

Curriculum on Life Skills for
Adolescents and Youth

Theme 3



Effective Work Habits

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Effective Work Habits

Lesson 24

Identifying career aptitudes

Lesson 26

Being an Effective Employee

Lesson 25

Effective skills for handling interviews

Lesson 27

Understanding the workplace

Lesson 28

Being a Good Team Player

Lesson 29

Money Management

Lesson 30

Time Management

Lesson 31

Recognizing and Responding to Worker Harassment and Abuse - Workers' rights





Identifying Career Aptitudes



Lesson objectives

- To understand the meaning of career aptitudes,
- To explore and identify where individual career aptitudes lie, and
- To understand the relationship between aptitude and interest.



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

Blackboard/white board, markers/chalks, paper, stationery

Conceptual Note: Introduction

"Are you enjoying your work?"

"Umm...its fine, I guess" is the most common response one gives to the question asked above. Rarely do people respond with "Yes, absolutely" or "It's going great!" What is it then that stops us from responding in this way? It could be a multitude of factors and a lot of times we are in professions in which something doesn't quite feel right. We thought we would be perfect for this particular job but going into it has made us realize that perhaps we don't have the skill or the capacity to perform at the level at which we thought we would. Due to a lack of capacity or skill, our interest dwindles and the joy in a particular and the productivity in the same decrease.

This is where the importance of career aptitudes comes in. To be able to identify where our potentials lie and then to hone them can lead to an increase in productivity as well as a genuine liking for your job.

Activity 1: Identifying Career Aptitudes



Objectives

- To develop an atmosphere in which all participants are engaged in the training, and
- To identify strengths and weaknesses which will help in identifying aptitudes within individuals.



This activity involves a three step process requiring introspection.



Step -1 - the facilitator asks the participants to list three strength areas which they believe would be useful in the area of career. For instance, they can be given “being good at math” or “being able to repair machines” are strengths which would be useful for different kinds of work profile. It needs to be impressed upon the participants that these strengths need to be based on skills in varied areas. More examples of skills are “good at writing”, “good at art work”, “always relies on logic and sees logical connections between things”, “good at convincing people.”

Step - 2 To be carried out only if the participants know each other otherwise the facilitator may move to step 3.

After participants have finished labeling their strengths, a group activity will be carried out. Each participant’s name is handed over an A4 sheet. They are asked to write their name on it. All the sheets are then passed around in the group and they have to list the strengths of the person whose name is written on the sheet. The participants are asked to be observant and honest. (This part of the activity can be done only when the participants know each other previously). These sheets are then handed over to the participants

Step 3 - In case participants do not know each other, the facilitator directly comes to step-3. The participants are asked to read out the strengths they have written about themselves or others have written and the facilitators writes down these strengths on the board. The participants are then asked to think of careers which would need the skills mentioned. They can link up different skills to different professions. For instance, if someone has mentioned good mechanical skills, enjoys working with tools then professions related to the skills would be engineering or being a mechanic. Hence, with the various skills mentioned participants are encouraged to think which profession these strengths could be related to and utilized in.

The participants are also encouraged to look at their top three strengths, connect them and discuss which profession they believe they would succeed in. For instance, if someone writes “good at computers”, “does things logically”, “good with machines” connecting these three to clearly see that this individual would do well in either engineering or computers would be extremely helpful. Hence, the participants read out their strengths and the group brainstorms as to what career would be most suitable.





Pointers to be discussed:
The facilitator




- Discusses the various areas in which aptitudes may exist with examples of the kinds of jobs they are useful for. (use table below)
- Link strengths listed and recognized as informal indicators of an example of innate skills and ability which allows you to do well in a certain area without specific training.
- Encourages the participants to come up with examples which corroborate these strengths.

Conceptual Note: What is career aptitude?

Aptitude can be defined as the following - capability; ability; innate or acquired capacity for something. Hence, career aptitude can be defined as the capability, ability, innate or acquired capacity for a particular career. In simple terms, an aptitude is an ability which will help you learn quicker at your job, which will make your job tasks easy to understand as well as carry out. It will help be a job at which you are a "natural".

The basic types of career aptitudes are:

Type of Aptitudes	What it is?	Jobs which use these aptitudes
SPATIAL ABILITY 	Ability to perceive spatial relationships, such as understanding how to use space effectively for the purpose, having a good understanding of the space.	architecture, engineering, commercial art, fashion design, graphic design, animation
PSYCHOMOTOR ABILITY 	This ability is an indicator of fine-motor ability. It makes use of hand-eye coordination under pressure of performing speedily such as being able to do good needle work, embroidery or focused machine work on small parts	Assembly-line work, drafting and clerical jobs.
CLERICAL ABILITY 	involves making rapid evaluations of features of visual stimuli, being good at repetitive tasks, alert, being good at computers	record-keeping, filing, taking inventories
REASONING ABILITY 	Is the ability to work out logical principles underlying the relationships among concepts?	Science related fields – engineering, research, computer programming

MECHANICAL ABILITY 	is the ability to understand the working of machines and their components	carpenter, mechanic, engineering, electrician, physics, chemistry, and machine operator
NUMERICAL ABILITY 	This is the ability to manipulate numbers quickly and accurately.	occupations involving computational tasks, such as clerical, accounting or data processing jobs or even science related professions, accounting, actuary, economics, engineering, banking, insurance,
VERBAL ABILITY 	Verbal ability is the ability to comprehend words and verbally stated ideas	Journalist, law, education, marketing, public relations, teachers

Benefits of taking up a career in which you have an aptitude:

- 1) Increase in productive work – Your output in your job is likely to increase when you have the ability to take on new things and see them to the finish.



- 2) Chances of rising higher—Having a capacity to understanding your job requirements, makes it more likely that you will perform well which will eventually lead you to rise higher and higher in position in your organization/company.

- 3) Tackles frustration and confusion – Having an aptitude in a particular field allows you to understand what is needed of you and follow up on that which in turns tackles frustration and confusion in your chosen job.

A job with piques the interest and utilizes the aptitude of an individual is one at which an individual is likely to succeed and feel satisfied with.

Remember, any kind of job requires more than just the aptitude such as interest, knowledge of the underlying concepts, communication skills, etc. However, the aptitude acts as a baseline showing that you can do well in this direction. However, with interest and hard-work you can do well in any job that you are interested in taking up.

Activity 2: Creating a visiting card



Objectives

- To initiate a future perspective regarding one's career, and
- To get a glimpse into what one believes is their aptitude as well as interest.



The facilitator hands out visiting card sized pieces of paper and asks the participants to envision the visiting card they wish to possess in the future. The facilitator can bring examples of visiting cards for the participants to help them get an idea of the same. The participants are asked to write their name, their designation, their future organization/company which they envision themselves in. They can also decorate the visiting cards.



Review questions:

- How was the activity for everyone?
- Was it easy to think about the visiting card?
- Did you envision a map to the road which ended up in your visiting card?
- What do you need to do to achieve the goals set?

Pointers to be discussed: The facilitator

- Link this activity to taking up of a career not only in which one has an aptitude but also an interest.
- May encourage the individual to draw a career map and look at their strengths and the areas they need to develop to achieve their targets.



Rajeev is an 18 year old boy currently studying the science stream in Class 12 in a government school. Ever since he was young, he has always been good at mathematics and enjoys it as well. A few years ago, Rajeev started computer classes to learn the basics of computers as he finds computers very interesting. He is very organized and can fill in information on a computer very quickly. As he is about to graduate from school he is looking for a job as he needs to help his family financially.



Questions for discussions
(after reading the case study)

What do you think Rajeev's aptitudes are?

What kind of job do you think he would succeed at?

How can he go about preparing for this job?



Case study

Case 2: Smita is a 21 year old who just completed her bachelor's through correspondence. She managed her entire family's accounts and also is in charge of her family shop's finances and does it all well. She manages many things at once in the shop and "is good with her hands".



Questions for discussions
(after reading the case study)

- What do you think Smita's aptitudes are?
- What kind of job do you think she would succeed at?
- How can she go about preparing for this job?

Tasks for the learner

The learners will be asked to choose one aptitude that they believe they have and recognize a profession where it be useful and create a detailed plan wherein they can move towards honing their skills prefer and entering the related profession.

