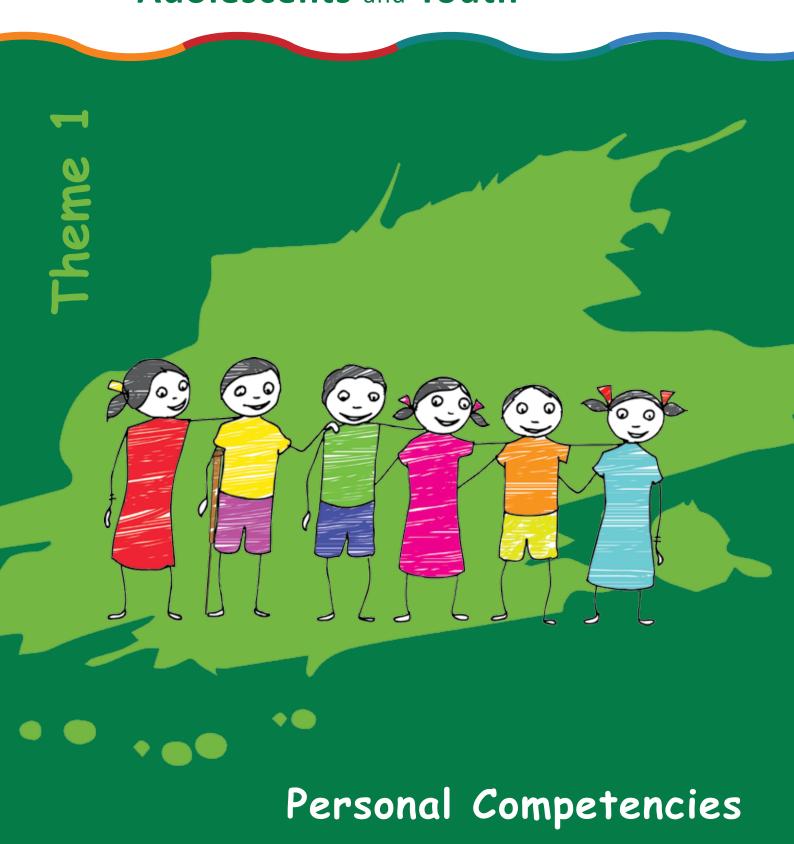
Curriculum on Life Skills for **Adolescents** and **Youth**





Theme 1

Personal Competencies

Lesson 1

Understanding and knowing oneself

Lesson 8

Making a Positive First Impression (understanding social etiquette)

Lesson 11

Respecting Self and Others

Lesson 14

Asking questions & Raising voices

Lesson 2

Understanding and Sharing Emotions

Lesson 3

Being responsible

Lesson 5

Power of Positive Attitude

Lesson 6

Goal Setting-defining life DREAM

Lesson 9

Communicating Effectively

– verbal and non-verbal

communication skills

Lesson 12

Being assertive Others

Lesson 15

Being an achieverstudying to score Lesson 4

Effective

Listening- a skill

Lesson 7

Hygiene & Healthy living DREAM

Lesson 10

Developing Confidence in Self and Others

Lesson 13

Standing Up for Yourself: learning to Say No

Lesson 16
Motivation

Lesson 17
Leadership



Lesson 1

Understanding and knowing oneself





Lesson objectives

- To enable the adolescents to understand themselves better,
- To help the adolescents accept their strengths and weaknesses,
- To develop self-esteem of adolescents, and
- To enhance self-reflection skills of the adolescents.



Duration: 90 minutes

Time break-up

10-12 minutes	15 minutes	25-30 minutes	15-20 minutes	20 minutes
Activity 1	Discussion for Activity 1	Activity 2	Discussion for Activity 2	Case study and its discussion



Training materials required

Black board, chalk, sheets of A4 sized paper, and colour pencils/sketch pens for participants, any electronic device to play music

	Conceptual Note: Why do we need to understand
	ourselves?
	0
	While going through the ups and downs of life, we have all faced
i	situations which we felt we couldn't handle. At that point of time all
	of us have asked these questions to ourselves – Who am I? Why am
	I in this situation? Why does this have to happen to me? Why can't I
	be living a more comfortable life? The answer to all these questions is
ļ	important for it helps us understand ourselves better and deal with our
	life situations in a better manner.
ŀ	Understanding ourselves helps us recognize our strengths and
L	weaknesses, likes and dislikes, fears and challenges; and helps us
	accept who we are as a person. It empowers us to deal with our fears
i	in a better manner and it helps us recognize and use our opportunities
ŀ	to the optimum level. When we are clear about ourselves, we are able
	to work towards our goals in a better manner. It also acts as a baseline
Ī	for better communication and effective decision making for we are
	clear about what we are capable of doing and achieving in our lives.
	The lesson given below will help you explore all these aspects of your
	personality better.

Note for the facilitator

It is imperative for you to focus on helping the adolescent groups understand themselves better and build their self-esteem. It is not just important for them to know the terms used in the conceptual understanding. They have been used only to help the facilitator develop a better understanding of the concept.

It is possible that your trainees have never been involved a task which involves thinking about themselves or spending time with themselves alone. You need to encourage them to do that and also give them some cues while they are thinking of their characteristics.

Activity 1: Ice breaker

Objectives

- To encourage the participants to start thinking about themselves and their characteristics as an individual,
- To develop interest in the lesson and be able to relate to the concept, and
- To enhance the communication skills of the participants.



Training materials required

Electronic device to play music



The facilitator plays some folk music or music which the participants may enjoy and asks them to move around the room while the music is playing. After around 1 minute, the music is stopped and the participants are asked to pair up with anyone they don't know very well in the group and share their name, happiest moment of their life and what do they want to achieve in life- their goals. After 1 minute, the music will be played again and they will have to start moving.

The same process is repeated. Each time the participants have to talk to a different person. The facilitator should continue this activity at least 3-4 times. This will help the participants open up with each other and encourage them to think and express themselves.











Review questions

- Did this activity help you know the group better?
- What are the new things that you learnt about the members of the group?
- Did you find it easy to talk about yourself and your goals with the group?
- Have you ever thought about how will you achieve these goals?

The answers to the discussion can be used by the facilitator to help them understand the concept of self and why self-awareness is so important.

Who am I? The SELF

You or "self" can be looked at as a combination of conscious and unconscious thoughts, feelings, experiences and ideas you have about yourself. Your "self" includes all the information that is related to you and helps you understand yourself better. Such as, what am I good at? Why can't I focus on my studies? Why do I keep getting distracted?

Read the statements given below about a girl named Rama:



Do all these statements help you become aware of who is Rama as an individual? Do some of these statements include individual characteristics about her? Do some of these statements help you understand how she is related to the world around her? If answer to most of these statements is yes, then all these statements form a part of Rama's self.

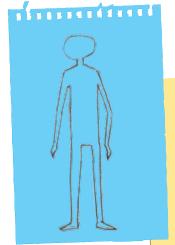
Self-awareness helps you understand your needs, desires, feelings and thoughts better. Thus, in turn helping you set more realistic goals and strategies required to work upon them.

Activity 2: Understanding the concept of 'self'

Objectives

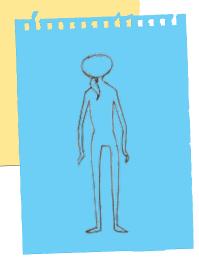
- To help the adolescents develop self-reflection skills and ability to communicate about themselves better,
- To enable the adolescents become aware of their strengths and potential areas of self-development.
- To help the adolescents accept themselves as they are and develop a positive self-image.





The facilitator asks the participants to draw the outline of themselves on to a sheet of paper. Once everyone has done that, the facilitator asks the participants to write their likes and strengths on right side of their body outline and dislikes and weaknesses on the left side. The facilitator may start with likes and dislikes for most of the participants will find it easy to write this. This will also give them confidence to start thinking about their strengths and weaknesses. The participants should be encouraged to do this activity alone without any discussions, so that they are able to come up with honest answers. The facilitator may give them examples for strengths and weaknesses by sharing her/his own strengths and weaknesses. Once everyone in the group has done it, they can be asked to share their drawings. Instead of starting from one point in the circle and going in an order, each one can be encouraged to take initiative on their own. This will also help them overcome their inhibitions and fears while communicating. The participants can be asked to share their strengths rather than their weaknesses.

The participants can be encouraged to be honest about themselves and go beyond the first thought that comes to their mind. They can think of how they have handled some of their daily life situations better and what are the strengths that helped them take their positive action.





Extension: Once the participants are comfortable, they can be asked to divide their weaknesses in terms of those which can be changed and cannot be changed and how they can work on this. The facilitator can encourage them to set a timeline so that they can review whether they have been able to achieve the desired change or not. This is an activity which will have to be done individually by each participant.

The participants should document and review the changes as per the format provided below:

Action to be taken	Changed/ not changed	Reason for change not happening

Pointers to be discussed

- Have you ever thought of your strengths and weaknesses like this?
- How did you feel while discussing your strengths and weaknesses with the group? Were you comfortable?
- Can you do this exercise on your own? How often should you do it?
- Do you think your strengths always act as your strengths or they become weaknesses at times?
- Do you need to repeat this exercise after some time or not?
- Is there any part of you that you want to change about yourself?
- Why do you want to change it? How will you work on it?

Learnings to be carried forward

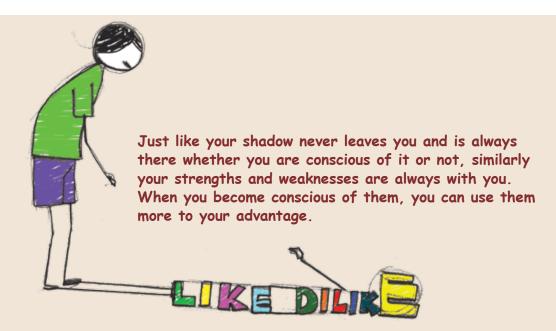
The facilitator should emphasize the given learning with the participants of the group:

• The facilitator should encourage the adolescents to accept themselves the way they are and not feel inferior or superior to anyone in the group.

• The adolescents can also be encouraged to think as an individual rather than get carried away by the peer pressure. The idea that it helps to stand out in the crowd rather than follow the herd can also be discussed.

 The trainees should be encouraged to practice this exercise regularly at least once in every three months so that they continuously evolve in the process of self-development.

• Lot of times, weaknesses may act as strengths in certain situations and vice versa. For e.g. The facilitator may suggest that how in some situations instead of showing foolish bravery, it would be better if you think and then face the situation, though people may think you are coward, at that point of time. Therefore, each individual should make her/his perception based on what they think about themselves. Being self-aware helps you deal with your situations better for you can take your decisions based on your capacities.





Rama is 16 years old girl studying in 9th standard. She is a resident of village Maanpur of Jhadol block, Udaipur. She comes from the tribal community of Garasia and her father is a farmer. She is the eldest in her family. She is extremely dedicated towards studies and her determination is exemplary. She also teaches dance and playing dholaks to the children of her village, which she learnt in her school. She looks up to her uncle who is a teacher in Jhadol and has studied in Udaipur. He is her role model. She wants to change the condition of her family through her education.

She does not like reading beyond her text books, like newspapers or other books – because of which her general awareness and general knowledge is less.

When she is harassed by the boys sometimes, she goes to their family and complains to them. She also scolds or beats them up.

Questions for discussions (after reading the case study)

What do you think are her weaknesses?

What are the strengths do you think Rama has?



Can you think of any such situations in your life and analyze the strengths those situations bring out in you?

Provide participants with A4 sheets of paper to note down their thoughts. Write down the discussions on the blackboard.

Reflections: (to be written by the facilitator about the session)
My Learnings: (to be written by the facilitator about what did he/she learn from the session)



Lesson 2

Understanding and Sharing Emotions





Lesson objectives

- To be able to recognize and understand emotions,
- To provide strategies to develop positive emotions in the learner,
- To develop ways to handle negative emotions constructively in the learner.



Duration: 110 minutes

Time break-up

25 minutes	15 minutes	15 minutes	20 minutes	15 minutes	20 minutes
Activity 1	Discussions on Activity 1	Activity 2	Discussion for Activity 2	Activity 3	Discussion for Activity 3



Training materials required

Black board, chalk, sheets of A4 sized paper, and colour pencils/sketch pens for participants, two bowl for chit of papers, chart papers, any device to play music.

Note for the Facilitator

Every individual experiences a lot of emotions during the day. Some of these emotions are our own such as when we get hurt, we feel the pain or when we get news about getting a job, we feel happy. Some of these are initiated by our situations, watching other people or during a sad scene during a movie when we cry and can feel the pain. Thus, emotions affect every aspect of our life. They add colour to our life. They influence our decisions such as when we are happy, our chances of accepting someone's request are very high. It is interesting how even a child knows this and would come and ask her mother for something when they can see that their parents are happy or in a good mood. Similarly, when we have a fight with someone, it is easy for us to be abusive and find faults in that person. Emotions also tend to cloud our thoughts. If we visit a fair and enjoy there, we would generally look at a lot of positives in the fair and feel good about it. All the advertisements on television and radio try to arouse positive emotions in order to make you realize how you need to buy these products in order to feel happy and good about yourself. With so much influence in our lives, consciously and unconsciously, it is important to understand emotions and how we can deal with them more positively.



What are emotions?

Most of us make a mistake of seeing emotions only as feelings that we experience when we are undergoing a situation. But emotions are much more than that. Emotions are a combination of arousal, subjective feelings, physiological changes and cognitive interpretation. Let us try and understand all this by a small example.

The facilitator asks the group to imagine a situation where they are going out with their friends and are very happy. They have just got to know that they have won a lottery of Rs. 50,000 and will be getting this money shortly. The moment you hear the news, you feel great about your life and start imagining the things you can do with that money. The happiness you feel is a feeling and it stems from the fact that you know that a certain amount of money will increase your buying capacity and you will be able to buy a lot of things you wanted to buy for long or you may be able to repay the loan that your family has been bearing for long. All these thoughts make you excited, increase your heart beat and you eagerly wait for the moment when you will get the money. Thus, whatever changes you are undergoing in your mind, body and heart, all together can be defined as emotions.

The way we experience and express an emotion depends on the individual and culture he or she belongs to. Such as, women express their feelings of guilt and sadness much more openly than men, while men may express their feelings of anger openly and therefore it is common to see men get involved in physical fighting.

The given below activity will help you understand how we express emotions not only through what we speak but also through body language, such as our facial expression, tone, etc.

Activity 1

Objectives

- To make people conscious of different ways in which emotions are expressed,
- To help the learners become aware and sensitive to their own feelings and changes that accompany it, and
- To develop the communication skills of adolescents.





The facilitator holds a discussion around what will be the dream situation for each learner, such as clearing an exam or getting a job you really wanted. She encourages everyone to come up with a different dream. All their responses are written down on chits of paper. These chits are put in a small bowl called the dream bowl.

The facilitator now encourages the group members to share their worst nightmares with the group, such as they get lost in a new city and do not have any money or phone to get back, or there has been a flood and everything they owned has got spoilt. She notes down these responses on chits of paper and puts them in a small bowl called the nightmare bowl.

The facilitator now encourages each learner to come and pick up one chit from any bowl and enact it out. They need to also enact the emotions they are undergoing and how will they show it to others, without talking it out.

They are not allowed to talk at all during the enactment. While they enact it out, others in the group need to guess their situation and emotion.

Review questions

- How did you feel while enacting out the situation?
- How many of you actually started feeling happy or sad or anxious or afraid while doing it?
- Was it difficult to enact happy emotion or sad or fear?
- How could you guess most of the situations even when there was no dialogue?

Pointers to be discussed:

- The facilitator can have a discussion about how we experience different emotions in our life even without being aware of them and trying to understand and control our feelings and emotions.
- The facilitator may discuss various aspects of the situations enacted and the changes person may have gone through, in terms of physiological changes, thoughts, and feelings.
- The facilitator also discusses that how many people in the group picked up chits from the worst nightmare and why did they prefer this over the dream bowl or vice versa. If there are no chits or less chits picked up from this bowl, the facilitator may highlight how we all want to run away from negative situations and emotions, though it is not possible and we should learn to deal with our emotions.

