

1. Why is it important to learn to manage your anger?

2. How does self awareness/identifying emotions helps you in managing your anger?

3. Why do you think Life Skills are important in everyday life?

4. How do you deal with your anger?

5. Do you think now you are in a better position to deal with your anger?

Sum up the activity with following key points and by reinforcing the seven ideas on relaxation techniques mentioned in the next page.

- Anger is a normal human emotion. Anger is OK as long as you can manage it.
- If you learn to manage your anger, you will have better relationships.
- Be aware of the triggers for your anger, the warning signs that you are becoming angry.
- Learn how to keep your anger from becoming destructive to yourself or to those around you.

Relaxation Techniques

1. Relaxation

Breathe deeply from the diaphragm. Breathe in through the nose and out through the mouth.

Say a calming word over and over. (eg: Relax, It's OK etc.)

Tense muscles throughout your body, and then loosen them. (Using the example of standing like a toy soldier and relaxing may be helpful).

Sit back and look at a peaceful scene or imagine one.

2. Positive thinking and visualization

Think such thoughts as: "I can do this" and picture yourself succeeding.

3. Stay healthy

Eat healthy foods and get plenty of rest.

4. Exercise

Exercise is very important, not just for general health, but because when we exercise, our bodies release endorphins that are calming hormones.

5. Recreation

Having fun is important. Develop hobbies that you can pursue now and can continue to enjoy when you are older.

Look beyond TV and computer!

6. Change what you can!

Reduce stress by setting goals, using your time wisely, and through problem solving.

Make changes to reduce the stress within you. For example, if you are always nervous because you lose things, set a goal to become organized.

7. Express your feelings

Talk to others and tell them what you need and how you feel.

Express yourself through writing in journals, art and music. A pet can be a great listener, too!

Steps for dealing with emotions:

- Identify your emotions.
- Analyse why the situation bothers you.
- Analyse the effect the situation has or can have on your life.
- Decide what you can or cannot change.
- Select a positive way to react.
- Think of something positive you can learn from the situation.

Self Assessment

1. What have you learnt from this session?
2. How do you plan to use this learning in your personal life?

Interdependence Between Life Skills

Getting to Know Yourself

SELF-AWARENESS

+

CRITICAL THINKING

Working Towards Your goal

SELF-AWARENESS

+

CRITICAL THINKING

+

CREATIVE THINKING

CRITICAL THINKING

+

EMPATHY

+

CREATIVE THINKING

EFFECTIVE COMMUNICATION

SELF-AWARENESS

+

EFFECTIVE COMMUNICATION

+

EMPATHY

INTER-PERSONAL RELATIONSHIP



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