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

[illegible]

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

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Effective Skills for Handling Interviews



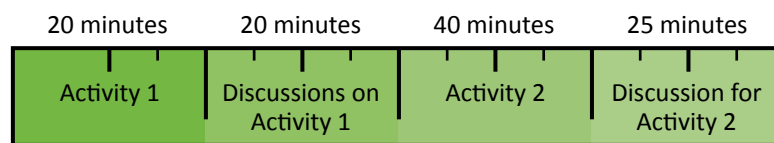
Lesson objectives

- To help the participants learn effective skills for handling interviews,
- To develop confidence level of the participants to prepare them for interviews,
- To encourage the participants to share their anxieties and fears about facing the interviews and overcome them, and
- To enhance the communication skills and critical thinking of the participants.



Duration: 105 minutes

Time break-up



Training materials required

Blackboard/white board, markers/chalks,

Conceptual Note: Introduction

Facing an interview is a situation we all have to undergo as we get ready to work after completing our studies. Though we are aware of this reality, thinking of facing an interview makes lot of people anxious and they start getting nervous even by the thought of facing one. However, with proper preparation one can minimize these fears and anxieties to the minimum level.

Preparation of an interview starts much before facing the actual interview and pre-interview preparation is as important as the interview for this preparation gets you ready to face the interview with confidence.

The facilitator can start the session by asking the participants to share what they feel when they are told that they have an interview coming up for the job they have been looking for.

The facilitator then carries out the following activity can be used to involve the participants and help them get ready to face the interviews in their real life and help them learn how to prepare for their interview.

Activity 1



Objectives

- To develop a warm rapport with the participants,
- To help the participants learn about the pre-interview preparation.



The facilitator asks a few learners to volunteer to present a comedy role play of an interview where everything possible could have gone wrong. The role play starts from receiving a call for the interview and ends just before the interview starts.

While they are preparing the role play, other participants can be asked to make a list of things which they think can go wrong before an interview while preparing for one. They are asked to check during the role play whether all the items they had written match the play or are there any differences.

After the role play is presented, the participants are asked to list out various things that went wrong in the role play and their lists. The facilitator lists out all the points on the board.

Pointers to be discussed: The facilitator

- Encourages the groups to enjoy the activity and speak freely.
- Asks the group to think about the things they could have taken care of to avoid these situations. All the possible solutions provided are written on the board.
- May refer to the conceptual note below to stress on certain skills and actions the group should take care of as a part of pre-interview preparation.

Conceptual Note:

Pre - Interview preparation: - Following things need to be taken care of before preparing for an interview.



- Check the date, day, time and place of your interview properly. Highlight it and note it down on a calendar safely. Find out where the place is and how much time will it need to reach there. This will help you realize mentally that you have to get ready to face an interview.



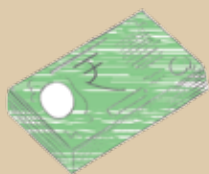
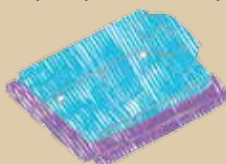


- Get your documents ready. List out all the documents required for the interview. It could be your birth certificate, all your mark-sheets of the main exams you have cleared especially the last exam, experience certificates of your past jobs, your resume, passport size photograph, pen and paper. Make sure you carry your originals and at least 2 photocopies of each document in case you need to deposit them. Never give your original certificates.

- Get a professional dress ready such as a suit, saree or trouser and shirt are considered professional dresses appropriate for the interview. Make sure the dress is neat and clean and properly ironed and ready before the interview. In case you want to wear any accessories, light accessories are better and give a more professional look rather than party ones. Tie up your hair properly and neatly.



- Know about the company you are going to work for. You can get the information from internet and other people you may know who are working there.
- Update yourself about the recent news events and what you think about them.



- Find out how much people are being paid for such kind of jobs so that you know what to quote in case you are asked to share your expectations.

- Think about all the possible questions you can be asked. You can be asked questions regarding yourself, your past experiences, knowledge and skills required for the job. Prepare a list of questions and also think about what answers you will give for different questions. Such as if the interviewer asks you to introduce yourself, what will you say. Take care of following things while answering questions:



- Answer questions objectively, just the facts.
- Be precise and clear. Very long and confusing answers are not liked and appreciated by any one.
- Don't try to show off. At the same time, don't be afraid to talk about your achievements.
- Avoid casual language.
- Don't lie during the interview.
- Don't give very long answers. Most of your answers should not exceed 3-4 minutes.

Once you have taken care of all these pointers and are ready to face the interview. On the day of the interview, leave early in the dress decided and with your documents ready and leave ample time for traffic jams or other problems that may come up in the way. Such as, if your vehicle breaks down, park it somewhere safe and take an alternate arrangement.

Keep up your confidence throughout the process and do not let it go. Giving yourself lot of positive suggestions like "I can do and I will" would help.

The next activity can be used to help the participants get a feel of the real life interview situation they might face.

Activity 2



Objectives

- To prepare the participants for the interviews,
- To develop confidence level of the participants,
- To enhance communication skills and critical thinking of the participants.



The participants are asked to volunteer to become interviewers or interviewees and get ready for the interview that will be held today. 3-4 participants are asked to become the interviewer and hold a panel interview. Around 3 participants are asked to get ready to face the interview.

The facilitator may keep changing the interviewers and interviewees ensuring that everyone gets a chance to play the role of either the interviewer or interviewee. Simulated situation can be created by arranging the chairs and table for the interview and asking the participants for which dream job will they like to appear for the interview. He/She may play around with the situation by having a panel interview or a single interviewer and encouraging them to ask different questions.

The facilitator gives input to each individual to in a constructive manner helping each participant improve and prepare better for the real-life situation.



Pointers to be discussed: The facilitator

- Does a recap of pre-interview skills encouraging participants to share what are the things they could have taken care of had they got to know that they have an interview at such a short notice.
- May discuss different things which were done right in interviews carried out and lists them on the board. She/ He may refer to the conceptual note below and add things missed by the group participants.



Conceptual note

Given below are the pointers you should take care of while giving the interview:

- Be punctual.
- Greet the receptionist and wait for your turn patiently without being fidgety or playing with your phone or talking to people loudly.
- When called for an interview:
 - Greet the interviewer with a firm handshake.
 - Wait for the interviewer to tell you where to sit.
 - Have a proper eye contact.
 - Sit in a comfortable, receptive posture with your hands on your lap. Avoid crossing your legs.
 - Don't carry too many bags for the interview. If you have to, then leave them with the receptionist outside.
 - Offer the documents when asked for.
 - Be confident while answering questions.
 - If you don't know an answer, politely accept that you don't know the answer. Don't try to make up answers if you are not sure.
 - At the end of the interview, remember to thank the interviewer.
- Feel free to ask when to expect to hear from the interviewer.



Remember, your confidence is the most important key to clear an interview and it should be reflected in both your verbal and non-verbal communication.

Tasks for the learner

The learners are asked to make a list of common questions they can be asked in case they are called for an interview as a teacher/accountant/ police officer.

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)

[illegible]



Being an effective employee



Lesson objectives

- To bring awareness amongst participants about the knowledge, skills and attitudes (KSAs) of a good employee,
- To motivate the participants to follow ethical guidelines, and
- To highlight the importance of upgrading one's self in a job.



Duration: 75 minutes

Time break-up

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



Training materials required

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

Conceptual note: Who is a good employee?

All of us have heard the Hindi song, "papa kehte hain bada naam karega, beta humara aisa kaam karega" or songs having similar meanings. The simple meaning of this song is all parents have lots of expectations from their children and expect them to improve the financial and social conditions of their family. Most of us will like to do that by taking up a job- which is well-paying, gives us various facilities, has proper timings, etc.

Activity 1: Ice Breaker

Objectives

- To define knowledge, skills and attitudes required by a job,
- To realize the importance of developing all the three above areas in your job, and
- To understand the expectations participants might have from their dream job.





To introduce the concept, the facilitator may give a lot of examples of jobs such as journalist, writer, accountant, marketing personnel, doctor, nurse, army or police officer, etc. This will help the participants think beyond the regular jobs which they normally talk of. The facilitator hands over the A 4 sheets to each participant. Each participant is asked to write on the sheet the expectations they have from their 'dream job'. The facilitator needs to encourage the group to think about different aspects of work (beyond holidays, leave and medical facilities). They are also asked to write the kind of responsibilities they will like to do on job. The facilitator tells them about how work can also be fun and interesting if they are involved in doing something they like. Thus, they can think of making work profile out of what they enjoy doing the most.