Conceptual note

The facilitator may carry out a discussion about different types of emotions, such as

 Positive emotions: are the ones where an individual experiences pleasure or happiness, for e.g. surprise, joy





 Negative emotions: are the ones where an individual experiences pain, for e.g. fear, sadness, anxiety, and hopelessness.





Though we all enjoy experiencing positive emotions, some negative emotions are required for your survival. Such as, fear helps you become aware of the danger and makes you run away from it. You don't go out at night in dark because of fear. The negative emotions become a problem only when they dominate our thought and we do not look at things in a balanced manner.

How can we develop positive emotions?

We need to work towards developing positive emotions in our life. No one is asking you to sing songs or keep laughing the whole day, but we all need to stay happy and hopeful in our lives. Some of the ways in which we can do that are:



Become aware of your emotions: Most of the times, we are unaware of the emotion we experience and therefore, are unable to deal with them. It helps to sit and reflect back at the situation and our reactions to understand our emotions

Look at your achievements:

Constant analysis of our achievements and experiences in a realistic positive manner helps us in enhancing our positive emotions and self esteem



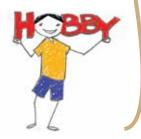
Analyze the situation beyond emotions, such as lot of times our emotions tend to cloud our decisions

and analysis. Let's say you need to move to a new city to study further so that you can get a new job and your parents are afraid to send you. One idea is to not send you and accept it as fear. The other way is to actually analyze the situation, such as is it really that scary or can you find a safe place and people around you to help you and then take a decision.



Developing a positive attitude helps you see situations in positive light and increases your ability to deal with the challenges you are facing.

Developing a hobby: it is good to get involved in a hobby or develop an interest which helps you in spending time in something which you enjoy, thus giving you pleasure





Develop & nurture good relationships:

Choosing healthy relationships by making friends carefully and spending quality time with them and your family helps you enhancing positive emotions. Try and understand their perspective before letting your emotions cloud your judgment.

Help others and feel gratitude

for what you have: It has been found that by doing good to others without expecting anything in return, we tend to feel good about ourselves. It may involve small & simple acts such as helping someone cross the road or playing with a small child for some time.



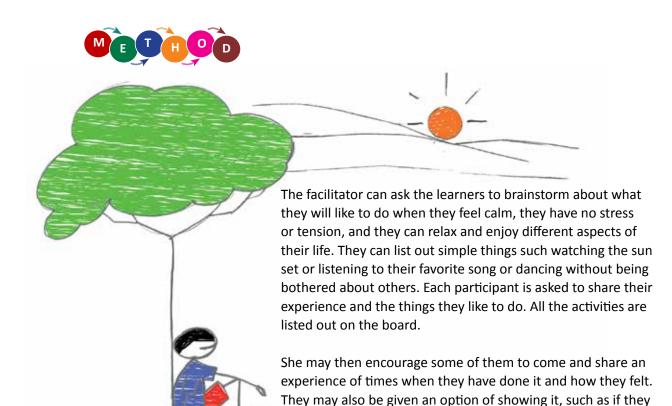
The facilitator may discuss various other techniques the learners can think of and use in developing positive emotions.

Activity 2:

Objectives

- To help the participants experience positive emotions,
- To analyze various situations where participants can develop positive emotions, and
- To develop the feeling of self-empowerment among learners.





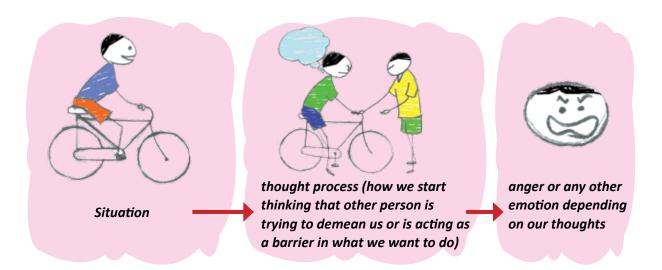
like to dance or sing or draw.

Pointers to be discussed

- The facilitator shares various other techniques with the group along with the power of positive attitude. She/he may also discuss how the group feels after doing these activities. They may also be asked to reflect on how it would be great if they try and use these techniques daily.
- She/he may also encourage the group to make a promise about the techniques they
 will use in their daily lives and how they will spend at least five minutes daily to do
 what they like to do consciously.
- The group can be encouraged to share the techniques with their family members and how they can use these techniques in their lives.

Dealing with Anger

Anger is an emotion we all struggle with. Most of us have been scolded or beaten up by our parents because they did not have any control over their anger. Most of us don't know how to control our anger. It tends to cloud our thought process and avoids any rational thinking. Anger like any other emotion is a result of our thought processes and therefore, we have the capability to control it or manage it. Though, we do not realize this. Given below is a process which happens before we experience anger or any emotion.



Anger is a result of your thoughts and therefore you are the only one who has the ability to control them.

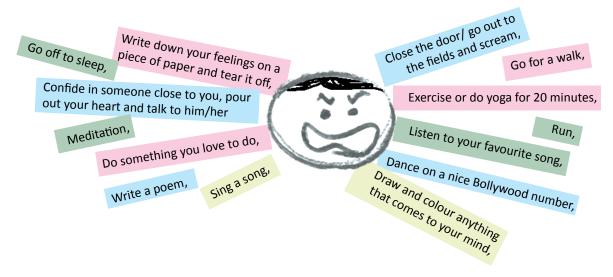
Thus, in order to manage anger, we need to deal with it at two levels:

Level 1: Dealing with the situation

- By treating it as a challenge
- Avoiding negative thoughts about the situation and replacing them with more positive ones. It is difficult to do this and comes only with practice and conscious action.
- Avoid attributing negative intentions and ulterior motives to other people's actions.
- Engage in positive self-talk.



Level 2: Dealing with anger once you are already experiencing it. This involves dealing with the emotional effects of anger by getting involved in any one of the following tasks.



You need to deal with anger at both the levels since level 1 will help you overcome the feeling of anger in the first place, while the level 2 will help you reduce the experience of anger to a large extent.

Activity 3

Objectives

- To help the participants experience different levels of coping in their lives,
- To enable the participants to understand the strategy most suitable for them, and
- To develop the feeling of empowerment among learners to deal with anger.



The facilitator divides the participants into groups of 4-5 learners. Each participant in the group is asked to share one experience from their life where they really felt angry and how did they express it and deal with it. The group is then asked to take up any one situation from the group's discussion and reflect on how they would deal with it now at both the levels. They need to go step by step and each participant can share their views about dealing with it.

The facilitator may ask them to share more than one situation if she feels that the group would benefit more from the process. The groups are then asked to share their situation and dealing with all the other groups.

The facilitator may encourage the groups to see the situations from different perspectives and not only their perspective.



Pointers to be discussed

- The facilitator needs to point out that how only by constant practice can they start dealing with their anger at both the levels.
- She may also point out that how certain actions are completely unacceptable even if they are angry, such as hitting their spouse or children and if they feel they are going to do that, they need to step out of that situation and get back only when they have got back to their normal self.
- She may discuss how these techniques can be used to deal with excessive fear or anxiety some people have. She may brain storm on these lines with the group about both the levels of each emotion such as anxiety, fear, etc.

Tasks for the learner

The learners can be asked to go home and identify five situations in their life where they
have felt anger and reflect on various things they will like to do in order to deal with their
anger.

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• They can be encouraged to come back and share their views with the group.

The facilitator can discuss real life situations in which an adolescent feels nervous about moving to a new city for further studies or job and how they can deal with nervousness using various techniques mentioned above.

She may also stress that getting prior information about the particular place and finding about some friends and relatives already staying there will help in dealing with the emotions.

Reflections: (to be written by the facilitator about the session)
My Learnings: (to be written by the facilitator about what did he/she learn from the session)
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Lesson 3

Being Responsible





Lesson objectives

- To understand the concept of responsibility,
- To facilitate an understanding of the advantages of being responsible and the disadvantages of being irresponsible, and
- To enable individuals to behave more responsibly.



Duration: 85 minutes

Time break-up

20 minutes	20 minutes	20 minutes	25 minutes
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Activity 1	Discussions on Activity 1	Activity 2	Discussion for Activity 2



Training materials required

Blackboard/white board, markers/chalks

Note for the Facilitator

"You have to behave responsibly" is a sentence or statement we have heard a multiple times. But what exactly does that entail? What is behaving responsibly or being responsible? Responsibility is a word that is used often and we all know the meaning of it but if asked to define it, it remains a vague concept. Being responsible essentially implies taking accountability for your actions as well as carrying out tasks assigned to you in a manner that meets certain moral and ethical standards.

You can either be assigned to be responsible for a certain event or decide to take up responsibility and carry out a certain event/assignment to the end. This involves ensuring that things go smoothly, ensuring that you are accountable for any turn of event as well as making sure that the end objective is achieved. In another sense, being responsible can also mean that you are answerable to someone for your own actions as well the action of those who are in your care. Being responsible can also take on a larger meaning in context of society and country and being an individual who thinks of things and acts for the benefit of the country and society.

Most of us are well aware of our rights in each situation but when it comes to duties, we are not aware of what should we do or we may shirk away from them. Duties demand certain sense of responsibility from us as an individual towards ourselves, our family, friends, neighbourhood and society.



Activity 1- Identifying Responsible Behaviour



Objectives

- To develop an atmosphere in which all participants are engaged in the training, and
- To identify situations which require people to take up responsibility and elicit what participants demarcated as responsible behaviour.



The facilitator asks the participants to split up into groups of four and each group is given one situation. The groups are to discuss the situation and present to the entire group what their course of responsible action would be and why they would do the same.

The situations can be as follows:

- 1) You see a man beating a woman at a bus stop while you are waiting for your bus. What would you do?
- 2) You are part of a group who needs to submit an assignment in school/college. No one in your group seems to be doing the required work. What do you do?
- 3) Your parents are not going to be home for the night and they have asked you to look after your younger sibling. After your parents leave, your friends ask you to come out with them for the night. What would you do?
- 4) Your teacher leaves you in charge of maintaining discipline in the class while she misses out on one period. Your friends ask you to relax and not be "stuck-up" and allow them to do whatever they want. What would be your course of action?
- 5) You find out that your friend has committed a crime but they make you promise you wouldn't tell anyone. What would you do?

Pointers to be discussed: The facilitator

- Encourages the groups to share their opinions candidly and honestly.
- Discusses each situation in detail and discusses the responsible way of behaving. She
 needs to stress on thinking critically and analyzing what should be the responsible
 course of action rather than just stressing on moral or stereotypical answers.
- Also highlights the consequences of irresponsible behaviour in each case. She should also discuss the dilemmas the participants will go through while taking a decision.
- May also ask them to share their feelings about their decision- whether they have any
 regrets or do they feel happy about doing the right thing.

Conceptual Note: What are the advantages and disadvantages of being responsible?

Some of the advantages of being responsible are as follows:

- Self-esteem- Children and adults alike are likely to feel capable when they are being responsible and feeling accomplished is likely to increase their self-esteem and self-worth.
- Trust –Individuals who are responsible are likely to be more trusted, especially with difficult tasks and have the chance to display their qualities in more opportunities.
- Growth and Learning Taking on responsibility or being given responsibility provides opportunity for individuals to grow personally as well as allow them to explore facets of themselves which they may not have been aware of earlier.

The consequences of being irresponsible:

- Things can go terribly wrong –
 Being irresponsible sometimes
 can come at a very high
 price whether personally or
 financially, there can be great
 loss in instances of irresponsible
 behaviour. For instance, drinking
 and driving, which is clearly
 irresponsible behaviour may lead
 to the loss of life.
- Diminishing trust –Behaving irresponsibly consistently leads people to avoid entrusting you with important tasks. They do not trust you and hence you can miss out on many opportunities which may have been perfect for you.
- Guilt Being irresponsible may, in fact, leave you feeling very guilty as you know the right thing to do but you did not do it anyway.

Activity 2:

Objectives

- To initiate the process of thinking about acting responsibly in varied situations of life,
- To recognize areas in which we are already behaving responsibility.







The facilitator hands out the worksheet given below:

Area	An instance where I behaved responsibly	An instance where I did not behave responsibly	Where I need to improve/Goal
Family			
Friends			
School/College/ Work			
Health			

For individuals who cannot read and write, the same needs to be discussed with them and time needs to be given to think. Just as with the worksheet, individuals will then share instances they are comfortable sharing and talk about areas they need to improve in

Review questions

- How was the activity for everyone?
- Was it easy to think about instances in which we behaved responsibly?
- Was it difficult to acknowledge that we still need to behave responsibly in many areas?

Pointers to be discussed: The facilitator

Links this activity to taking up of more responsibility and how one can do that. It needs to be communicated to the participants that people are not born responsible but learn to be that way. It is a skill, a conscious decision which can be developed and needs to be developed as one grows older.

- May also share their situations without passing any judgments about the participant's behaviors.
- Discusses how they can ensure that they will act responsibly in future and various ways in which they can take up more responsibility in future, such as

Take initiative - One way of making sure that you are given more responsibility is to show initiative. If you make an effort to take on more things, people are more likely to entrust you with work and more responsibility.

Show results for smaller things –
Once you begin to show results
with the smaller things you've
taken up, you will be automatically

in line for more responsibility.

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Admit your mistakes – Admitting to your mistakes shows that you are willing to learn and are showing accountability for your part or even your entire group's fault. It displays potential to grow and develop.

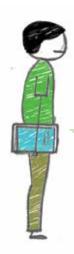
Don't make excuses – making excuses or blaming others for incomplete assignments, unmet expectations or lack of action are sure shot ways of ensuring that no one entrusts you with responsibility.



Rohit is an 18-year old boy studying in class X. He is good in studies but doesn't enjoy studying too much. His family includes two sisters and one younger brother. His parents have been pestering him to take up a part-time job along with his studies to support the family income. He has been refusing his parents strongly. He has told them that if he does that he will not get any time to play with his friends and enjoy life.

Questions for discussions (after reading the case study)

Is Rohit acting responsibly? Why or why not?



What should be Rohit's decision?

How can Rohit balance the different situations of his life more responsibly?

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Tasks for the learner

The learners will be asked to chose one area in their life from the table above and describe in detail how they will go about taking on more responsibility/being more responsible in the same area.

Reflections: (to be written by the facilitator about the session)



My Learnings: (to be written by the facilitator about what did he/she learn from the session)



Lesson 4

Effective Listening: A skill





Lesson objectives

- To develop active listening as a skill amongst participants,
- To encourage the participants to develop it consciously in their daily life, and
- To develop communication skills of the participants.



Duration: 75 minutes

Time break-up





Training materials required

Blackboard/white board, markers/chalks

Note for the Facilitator

Listening is an activity which forms the basis of communication. You cannot have a clear communication unless two activities are done clearly and properly – speaking and listening. Most of us pay a lot of attention to speaking and try to develop effective speaking skill, without realizing that no effective speaking can be done unless the person in as an effective listener. What we listen will determine what we will speak. This module is the first step in the direction of developing effective listening skill. Don't forget that it is a skill which needs to be practiced regularly to be developed completely.

It is important to remember that when we talk about listening, it is very different from hearing. For e.g. When you hear your mother calling you, what you hear is only your name, but what you listen is whether she is angry and she is going to call you to scold you or whether she is happy, she wants to share that happiness with you or something wrong has happened and you need to rush because she needs your help. Hearing is simply, comprehending the sound that falls on your ears while listening is giving meaning to what you hear and it acts as a basis for how you are going to respond.



The activity given below can be used to help the participants understand the importance of listening.



Activity 1

Objectives



- To help the participants understand the importance of listening.
- To develop the communication skills of the participants.



The participants are asked to stand in a circle. The facilitator gives a sentence to one participant, "I don't want to talk to you right now." The participant is supposed to say the sentence with anger to the person standing next to him. The next participant has to say it to the next participant with love. Similarly each participant says it to the person standing next with a different emotion than what has been already said. Once the participants have finished saying it, the facilitator asks them to share how they felt while the sentence was being said to them.