After they have finished thinking about the kind of responsibilities, they will like to take up as a part of new job, the facilitator asks them to move further by defining knowledge, skills and attitude required for their job. The facilitator may explain the above aspects with the help of the following example.



Job : Teacher

Knowledge:

- Mastery over any one particular subject you want to teach,
- Education qualification – B.A. or M.A., B. ed. or M. Ed. (for future growth),
- Knowledge of computers and technology,
- Command over English/Hindi and/or local dialect,
- Knowledge of the needs of different age groups, and
- Good general knowledge.

Skills:

- Communication skills – to be able to talk to children of various age groups and explain them various concepts; and to be able to talk to parents about children,
- Creative thinking – to be able to think about new ideas,
- Ready to learn new things,
- Critical thinking – thinking of different aspects of a subject,
- Keeps upgrading oneself in every subject, and
- Time management.

Attitudes:

- Positive attitude,
- Ready to work in a team,
- Progressive,
- Loves being with children, and
- Wants to work for the development of the children.

The participants are asked to do the same for their dream job. They can be paired up in case two people are working for the same job. The facilitator then asks the participants to come and share their dream job profile. The trainer helps by providing inputs in case she feels that they have not covered all the points.



Pointers to be discussed

- The facilitator discusses how every job can be defined in terms of knowledge, skills and attitudes. Each job will have a certain knowledge base and skill set that is required to do the job properly.
- The facilitator also needs to stress the importance of upgrading oneself at all times. Such as learning computer skills being used in present day.
- All the jobs require the person to develop their general knowledge – about their own place and about the world around.
- Developing communication skills in any language is only possible, if the person keeps using that language. As a group they can decide that they will talk in English for an hour every day and have a discussion around the current topics of interest. They should regularly read books too. This will help them gain more confidence and make them more comfortable with the language.
- Hard work and dedication are required for any job. There are no short cuts.
- Being a smart worker – Learning to use time more effectively, planning what to do and how to do, making a to-do list before starting your day, working well in a team, taking initiative and working beyond what is your work helps the worker develop himself as an employee.
- Highlight simple steps such as being punctual, well-organized, etc. and their importance to be a good employee.

The facilitator should also stress on ethical component of the work profile, highlighting that most of the organizations have strong policies and rules for ethical component. This acts as a foundation which cannot be done away with.

This can further be explained with the help of an activity provided below.

Activity 2

Objectives

- To stress the importance of ethics in a job setting, and
- To highlight the need to follow ethics under all circumstances.



The participants are divided into groups of 4-5 individuals. The facilitator asks each group to make a standing house of cards with one pack of cards. Each group will be given 1 minute to make the house. Whatever is left at the end of 1 minute will be counted. The groups are given around 10 minutes to plan. Each group is asked to come one by one and make a house in 1 minute. The facilitator evaluates which group has the biggest house.





Review Questions

- What was the difference between the biggest house and other house?
- Can you think of one important thing that is must to build a big house?
(Hint: A strong foundation)
- Do you find any similarity between ethics and foundation?

Learning to be carried forward

The ethics and values of an individual act as a strong foundation base for any individual to develop and grow. The individual can be a good employee only if his ethics are in place.

The facilitator can have a discussion around what are the ethics and values that an individual needs to have, such as honesty, respect for your work place, etc.

The facilitator can also discuss how in difficult situations (such as getting a bribe), how can one stick to the ethics and not let them go no matter what? The facilitator can give them lot of situations as examples and ask them their chosen course of action.



Tasks for the learner

- The learner can be asked to interview any person doing a job in the village about knowledge, skills, attitudes and ethics, one requires to do that job properly.
- The learners' later brainstorm in groups of 4 about what are the things that should be added along with the aspects that were covered in the interview.



(after reading the case study)

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

[illegible]

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

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Understanding the Work Place



Lesson objectives

- To facilitate understanding of behaviors that are acceptable and unacceptable in the work place, and
- To equip participants with pointers to improve their workplace behaviour.



Duration: 85 minutes

Time break-up

15 minutes	15 minutes	20 minutes	15 minutes	20 minutes
Activity 1	Discussion for Activity 1	Activity 2	Discussion for Activity 2	Case study and its discussion



Training materials required

Blackboard/white board, markers/chalks

Conceptual Note: Introduction

A lot of times being in a workplace intimidates us. We are unsure of how we are supposed to behave and are always on the look-out for hidden clues and pointers towards what is acceptable and what is not. A workplace is a formal setting which usually has set codes of conduct and requires individuals to behave in a manner which is professional as well as polite.

Behaviours which may be acceptable outside of a workplace, for instances, backslapping a friend, may not be acceptable in a workplace. As individuals have been in the workplace for a while they begin to get a better idea of what works and what doesn't. However, even before going into the workplace, there are certain basic principles which one must be aware of. Different workplaces have different norms and etiquettes, however, a common ground serves as a good base for individuals to start with and then go on to understand the intricacies of their environment further.

Activity 1



Objectives

- To understand what participants believe to be acceptable behaviours at the workplace, and
- To help the participants also to think of the unacceptable behaviours in the same environment.



The facilitator asks all the participants in the group to stand up. Once all the members are standing up, the facilitator instructs the participants that half of the group has to share the “dos” in the workplace while half of the group shares the “don’ts”. The group can be split into half based on where they are sitting or but each participant only gets to sit down once he/she has shared a “do” or a “don’t”. The facilitator then jots these down on the board.

Questions for discussions The facilitator

- Highlights acceptable and unacceptable behaviours listed on the board and then elicits more responses from the participants.
- Encourages participants to share experiences about behaviours that went wrong or can go wrong for them in the workplace and what were/ can be the consequences.
- May also share the do’s and don’ts from the table given below in the conceptual note.

Conceptual Note:

What are the Dos and Don’ts for behaviour in the workplace? What are the consequences of unacceptable behaviours in the workplace?

Do	Don't
<ul style="list-style-type: none">• Talk politely and in an even tone	<ul style="list-style-type: none">• Talk too loudly or too softly
<ul style="list-style-type: none">• Seat yourself properly with correct posture	<ul style="list-style-type: none">• Slouch, spread yourself widely, put your feet up on chairs or tables
<ul style="list-style-type: none">• Use formal language such as please, sorry etc.	<ul style="list-style-type: none">• Use informal language, use nicknames, use slang/abusive language
<ul style="list-style-type: none">• Take scheduled breaks according to the office timings	<ul style="list-style-type: none">• Take unscheduled breaks and wander about during assigned work hours
<ul style="list-style-type: none">• Put away personal gadgets (mobile phones) and check them only in breaks	<ul style="list-style-type: none">• Leave personal gadgets such as phone unattended, on loud and constantly check them



• <i>Keep your personal information to yourself</i>	• <i>Discuss personal information with everyone in the workplace</i>
• <i>Wish people who you meet in the day</i>	• <i>Ignore some people and wish others</i>
• <i>Be punctual and keep appointments</i>	• <i>Be late and lax about appointments</i>
• <i>Maintain a good relationship with everyone</i>	• <i>Gossip about colleagues behind their backs</i>
• <i>Dress Appropriately</i>	• <i>Look shabby with little attention to personal hygiene</i>
• <i>Think before you talk about your boss to anyone</i>	• <i>Getting involved in office gossip</i>
	

What are the consequences of unacceptable behaviour in the workplace?

- 1) Termination - The most obvious consequences of not following the basic workplace rules is losing your job. However, this is the most extreme and last step that an organization will take. The more obvious and glaring the unacceptable behaviours, the more likely the organization is to let you go.
- 2) Warnings- However, before termination, not understanding the workplace can lead to multiple warnings for you which can be embarrassing and frustrating for you. These warnings can be made in public which can be humiliating or in private which can be frightening.
- 3) Taking away attention - Further, not getting these basics rights takes away the attention from your potential/ talents/capabilities and people focus more the things that are going wrong. You may become the talk of the town for all the wrong reasons.
- 4) Social isolation – Displaying unacceptable behaviour in the workplace may make others stay away from you and you may find yourself alone to fend with all that comes your way.



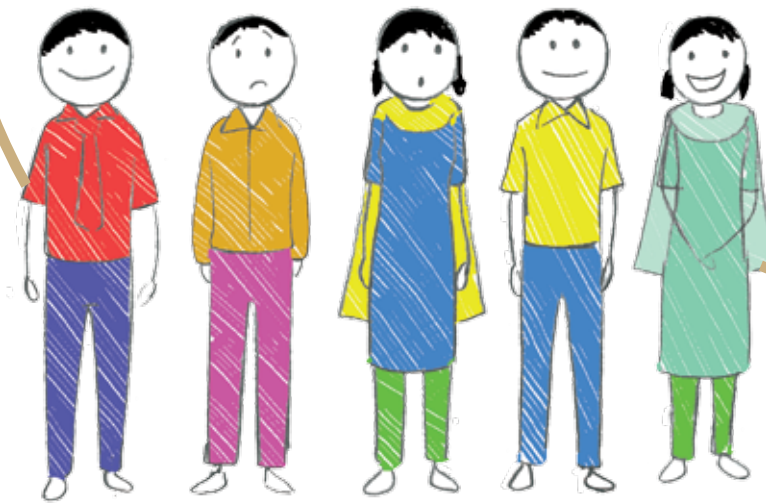
Activity 2

Objectives

- To put into practice the knowledge learnt in the previous section of the lesson, and
- Recognize and acknowledge acceptable and unacceptable behaviour



A role play is carried out with around 6-7 people. The situation of the role play is that five new employees are being briefed about their first day at the workplace. There are two bosses who are briefing them. In the group of five newcomers, a role is assigned to each individual. One individual is a perfect employee displaying a good understanding of the workplace, the second individual has completely no understanding of/respect for the situation, one individual is clearly inclined towards one boss, one individual goes out of his/her way to carry favour with the bosses and one employee shows no interest in the briefing. The participants are free to interpret their role in whichever way they feel is correct. The audience is to guess which individual is playing what role and have to explain why each role is beneficial or not beneficial for the individual.



Review Questions

- How was the activity for everyone?
- What did they feel while watching?
- Was it easy to guess who was playing what role?
- How did they recognize the individuals?
- Could they relate the situations to the workplace situations?

Pointers to be discussed: The facilitator

- Links this activity to the dos and don'ts discussed earlier in the lesson.
- May also discuss subtle behaviors such as checking the time, tapping your foot which display impatience and are less visible but send the same message of disinterest. The facilitator stresses on the fact that even small behaviours have big impacts and it is very important to understand the kind of environment you are in and then behave accordingly.



Conceptual note

Given below are the basic values that are expected from an individual in the workplace:

- 1) **Interest** – An employee must express interest in his/her work and appear keen to be participating in the tasks given to him/her. A lack of interest is a not a good indicator for paving the future for the employee.
- 2) **Responsibility** – One of the first steps in taking responsibility, is taking initiative, asking questions and then making sure that you fulfil the duties assigned to you. One has to be answerable for their behaviour as well as their tasks in the work place.
- 3) **Respect** – Be respectful of others in your workplace. Express your opinions without stepping on others toes and respect individuals as well the rules and regulations.
- 4) **Integrity** – An employee is always expected to be honest and should not perform any actions which raise a doubt on his integrity, such as taking away office stationery for use at home.



Case study

Amit/Amita has recently been selected to join an organization in which he/she is joining as the receptionist. Amit/Amita has been called at 10 am to office in order to begin his/her first day of work. This is his/her first job and the selection process was through a written application, hence Amit/Amita have not met personally met anyone in the organization.



Questions for discussions

(for the case study)

- List at least 10 things that Amit/Amita needs to keep in mind when going for the first day of the job.

Tasks for the learner

The learners will be asked to

1. Speak to 5 people in their neighbourhood and ask them questions about their workplace in order to get a better idea of varied workplaces and the kind of environment that is present in them. This will not only help participants gain awareness of numerous workplaces but also help them gain perspective regarding work life.

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

[illegible]

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

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Being a Good Team Player



Lesson objectives

- To encourage the participants to work in a team.
- To help the participants understand the do's and don'ts of working in a team.
- To develop a positive attitude towards team work.
- To discuss the factors that enhance and impede team work.



Duration: 85 minutes

Time break-up

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



Training materials required

Blackboard/white board, markers/chalks, worksheets, sketch pens, 3 buckets, 3 water bottles, newspapers, fevicol or locally made gum, Dupattas

Activity 1: Ice Breaker

Objectives

- To encourage the participants to think as a team,
- To help them understand what is a team, and
- To discuss the factors that promote teamwork.



The facilitator divides the participants into groups of 4-5 individuals. Each group is given a bucket full of water and a bottle. All the groups are supposed to keep their buckets in one line and the bottles are to be kept at a distance of 500 metres from the bucket, again in one line. The task for each group is to fill the bottle with the water from the bucket twice, without using a mug or a glass, without wasting lot of water. They can use any natural thing or their clothes. All the groups are given 5 minutes to plan their action. Once the groups are ready, the facilitator says "Start". As soon as the bottle has been filled, they are asked to empty it and fill it again. The group which is able to fill the bottle twice and has wasted minimum water wins.



Review Questions

- Did you enjoy the activity?
- What are the things that helped your group perform better?
- What are the aspects you should have taken care of in order to help your group perform better?
- Could you easily work as a team?
- Was there anyone who played the role of the leader?

Pointers to be discussed: The facilitator

- Discusses that how the groups worked as a team and could manage the task much more easily as compared to if they had to do it alone. She may also stress how a team means "Together Everyone achieves more". Thus, discussing how we can gain so much if we work together rather than working alone on any project.
- May share the conceptual note talking about what are teams and what are the key-points that help in effective team work.

Conceptual Note:

We all work in teams at different places. Though the word team is generally associated with sports teams such as cricket team, or hockey or football team, any group of two or more individuals, who have clearly defined roles, are interacting and interdependent qualify as a team. Such as people working together in an office or even a family. In every team, the following characteristics are present:

- *There are 2 or more than 2 members.*
- *All the members have a common goal which cannot be achieved alone.*
- *Each individual has a role to play.*
- *All the members have complementary skills and coordination between team members is required.*
- *The team members have commonly defined norms and rules.*
- *The team can only do well if all the members work towards the team's goal without thinking about their personal goals and achievements.*



The facilitator may carry out a brainstorming session with the group to come up with the characteristics common in all the teams. All the characteristics discussed in the group are written on the board.

She may further discuss why it is important to work in a team. The following reasons can also be suggested along with the ones discussed by the group:-

- *Teams can accomplish larger goals which individuals find it difficult to accomplish alone. If we look at our environment, most of us have been able to achieve a lot more if we have worked as a team rather than alone.*
- *There is a lot of learning that can take place from each other when we work in a team.*
- *We develop feelings of cooperation, support and sharing while working in a group.*

The facilitator may discuss the factors that helped the groups win or lose in the activity. The factors that generally play a role in helping in effective team work are:

- *Clarity amongst team members: The team needs to be clear about the goal they have to achieve and the role and responsibility of each member. The roles and responsibility should be clearly defined according to the capacities and interests of each member.*

- *Dividing the responsibilities equally helps in building harmony in the group. Each team member should be held responsible for their bit of work in the team along with achieving the team goal.*

- *No individual credits rather credit to the whole group for individual achievements helps in building stronger teams. Team based rewards are better for team work rather than individual rewards.*

- *Rules and norms should be same for everyone and be followed by everyone. Having a strong feeling of fairness helps the team in going together a long way.*

- *Conflicts arise in every team. The only difference between a successful and a not so successful team is how they handle conflicts. The focus should be on finding solutions and not on blaming anyone.*

- *There should always be scope for open communication and trust amongst team members to develop healthy relationships amongst team members.*

- *The team should always spend some time to do some team development activities together to develop intra-group interaction.*

- *Having an effective team leader helps the team in performing effectively.*

The activity given below may be discussed with the group to help them understand the factors that inhibit the team from performing up to the mark.

Activity 2



Objectives

- To discuss the factors that impede the performance of the team,
- To critically analyze the ways in which we can deal with the factors impeding team's performance, and
- To encourage the participants to have positive attitude towards team work.