Pointers to be discussed: The facilitator

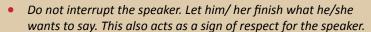
- Encourages the group members to share their sentence sincerely with the emotion they want to express. She/ He may encourage them to express different emotions.
- Shares how though all of them said the same line and heard the same line, they all got different meanings and might have responded differently. Thus, they respond to what they listen to rather than what they hear.
- Explains how listening is influenced by attention we pay to the speaker, amount of information that is being given, our perceptions, views about the speaker i.e. what we think about him, how do we feel about him/ her and how much do we trust him/her and our situation such as if it is your boss or an elder in the family or a stranger.

Conceptual Note:

We need develop listening skills to become an active listener. An active listener is a listener who patiently listens to the other person without letting his views influence the message being sent by the speaker. To develop effective listening skills, one should take care of the following things:

- Keep an open mind to what the other person says. Try to understand his/her message without presuming what is going to be said.
- Be aware of your views and presumptions about the speaker. This helps you to listen to the speaker objectively and understand what he/she means.





- Understanding the meaning the speaker wants to communicate is more important than understanding the words of the speaker.
- Make non-verbal gestures to show that you are actually listening such as nodding your head, or saying hmm give a message to the speaker that you are actually interested in what he/ she is saying.
- Make eye contact to ensure effective communication.
- Above all, be genuinely interested in the speaker or tell him politely that you will talk later.





Activity 2:

Objectives

- To encourage the participants to get involved in the practice of effective listening, and
- To make the participants aware of their behavior.



The facilitator asks participants to volunteer and present role plays on different situations given below. Different participants may be asked to volunteer for different role plays. The role plays may be held impromptu without any preparation.



Role play 1:

Rakesh is visiting Shankar.
Rakesh wants to share
the problems he is facing
regarding his business with
Shankar but Shankar is busy
doing his work and does not
pay attention to Rakesh.



Sheila wants to talk to her mother about her studies and how she doesn't want to work right now. Her mother is listening to her but keeps doing her work along with talking to her.



Role play 3: Hussain wants to talk to his sister Safina about the financial problems in their home and his plans to deal with them. Safina sits and patiently listens to Hussain having a proper communication and sharing her views.

Review questions

- In which situation the communication was most effective? Why?
- Have you ever paid attention to how you listen to others?
- What are the aspects you take care of while communicating?
- Think of the other aspects you can take care of while listening?

Pointers to be discussed: The facilitator

 May discuss how they need to take care of listening and various strategies they can use to develop their listening skills in different situations, as shared in the conceptual note.

Tasks for the learner

The learners will be asked to think about three incidents in their life where different situations and problems have happened as a result of lack of effective listening and share how these situations could have been different had the person listened more carefully.

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eflections: (to be written by the facilitator about the session)
1y Learnings: (to be written by the facilitator about what did he/she learn from the session)



Power of Positive Attitude





Lesson objectives

- To enable the learners to understand the importance of positive attitude,
- To help the learners be positive irrespective of the situation, and
- To encourage the learners to overcome the barriers they may face while developing a positive attitude.



Duration: 75 minutes

Time break-up





Training materials required

Blackboard/white board, markers/chalks, A4 sheets, colour pens, earthen pot, bag of toffees, rope to tie the earthen pot.



Note for the Facilitator

We all have heard stories of great leaders who made a difference to not only their own lives but the lives of the people around. One characteristic common in all these leaders was their positive attitude towards life, work, their society and themselves. They all have the ability to look for opportunity in every disaster. They all have the ability to see the silver lining in the cloud. All of them start work with the positive attitude and continue with it till they finish.

We all know of people around us who keep cribbing about the world and no matter what time of the day you sit with them, they carry a huge bag of problems that they will start sharing. They can be called the "cribbers". On the other hand, will be people who will always have a smile and will keep laughing no matter what. They can be called the 'energizers' for they give everyone a lot of energy and inspiration to believe in our lives. Most of us will love to be with the energizers and not the cribbers unless we are cribbers ourselves.

The facilitator may share the importance of positive attitude with the help of activity given below.

Activity 1

Objectives



- To develop a warm rapport with the participants, and
- To encourage the participants to develop a positive attitude in life.



The facilitator divides the participants into two groups. Both the groups are shown any drawing - any picture picked up by the facilitator picked up by the facilitator. The task of group 1 is to find faults in the drawing and criticize it, while the task of group 2 is to find the good things about the drawing and praise it. One person of group 1 criticizes the drawing, then one person of group 2 shares good things about the drawing and so on. Once all the group members have done it, the facilitator may ask them how they feel after criticizing or praising the drawing. The second thing they can be asked to do is to criticize or look for positives in their village or their day.

Review Questions

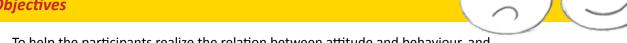
- Was it easy or difficult to find faults or praise the painting?
- How do they feel after criticizing or praising?
- How will they feel if the same thing criticism or praise was being done for them?

Pointers to be discussed: The facilitator

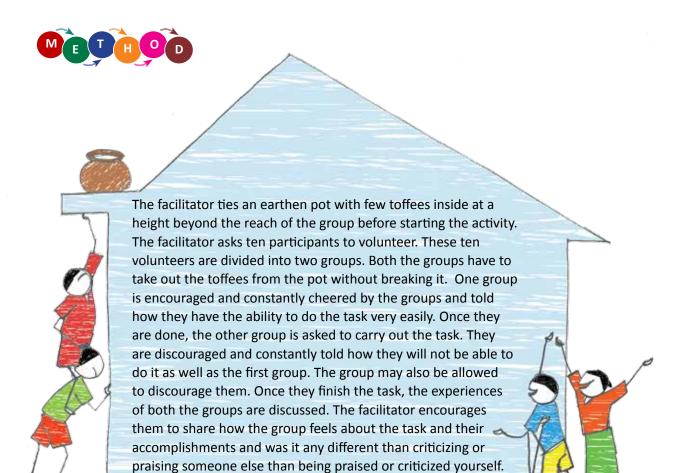
- Discusses how we all look forward to meeting people who are full of positive attitude, people who encourage us and reasons for why we do so.
- Encourages them to share how they feel when they have praised their village and how it gives them strength to deal with the problems they may be facing.
- Stresses the importance of positive attitude and how it helps in living the same life much more easily.
- May share how our attitude directs our behavior such as if we look at positives of a situation, we start working with more rigour and strength than if we are being bogged down by the weaknesses or negatives, we lose all the energy and do our work half heartedly.

Activity 2:

Objectives



- To help the participants realize the relation between attitude and behaviour, and
- To encourage the participants to critically analyze the barriers to positive attitude and ways to remove them.



Review questions

- How was the experience of being able/unable to do the task?
- Did you enjoy the experience? Why?
- How did you feel when the group suddenly started criticizing your group?
- How did you feel while doing the task when you were being praised/ criticized?



Pointers to be discussed: The facilitator

- Shares how our attitude gets translated into behavior. When we have positive attitude and we believe we can do anything, we are able to achieve huge heights, while when we have negative attitude, taking even one step becomes difficult. She/ He may ask them to share what all can they do, if they have a positive attitude.
- Discusses how though we all know the importance of positive attitude, various things that stop us from being positive, such as, past habit to crib and look at negatives, or we start enjoying cribbing because of the attention we get, and so on. The participants are encouraged to think about other reasons which stop them from becoming positive.
- May ask the participants to share instances from their life where their positive attitude
 was helpful for them and made them do a task which they thought they never will be
 able to do it.
- Stresses how if they determine in their minds that they are going to stay positive, they are going to find many more beautiful things in the world and able to achieve much greater heights than if they stay negative and only think about negative things.

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Tasks for the learner

The learners can be asked to write five situations of their life and think about the positive side of those situations. They are then asked to think about the course of action they will take now when they are thinking positively about the situation, than negatively.

Reflections: (to be written by the facilitator about the session)
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My Learnings: (to be written by the facilitator about what did he/she learn from the session)
Wy Learnings: (to be written by the facilitator about what did he/she learn from the session)



Lesson 6









Lesson objectives

- To help the participants realize the importance of setting a goal,
- To encourage the participants to set goals in life and work towards them, and
- To critically analyze the benefits of leading a goal-oriented life rather than an aimless life.



Duration: 80 minutes

Time break-up

15 minutes	20 minutes	25 minutes	20 minutes
Activity 1	Discussions on Activity 1	Activity 2	Discussion for Activity 2



Training materials required

Blackboard/white board, markers/chalks, Balls, A4 sheets, colours

Note for the Facilitator

All great people such as Mahatma Gandhi, Sardar Patel, Rabindranath Tagore, Kiran Bedi, Dhirubhai Ambani, APJ Abdul Kalam, etc. had lot of qualities in common. They were excellent leaders. They made a mark in the history of our country. One quality which made them a leader was their vision. Their desire to do something, to be something was translated into the goals they had set for themselves, for their people, for their country. All of us live our lives, the only difference between some of us who are successful and others is that successful people want to make their life more meaningful by setting goals and working in a focused manner to achieve them.

The facilitator can encourage the participants to understand the importance of setting goals using the activity given below.

Activity 1

Objectives

- To develop a warm rapport with the participants,
- To encourage the participants to understand the importance of setting goals in their life.
- To motivate the participants to think about setting their own goals in life.



The facilitator carries three balls for the activity. A mark is made on the floor at a distance which is challenging for the participants to hit with the ball. Each participant is asked to hit the mark with the three balls in the following sequence:-

- 1. The first ball is thrown after the participant is blindfolded and without giving any directions.
- 2. The second ball is thrown again after the person is blindfolded but others in the group can help him by guiding him.
- thrown with eyes open and the person can decide how and from where in the outer circle he wants to throw the ball.

Once all the participants have finished throwing the ball, the facilitator may discuss their experiences using the review questions and pointers to be discussed given below.

Pointers to be discussed: The facilitator

Discusses how the ball throwing activity is similar to leading their life. Most of us live like the first situation, throwing the ball when we are blindfolded without being guided, we are just living our lives without actually thinking consciously about it, where are we going, what do we want to achieve. We want to do something, want to change our life but have no clue what change and how. Some of us live like the second situation such as we have a far-fetched goal which has been decided by others and we are blindly following other people's guidance. Few of us actually set our own high goals and actually, consciously work towards them which is the third situation. The goal being hitting the target with the ball in / the case of an activity and in our lives it can be anything such as earning Rs 10,000. Per month, or building a big, pucca house in the village, or to work in the city as a teacher.

Review Questions

- How did you find the activity?
- In which condition was it easiest to throw the ball? Why?
- Do you find any correlation between throwing the ball and living your life?
 - Stresses the importance of setting goals in our life and how we can achieve a lot more if we have a challenging goal and work towards it in a diligent and focused manner.
 - May also discuss how successful people set higher, challenging goals and work towards them in a focused and diligent manner to achieve them. They would also reflect back why they could not achieve it, learning from their failures and making them their stepping stones to move ahead.

Note for the Facilitator

The facilitator may discuss the importance of setting a goal with the participants encouraging them to come up with the reasons for why they should set a goal. She/he may further discuss the pointers given below that should be kept in mind while setting a goal.

Conceptual Note A goal should be SMART.



- 1) Specific A goal should not be an open-ended statement, rather it should be specific to help you reflect where are you in terms of achieving it, how much have you attained it. Such as, I want to earn 10,000 Rs. Per month, I want to work as a senior school teacher in a Govt. School.
- 2) Measurable A goal should be measurable i.e. we should be able to evaluate whether we have been able to achieve it or not.
- 3) Achievable A goal should be challenging and achievable. Don't set very easy targets for they will not help you achieve your potential, very difficult targets will make you feel demotivated. You are always welcome to raise your bar when you achieve your first goal.
- 4) Relevant The goal you have set should be relevant to your life, such as if you set a goal that you want to open a school in your village, it is relevant for you and for your community.
- 5) Time bound The goal needs to be set along with the time you will take to achieve the goal. This helps the individual stay motivated and focused towards the goal and it doesn't become a part of the day dream we may carry without working towards it.

The facilitator may help the participants set their goals using the activity given below.

Activity 2:

Objectives





- To encourage the participants to set their goals, and
- To motivate the participants to work towards the goals.



The facilitator asks the participants to settle down and relax. They are then asked to close their eyes and visualize where they want to see themselves ten years from now. They are asked to feel that they are living in that dream. After a few minutes, the participants are asked to open their eyes and share their dreams.

The facilitator shares the ideas about setting a SMART goal with the participants and asks them to make their goals keeping these points in mind. They are given sheets of paper to write the goals they want to achieve in the next ten years which will help them get closer to the dream they have just seen.

Once all the participants have written their goals, the facilitator encourages them to share their goals. The next step can be to ask the participants that if they want to achieve these goals what should be their target in the present year. This will help the participants understand how it is important to divide the goal into smaller targets and then work towards them to achieve them.



Pointers to be discussed: The facilitator

- Discusses how one needs to stay focused and work towards one's goal. He/ She may encourage the group to come up with qualities which help an individual achieve their goals. A brainstorming session can be carried out to get the qualities required by a person to achieve the goals.
- Encourages the participants to share their targets and steps they will take to achieve them.
- May share how it is important to reflect on the goals a person sets along with their targets so that a person can see whether they are going in the right direction or not, how close they are to it or whether they need to make it more challenging.

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Tasks for the learner

The learners can be asked to visually depict their goal on a sheet of paper and look at it every morning they get up. They need to do that for a week and come back and share whether they feel more strongly for the goal or not, do they want to change it or they are happy with their goals.

They need to discuss their plan of action with the group and see how it helps them get close to their target for the year.



eflections: (to be written by the facilitator about the session)
1y Learnings: (to be written by the facilitator about what did he/she learn from the session)



Hygiene and Healthy Living





Lesson objectives

- To outline basic hygiene rules that one should follow,
- To highlight the benefits of having a healthy life, and
- To understand the barriers which prevent adolescents and the youth from subscribing to healthy living



Duration: 80 minutes

Time break-up

30 minutes	15 minutes	15 minutes	20 minutes
Activity 1	Discussion for Activity 1	Activity 2	Discussion for Activity 2



Training materials required

Blackboard/white board, markers/chalks, chart paper, sketch pens, crayons, handouts

Note for the Facilitator

Hygiene is a general term that refers to the conditions and activities that are used to maintain health and safety with proper sanitation and cleanliness. A lot of time, we dismiss small things such as washing our hands before eating or brushing our teeth before sleeping and often it doesn't lead to immediate negative consequences. However, we habitually begin to forget these small things and that is where the problem lies. Neglecting hygiene in the long run can lead to many health complications and ultimately an unhealthy life.

Hygiene and a healthy life are inexplicably intertwined and good hygiene contributes to a healthy life. However, there are numerous other things which must be kept in mind when we consider living a healthy life. Good eating and sleeping habits, exercise is some of the things that are imperative to take advantage of good health.



Activity 1

Objectives



- To develop an atmosphere in which participants are engaged and express their creativity,
- To understand what the participants already know of hygiene.



The facilitator divides the participants into groups of 5-6 and gives the groups the following topics on which they have to make a poster where they have to spread the message regarding these areas to the people in their village/ community. They also need to make a visual advertisement of 2-3 minutes on the same topic:

- Personal Hygiene
- Home Hygiene
- Neighborhood Hygiene

Once each group is done with their poster and ad they are asked to present both to the entire group. Once a group is done, the rest of the individuals are asked to if they would have contributed anything more to the group's poster.

Pointers to be discussed: The facilitator

- Encourages each group to share what they have come up and reinforces their ideas.
- Also asks other participants if they can think of anything to add to the posters displayed
- Also helps individuals share any instance of bad hygiene that they have seen in people in their neighborhood and what the consequences are.

Conceptual Note

There are in fact, several basic hygiene rules which one must keep in mind, whether in the house, outside or even related to personal hygiene.

Personal hygiene

- Brushing teeth daily
- Bathing daily
- Keeping your private parts clean and dry
- Brushing your hair
- Ensuring your nails are cut and clean
- Wearing clean clothes.
- Wearing fresh underclothes every day.
- Washing your hands before eating.
- Washing the vegetables before cooking



Home hygiene

- Making sure your house is cleaned daily.
- Left-over food isn't left here and there and is always kept covered.
- Unwashed clothes are not left around but stacked neatly
- Ensuring that shoes do not bring in dirt in the house
- Insects are kept away using appropriate methods

Neighbourhood hygiene

- No littering or throwing the garbage in the neighbourhood
- Ensuring that leaking/overflowing pipes/drains are reported immediately
- Ensuring that drains are cleaned regularly
- Taking care of waste disposal in the neighbourhood



Activity 2:

Objectives

- To facilitate an understanding of unhealthy habits
- To encourage participants to consciously think of developing healthy habits



A caselet is handed out to each individual and read out to the group. The case is as follows:

Arun is a 22 year old man who works as the data entry operator in a company in a close by city. He works Monday – Saturday and has to reach office everyday at 10 am. He sleeps every night at around 2 am and has to wake up 7 am in order to reach office on time. Because he sleeps late, he often wakes up late and so has to miss his breakfast and even a shower sometimes to reach office on time. Once in office, he eats junk food during the day. His work station is messy and he finds it difficult to find things when needed. Arun's job requires him to sit at this station the entire day with very little movement. Once he returns home, he sleeps for a few hours. Then he gets up watches TV, eats dinner and goes to sleep whenever he feels like.







On weekends, Arun sleeps till 12 noon and hence skips his first meal altogether. He then searches for whatever is in the fridge and eats it. He doesn't go out too much and keeps to himself. Often he goes back to sleep in the afternoon and wakes up in the evening.

OR

Mohsin studies in a school in class XI. He is just 16 years old. He gets up late and goes to school without taking a bath and having breakfast. During school, he buys whatever he gets from the market. In the evening, he enjoys eating outside with his friends and has tried smoking beedi. He starts studying late at night and therefore is able to sleep late. He doesn't go for any exercise and keeps skipping his meals. He only enjoys having chicken and avoids eating any other vegetable or fruit.

The participants are asked to underline the "unhealthy habits" of Arun or Mohsin as well as suggest healthy habits that they can develop. They need to create a list of healthy habits that he can engage in. Participants need to also discuss the consequences of his current lifestyle.



Review questions

- How was the activity for everyone?
- How did you feel when you read the caselet? First thoughts?
- What were the unhealthy habits in Arun/Mohsin's life?
- How would you suggest he incorporates healthy habits?

Pointers to be discussed: The facilitator

• Elicits instances from the participants where they have fallen into unhealthy habits and what they did to get rid of them.

Conceptual Note:

How do we live a healthy life? What are the benefits of a healthy life?

Good eating habits – Eating three regular meals
is the basic rule for healthy eating. A lot of times
individuals skip breakfast. However, breakfast is the
most important meal of the day and it kick starts our



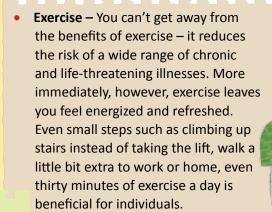
metabolism. Ensuring that you are eating enough vegetables is also important to keep in mind. Further, junk food should be avoided in order to avoid fat and processed food.

Lot of us during adolescence try to lose weight, especially girls or make muscles by having protein-rich diet or going to gym, especially boys. We need to remember that adolescence is an age of growing up and therefore, having a balanced diet is very important in order to stay fit all your life.

- Healthy sleeping

 habits Adolescents
 need anywhere between
 6-8 hours of sleep. It not only provides
 rest for the mind and body, it also
 has a restorative effect on the organs.

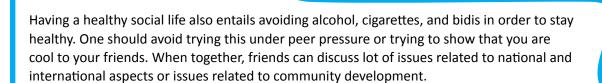
 Research indicates that muscle growth, tissue repair and the making of protein only occurs during sleep. Sleep helps one feel refreshed and capable of meeting the challenges if the day.
 - Develop an interest/hobby –
 Developing an interest or hobbies helps channelize our energy towards something productive and helps us spend time doing something which we enjoy and look forward to.



• Social Life – Humans are social beings and ensuring that you keep up with friends and meet them once in a while is an enjoyable experience. It is, however, more than just enjoyable, socialising is good for you. Research shows that making friends can boost self-confidence, lower stress levels and even make you smarter.

This is because social interaction

'exercises' the mind.



The benefits of living a healthy life are fairly self-evident and can be divided into two basic areas -good physical health and good mental health. Practicing healthy living will help in keeping physical ailments at bay as well as enhance overall physical health which will have long term benefits. The tips mentioned above not only enhance physical health but better sleep cycles and exercise also help improve mental health by lifting the mood and helping one feel energized and refreshed.

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Tasks for the learner

The learners will be asked to List 5 things which they need to pay attention to in the area of hygiene and healthy living and try to replace them with 5 healthy and hygienic habits which were discussed in the lesson today.

Reflections: (to be written by the facilitator about the session)
My Learnings: (to be written by the facilitator about what did he/she learn from the session)



Lesson 8

Making a Positive First Impression





Lesson objectives

- To help the participants to reflect on making positive first impression,
- To develop communication skills of the participants, and
- To enhance the confidence levels of the participants.



Duration: 85 minutes

Time break-up

15 minutes	15 minutes	35 minutes	20 minutes
Activity 1	Discussion for Activity 1	Activity 2	Discussion for Activity 2



Training materials required

Blackboard/white board, markers/chalks, chart paper, sketch pens, crayons, handouts

Note for the Facilitator

"First impression is the last impression." is a quote all of us have heard at different points of time in our life. We don't take more than three seconds to evaluate a person based on his/her looks, dress, body language and facial expression. In a similar manner, we are evaluated by others as soon as they see us or meet us. Thus, taking care of our first impression is imperative to build up a healthy relation whether at work place, or in family or in social setting.

The facilitator can use the following activity to introduce the importance of making a positive first impression in their life.

Activity 1: Ice Breaker

Objectives

- To help the participants realize the importance of making a positive first impression,
- To encourage the participants get involved in the discussion, and
- To develop the communication skills of the participants.









The participants are shown pictures of random people dressed in different clothes and hair-dos given in annexure. Each picture is shown only for 30 seconds and after each picture, they are asked to tell a few things about the person in the picture, such as how he/she looks? What kind of person do they think he/ she is? Will they like to be friends with that person?



Pointers to be discussed: The facilitator

Shares how each individual has formed their impression of people shown in the pictures even though they have not even met them. The facilitator may ask them to think about how they and others form a first impression when they meet a person.

Discusses the importance of positive first impression with the group. Such as, when appearing for job interviews, the way you walk in and talk or introduce yourself sets a ground for how the interviewees are going to look at you.

Encourages each participant to share their ideas about each person in the picture. She/he may encourage each one to come up with their own ideas. The facilitator may see a consensus building up in the group about the kind of person the person in photograph is.

Encourages them to think and share what are the things that made some people attractive and others not.

Conceptual Note

As we all realise the importance of making a positive first impression, given below are a few tips you need to take care of in order to make a positive first impression.

• Be dressed appropriately: No matter how many times the people tell us that it is our inner qualities that matter, we need to remember that it takes time to know a person very well and being dressed appropriately is the first step. Be dressed according to the occasion, such as, if you are going for an interview, wear a suit or a saree or any other formal dress, rather than jeans which is a casual dress. While going for an interview, tying your hair properly, being neat and clean, taking a bath and brushing your teeth is important.



- Always wish people present with a smile and in an audible tone, neither too loud nor too low.
- Be punctual. Being on time helps in creating a positive first impression as it shows that you
 value time and respect other person's time also.
- Be comfortable and at ease with yourself. Do not be conscious about being evaluated by other people. The more at ease you are in a situation, the more easily it is going to be for you to handle a situation confidently.
- Be yourself. You don't have to pretend to be someone else, you can be comfortable with what you are and who you are as long as you presenting your best foot forward.
- Hold a small conversation. Talking to people helps in building your communication skills.
 Having a small conversation about topics of interest may act as a foundation for building long-term relationships
- Be positive. No one wants to hear you whining or cribbing about anything. It is a good idea to talk about things of common interest rather than crib about the world around you.
- Be polite and courteous. Wishing everyone politely using thank yous and please is a good idea. I don't think you want to be around a rude person. Same holds true for other people.
- Always carry yourself with a positive body language. Standing or sitting tall and with your back straight reflects a confident person. Do not shake our legs or bite your nails or rub your hands through your hair. These clearly reflects the anxiety you may have before talking to the other person. Keep your hands in your lap or on your side.
- Make eye contact with the other person. Be genuinely interested in the other person's conversation and look at them when you are talking to them.
- Don't be interested in only talking about yourself rather let the other person also share something about themselves.
- Do not brag about yourself. You don't have to be a showoff and tell other people about what your connections are up to.
- Relax and be yourself. Don't be anxious about different things in your life or about how
 you will be judged. The best way to keep up your confidence level is to be comfortable and
 relaxed.
- Ensure a positive closing to the conversation stating how much you enjoyed it and will look forward to meeting the next time.

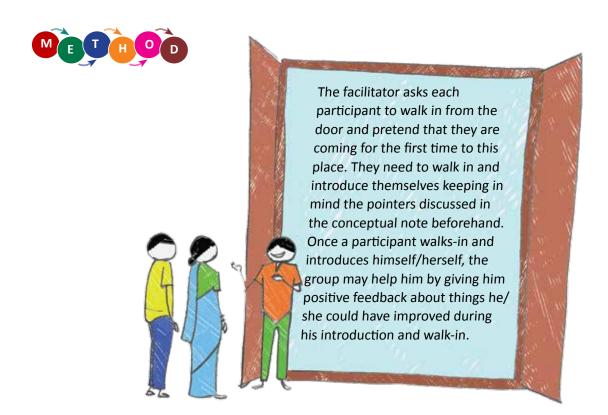
Above all, use your common sense at all times along with a little bit of sense of humor.



Activity 2:

Objectives

- To experience ways of creating a positive first impression, and
- To help people develop confidence in introducing themselves.



Pointers to be discussed: The facilitator

- Discusses the different aspects an individual needs to take care of while introducing themselves. Important points can be written on the board to help in recapitulating the important tips for developing a positive first impression.
- Needs to ensure that the feedback given to each participant is constructive and helps them improve their communication skills rather than bring down their confidence level.

Tasks for the learner

The learners will be asked to think about 5 people they think made a good impression on them and think about the things they can learn from them.

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Lesson 9

Communicating Effectively – verbal and non-verbal communication skills





Lesson objectives

- To develop communication skills of the participants,
- To encourage participants to have clear and open communication,
- To enable the participants to develop effective listening and speaking skills, and
- To identify the barriers to effective communication



Duration: 135 minutes

Time break-up

25 minutes	20 minutes	30 minutes	20 minutes	20 minutes	20 minutes
Activity 1	Discussions on Activity 1	Activity 2	Discussion for Activity 2	Activity 3	Discussion for Activity 3



Training materials required

Blackboard/white board, markers/chalks

Note for the Facilitator

Communication forms the basis of our relationship with everyone in this world. How we communicate with our friends, family members, teachers, relatives or even strangers will affect the way they will perceive us and will like to develop a relationship with us. The importance of communication cannot be undermined. It is used to transfer ideas, share information, express feelings, influence other's thoughts and feelings and encourage others.

Effective communication involves clear transfer of feelings, ideas and thoughts from one person to another. It can be intentional or unintentional, conscious or unconscious. It can be through verbal or non-verbal messages. Communication is a continuous, irreversible and dynamic process happening actively at least between two entities.

Communication may occur at varied levels, such as intrapersonal i.e. communicating with oneself or self reflection, interpersonal i.e. communication between two or more people and public which involves one speaker addressing a large crowd.

Communication can be of two types, formal or informal such as conversation being held in office or informal such as conversation between two friends or family members.

We are not dependent only on speaking for communication. An infant is able to explain his need for hunger to his mother without even having to say anything. We are able to tell our friends that we are angry from them by not talking to them. So, communication can be both verbal and non-verbal.











Activity 1

Objectives

- To develop a warm rapport with the participants,
- To encourage the participants to observe non-verbal cues,
- To enhance the speaking and listening skills of the participants,
- To develop the communication skills of the participants, and
- To encourage the participants to think creatively.



The participants are given different situations and they need to create and enact a dialogue between various non-living and living beings, such as one mobile phone talking to another mobile phone or one cow talking to the goats in the farm or a wall of the house talking to the door. The facilitator can give many similar situations depending on the participant's environment. The participants can be asked to form pairs and can be given 10 minutes to think about their dialogues and enact their role play. Once all the role plays have been enacted, the pointers to be discussed can be shared with the participants.



- Discusses how it would have been different if we could understand the language of animals and plants or if non-living things had a language. She may ask them to think creatively about what kind of language these things would have had.
- Encourages the participants to share the importance of communication. She can encourage the participants to think why they need communication.
- Shares the process of communication with the participants, given in the conceptual note below.
- Explains how communication is influenced by the views and perceptions of the speaker and listener along with the situational context. Such as a teacher scolding a student in school is considered perfectly acceptable, while if the same teacher scolds a student in a wedding, it will be considered unacceptable.
- Emphasizes the role of non-verbal language such as gestures, tone, way the person is standing, eye contact and how they influence a person's communication much more than the words being used. She/he may give examples that how a person through his gestures can show you how angry he/she is. Therefore, it is important that our language and our non-verbal aspects are in congruence with each other.





Conceptual Note Communication Process

Communication takes place through a complete step-by step process given below:











Speaker \rightarrow Message \rightarrow Channel/Medium \rightarrow Message \rightarrow Listener \rightarrow Feedback

Speaker: Speaker is a person who initiates the message. His/ Her attitude, personality, stereotypes, emotional stage will affect the way a message is formed and conveyed.

Message: Message is the actual thing the speaker wants to communicate, verbally, non-verbally or in written form.

Channel/Medium: Medium/ Channel is the passage through which the communication is being carried out such as face to face, on phone or through a letter.

Listener: Listener is the person who receives the message and gives the feedback to the speaker, which further encourages the speaker to speak. The personality, attitude, thoughts, emotional and mental state of the listener influence the way a message is perceived. Such as, if a person is angry or upset and you ask them for help, they will probably say no.

Though the process stays the same, it is strongly influenced by the situation, such as in office, the communication is very formal and work related, so you have to take care of the way you speak and what you speak while at home or between friends, communication is informal and you can share a lot more things about your life without thinking too much about what to say and how to say it.

The first step in developing effective communication is by developing our speaking skills. The facilitator needs to discuss the tips for developing effective speaking skills given below.

- 1. Greet the receiver with a smile
- 2. Use clear language which can be easily understood by the speaker.
- 3. Make sure the message is brief and easy to understand.
- 4. Maintain eye contact with the receiver.
- 5. Be confident and believe in yourself.
- 6. Respond rather than react.
- 7. Give your listener also a chance to speak.
- 8. Some things can be better explained when you personally meet the person and some can be better explained by a letter. Choose the medium carefully.
- 9. Do not get anxious while talking.
- 10. Above all, think before you speak.

The facilitator may conduct the activities given below to develop effective speaking skills of the participants in different situations.

Activity 2:

Objectives

- To develop effective speaking skills of the participants, and
- To create awareness regarding the barriers to effective communication.





The facilitator asks each person to pick a topic of their choice and is given five minutes to think about what they are going to speak for one minute on that topic. The participants can choose any topic of their choice such as colours, food, games, relationships, village, their dream, etc. Each participant is asked to speak for one minute on the topic. The facilitator may share important tips for effective speaking while encouraging the participants to speak.



Pointers to be discussed: The facilitator

- Discusses how one can improve his speaking skills, as shared in the conceptual note. She/ He may also discuss how when we are addressing a group, we should try to have eye contact with everyone. We should talk loudly and clearly to explain our ideas to everyone. Be clear about what are we going to talk about.
- May discuss the thoughts they had while sharing their views with so many people. The facilitator can encourage the participants to share the factors they think were stopping them from speaking confidently to the group. She/ He may also talk about how they need to believe in themselves and be confident while sharing and talking in front of people.

Activity 3

Objectives

- To develop effective speaking skills of the participants, and
- To expose them to talk in a group and various things they need to take care of while doing so.