The facilitator divides the participants into groups of 6 individuals. Each group is given 5 newspapers and glue stick/fevicol/ locally made gum. They are told that they have to make a chain with the help of the materials given. The group which makes the longest chain in 10 minutes will win. They will not be given any more newspapers or material so they should be very careful with the material provided. Groups are given 10 minutes to plan how they will go about the activity. Once the groups are ready, the facilitator says "Go." After 3-4 minutes, the facilitator ties the hands of two most productive members in each team. She blindfolds one member of each team, preferably the member who is giving maximum instructions and leading the team. The facilitator observes how team members are still cooperating with the team's work. As soon as 10 minutes are over, the facilitator stops everyone. All the chains are then placed on floor and compared to see which group has made the longest chain. The facilitator then discusses with the participants the factors that helped them perform better and that impeded their work. She may also discuss how participants continued to perform even when their hands were tied or they were blind folded.



Review Questions

- Did you work as a team? Why or why not?
- List the factors that helped you work better.
- Think about the factors you could have improved to help your team perform better.

Pointers to be discussed: The facilitator

- Discusses how the members who were blindfolded or whose hands were tied could have also done so much for the team. In some groups, they might have helped, while in some groups they might have just sat quietly, not performing to their optimal level. This is how we form teams where we want all the members to be perfect but it is not possible always. The idea is not to find best persons but to make everyone perform to their best level.
- May also address the issue of disability and how we consider the person redundant without even exploring the person's ability to do so much. Such as: A 21-year old girl is a gymnast and is performing in Bollywood even though she doesn't have legs.
- Can discuss the factors that impede the team's performance, based on the conceptual note given below.

Conceptual Note:

As one starts working in a team, one comes across the factors that impede team's performance. These are the factors one needs to be cautious about:

- Lack of clarity amongst team members about the team's goal or roles and responsibilities of each team member.
- Lack of trust and open communication amongst the members.
- Different norms for different people in the team which leads to feeling of unfairness.
- Individual egos are more important than the team's goals.
- Lack of individual responsibility and monitoring for one's actions.
- Individual credits being given rather than team credits.
- Following an authoritarian leadership style without listening to the team members.
- Blaming team members for team's failure.

It is important to be beware of these factors and deal with them, whenever they arise in the group.

"My team was capable of reaching unbeatable targets till it became a victim of individual egos."

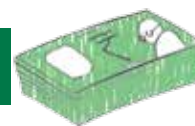
Tasks for the learner

The learners need to think about the teams they will form or become a part of during next ten years of their life and how they will contribute in improving the team's performance.

[illegible]

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Money Management



Lesson objectives

- To introduce the concept of financial literacy to the adolescents,
- To enable them to take decisions in a more financially-responsible manner, and
- To motivate the participants to explore the profitable ways of small savings schemes available in the government offices for small investors, and
- To bring an attitudinal shift in the lives of the adolescents by encouraging them to take charge of their life.



Duration: 85 minutes

Time break-up

20 minutes	20 minutes	05 minutes	25 minutes	15 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, fake currency notes

Conceptual note

Money makes us all wonder. No matter how much one earns, we all struggle with our expenses and savings. We all have looked forward to the first week of the month where we get our salaries and we consider ourselves to be the “king”. We spend easily, land up buying few things such as some bangles or piece of jewelry or a new mobile phone which we wanted to buy and had postponed it to the next month or next few months and in the last few days struggle to meet our expenses. The common feeling being that you keep running after money and the struggle goes on.

The only way to deal with this struggle is to become financially literate. By being “financially literate”, we are referring to a person who makes sound financial decisions, knows where to spend, how much to spend, how to control his expenses and manage his savings. The person has wise financial habits and plans not only for his present but also for his future.

Our present education system does not teach us how to deal with our finances, neither do most parents do. As a result a child is left in the world alone to learn on his own how to be financially literate. This lesson will be the first step in this direction which will help you prepare yourself for learning how to handle finances. However, financial literacy never stops with one lesson and once you have gained the confidence, you can go ahead and try different options available in the real world.



Given below are few steps which act as a baseline to help you review your finances:



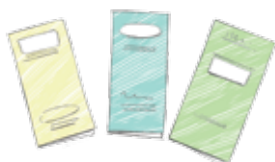
- **Make a Budget:** A budget can simply be a record in the notebook about how much money you earned and how much money you spent every day and where. This record helps a lot of us have a re-look at our expenses. Given below is a case study of how a daily labourer landed up saving money by looking at where she was spending.

Anita is a 25 year old female. She is married and has 3 children. Her husband worked as a waiter in a nearby dhaba and she used to earn money by making and selling paper bags. Her earnings were minimal and she always would sit around with her friends cribbing about how she couldn't meet her expenses. Once a centre didi advised her to maintain her "ghar ka khata". She told Anita to write all her monthly expenses and earnings in one notebook. Every month she should look at where she spent maximum money. Anita started doing that and after few months realized that she was wasting some money such as buying some things which she liked but could have done away with. She managed to save some money and also control her habit of impulsive buying.



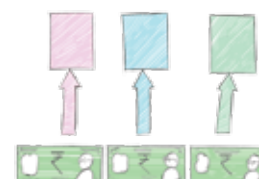
- **Save some money always:** Every person should save some money. It could be a small amount of 2 Rs. as per your earning but it is important. Start as early as a child. As children we get 5 or 10 rupees to spend, a smart child is the one who saves at least 1 rupee out of those 10. Save 10% of your income always and take it up to 20%. You can buy a money box and keep your money in that. As you grow up, you can open a savings account in the local post office or bank, where you regularly deposit money. It is not a luxury; it is a necessity which has to be done.

- **Saving habit should be cultivated** in all family members, whether you are a child or an adult. Earlier you start, better it is for you. Children can save money for their further studies and adolescents can save it for their future employment and career prospects or marriages.



- You can **maintain separate accounts** for different purposes such as for future studies or marriage so that you don't end up spending all the money in one go.

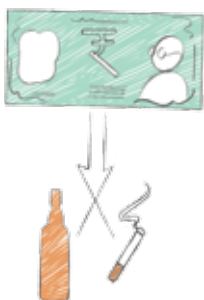
- **Explore different avenues for investing money:** Most of us do not know various ways of investing money and the returns we can get from it. You should find out about different types of insurance available for yourself and your family members. Always read the document carefully before investing anywhere. This is also to help you get some fluid cash which you can use in case of an emergency and you don't have to borrow money from money lenders.





- **Take loans from the bank.** Before you take a loan, it is important to analyze realistically whether you should really take a loan or rather do you really need a loan. Always take a loan from credible agency such as bank, or loan against your insurance policies and never from a money lender. This will help you avoid huge interests and harassment from the money lender.

- **Think before you spend:** Most of our money problems are sorted out if we think before we spend. Some of this impulsive behavior leads to serious consequences of people pushing their children in child labour and trafficking.



- **Do not waste money on bad habits** such as tobacco, alcohol and substance abuse. In so many houses, we have a story of the man being a drunkard and the whole family working to support his bad habit. Imagine the amount the family could have saved, had there been no one suffering from such an addiction. Another form of addiction prevalent in young people these days is of using their cell phone all the time, spending a lot of money on recharging their phones which can be avoided. Cell-phone companies give you small recharges so that you don't realize the amount you are spending, for every time it seems like a small amount. Be aware of such marketing gimmicks.

- **Find out about your entitlements:** The central and state government runs a lot of schemes for poor people and people below the poverty line. Most of these schemes do not reach the real people because of lack of awareness. Try finding out about your entitlements to get a real benefit you deserve to get.



- **Always look for side income.** Keeping your eyes open for opportunities helps you locate areas from where you can get second or better income.

- **Don't keep following others** around you. Don't spend like others around you and don't keep taking loans for others. Always follow your own mind and your own situation. Every house is different and every one's financial condition is different.



- **It's your attitude that counts.** If you want to save, nothing can stop you. When you think of saving, think about it as an investment and do not feel that you are depriving yourself.

ALWAYS LOOK AT YOUR LONG-TERM GOAL RATHER THAN TRYING TO GET SHORT-TERM GAINS.



Activity 1

Objectives

- To introduce the concept of money management to the adolescents.
- To help the adolescents realize the importance of money, and
- To encourage the adolescents to take financially effective decisions
- To encourage the participants to experience money transactions and savings through the activity and apply it to their real life.