The facilitator makes the group sit in a semi-circle. The group is given a topic and asked to have a discussion around the topic. The topics that can be given are: - "Is honesty the best policy?", "Can my village ever develop?", "Is urbanization the only way for development?" The facilitator is free to choose his topic and give any topic that they think will be relevant for their group. The group is given five minutes to think and then present their views. The facilitator encourages them to have an open discussion. She/he may allow them to continue with the discussion for 15-20 minutes.



Pointers to be discussed: The facilitator

- Discusses how in a group discussion, we should give everyone a chance to speak and not try to be the only one to speak. We should speak loudly and clearly. Be calm while the discussion is going on and be open to other's views also. Maintain eye-contact with everyone. Think before we speak. Listen to others also.
- May conduct group discussions at regular intervals to help the group gain confidence and be comfortable in group discussions. Some of the colleges have group discussions as a part of their admission process and doing it regularly will help participants feel more prepared for such situations.

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Tasks for the learner

The learners can be asked to five different situations in their daily life, where they think people communicated much more strongly through non-verbal communication. They need to share gestures, tone and other aspects used by them to communicate with the group.

Reflections: (to be written by the facilitator about the session)
My Learnings: (to be written by the facilitator about what did he/she learn from the session)



Lesson10

Developing Confidence in Self and Others





Lesson objectives

- To build up the self-esteem of the participants,
- To help the participants understand the factors which enhance the self esteem of an individual,
- To empower the participants to overcome the barriers to high self-esteem, and
- To encourage the participants to help others develop confidence in themselves.



Duration: 90 minutes

Time break-up

15 minutes	20 minutes	15 minutes	20 minutes	20 minutes
Activity 1	Discussions on Activity 1	Activity 2	Discussion for Activity 2	Case Study and its discussion



Training materials required

Blackboard/white board, markers/chalks, A4 sheets, cello tape colour pens, any electronic device to play music.

Note for the Facilitator

Self esteem or in simpler words confidence can easily be defined as the way an individual looks at himself/herself. It entails how comfortable you are with yourself and how highly you think about yourself. Having high self esteem or confidence level is a valuable asset.

Most of us are busy looking at our weaknesses and in capabilities. Even the adults around us point out our mistakes much more easily than praising us for things we are good at. As a result, we keep pulling ourselves down and do not make any effort to look at our strengths. Self esteem includes our awareness of our strengths and our belief in our ability to overcome our weaknesses.

To explain the concept much more easily and to help the learners reflect on their perception of self-esteem, the following activity can be carried out.



Activity 1

Objectives

- To develop a warm rapport with the participants,
- To help the participants understand the concept of self esteem, and
- To enable the participants to reflect on their views about themselves.



Things you are good at	Things you can't do well	
,		
themselves. They need to sitable. Everyone is asked to t	icipants to copy the table on the sheets given and fill the tal it quietly and reflect on their behaviors and attitudes and fil think of as many situations as one can think and fill the tabl facilitator asks the group members to share their table.	l this

Pointers to be discussed: The facilitator

- Discusses how if they have filled more number of things in the second column i.e. things they
 cannot do shows that they have a low self-esteem. The important thing to remember is that
 they can always improve it and should make a conscious effort to do so.
- Stresses how important it is to be realistic while analyzing and not just write anything but write only what we believe in.





Learn to accept that you can make mistakes too

Take a resolve
to be happy
Don't keep judging yourself according to others

Always say the truth
Learn from other's achievements
also appreciate your achievements

Do listen to others are saying

Nother what they are saying

Keeping to your targets

It is important to understand that the way you want to improve your confidence level, you should be helpful in improving other people's confidence level also.

The facilitator may conduct the activity given below to help the participants understand how they can help others improve their self-esteem.

Activity 2:

Objectives

- To help the participants learn to appreciate others, and
- To enable the learners to understand the importance of appreciating each other.





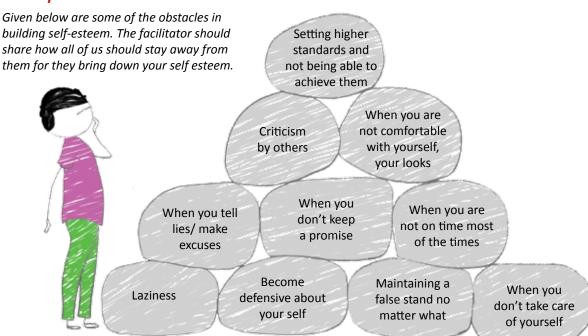
The facilitator gives each person a sheet of paper. They are asked to write their name on it. The facilitator then sticks that sheet behind their back with a cello-tape. She/he tells everyone that she is going to play some music. While the music is on, all of us need to write good points of the person on the sheet stuck at his back. Soft music is played while everyone writes behind each one's back. Once everyone has done it, they are asked to take off that sheet and read what has been written behind them. The facilitator asks them to share something they will like to share from what has been written.

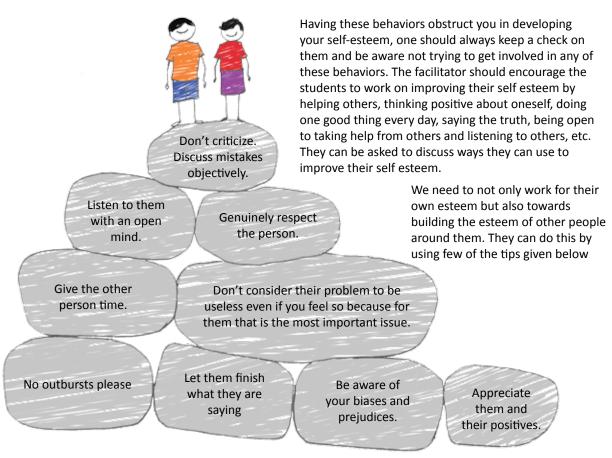
Variation: Please note this activity can be carried out only when the people in the group know each other very well. In case, participants don't know each other, you can ask them to write names of five people in their lives who influence their life in a positive manner and their positive qualities. They can be asked to share their responses with everyone.

Review Questions

- Which is the best compliment you have got?
- Did you like the exercise? Why?
- Do you think it would be nice if people would appreciate each other more? Why?
- How many people have appreciated you? Do you still remember?

Conceptual Note

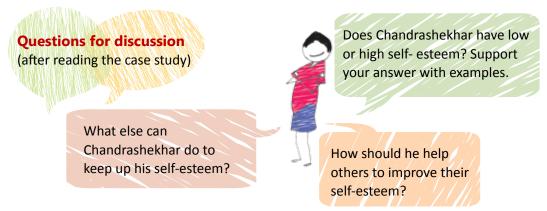




The facilitator may ask them to share other ideas they think they can use to improve other people's self esteem and with whom will they like to implement these ideas.



Chandrashekhar is 19 years old. He has written his Diploma Engineering exam recently. He is waiting for the results. He spends his time with his friends. He likes to give tuition classes to poor children. He likes his calmness, self-determination, and helping nature. He feels good about himself and is comfortable about the way he looks. He wants to become a sub-inspector. His uncle supports him in getting information about the preparation for becoming a police inspector.



Tasks for the learner

The learners can be asked to write five situations of their life which are proud moments of their life. They can be simple moments like they trying to help someone, or they being praised. They need to share their experience with the group after a week.

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Reflections: (to be written by the facilitator about the session)
My Learnings: (to be written by the facilitator about what did he/she learn from the session)



Lesson 11

Respecting Self and Others





Lesson objectives

- To introduce the concept of self-respect amongst the participants,
- To encourage the participants to overcome the barriers to self-respect, and
- To help the participants to respect every individual irrespective of all the differences.



Duration: 75 minutes

Time break-up

15 minutes	20 minutes	25 minutes	15 minutes
Activity 1	Discussion for Activity 1	Activity 2	Discussion for Activity 2
	Activity 1		Activity 2



Training materials required

Blackboard/white board, markers/chalks, A4 sheets, colour pens, steel glasses, old bangles, rope, spoons

Note for the Facilitator

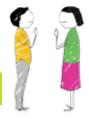
Self-respect acts as a baseline for us to live our life with dignity and confidence. We all want to be respected in our eyes and eyes of the others. However, a thing like respect which seems like a fundamental value is not given to us easily, not only by others but also by ourselves. Lot of times we let it go for other petty things such as making friends with some influential people, or getting money. We also do not believe that we are worthy of any respect and may undermine our abilities and strengths.

"Why should I respect myself?" is a question that many of us may ask for we feel that we do respect ourselves the most. But if I ask you to name five people you really respect in your life, how many of us will name ourselves. We take self-respect for granted but there are many instances where we can see that we do not respect ourselves, such as when we become a victim of domestic violence and we do not say anything, or when we want to speak up in the class, but we do not do that thinking that it is not important. Self-respect forms a foundation of self-esteem. Without self-respect, one cannot have high self-esteem.

The facilitator introduces the concept of self-respect with the help of the activity given below.

Activity 1

Objectives



- To develop a warm rapport with the participants,
- To introduce the concept of self-respect to the participants, and
- To encourage the participants to think of various ways in which they can show respect to themselves.



The participants are given A4 sheets of paper. They are asked to close their eyes and the facilitator tells them that they are going for a respect walk. They are going to visualize a day where they are going around their village and everyone is showing a lot of respect to them. The facilitator tells them, "Imagine you are walking around the village. People are happy to meet you and want to talk to you. You start walking towards the market. You just met someone you thought would never even look at you. But he also said hello to you, bowed his head a little." Let them go around the village and visualize the whole walk. The facilitator may facilitate the walk by naming a few landmarks and the kind of situations present at that landmark.

After finishing the visual "Respect walk", they are asked to share their experience and write what are the characteristics they had which they think made others respect them. They are given 10 minutes to write them. They are then asked to think about the characteristics they have now, which make them unique and they think should be valued and respected.



Pointers to be discussed: The facilitator

- Stresses how it is important to respect one-self irrespective of what you are and what you have. We should not keep looking at others and that one day when we will get respect, rather we should respect ourselves and others. She/he may share that how if we respect ourselves, we will be encouraged to do more good deeds and actions which will help us gain more self-respect in our eyes.
- Carries out a brainstorming session asking the group to come out with things which they think will help them look at themselves more positively and with respect, such as doing positive actions, helping others, keeping one's promise, doing what one should be doing at the right time, having a positive attitude, ability to deal with challenges in daily life for e.g. Exams. They can be encouraged to come up with more ideas.
- Shares how our negative and demeaning attitude brings down our self-respect. Such as, if we feel that we don't have money and therefore we aren't respected, i.e. not true, for all the people with money are not respected. Besides, we should understand that our self-respect should not be dependent on anything or any condition.
- Discusses how self-respect is important even to keep up our dignity and to avoid an individual to get involved in any misdeed.



Conceptual Note

Besides respecting oneself, respecting others is an equally important attribute which needs to be developed and practiced. As we want to be respected for whatever we are, similarly we should respect others no matter what they are, where they are from, to which caste or community they belong to.

Sometimes our own prejudices and stereotypes inhibit us from respecting others. We forget that as individuals they need to be respected and it is a basic attribute for any relation between a human being. Such as if I feel that the person belongs to a lower caste, I also need to understand that first and foremost he is a human being and every human has the right to be respected.

The facilitator may conduct the activity given below to help the participants understand the importance of respecting others.

Activity 2:

Objectives

- To help the participants learn to respect others, and
- To encourage the learners to spread the message of respecting others in their locality.



The facilitator discusses the reasons for why should we respect everyone and how can respect be shown by actions and gestures. She/he may also discuss how it is important to feel the respect rather than just show it merely by your gestures.

The facilitator divides the participants into groups of 4-5 individuals. She asks the groups to make posters writing interesting messages to help people realise how they need to respect everyone and everything around them.

The groups are given around 20-25 minutes to do this. Once all the groups have finished, they may be asked to present their poster to everyone.



Note for the Facilitator

The facilitator may link the lesson with the lesson on building confidence in self and others and understanding self, as all these concepts are related and have a common thread amongst them.

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Tasks for the learner

The learners can be asked to write five situations of their life where they have showed respect to either self or others irrespective of what others were telling them or their situation.

Reflections: (to be written by the facilitator about the session)				



My Learnings: (to be written by the facilitator about what did he/she learn from the session)			

Being Assertive





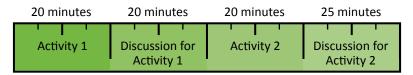
Lesson objectives

- To facilitate the understanding three basic behaviour patterns passive, aggressive and assertive,
- To equip participants with strategies to practice assertive behavior, and
- To understand the barriers that prevent individuals from displaying assertiveness
- To encourage them to display the assertive behavior in their daily life.



Duration: 85 minutes

Time break-up





Training materials required

Blackboard/white board, markers/chalks

Conceptual Note: Introduction

How many times have we shied away from expressing our true feelings and opinions? How many times have we wanted to say no to something/someone but have been unable to? How many times have we feel unfairly treated but not spoken up? All of us want to be respected and treated fairly by others. These are all skills related to assertiveness. Assertiveness is the ability to honestly express your opinions, feelings, attitudes, and rights, without undue anxiety, in a way that doesn't infringe on the rights of others.

Social interactions are a two way process in which individuals either initiate or respond to behaviours displayed. Assertiveness is one of the most important social skills which enables individuals to be honest and ensure that they felt they are heard and respected in the interactions. We all too often we have been told things such as "Be seen and not heard" or "You're too young to know" or even "You can't do such a small thing for me?" and any responses are dismissed as irrelevant. We have been taught to please others and that it is selfish to consider one's own needs over those of another. This often leads to feeling stifled and can lead to lots of frustration or resentment. Learning and practicing assertiveness skills enables one to stand up for themselves and fosters self- confidence and growth.

Activity 1: Fire Cracker Activity





- To develop an atmosphere in which all participants are involved in the training
- To identify passive, aggressive and assertive responses in varied situations



The facilitator asks the participants to split up into two groups. These groups make two straight lines which face each other. The participants are made to understand that they are to have a conversation with each other. Each person in one line should have a partner in the line opposite them. They are given a situation, and one by one partners carry the conversation further. Hence, A begins the conversation, B responds to A, C responds to B and D responds to C. They are just to say a sentence or two each and carry the conversation forward.



The facilitator further encourages participants to be spontaneous and not think too much before responding.

Participants can be given situations such as:

- Your friend at school has asked you for help in an assignment, however, you don't have the time to help out because you are struggling with your own work.
- 2) Your husband hits you and you want to tell him to stop it.
- 3) Your sibling wants you to clean the house for him/her but you don't want to.
- 4) You need your parent's permission to go out to study in another town but your parents are not allowing you to do so.

Pointers to be discussed: The facilitator

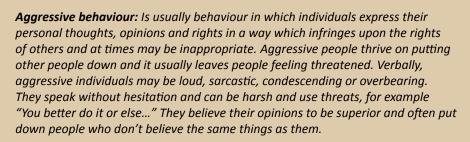
- Encourages the groups to enjoy the activity and speak freely. She should ask them to reflect
 on the types of responses seen in the various situations.
- Needs to then highlight certain responses as aggressive, assertive and passive. This needs to be associated to the tone of the voice, the body language as well as the verbal content.
- Asks participants what an ideal response in these situations would have been. For instance, in the first instance letting the friend know that you cannot, in fact, take on more work right now as you already have a lot of your own work. Being able to do this without being aggressive or making excuses would make use of assertiveness skills.

Conceptual Note

What is passive, aggressive and assertive behaviour?

Passive behaviour: is defined by not expressing honest feelings, thoughts and beliefs or doing so in an under-confident manner which allows others to disregard your feelings. People who are passive will often speak in long sentences, are hesitant in speaking, speak apologetically, often speak softly and in a timid voice. They tend to avoid eye contact when they talk to you, look down, may keep fiddling with their hands, cover their mouth, bite their lips among other things.

They often have a thought process which includes things such as "I don't count", "My opinion doesn't matter as much as yours" or "I will be responsible for upsetting people if I don't do this." People may make unreasonable demands of these individuals, sometimes the built up stress may lead to an aggressive outburst and passive individuals may lose self-confidence as well. However, they are likely to continue being passive as they are praised for being selfless, always ready to help as well as avoiding conflict.



These individuals can often use hand gestures such as finger pointing, shaking fists, invade other's personal spaces, may scowl or sneer, have their jaws clenched. These individuals often think "I need to get ahead", "My needs are more important than yours" or even "I'll get you before you get me". Aggressive individuals may get others to do what they want, may even feel powerful, however, their behaviour will create resentment and people might not like them very much. Aggressive individuals may also find it hard to unwind and may even feel guilt and shame for their behaviour.

Assertive behavior: Involves expressing ones thoughts and opinions in an open and honest manner without resorting to aggression. It not only gives respect to one's own opinion but also to that of another. These individuals are usually firm and relaxed. They speak fluently with few hesitations, their tone is calm and they state their opinions and needs clearly and directly and are open to engaging in frank conversations with others.

They usually think along the lines of "I will not be taken advantage of and I will not take advantage of you." Individuals who are assertive are likely to be respected and their chances of getting what they want are greatly increased. Individuals having high self-esteem and positive attitude tend to be more assertive than individuals with low self esteem.





What acts as a hindrance for assertive behaviour?

1

Maintaining familiar behaviour —It is always easier to maintain behaviour that we are familiar with and have been displaying so far as it is more comfortable or individuals around you may not like you to change. This allows you to feel accepted and boosts your self-esteem. Friends and family who have benefitted from your non-assertive behaviour may make it especially hard for you to start behaving assertively.

2

Afraid of being considered selfish—
If you have often put the needs of
others above your own, behaving
assertively may lead to you start
thinking that you are being selfish in
contrast with how you usually behave.
You are questioning and challenging
your beliefs and reshaping them and
this can be quite difficult.

3

There are no guaranteed outcomes – It isn't necessary that you get your way when being assertive, there is no guarantee and hence you may feel that putting in so much effort to change your behaviour may not be worth it because of the other cons listed above.

Activity 2:

Objectives



- To empower them to take the decision to be assertive through an experiential exercise
- To help individuals practice some strategies to be assertive.



The facilitator divides the group into two by making the participants call out nos. 1 and 2. The 1s would form the inner circle while the 2s will form the outer circle. The inner circle stands facing the outer circle so that everyone has a partner. The inner circle has to say yes to their partner, the outer circle says no. They have to say using different tones, styles and body language (meek, angry, confident, and indifferent). After a few rounds are done, the circles exchange their word. Now, the inner circle has to say yes, while the outer circle has to say "No". After the Yes-No rounds are over; the outer circle moves a step so that everyone in the two circles have different partners. The same activity is repeated with a different pair of dialogues. This time the dialogue being "I was hurt by what you did – I am sorry". After saying it for around 3-4 times, they are asked to change it. After both partners have had a chance to experience both sides, again change partners and try this activity with lines such as "I want it - I'm sorry but I can't give this to you." "You

are being selfish-I need to do this." After some trials ask subject to add their own text to these lines keeping the feeling in mind.

Yes

No



- How was the activity for everyone?
- What emotion did they experience? How did it feel to say yes or no?
- Which emotion was the easiest to portray? Why?
- Were there certain lines which you liked saying?
- What was the difference in these responses and the responses you give?
- Links this activity to assertiveness skills. She asks the participants to share whether they have had real life experiences wherein they have had to use these/hesitated to use these sentences and display assertive behavior and how they handled these situations.
- May discuss whether anyone felt any of the barriers mentioned previously as suggested in the conceptual note. She then discusses how it will not always be easy to be assertive; however, a conscious effort is the only ways to learn the ways of effective assertiveness skills. She/ He can also stress that once it becomes a part of your life, it will be easier to handle situations and assertive responses will come naturally to you.



Pointers to be discussed:

The facilitator

Given below are strategies that will help in displaying effective assertive behaviour.

- 1) Using "I" statements- such as "I want.", "I need." or "I feel." to convey basic assertions. Being assertive doesn't mean putting blame on the other person. Therefore, instead of starting interactions with blame and accusation, begin sentences with talking about yourself and how you feel. "I feel irritated when you interrupt me again and again! Instead of "You keep interrupting me again and again!"
- 2) Empathic Assertion First recognizing the other person's view goes a long way in warming up the person to listen to your point of view. "I understand you are having a difficult time and it might be"
- 3) Asking For More Time Sometimes, it might be better to give yourself some time to think about a response as you may be too emotional at the moment or may not know what you want. Be honest and tell the person you need a few minutes to compose your thoughts.
- 4) Changing your language –Sometimes even simple things such as changing your language can have a positive effect. Using 'won't' instead of 'can't', using 'want' instead of 'need', using 'choose to' instead of 'have to', use 'could' instead of 'should' are instances of purposefully choosing assertive behaviour.
- 5) Use assertive body language Face the other person, stand or sit straight, don't use dismissive gestures, be sure you have a pleasant, but serious facial expression, keep your voice calm and soft, not whiney or harsh. Maintaining a positive eye contact is imperative.
- 6) Scripting This technique involves preparing your behaviour using four steps that describe: the event exactly how you see the situation or problem, your feelings what you feel exactly, your needs laying down your need clearly so that others don't have to guess and outlining the consequences.



Tasks for the learner

The learners will be asked to

- 1. Make a list of situations in which they have felt powerless or victimized.
- 2. Focus on one of these situations and see if you can find one step you could take to become more assertive and to take back your power in this situation.



eflections: (to be written by the facilitator about the session)
1y Learnings: (to be written by the facilitator about what did he/she learn from the session)



Lesson 13



Standing Up For Yourself: Learning to Say No



Lesson objectives

- To explore situations in which it is difficult to stand up for oneself.
- To give participants an experiential experience of saying no and getting comfortable with doing so



Duration: 85 minutes

Time break-up





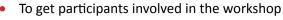
Training materials required

Blackboard/white board, markers/chalks

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0	Conceptual Note: Introduction
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,	We've all heard people say "Just say no! How hard is it?" For some people, it can be very
15	hard. We often find it difficult to say no and stand up for ourselves – whether it's with
	friends, family or even strangers. We then find ourselves repeating conversations in our
2	heads, re-thinking our responses and wishing we just had just gathered up the courage to
9	say the golden word "No".
9	Numerous times because of our inability to say no we are caught in situations we clearly
	do not want to be in. Whether it's doing homework for our friends, giving up our spot in
9	something to someone who is more aggressive or even switching household chores with
9	siblings. So not only do we have to do something we don't want to, we also end up resenting
0	people who put us in that situation as well as ourselves for being unable to say no. The
9	ability to stand up for ourselves helps increase our self-esteem and helps us truly be involved
	in/be a part of things that we wish to.
a a	

Activity 1

Objectives



 To identify situations in which individuals find it difficult to stand up for themselves







Facilitators will hand out a sheet upon which there will be various situations written. A sample of some situations is given below:

Have been unable to say no to a friend for a small task			Didn't say anything when someone made fun of them	
Unable to say anything who as cut in line to stand before you	Have been guiled into doing something they don't want to			
		Succumbed to peer pressure and did something they know is wrong		
	Unable to say no to an elder person who has an unreasonable request			
				Tried to make an excuse to get out of doing something

The entire sheet needs to be filled with varied situations in which individuals find it difficult to stand up for themselves and say no. Each participant gets a different sheet with different situations written on them. The facilitator will carry a list of all the situations written on all the cards and read the situations from the list. The participants keep marking in case that situation is present in their sheet. Whenever a participant is able to cut all the situations in one line, they shout "no". The game ends when the first three people are able to mark an entire line either vertically, horizontally or diagonally.



The facilitator asks the group to divide into two halves and stand facing each other, leaving some space in the middle. He/she then draws a line in the middle of the two lines with tape.

In this scenario, the facilitator reads out these situations and asks whoever has experienced them to stand up on the line.

Pointers to be discussed: The facilitator

- Encourages the groups to participate in the activity earnestly.
- Asks each group to share their experiences and describe in detail some of the instances which they have crossed off in their sheet (or stepped to the line to) and ask them to articulate why it is that they found it difficult to say no in these situations. She/he also asks them to review and add other situations which they face and find difficult to say "No" in.
- Shares why is it important to stand up for oneself and be able to say what we believe in. She/ He may also discuss various learnings from the module of "Being Assertive", which has already been conducted with them.

Conceptual Note

What makes it difficult to stand up for ourselves?

- 1) Avoiding confrontation In order to avoid confrontation people to go to great lengths. People feel uncomfortable in confrontational situations as they feel standing up for themselves may adversely affect their relationships. Hence, they don't state their opinions at all or do so in a manner which is so vague or gentle that the point is completely missed. This makes it even tougher to say no to individuals. Such as, a wife being beaten by her husband may keep suffering to avoid confrontation and may keep feeling that it is her destiny and it happens to all the women.
- 2) Desire to please others —
 Sometimes self-doubt and the need to seek affirmation from others is so strong in us that in order to please others as well as boost our own self-confidence we comply with their wishes and are unable to place our needs above those of others.

- 3) Missing out on opportunities Sometimes people believe that saying no in the present may affect their opportunities in the future, especially if a request from someone in authority is turned down e.g. boss, teacher and hence may be too scared to do so.
- 4) Our Beliefs Certain beliefs we have inhibit us from saying no, such as, one should always accept what the person in authority says or one should be helpful always. These beliefs stop us from saying no and accept whatever is being said or done without thinking about our choices and ideas.

Given below are strategies that will help individuals stand up for themselves.



- Accept what the other person says but speak out your view also First recognizing the other person's view goes a long way in warming up the person to listen to your point of view. "I understand you are having a difficult time but...."
- Pay attention to your body language Face the other person, stand or sit straight, don't use dismissive gestures, be sure you have a pleasant, but serious facial expression, keep your voice calm and soft, not whiney or harsh.
- 3 Using clear and precise language Trying to be clear when refusing and not hesitating goes a long way in being assertive. Even if this means you have to rehearse certain lines then so be it!
- Challenge your thoughts Often we get so caught up in thinking what other people will think of us if we say no or stand up for ourselves that we begin to go into overdrive and overthink all the reasons we shouldn't say no. But we need to stop ourselves and ask "What's the worst that can happen?"
- **6** Believe in yourself.

Activity 2:

Objectives

- To help participants practice the skill of standing up for themselves
- To understand the various facets of saying no both verbal as well as non-verbal





The participants will form groups of three, with two being involved in conversation and the third individual being the observer. Each participant will take turns to be the observer and the conservationists. One participant gives orders to the other participant, while the other participant is asked to practice responding with a refusal to orders such as 'Just do as you're told!' or 'Give it to me right now!' Feedback is then given on whether the person appeared comfortable in refusing; whether he/she made eye contact; whether he/she hesitated; whether posture, gestures, tone, expression and volume were assertive, or too passive or aggressive.

Review questions

- How was the activity for everyone?
- What emotion did they experience? How did it feel to say no?
- What stops you from saying no?

Pointers to be discussed: The facilitator

- Asks each group to share their experiences. Since each group member has had a turn in being the observer, he/she is asked to share details of what they observed and whether their group member was able to say 'No' comfortably or not along with commenting on their associated body language (as mentioned above)
- May take it further by asking them to enact real life situations from their life where they find it difficult to say No as a response or to be able to stand up for oneself. She/he can ask them to enact those situations and have a discussion about how difficult or easy it was to say no in a role play and how can they translate the response to their lives.
- Shares the link with barriers to standing up for oneself and reasons people have shared.
- Stresses to the participants that standing up for oneself is a skill which needs to be learnt
 as well as practiced and may not come all that easily to all individuals.
- Shares strategies that can be used to help individuals stand up for themselves.



Rohini is a 16-year old girl. She is a hardworking girl and studies in class 10th. She is good at her studies and enjoys coming to school. She has a huge group of friends who really appreciate her, for she never says no to anyone and is always ready to help. She sometimes feels cheated because her friends ask her for favour but are not ready to help her always. She feels bad and also wants to share her views and say no when she is not comfortable.

Questions for discussions (after reading the case study)

Should Rohini try and say 'No' or just enjoy being with her friends?



How can you help Rohini deal with her problem?

What are the aspects Rohini can develop which will help her stand up for herself, such as self-belief?

Tasks for the learner

The participants are encouraged to come up with at least 10 sentences which will assist them in standing up for themselves in varied situations. They are asked to share situations where they have stood up for themselves.

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eflections: (to be written by the facilitator about the session)
1y Learnings: (to be written by the facilitator about what did he/she learn from the session)



Asking Questions and Raising Voices





Lesson objectives

- To understand the importance of asking questions and raising voices when the need arises.
- To explore the consequences of being unable to ask questions, and
- To facilitate practices that help in participants in doing the same.



Duration: 85 minutes

Time break-up

20 minutes	20 minutes	20 minutes	25 minutes
Activity 1	Discussion for Activity 1	Activity 2	Discussion for Activity 2



Training materials required

Blank A4 size sheets, pens/pencils, handouts

Note for the Facilitator

Self esteem or in simpler words confidence can easily be defined as the way an individual "Judge a man by his questions rather than his answers – Voltaire"

This simple sentence makes it abundantly clear that asking questions is an important aspect of our lives. Not only do others pay attention to the kinds of questions we ask but it is also essential for us to raise our voice in order to make sure that we are not at a loss in particular situations, to make sure that we are not confused or misreading situations.

Questions help us understand what we're doing, why we're doing it as well as how to do it. Some questions help us elicit facts "Where do I have to meet you?" while some questions help further conversation "What else has been happening?" or even help us use our intellectual capacities – "What is the meaning of this?" Making sure we are heard is essential not only to understanding our situation but also a basic way of furthering growth and development.

However, it is not always easy to put ourselves out there and raise our voice. We shrink ourselves and shy away from asking questions for multiple reasons (which will be discussed below) and hence remain unsure of things. In a class of 30 children, only 2-3 children are able to gather the courage to ask questions. Though those 2-3 children help 30 children understand lot of questions and clarify their doubts as well.

Activity 1: Back-to-back drawing

Objectives



- To introduce an element of fun at the beginning of the workshop, and
- To demonstrate the importance of asking questions and being able to communicate by speaking.

Instructions

- 1 We're going to get into pairs in a few minutes and do an activity where Partner #1 will describe an image to Partner #2. Partner #2 will then need to reproduce this image on the sheet given to him/her.
- There are three rules which is as follows
 - I. Partner #1 and #2 cannot face each other;
- II. Partner #1 can give the description only once;
- III. Partner #2 cannot ask for any clarification.
- 3 Once everyone is in pairs, they sit back to back. The handout is given to partner#1 in each group. It is to be emphasized that partner#2 drawing cannot view this sheet.
- Partner #2 is handed a blank sheet of paper and a marker.
- 5 Partner #1 describes the picture to Partner #2 so that she/he can reproduce the drawing on his/her sheet of paper.
- **6** The three rules are repeated:
 - I. Partner #1 and #2 cannot face each other.
- II. Partner #1 can give the rules only once.
- III. Partner #2 cannot ask for any clarification.

The image given below may be given as a handout to partner#1.



The facilitator is free to give another image to partner 1 also. He/she needs to ensure that the image is slightly complex and not a simple circle or a triangle. The facilitator encourages the groups to follow the instructions precisely. Once they are done, they are asked to look at each other's image and find the differences and similarities. She/he asks each pair to share their experiences of the exercise.



Pointers to be discussed: The facilitator

- Elicits responses about how hard was it for the partner who was drawing to do so without
 asking questions and being able to communicate. She/he may ask the participants to share
 ways of how the task could ave been made simple for them.
- Asks participants to share instances in which they have been unable to ask questions or raise their voice either by choice or by force? The facilitator encourages them to share their experiences.

Conceptual Note

What holds us back from asking questions?

- 1) Fear of appearing 'foolish'

 Many times we hold
 back from asking questions
 because we fear that people
 around us will think of our
 questions as "foolish" or
 "childish" and afraid to be
 perceived as the same, we
 hold our tongues.
- 2) No one else seems to be raising their voice —A lot of times, we may want to ask a question but we see that no one else around us seems to be asking questions and so we presume that whatever we may have been wanting to ask appears obvious to everyone else. In fact, if you go ahead and ask the question you might be surprised to see that there are many who speak up after you.