The facilitator makes fake currency notes of Rs. 10, Rs. 5, Rs. 2 and Re. 1 out of paper. Each participant is given 25 Rs. in the beginning of the activity. All the participants have to play this game with the money they have got. They can earn more from it or they can spend all of it, it is completely their choice. The facilitator will put up an auction where lot of things will be put up on sale. Each participant has to decide whether they want to spend some money on it or not. Once all the objects and offers have been sold by the facilitator, they will be given time to trade amongst themselves with what they have bought from the sale and the money left. The name of the object has to be written on a piece of paper and when the person buys it. He/ she is handed over the piece of paper. Once everyone has understood the instructions, the facilitator starts the auction.

The list of objects being sold is given below:

1. Latest Samsung mobile phone worth Rs. 20
2. Evening party with friends worth Rs. 10 -5 coupons
3. Watch worth Rs. 5 – 5 pieces
4. Red coloured t-shirt for Rs. 7
5. 12 Beautiful bangles for Rs. 6 – 2 sets
6. Gold earrings for Rs. 25- 1 pair
7. Pink and yellow coloured suits for Rs. 10- 2 pieces
8. Beautiful suit of purple colour for Rs. 10 -2 pieces
9. Hair clips for Rs. 3 -10 pairs
10. Tooth brush for Rs. 2 – 5 pieces
11. 1 kg Vegetable for Rs. 4
12. 4 movie tickets worth Rs. 10 each
13. Talk-time worth Rs.15

The facilitator can add more items – locally used and appreciated to this list making it more exhaustive and making more and more people spend money on the things. After the list is over, the facilitator gives time to the group to trade amongst themselves. They may sell or buy things from each other, selling it for the same price or more or less. It's completely their choice.

After 10 minutes, each member is asked to share how much money are they left with and what products. The facilitator carries out a discussion around the review questions helping the adolescents develop effective financial decision taking abilities.

Review Questions

- How did you feel when you first got the money?
- What are the factors that made you buy something?
- Did you think before buying or selling?
- List out the decisions you liked and the decisions you regretted. Cite the reasons.
- If you were allowed to change any one decision what would it be? Why?
- Can you carry home any learnings from this game?
- Did you think of saving any money? Why? Is it important to save money?

Pointers to be discussed:

- The facilitator introduces the concept of money management to the participants. She talks about how some people who are able to take wise decisions regarding money actually help in the education of their children and their family. The facilitator may also ask the participants to analyze whether they made financially wise decisions.
- The facilitator should stress on the importance of taking “financially effective” decisions. Such as when you want to spend some money on going out with your friends, then deciding on the amount you will spend rather than going on spending impulsively will help you save some money.
- The facilitator may highlight how our decisions may be affected by impulses and desires rather than wants and how though saving should be the first thing, it comes out as a last priority.
- The facilitator can highlight that when we take charge of our financials, we land up taking charge of our lives. The sooner we do that as adolescents, the better it is for us.

Activity 2

Objectives

- To analyze the characteristics of a financially wise person,
- To help the participants understand various strategies that can be used to handle money.
- To explore the options adolescents have to take charge of their money.



The facilitator reads out the case studies given below and carries out a discussion around the review questions.



Case study 1

Pallavi is 14 years old and is studying in 9th standard. She has 6 family members with 2 sisters and 2 brothers. She is closest to her elder sister as she is caring. Her elder sister takes family decisions in consultation with her parents. She helps her family in household chores and agricultural work. She dropped out of school after she passed 8th standard due to poverty. She stayed for one year and did agricultural work. Her sister taught her to save some money from whatever she earns as an agricultural laborer. She managed to save some money but now has learnt her lesson. This year she has enrolled herself in 9th standard. She spends maximum of her time in school, studying and discussing things with friends. She also works as a part-time and tries to save some money. She has learnt to control her desires and now wants to save for her higher education so that she doesn't have to drop out. She has started maintaining a record of where she spends and what she spends.



Case study 2

Ashwin is 16 years old and is a student of BA, 1st year. He is a resident of Telkoi block of Keonjhar district, Orissa. He has three sisters, two brothers. He is closest to his brother. His father takes all the decision in his family. He goes to college on cycle every day. His parents are unable to support his education. He feels due to poor financial conditions, he will not be able to continue his studies after a year. He wants to pursue some vocational courses and to be self-employed. He admires his uncle and considers him his role model who migrated to Bilaspur and supports his family, educates his children and has also constructed his own house, despite the fact he is illiterate. He likes to study and spend time with his friends, discussing issues, cinema, songs, and dance with them. He also shares his personal, health, employment issues, love affairs with them. He spends a lot of time and money talking to his girlfriend on phone. He hasn't made any effort to improve his or his family's financial condition. He even tries alcohol sometimes with his friends.



Review Questions

- What are the similarities and differences between the two case studies?
- Highlight the things that you liked and disliked in both the case studies.
- Can you draw any learnings from the case studies?
- If you were a friend of Ashwin, what advise will you give him?

Pointers to be discussed:

- The facilitator may ask the group to come up with various ways in which they can save money for their further education or other important needs. All the ways presented by the group can be listed on the board. The facilitator can discuss various strategies presented in the conceptual note with the group.
- The facilitator may also stress on starting saving at an early age to avoid any regrets later.
- The facilitator may ask the group to share any two ways they are going to follow in the coming month. They can slowly start and later move on too adapting more ways.

Tasks for the learner

The learners have to find out various saving schemes available in the post office and local bank. They can also ask their relatives and friends about the schemes they have invested in. They need to come back and share the list of schemes they have found out and any one scheme they would like to invest in and why.



Case study 1

Neelima is a 35 year old lady. She wants to open a grocery shop in her village. She has been saving money and has been able to save around 15,000 Rs. to start a shop. Suddenly, she receives a call from her sister inviting her for her niece's wedding. Neelima is in a fix. If she goes for the wedding, she will land up spending all the money she has saved. On the other hand, she wants to go.



Questions for discussions (after reading the case study)

- You are her child and she wants your suggestion on what should she do.
- On what basis, will you take your decision? Why?



Case study 2

Aakash is 15 years old and is a student of 9th standard. He has a girlfriend who studies in the same school and is two years younger to him. He spends most of his time talking to her over phone. He spends most of the conveyance money given to him by his parents every month in purchasing recharges for his phone. As a result of which he often reaches school late. Recently, his father gave him two thousand rupees in order to buy his new books and pay the school fees. He instead used this money to buy a new mobile phone for his girlfriend as she lost her previous one. Now Aakash is left with no money for his books and fees and he cannot ask for more money from his parents.



Questions for discussions (after reading the case study)

- Is Aakash taking financially wise decisions?
- What are the steps Aakash should learn to be able to manage his money better?



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Time Management



Lesson objectives

- To enable the participants to consider time as an important resource and how to utilize it effectively,
- To encourage the participants to overcome the barriers to effective time management, and
- To suggest some practical strategies they can apply to manage time effectively.
- To empower them to take conscious decisions regarding effective utilization of time.



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

Blackboard/white board, markers/chalks, worksheets, sketch pens, glass jar, sand, big stones, pebbles, water

Conceptual Note: Introduction

An age old saying describes the importance of time in our life, "Time is life! It is irreversible and irreplaceable. To waste your time is to waste your life, but to master your time is to master your life and make the most of it."

We all juggle between many roles and responsibilities which we have to perform within the limited amount of time we have. Excelling in studies, doing household chores, talking to friends, time for ourselves and job, all the aspects of our life require time. Time management is an important skill that needs to be developed if you want to excel in any area of your life.

Time is constant and moves at a constant speed, yet our perceptions seem to influence the way we think about it. Such as, if we are upset with our friend and want to talk to him the moment we get up early morning, we would feel how long the night is, while if we are at a wedding, enjoying ourselves, we would feel the time just flies. If you ask your grandpa or grandma, they would say there is so much time the whole day, because they are free and do not have any goals or tasks set out for their life right now.

So, though all of us have 7 days a week, 168 hours. It may still seem less or more depending on the situation you are in. However, it is important to realize that time is an important resource which needs to be effectively utilized in order to help ourselves grow and achieve certain goals in life.



Activity 1: Ice breaker



Objectives

- To develop a warm rapport with the participants.
- To encourage the learners to understand the importance of time and its effective utilization.



The facilitator asks learners to write down two things they would like to do if they were given an option to go back in time. These two things are the things they wished they had done in the past. They are given 10 minutes to write their views. Once all the participants have written, they are asked to share it with the group.

The facilitator further encourages them to think how these things could have changed their present and why have they chosen these particular things.

Pointers to be discussed: The facilitator

- Encourages the groups to enjoy the activity and speak freely. She should ask them to reflect on the reasons for which they have chosen these incidents. Such as, a young married girl may say that I will like to change my marriage and get married later. The reason could be that she feels restricted after getting married and would have liked to continue with her studies.
- Asks learners do they feel guilty of not doing the things which they wished they had done or there is an indifferent feeling and they don't care about it. This needs to be discussed in order to remove feelings of remorse, guilt, and frustration that lot of us carry, because of which we keep dwelling in the past and get stuck there.
- Stresses the importance of time and how we really need to value it. She also needs to stress on focusing all your energies on the present moment which will then help you take care of your future.
- Can encourage them to share the places where they think they waste most of their time. such as, talking with their friends, talking to their friends and someone special on phone and watching television for long hours which in turn further causes a lot of distractions and we lose focus and efficiency on both short term and long term tasks. Thus, being conscious of your actions and what are you doing with your time helps you in avoiding wasting it.

Conceptual Note:

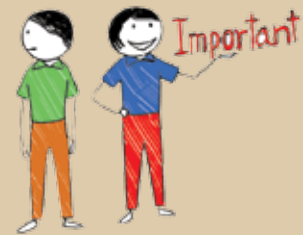
Managing time is not difficult to do but it is certainly very hard to practice but once done, you will see that everything falls in place and you have the time to do everything that you like to do and you need to do. But, what exactly is time management? Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. It involves making a conscious choice about where and how do you want to spend time so that it is used to the optimal level.

One of the important principles of time management is to know the difference between what is urgent and what is important.

Urgent

- 'Urgent' tasks demand your immediate attention, but whether you actually give them that attention may or may not matter.

- 'Important' tasks matter, and not doing them may have serious consequences for you or others.



For example:

- Answering the phone is urgent. If you don't do it, the caller will ring off, and you won't know why they called. It may, however, be from any service providers telling you useless information about insurances etc. That's not important.
- Going to the school/college/work is important.
- Sending your children to school on time is both urgent and important. If you do not do that, they may land up missing important classes which may affect their grades.
- Talking with relatives and hanging around with friends for long hours is neither urgent nor very important.

Always give priority to what is important followed by what is urgent. This in turn doesn't mean to stop doing other activities. It simply means to keep ourselves in check and set a right amount of time for all the activities.

Some of the strategies that can be used for effective time management are:

1. Think about your long-term goals and divide them into monthly goals. Each monthly goal needs to be further divided into task you need to do every day to achieve that goal.
2. Make a to-do list every morning. Every day in the morning plan all the activities you need to do that day. Making a to-do list helps in planning your day. Prioritize the tasks you have put in the list so that you can give due attention to the tasks that are important. Mark the tasks you have done as you proceed with your day.
3. Make sure you do not take on too much work and responsibilities.



4. Allocate 10-15 minutes before you go to bed at night to review your day, on the basis of how you spent your time, were you able to finish the required task or not, what do you need to carry forward.
5. Schedule time for things that are relaxing and enjoyable for you as a reward such as spending time with friends. Make sure you stick to the schedule.
6. Use the calendar to highlight important dates and tasks such as when your examinations are coming, you should plan accordingly.
7. Develop a source of motivation: such as a role model you want to follow, thinking of long term rewards or lessons you might learn on doing the particular task, all these motivators help you move on even if you don't feel like doing it.
8. Dealing with procrastination: Everybody procrastinates at one time or another. The trick is to discover why we do so. Some things are easily put off because of their general insignificance or low relative value. Others are put off because of uncertainty about what to do or how to do it. Some are put off because they are extremely important or particularly difficult. Find out the reasons and try dealing with it. Procrastination never helps so it is best to let go of this habit.
9. Avoid distractions: There is no shortage of distractions and time wasters e.g. talking on phone for long hours can waste a lot of time, chitchatting and hanging with your friends can kill many hours of productive work time. We need not cut out these activities. It is important to set a right amount of time for these activities. Using them as bonus when you finish your task helps you enjoy them even more.
10. Overcome your rigid habits and weaknesses. The secret to overcome a bad habit is to develop a good habit. It is only when we are interested in using our time effectively, will we be able to do so. For e.g. If fear and anxiety are our weakness then to overcome it, we need courage which is a strength. Courage is the ability to take action even though we don't know how things will turn out.

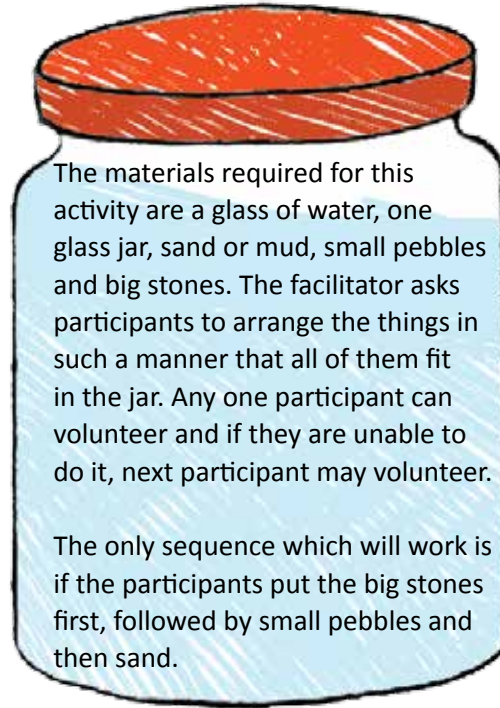
Although we can't control everything in our lives but we can control our approach towards time. Replacing negative with positive self-talk and repeating affirmations like "I can do and I will" would help to instill positivity within us and will help us develop better time management skills.

Activity 2

Objectives

- To discuss the barriers to effective time management and how can we overcome them.
- To empower them to take conscious decisions regarding effective utilization of time.





The materials required for this activity are a glass of water, one glass jar, sand or mud, small pebbles and big stones. The facilitator asks participants to arrange the things in such a manner that all of them fit in the jar. Any one participant can volunteer and if they are unable to do it, next participant may volunteer.

The only sequence which will work is if the participants put the big stones first, followed by small pebbles and then sand.



Review Questions

- What are the differences between various sequences?
- Which was the best way to put things in the glass?
- Can you find any correlation between your activity and time management?
- Have you ever thought about the barriers to time management before?
- What are your specific barriers?
- What is the most difficult thing to do according to you when it comes to time management?

Pointers to be discussed: The facilitator

- Links this activity to time management. All the things could fit only when we follow the correct order, similarly when we do our time management properly, we can fit in everything. By completing our biggest tasks first, we leave room to complete our medium tasks and then our smaller ones. While completing our smallest tasks first, we may spend so much time on them that we are unable to complete either medium or large tasks satisfactorily
- May discuss barriers to time management as suggested in the conceptual note. She discusses how having a positive attitude and making a constant, conscious effort are the only ways to learn the ways of effective time management and follow them in your life.



Conceptual note

Given below are the barriers to effective time management which may hinder you from doing time management.



1. Emotional Barriers:

- Feeling that there are rigid standards for how things should be done and fear of failure blocks people from being productive as you may get caught up ruminating thoughts, avoiding you from managing your time properly.



2. Avoidance:

- A person avoids activities that cause distress, discomfort, or anxiety, thus stopping you from doing activities which you know should be given high priority. However, avoidance leads to more problems.(e.g. you skip your school or college and then you have more to catch up on)

3. Habits:

- People may procrastinate so frequently that it can become a habit. Making excuses for not managing time well can become a habituated response "I am too tired," "I don't feel like it," There is no easy way to do an unpleasant task. The best choice is simply to begin. Once we get started on a task, however unpleasant, we find that a momentum will carry us along. Ignore your feelings of distaste and get started.



4. Attention Problems:

- People with attention and focus problems may suffer from distractibility, hyperactivity, including inability to stay focused on tasks, shifting from one activity to another, seeming to get bored easily, and being susceptible to distraction by irrelevant sights and sounds.

To deal with this problem, the person should divide his/her time and make sure that you follow the schedule. Dividing each task into smaller tasks will help you get a feeling of accomplishment and encourage you to go on.