- 3) Low self-worth –
 Sometimes we also,
 mistakenly, think that
 we have no right to
 ask questions and they
 are not worth anything
 so it wouldn't make a
 difference if we don't ask
 them. This is because we
 under estimate our own
 value in our eyes and the
 eyes of other people.
- 4) Keeping up a false image of "knowing it all"- Sometimes we don't ask questions because we want to keep up the image of knowing it all which comes from false sense of high self esteem. We want to show off that we know everything and may further land up condemning those who ask questions.

Pointers to keep in mind for asking questions as well as stating your opinions

- 1) **Always listen –** Always be a good listener, only then can you ask relevant questions and state your opinions clearly with relation to what is being discussed.
- 2) **Use a firm and level tone –** Screaming or speaking very softly render the words harsh or too soft and hence can be dismissed easily.
- 3) **Speak fluently and without hesitation** Be sure not to hesitate, this displays a lack of confidence when asking questions. Rehearse your opinion or question a minute in your head before stating it.
- 4) **Be aware of your body language** Make sure your posture isn't aggressive (it is open and relaxed), you make proper eye contact and make sure your facial expressions are neutral.
- 5) **Provide reasons** When stating your opinion or raising your voice, make sure that you provide reason for what you're saying.

Activity 2: Stand and Declare

Objectives

- · To elicit questions from the participants,
- To encourage participants to gain confidence to assert themselves, and
- To give feedback on the way the participants put themselves across.



The facilitator makes a statement to the group, to which participants either strongly agree or strongly disagree. Groups form responses to the statement, showing the group's "differences." Members from each opinion group are asked to explain their stance. Then, they are asked to work like a team and have a healthy discussion on the team.

Stage 1: Each team gets 5-7 minutes to voice their opinions.

Stage 2: Once both the teams have spoken. One team gets three minutes to ask questions. After which the opposing team gets 3 minutes to answer the questions and 3 minutes to ask questions. People must listen carefully, and can change positions if they change perspectives. The same process is repeated for the opposing team.

This activity helps everyone learn to disagree without being disagreeable, as well as enables them to put forth their opinions as well as question other people about their stances.





Statements can be as follows:

- 1) Men are more skilled than women
- 2) Boys should be educated more than girls
- 3) Children should work to help out their families if their families need help

Review questions

- How was the activity for everyone?
- How was it to state your opinions? How did it feel?
- Were there a lot of questions going through your mind when your opponents were speaking and did you voice them in the time for questions? If not, why?
- Have there been instances in which participants have hesitated to voice their opinions and ask questions?

Tasks for the learner

The learners will be asked to practice stating their opinions and asking questions in the form of a speech in front of the mirror and note their body language in a notebook to see how they come across to others. They can be asked to come and share the speech with others.

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Reflections: (to be written by the facilitator about the session)
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My Learnings: (to be written by the facilitator about what did he/she learn from the session)
Wy Learnings: (to be written by the facilitator about what did he/she learn from the session)



Lesson 15

Being an achiever-Studying to Score





Lesson objectives

- To encourage and inculcate regular study habits in students,
- To develop a positive attitude among students towards academics and examinations,
- To help the students deal with examination-anxiety, and
- To enable the students to be better-prepared to take examinations



Duration: 90 minutes

Time break-up

10-15 minutes	20 minutes	15 minutes	10 minutes	15 minutes	20 minutes	
Discussion	Activity 1	Discussions on Activity 1	Activity 2	Discussion for Activity 2	Case study and discussions	



Training materials required

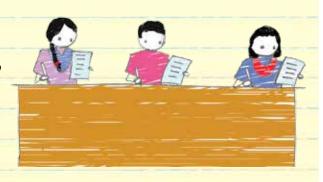
Coloured pens/sketch pens/Crayons, sheets of A-4 paper, balloons of different colour (at least 30), and mock test paper

Note for the Facilitator

The first word that comes to our mind when we think of our schools and colleges is exams. The anxieties of studying for the exam, desire to do well, fear of the result, and whether we will pass or fail are certain emotions we all have experienced in our school days. Since children do not face exams with a positive note, they see it as an exercise for self-evaluation and are often scared of being evaluated negatively. The facilitator needs to change the attitude of the students by making them see exams as a method of development of their knowledge rather than as a method for evaluation.

Some teenagers find it difficult to focus on their studies regularly and get carried away or distracted by other aspects of their life such as going out with friends or listening to music or

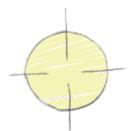
just day – dreaming. Studying school subjects seems boring and not an interesting thing to do. Most of the teenagers do not study regularly and study in spurts. The facilitator needs to encourage the adolescents to develop skills which help them deal with their studies and exams in a more positive manner. Given below are a few skills which will help the students study in a more effective manner





Study skills

Lot of students falter in their preparation and are not able to achieve their goals because of lack of study skills. They are not able to achieve high goals because no one guides them in the process of their studies, managing time and balancing between doing work at home and school work. In order to help them develop their study skills, following pointers should be highlighted and discussed with students.



- Setting goals: The students should be asked to set targets in individual subjects and set an overall score for the year. Before setting a goal, it is important to tell the students to set a goal which is realistic and challenging yet achievable. They should not set goals which are too high, so they keep feeling disappointed later and neither should they set goals which are too low, which do not motivate them and are not challenging enough to make them work.
- Planning for each subject: As per the goal, the students need to plan their year about what they want to do every month, every week and every day. Dividing the larger goal into smaller goals along with an action plan helps in achieving the larger goal the person has set. Start by studying for shorter periods, if you find it difficult to study for longer time. While planning, keep more time for the difficult subjects and less time for the easy subjects. Take time out for some relaxation activities every day. Always keep festivals and other holiday events in mind, in order to avoid missing your target.



We can prepare a worksheet which can be used by the students to work on their targets

Annual Target for each subject	Action plans	Revised step
Monthly		
Weekly steps		



- Fix a time and place for studies: Setting up a fixed time and a fixed, quiet place for studies every day helps the students focus at that time. You can think about the time of the day when you can focus the most whether it is morning, afternoon or evening. Scientific research has proven that working on specific time and at a specific place helps set rhythms in brain and leads to better productivity.
- Be responsible and act responsible: All the targets and actions can only be achieved if you act responsibly and take charge of your life. You can set small incentives for yourself if you achieve a goal and at the same time reprimand yourself, if you are unable to do so. Avoid any distractions while you are studying. Being regular with your studies helps you be better prepared for your exams.







• Prioritize: Most of the times, we falter because we are unable to prioritize and get carried away with small distractions in life. For e.g. Shyam wants to work as a teacher when he grows up. He is presently in class 10th and is worried about appearing in exams. He likes to study but often gets distracted by his friends. Whenever his friends call him to play or chit-chat, he is unable to refuse, but lands up feeling guilty later about wasting time with his friends.

Shyam's situation is not new for most of us and most of us can relate to it. However, what Shyam needs to learn is to prioritize and to plan so that he has time for studies and to play around with his friends also.

• **Take breaks** – Instead of studying for long periods, take small break after studying for around 45-60 minutes. The break should not be more than 7-10 minutes. It is a good idea to time yourself for the break also so that it does not keep getting longer.





- **Be Organized:** Keeping yourself organized saves a lot of time and effort. Keep all your books and notes in one place in an organized manner, whether it is a bag or a small drawer. This will help you save time and effort.
- Find your learning style: Each individual is different and learns in a different manner. Finding your learning style helps you learn your material better. Some people learn by reading it or visually seeing the material, some people learn better by hearing it while some people learn better by touching it. Try thinking about times when you have been able to understand things easily, how did you study at that time, if that is how you study most of the times, then that might be your learning style, which is visual (seeing), auditory (hearing) or tactile (touch). You might have only one learning style or all three.



 Make the subjects interesting: We all can make an effort to make our subjects interesting and easy to understand by using simple strategies



- Make study groups: Sometimes studying in groups helps in making topics interesting and can lead to informative discussions. You can make small groups of 4-5 students and decide on a topic before-hand. The group can discuss the different aspects of the topic in detail and each student can give examples from their life. Beware of wasting time in chit-chatting. To avoid that, you can assign yourself some home task which needs to be done after the study group meeting. The task can be checked by other person in the group.
- → Highlight important points: Important points can be highlighted in the textbook and in the margin you can write one or two words which give you the summary of the paragraph. This will help you when you revisit the material to understand it better and revise it.





- Don't keep re-reading the material if you don't understand it. You can ask your friend to read it to you or explain it to you or you can try to read the material in a group or you can try to make a story out of it, for example if it is a lesson from History. You can also imagine visuals such as if it is a concept of photosynthesis in Biology, you can imagine how plant is putting sunlight and fertilizers along with chlorophyll and making food in its leaves which are its kitchen. Try using different strategies to make the material more interesting and easy to understand. You can make small rhymes or stories or flash cards for your class for different topics which can be used by different people.
- → You can also write self-notes for each lesson which could be used for revision purposes. Another option is to make abbreviated "fun codes" for large chapters to remember specific details. (Facilitator to explain with the help of an example).



- → You can follow a 4-step process for reading any material which involves-
 - 1 Scanning the material and forming questions based on what you have skimmed through.
 - 2 Reading the material thoroughly
 - 3 Answering the questions based on thorough reading of the material.
 - 4 Revisiting the material for a final check.

Try developing these skills one by one. Even if you are able to develop a skill and work on it for a month, it will become a part of your study style. Thus, helping you go a long way and be better prepared for your exams.

Activity 1

Objectives

- To develop student's interest in the topic.
- To encourage students to develop a positive attitude towards studies and examinations.
- To share some study skills with students and help them develop those skills consistently.



Training materials required

Coloured pens/sketch pens/Crayons, sheets of A-4 paper, balloons of different colour (at least 30)



The facilitator distributes chits of paper. Each participant is given one chit of paper and one balloon. Participants are asked to write one thing on a chit that helps them study better and prepare better for their examinations. Now each participant puts his chit in his balloon and blows his/her balloon. Once the whole group is ready with their balloons, the facilitator tells them that when he claps, all of them have to burst each other's balloon while saving their own balloon. Once all of them have busted each other's balloons and only one person is left. The facilitator asks the group to collect all the chits and the group is then asked to sit in a circle and each person is asked to read the chit in his hand. All the strategies suggested by the group are listed on the black board.

The facilitator then suggests his own strategies listed here in the facilitator's guide, helping the learners learn more strategies and study skills.

The facilitator may also discuss the table given in the material with the group and ask them to fill it as their home task and get it for the next session to share it.

Review questions

- What are the new strategies that you learned from each other?
- Which is the first strategy you will like to implement in your life?
- If you were to pick up any five strategies, what will they be and how do you plan to implement them in your life?
- Do you think it is important to review your performance? Why or why not?
- How often should you review your work?

Learnings to be carried forward

- The facilitator should stress that each participant is able to pick at least five new skills and able to find ways to implement them in their daily routine. This can be carried out as a part of discussion to help them learn how to implement it in their life.
- The facilitator should discuss important strategies and encourage the students to discuss it amongst themselves so that they are able to understand it better.
- The facilitator needs to stress the importance of regularity and focused studies everyday rather than only before exams.

Tasks for the learner

The learners can be asked to fill in the worksheet given in page 2 and bring it to class for discussion.

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Exam-taking skills

If you have been following the study skills or at least some bit of it, you will definitely be less stressed during examinations. The facilitator needs to stress the importance of positive attitude towards examinations seeing them as a way of development rather than strategy for assessing themselves. Given below are some of the strategies which you can use before exams to prepare better for exams and some for the exams:

- Keep your emotions under control. We all work best under certain level of stress. Too
 high or too low stress affects our performance drastically and reduces our efficiency level.
 Don't let fear or anxiety affect you. Whenever negative thoughts come to your mind,
 replace them with thoughts such as "I will do well. I am capable of scoring a high score."
- Always revise your course. Thorough preparation involves thorough revision of the course
 you have studied in advance. During the last day before exam, you should be relaxed and
 only revising the important points. This will help you approach your exams with a positive
 frame of mind.
- Try solving some previous year's papers sitting in a closed room for three hours, just like you
 would in an exam situation. You can ask your seniors to give you previous year's papers. This
 will help you get accustomed to the examination situation and be better prepared to not feel
 anxious or afraid in that situation.
- Try understanding the concept instead of memorizing it. Do not only read the concept but try to apply it using examples from your life and your surroundings. Understanding the concept along with applying it to your life helps in memorizing the concept to the deepest level.
- Time management: Plan how much time you would take to solve questions of each kind leaving out 10 minutes for revision of paper, checking your mistakes and underlining important points in your answers. You can try different time management strategies while doing some sample papers and find out which works best for you, so that you can use it during your exam.
- Don't do selective studies. It is always good to do your full course rather than doing selective studies so that you are better prepared for your exams.
- Sleep properly during your examination days: Taking a proper 8 hours sleep is crucial for an individual to help his cognitive abilities work at his best level. Most of the adolescents start giving up on their sleep, undermining its importance in their life. It is important for you to take proper sleep so that you are relaxed and focused during your studies and exams.
- Eat proper healthy food. Avoid having very heavy food so that you don't feel sleepy and are able to focus on your studies and exams.
- Do some regular exercise. Exercise or do any physical activity everyday for at least 30 minutes to keep yourself fit outside in fresh air early morning or in the evening.

Top ten exam tricks!

- 1. Attempt all the questions in your paper, even if you are not sure of your answer.
- 2. Go for the questions you know very well first.
- 3. Do not spend too much time on one question. Time and content should be according to the marks of the question. If you come across a difficult question you don't know so well, leave it for moment and come back to it later.
- 4. The presentation of the paper is as important as the content.
- 5. Write in a neat handwriting.
- 6. Always leave margins on both sides.
- 7. Underline headings and important points in the paper.
- 8. After finishing each answer, leave at least three lines, in case you want to add something to the answer later.
- 9. Make sure you write the correct question number.
- 10. Always double check your answers.



Activity 2





- To help the students develop examination skills and be able to apply them during examination,
- To encourage the students to review the targets they have set and work towards them, and
- To enable the students to use the top ten tricks suggested.



Training materials required

Mock Test Paper



The facilitator tells the students that the room is an examination hall and today there is going to be an exam before they start the session. Each participant has to take the exam to be a part of the session. The situation can be made more real by the facilitator giving a small test paper and acting seriously like an examiner. The students can be given 5 minutes to finish the test. The facilitator keeps pretending that time is up and they need to finish. Don't let them talk during the test. Once the test is over, the papers can be collected and participants can be asked about how they felt during the exam. Various question such as were they stressed during the exam? Or what were they thinking during the exam or when the facilitator announced that there is going to be an exam? The facilitator discusses their responses and uses them to suggest various examination strategies they can use in their real life.

Facilitator to distribute copies of the mock test paper with the participants. All the exam strategies can be listed on the board to help each participant understand them and use them.

Extension

The students are told about the top ten tricks they need to remember. The students can be divided into groups and asked to make a song about all these tricks. The song which covers most of them and is most musical, that group wins. They can base their song on any folk song or any latest song they like.



Review questions

The facilitator can use the following questions to facilitate the discussion:

- Why do you think you are unable to achieve the marks you set for yourself?
- What are the steps you can take to achieve those marks?
- How will you use these examination strategies during your exams?
- How can these strategies help you deal with your exams better?

Learning to be carried away

- The facilitator should encourage the participants to reflect on the reading style they have and then think about how they can improve their study habit further.
- It is imperative for the facilitator to help the participants learn by applying different concepts
 to their life and their surroundings, for this will help them in improving their comprehension
 and developing their interest in the subject.
- Making study groups during the sessions and conducting a few study group meetings in the NGO itself will help the participants understand how to meet for a study group and conduct discussions around a topic. This will help them in their comprehension and will also help them improve their communication skills.
- The facilitator can sing the song made by the participants to remember exam taking skills and top ten tricks and stress their use during the exam.



Rama has secured 55 marks in her class 11th. She knows that she needs to get better marks in her class 12 exam if she wants to be a teacher. She is a hardworking girl but finds it difficult to study for very long hours. She also tries to memorize a concept by reading it again and again without trying to understand it. She has tried asking her friends about how can she improve but they haven't been able to help her. As a result, she gets anxious in her exams and is unable to perform well. She also finds history boring and is unable to study it because of which she keeps losing marks in her exams. She feels she might fail in history.

Questions for discussions (after reading the case study)

How can you help her in improving her marks in the subjects? Suggest some strategies she can use to make History interesting for her.

Can she improve her memory? Is the way she is using to memorize things fine or can you suggest any other way to help her improve her memory?

	(to be written					
My Learning	gs: (to be writte	en by the facili	tator about w	hat did he/she l	earn from the session	on)



Lesson 16

Motivation





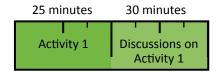
Lesson objectives

- To encourage and motivate the participants to pursue their life dreams,
- To help the participants understand the concept of self motivation,
- To identify different motivators that work for different individuals,
- To empower the participants to work towards self motivation.



Duration: 55 minutes

Time break-up





Training materials required

Blackboard/white board, markers/chalks, small jute bag, A4 sheets of paper

Note for the Facilitator

The word "Motivation" can simply be explained in terms of the push or drive that pushes us into action and makes us complete various tasks. We all have dreams to do something in life, to achieve something, to be famous, to have a big house and so on. All these dreams can be fulfilled only when we have a strong drive to fulfill these dreams. Motivation is a factor that differentiates between people who achieve their goals and people who are unable to.

Motivation can be external such as earning Rs. 1,000 a month for a teenager which will help him cover his monthly expense and give him enough to buy new clothes, food and mobile recharge is a strong motivator for him to work. However, you are also motivated by internal factors such as if you like a song, you will make extra effort to get that song on your phone or you want to learn something new because you like it. It is generally believed that when you work for your satisfaction or pleasure, i.e. internal motivators, you will work much harder and enjoy the work much more than when you work for external factors, such as money. For e.g., when a student studies a subject because he likes it, he will pay more attention to his studies and will be able to understand the subject better, than when he is studying only for marks.

Activity 1: A bag of Goodies

Objectives

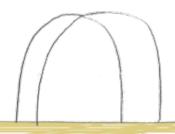
- To develop a warm rapport with the participants, and
- To encourage the participants to find out things that motivates them in their daily life.



Materials Needed

Blackboard/white board, markers/chalks, small jute bag, A4 sheets of paper





The facilitator makes a bag of goodies in which he puts a lot of chits with different things written on them which he thinks would attract the participants, such as, 90% marks in Maths, a mobile phone, 50 Rs. Mobile Recharge voucher, packet of sweets, etc. The facilitator hands over an A4 sheet to the participants. As the list is read out, they need to decide which things attract them most and write them in their sheet of paper. They are asked to choose the things for which they will be ready to work and put in some kind of effort to get them. Once all the items from the goodies bag have been read, the participants are asked to list the things they have written in order of their priority. The facilitator asks them to keep their long-term goals in mind while writing the list or marking it.

Review questions

- What made you choose different things you have chosen?
- Did you keep anything specific in mind while prioritizing them?
- Do we keep getting attracted to small things in our life and keep forgetting our larger goals?
- How can we ensure that we keep focused to larger goal so that we can achieve it?

Pointers to be discussed: The facilitator

- Discusses the way we need to keep motivating ourselves to achieve our goals, such as, instead of waiting from appreciation or motivation from somewhere else, it is a good idea to keep up your motivation level and keep motivating yourself. Giving yourself a pat on your back or appreciating yourself for your achievements is a good way to keep yourself motivated.
- Talks about how in our daily life we keep getting attracted to different things that come our way and lose focus from larger goals. It is not wrong to enjoy small breaks and small happiness that comes your way but at the same time it is important to keep a check and not lose our focus. Our focus should be like a laser beam which collects all the light and puts it on one spot.
- Shares how we get motivated by different things in life at different times, such as a kid gets motivated by chocolates or some toy, as an adult we get motivated by money, fame or luxuries. While we need to satisfy these needs and motives, we also need to look at larger goals of our life.
- Stresses on how important it is to work for internal motivators such as satisfaction and happiness rather than only looking for material gains. Once the material gains have been satisfied to some extent, the person should reflect in life and look at what he/she really wants to help him/her put focused effort in that direction.

Tasks for the learner

The learners can be asked to think about five things they really want and they think will give them happiness. They can then be asked to think about various actions they need to take to achieve them and how will they go about them.

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Reflections: (to be written by the facilitator about the session)	
My Learnings: (to be written by the facilitator about what did he/she learn from the se	ession)



Leadership





Lesson objectives

- To understand the concept of leadership,
- To discuss qualities of a good as well as a bad leader,
- To comprehend the various tasks that a leader must perform, and
- To encourage the participants to become leaders in their own life.



Duration: 140 minutes

Time break-up

	20 minutes	20 minutes	20 minutes	25 minutes	15 minutes	20 minutes	20 minutes
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١	Activity 1	Discussions on	Activity 2	Discussion for	Activity 3		Case Study and
ı		Activity 1		Activity 2		Activity 3	its discussion



Training materials required

Blackboard/white board, markers/chalks

Note for the Facilitator

Leadership is one of the most important qualities that an individual can display, whether it's in the workplace, in school or even in college. It is, in fact, one quality that people actively look for. Leadership need not be an innate quality and can be developed in order to round out one's personality.

In most situations people look to leaders to make decisions, bind teams together and provide direction to a group. So whether it's M.S Dhoni leading the Indian cricket team or the class monitors ensuring that the class is quiet, most situations require a leader and it is an individual that one usually looks up to.

Activity 1: Characteristics of a Leader





- To develop an atmosphere in which all participants are engaged in the training
- To identify qualities that make a leader "good" and "bad"



Materials Needed

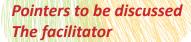
Blackboard/white board, markers/chalks, small jute bag, A4 sheets of paper





The facilitator introduces the topic of the lesson as leadership and begins with this activity. He/she asks participants to think and come up with instances of bad leadership that they have experienced. They are divided into groups of 4-5 individuals and each group is asked to present a role play demonstrating characteristics of a bad leader in different situations. Once the role plays have been presented, the groups are asked to share their experiences and explain why they think it was bad leadership. After writing the qualities of a bad leader, the facilitator tells the group, since we all know what we should not do as a leader, lets now share the qualities of a good leader. The qualities of a good and bad leader are listed under their columns respectively by the facilitator.

Good Leader | Bad Leader



- Encourages the groups to enjoy the activity and speak freely. She should ask them
 to reflect on the types of situations they have found themselves in and what they
 expected of their leader.
- Highlights the qualities under those of a bad leader and emphasizes that
 according to the present group the qualities of a bad leader are as noted while the
 characteristics of a good leader are also highlighted.
- It is also highlighted that most situations we find ourselves in tend to have a leader, whether it's us or someone. Groups have the tendency to look towards someone for direction and a lot of the outcomes are dependent on the individual who provides it. Hence, it is important to understand the qualities as well as the roles that a leader possesses.



Conceptual Note

What are the qualities a leader should possess?

- Honesty A good leader must be honest and open. Someone who hides their motives or methods is someone who needs to be checked. A true leader should not feel the need to hide any part of the group process from the entire group. He/she should also be following certain ethical and moral standards.
- 2) Communication Skills A good leader not only needs to be a good listener who is able to understand what his team is saying but also needs to be able to communicate his/her own requirements and opinions about the task at hand.
- 3) Confidence A good leader must be confident in his/her ability and have the ability to inspire others in the group as well. A leader who is under confident can easily be underwhelmed and may not get the group to trust him.
- 4) Commitment A leader must be committed to the job at hand. A team cannot be motivated to put in their best if their leader is not doing the same and showing the same. He/she needs to be 100% there for his team/group.
- 5) Responsibility A leader needs to take responsibility and initiative for the group and be answerable to all about the outcomes. He/she cannot blame others or not be aware of what is happening in the group.
- 6) Flexible A good leader needs to be able to adapt to different scenarios and cannot be rigid in his/her views. Rigidity does not yield the same results as being flexible and accommodating does.
- 7) Initiative taking initiative is a very important aspect of a leader. Hence, even if a leader does not have formal power over others, he or she take initiatives to get things done as well as take the lead in addressing issues which need attention.
- 8) Decisiveness All leaders at some point need to take tough decisions. The ability to make tough decision quickly and with a clear mind are very important. Not only does it save unnecessary confusion and confusion, it enables the process move along smoothly.

Activity 2

Objectives

To help simulate situations which require leaders to take charge







The facilitator creates groups of 5-6 people and one situation is given to them. The group is to get together; they are each given a situation in which they are to come up with an action plan. Each team has to pick a leader and the process must then be taken further by the leader. The situations can be as follows:

- 1) Decision to set up a shop the group's action plan must include what kind of shop it would be, what they would stock, where it will be, how they will go about doing the same
- 2) Decision to create a girl's cricket team in your school once again, how will you go about the process, what will you say to your team, etc.
- 3) There is an event coming up in college and lots of people together are helping in organizing the event. However, suddenly you find out that the event is in danger of being cancelled and people start backing out. What is your further plan?

The groups are to clearly outline 5-6 steps that they will take and why and present them in front of the other participants.

Review questions

- How was the activity for everyone?
- Was it easy to pick the leader?
- For the leader what was your thought process?
- For the team members how was your leader? Did you feel heard/ignored, were you contributing/not contributing, were you motivated by your leader, etc.?

Pointers to be discussed: The facilitator

- Links this activity to the roles and tasks that a leader must take on to be effective.
- May link the answers given to the whether the qualities of a good leader discussed earlier were taken into consideration or not.
- May highlight the fact that the first situation needed a little more focus on tasks, the second on relationships and the third on both tasks and relationships. Therefore, as a leader we need to analyze what should we focus on task, relationships or both, such as, in the beginning of a task or project, we might have to focus on both the task and relationship while as the team gets more clear about their task, the leader may shift his/her focus on the relationships. The conceptual note given below can be used to explain the role of a leader as a task-oriented leader or relationship-oriented leader.

Conceptual Note

What is the role of a leader?

It is easy to understand the functions of a leader when they are divided into task roles and relationship roles.

Task Roles/Functions

- Information and Opinion Giver and Seeker: A leader must ensure that he/she gathers all relevant information. They offer facts, opinions, suggestions, as well encourage their group members to share the same to facilitate discussions or come to a decision.
- Initiator and Direction Giver: The leader of any group is the individual who displays
 initiative and gets things started and moving in a particular direction. They develop
 plans on how to proceed and focuses attention on the task to be done to achieve
 the goal decided by the group.
- Summarizer and Synthesizer: A leader also brings together related ideas or suggestions and restates and summarizes major points discussed in order to make things more organized and coherent.
- Coordinator: It is necessary that things work smoothly and all tasks are delegated and
 coordinated effectively. In a group process, there are always a number of things which
 need to be worked out. Whether it's delegating roles, managing different people, meeting
 deadlines. The leader needs to ensure that all of the above is coordinated and the goals
 met.
- Diagnose: The leader also figures out sources of difficulties the group has in working
 effectively and the blocks to progress in accomplishing the group's goals. Hence, the leader
 spends time with a group and figures out what the roadblocks are in the group. It may be in
 the area of personal relationships, lack of individual effort, lack of clarity with task at hand.
- Reality Tester and Evaluator: He/she also examines the practicality and workability of ideas, evaluates alternative solutions, and applies them to real situations to see how they will work. He/she also evaluates the outcomes.

Relationship Roles/Functions

- Encourager of Participation: A leader warmly encourages everyone to participate, giving recognition for contributions, demonstrating acceptance and openness to ideas of others, is friendly and responsive to group members
- Tension Reliever: A leader eases out conflicts and tensions and increases the enjoyment of the group members by solving problems, addressing issues and proposing alternatives. He/she addresses the tension and doesn't bury it beneath other things.
- Communication Helper: Shows good communications skills and makes sure that each group member
 understands what the other members are saying. A leader leads by example and hence, his/her own
 communication to the group needs to be excellent and he needs to be heard as well as understood
 and do the same for members of his group. The leader also facilitates communication between the
 group members.
- Understands feelings of group: Asks members how they feel about the way in which the group is working and about each other, and shares own feelings about both. A leader shows empathy and is sensitive to the emotional currents in the groups he/she is in charge of.
- Process Observer: Watches the process by which the group is working and uses the observations to help examine group effectiveness. A leader's presence is always felt and he/she ensures that he/she keenly observes the group dynamics and understands the workings of his/her group.
- Standard Setter: Expresses group standards and goals to make members aware of the direction of the
 work and the progress being made toward the goal and to get open acceptance of group norms and
 procedures.
- Trust Builder: Accepts and supports openness of other group members creating an open environment
 wherein members can rely upon each other. With their honesty and ability to navigate through various
 situations, leaders help the team build trust in each other.

Activity 3: What's the Story?





Objectives

 To help participants realize that leaders were once ordinary people who were motivated to make a change for their betterment as well as the betterment of society



The facilitator will use a power-point presentation/handout in which each slide/page will have a picture of the following leaders:

- 1) Mohandas Karamchand Gandhi
- 2) B.R. Ambedkar
- 3) Dhirubhai Ambani
- 4) M.S Dhoni
- 5) Malala Yousafzai
- 6) Nelson Mandela
- 7) Narendra Modi
- 8) Arvind Kejriwal

With each picture, the participants are supposed to guess who these individuals are. When the individuals are guessed correctly, if anyone knows the background of each leader they are asked to elaborate upon it. If they are unable to do so, the facilitator does so.



Pointers to be discussed: The facilitator

- Highlights that each of these individuals is from a small town and lived ordinary lives before they became world renowned.
- Each of these individuals had a cause which moved them so greatly that or a drive so great that they became leaders in their own life before the world started recognizing them.
- Not all these individuals are highly educated or even from privileged backgrounds but became leaders in their everyday life before taking on larger issues. For instance, Gandhi protested against an act of discrimination in South Africa before coming back to India to spearhead the Independence movement, Malala went against a specific instruction to go to school and was shot for it. A simple brave decisions in her everyday life had grave consequences, yet she carried on. Arvind Kejriwal gave up his government job in order to follow principals he believed in.
- The participants are made to realize that it is small actions in everyday life which make a difference and help them lead to bigger things. It is one act against the norm or one act of bravery which can help transform an individual into a leader.
- encourages them to work as leaders at least of their own life, taking charge of their lives and what are they supposed to do while thinking and working on larger goals.



Sunil/Sunita works in an NGO in his/her neighbourhood. He/she is the leader of his/her project. It is an NGO which works for access to education as well as providing better education to the youth in Bihar. Sunil/Sunita are in charge of the project which aims at reaching out to the youth in the neighbourhood, enrolling more children to come for non-formal education, making them aware of their rights as well as training of teachers to improve teaching quality. In the annual appraisal of each project Sunil/Sunita is told that the higher authorities are not too happy with the output of his/her project. Sunil/Sunita doesn't ask too many questions and goes straight away and calls a meeting with his/her team.

At the team meeting, Sunil/Sunita begins to criticize the team of 20 for not putting in enough effort and starts picking on individuals who he/she believes haven't done so. He/she blames the lack of output entirely on the team and says that a better team would have been able to perform better. Sunil/Sunita himself was on leave for two months out of the twelve month period and was very hard to get in touch with at that time. He/she only gives the team instructions on what to do and expects it to be done without any questions asked.

Questions for discussions (after reading the case study)

What are the qualities present in him/her that make him/her a bad or a good leader?

What do you think Sunil/ Sunita should have done in the meeting with the higher authorities?

Do you think Sunil/Sunita is a good leader?

What are the aspects Sunil/ Sunita needs to work on to be a better leader? How should he/she have handled the meeting with his/her team?

Tasks for the learner

The learners will be asked to:

1. List the qualities they believe they possess of a good leader which they were discussed earlier. They will also be asked to identify the qualities they still need to develop.

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2. Identify one area in their life in which they would like to acquire a position of leadership and write down a step which will help them in achieving the same

eflections: (to be written by the facilitator about the session)
1y Learnings: (to be written by the facilitator about what did he/she learn from the session)