Emotional distraction:

- People may be distracted from doing their work due to stressful emotional circumstances in their life, for example, relationship problems, facing a loss or traumatic event, stress due to financial problems

The facilitator needs to stress how overcoming a barrier is always possible with the right attitude and constant effort and the participants should try to do it.



Tasks for the learner

The learners will be asked to make their own personal time log which will list down major activities of your daily life. For 7 days, you need to write down everything you do in the log given below.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
7 AM							
8 AM							
9 AM							
10 AM							
11 AM							
12 PM							
1 PM and so on							

At the end of the day, colour the boxes green in case you feel that you did something productive and red if you think, you wasted your time or you could have more effectively used it. The results of your time log may surprise you. The difference between how we think we spend our time and how we actually do it may be quite a revelation. The purpose of the time log is to help us objectively look at the difference between what we say we spend our time on and what we actually do. Bring your time logs in the next lesson for discussion.



This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Recognizing and Responding to Worker Harassment and Abuse - Workers' rights



Lesson objectives

- To create awareness and understanding about worker's rights and responsibilities,
- To encourage the participants to stand up against any kind of abuse and harassment, and
- To develop communication skills and critical thinking of the participants.



Duration: 110 minutes

Time break-up

15 minutes	15 minutes	20 minutes	20 minutes	40 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.

Conceptual note:

We all get excited about starting work and taking up a new job. It is a big leap for us as youth and involves lot of changes such as becoming independent, using our salary efficiently along with doing our savings, meeting new people, working in a new setting and so on. As we join a new work setting, we have to learn about how to work and behave in a new working environment, which we discussed in the last few lessons. At the same time, work for some people may bring in lot of negative incidents, harassment and abuse.

As we get ready to step out in today's work world, we need to be aware of the rights we carry as an employee against any kind of abuse and harassment. We should remember that doing our duties responsibly is important and we should definitely put our best foot forward while working but at the same time standing up against abuse and harassment at work place is crucial.

The following activity can be used to help the participants understand the concept of worker's rights and encourage discussion around the same.



Activity 1



Objectives

- To help the participants understand the concept of worker's rights, and
- To encourage the participants to share their views.



The participants are asked questions regarding their understanding of the concept “rights”. The facilitator asks them to think about what they think should be their rights as workers. Each participant is asked to list out at least 5 rights which they think they should have at their work place. They are given 5 minutes to think about the same and then list out the rights. Once everyone has done that they are asked to share their thoughts.

The facilitator lists all of them on the board and later has a discussion around which of these rights are actually valid and which have been listed for fun sake or cannot be implemented. The group is encouraged to come up with their views and share their thoughts openly. The facilitator uses this opportunity to clarify their concept of “rights” and “worker’s rights”.

Pointers to be discussed: The facilitator

- discusses the concept of rights, i.e. how rights have been provided by the constitution to ensure that every human being in the country lives an equal life, with dignity and respect.
- shares the idea of how individuals need to stand up for their rights and if they are being devoid of their rights at work place how they can complain to the human resources department or admin department of the company and if no action takes place, they can report to the police station where it would be considered as a legal case against the individual.
- encourages the individuals to share various aspects of how can they recognize abuse in different situations in the office setting, such as if someone is coming too close to them, or if someone makes them feel uncomfortable in different situations through different actions or if your office people make you uncomfortable, are abusive in any manner whether physically or socially or emotionally.

Important Note to the facilitator:

The activity given below can be used by the trainer to further spread awareness regarding the rights a person holds in the work place. It is also important to make the youth aware that each company has different HR policies and therefore may have different rules and norms for their company. Yet, these are certain rights provided by the Government and a legal case can be put up if these rights are violated. Some of the basic information about the rights has been given below for the facilitator. These can be discussed by the facilitator with the group to help them understand the different types of rights that exist. The facilitator can encourage the trainees to find out about rights of the workers.

THE MINIMUM WAGES ACT, 1948:

This act provides a minimum amount of wage for workers in unorganized sector which covers or guarantees wage for individual worker's 3 consumption units (Minimum food requirements of 2700 calories per average Indian adult), clothing requirements of 72 yards per annum per family, Rent corresponding to the minimum area provided for under Government's Industrial Housing Scheme and Fuel, Lighting and other miscellaneous items of expenditure to constitute 20% of the total minimum wage. The minimum wages given by Delhi government are given below:-

Un-skilled	8554.00	78.00	8632.00	332.00
Semi skilled	9438.00	104.00	9542.00	367.00
Skilled	10374.00	104.00	10478.00	403.00



THE INDUSTRIES (DEVELOPMENT AND REGULATION) ACT, 1951:

Through this act, Govt take necessary steps for the development of industries and regulate the pattern and direction of industrial development as well as control the activities, performance and results of industrial undertakings in the public interest.



THE INTER-STATE MIGRANT WORKMEN (REGULATION OF EMPLOYMENT AND CONDITIONS OF SERVICE) ACT, 1979:

The purpose of the act is to protect workers whose services are requisitioned outside their native states in India. This act makes provision to recruit better skilled workers outside the state, whenever an employer faces dearth of locally based skilled worker.



CHILD LABOUR (PROHIBITION AND REGULATION) ACT, 1986:

This act was enacted to prohibit the engagement of children below the age of fourteen years in factories, mines and hazardous employments and to regulate their conditions of work in certain other employments.

BONDED LABOUR SYSTEM (ABOLITION), 1976:

This act provides the abolition of bonded labour system with a view to preventing the economic and physical exploitation of the weaker sections of the people and for matters connected therewith or incidental thereto. It freed unilaterally all the bonded labourers from bondage with simultaneous liquidation of their debts. It made the practice of bondage a cognizable offence punishable by law.

The facilitator may encourage the group members to collect more information on these acts and carry out a discussion using the activity given below.

Activity 2



Objectives

- To create awareness regarding rights of the individuals as workers, and
- To develop communication skills and critical thinking of the participants.



The participants are divided into groups of 4-5 participants each. Each group is asked to read about the various acts discussed earlier and try to understand it. The group is then asked to present an audio-visual ad related to any one act that they think is crucial.

The facilitator needs to facilitate the discussion held after the audio-visual advertisement has been presented and try to ensure that all the participants understand the information clearly. She can even hold a small quiz amongst the participants where group A can ask question to group B, Group B can ask questions to Group C and so on. This will make sure that both the groups have understood the topic very well.

Pointers to be discussed: The facilitator

- Discusses the importance of being aware about the rights and how it acts as the first step to empowerment. They also should realize that they enjoy the rights as much as any other individual and with every right comes responsibility and accountability to act as a responsible individual and worker.
- Should also refer to the legal literacy module to help the participants gain more out of the module.
- Talks about how they should not be afraid to speak up against any kind of abuse and do it in a sensible manner properly so that most effective action can be taken against the accused. She/ He may share how they can also collectively take an action against an individual to help each other fight against the abuse.



Case study 1

Rohini is a 22-year old girl who has joined in a textile company recently as a textile designer. She is not yet married and her family lives in the village. She uses her income to support her family. She has two younger brothers and one sister. Recently, a new person has joined the company as a floor manager. He keeps staring at Rohini and has tried to become too friendly to her. As she was feeling lonely, she started talking to the manager. But now she feels that he is trying to get too close and also touches her physically, which makes her feel uncomfortable. Whenever she has tried talking to him, he tells her that she is very conservative in her thoughts and people in cities are friends and touching is a part of being friends.



Questions for discussion

(after reading the case study):

- Is Rohini right in her thinking?
- Is this a case of worker abuse?
- What should Rohini do to deal with the situation?
- Where can Rohini report the case?



Case study 2

Rakesh is a 21 year old boy who is very excited about his job in the manufacturing unit. From the first week of joining, he felt that something was wrong. All the workers were made to work long hours without being given any overtime. If the company had to submit any orders, the workers were not allowed to go till the order was done which could mean regular work for 2 days. One of his colleagues tried raising his voice and was beaten very badly by the security guards.



Questions for discussion

(after reading case study 2):

- Can Rakesh do anything about this situation?
- What will be the best possible step for dealing with such a situation?
- If you were Rakesh's friend, how will you help Rakesh deal with such a situation?

Tasks for the learner

The learners are asked to talk to at least five people in their community who are working at different places and make them aware about their rights as workers.



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