

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

Theme 8



Role Of Youth In  
Development



## Theme 8

# Role of youth in Development

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Identifying needs & aspirations of community

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# Identifying Service Need within the Community



## Lesson objectives

- To develop observation and critical thinking skills of the adolescents and youth,
- To help the adolescents and youth identify the issues present within the community, and
- To motivate participants to be sensitive and work towards dealing with social issues.



**Duration: 90 minutes**

## Time break-up

30 minutes	60 minutes
Activity 1 and discussion	Activity 2 and discussion



## Training materials required

Black board, chalk, sheets of paper, colours, local material available

## Conceptual Note

Each of us has a different definition and experience of the word community. A community does not only include a group of people belonging to our caste and living closeby. Infact, a community includes all the members of the society irrespective of their caste, religion, socio-economic society. Community is a group where all the members may be different, yet inter-dependent on each other. Therefore, we bond at different levels with the community. Some adolescents view their community as barriers to their growth while some others see them as support system. The desire to do something for the development of the community is a basis for bringing about change.

This module is the first module in the series which will help the adolescents and youth carry out effective action for the community. Therefore, it is imperative that the facilitator motivates the members and sets the pace for the remaining modules. Do not discourage the participants by telling them that they are aiming too high, rather your role is to help them divide the target in smaller time-bound goals and guide them in the process which will make their goals achievable.

The facilitator can use the activity given below to introduce the concept of identifying and developing the service needed within the community.



## Activity 1

### Objective

- To develop creative thinking amongst adolescents and youth,
- To motivate adolescents and youth to work towards development of their community, and
- To enhance communication skills of the youth.



The facilitator divides the participants into small groups. Each group is given old newspapers, pair of scissors, glue stick and colors. The group is allowed to use any other material available in their surroundings. The group has to imagine a community where there are no issues and how they would like to see their dream village or community. Each group is given 20 minutes to work on their project and they have to develop a model of their village using the materials given. They cannot add imaginary things (has to be realistic).



After 20 minutes, each group is asked to share their model along with giving a 4-minute talk about how their community looks like in the village. After each group has shared their views, the facilitator encourages the groups to come up with their views of a dream community and the facilitator writes their views on the black board. The facilitator then discusses about their vision for their dream community and how they can work towards it.

The facilitator then asks the group to identify the things they need to change in their community so that their community and village can be like the dream village and community they had built up in their models and on the board.

The facilitator can draw the given chart on board and write their responses in these columns.

My dream village and community	Present status in the village	Action that needs to be taken
Electricity 24*7		
Everyone gets proper education		

### Pointers to be discussed

- The facilitator encourages the group to broaden their vision about their dream community and dream village. She/he asks them to avoid imaginary things and dream of realistic things.
- The group should be told to use the material as creatively as possible, to think out of the box and go beyond their first thoughts. They need to incorporate everyone's ideas in their model and allow everyone to share their ideas openly.
- The group can be encouraged to take up and think about what are the things that need to be changed in their community, without thinking about how they are going to achieve it for developing a vision is important. They can also do asked to discuss how they can collectively work towards their dream village.
- The facilitator can encourage the participants to have a brainstorming session amongst themselves. They can be briefed about how to go about in a brainstorming session where each one is allowed to share their views and no one comments about whether they are right or wrong. They are just written down and once everyone has shared their views, the group goes through each point and discusses whether it should be accepted or not.
- The models made by groups can be displayed along with small write ups in order to motivate the groups to work on their projects.

## Activity 2

### Objective

- To develop communication skills amongst participants.
- To help the adolescents and youth understand the views shared by the community regarding its development.



The facilitator divides the participants into pairs. Each participant is asked to imagine that they are government officials who have to work for the development of their villages. Each pair is asked to go out to one part of the village and find out what are the challenges being faced by the community and the village. They can write their observations or have discussions with people in their area. They need to encourage others in the community to talk and share the challenges of the community and not their individual or family challenges. The group has to come back in an hour.

Each pair comes back and discusses their observations with the whole group. The information is collated and presented on the black board.



## Review questions

- How was the experience of discussions with the community members?
- How did they introduce themselves and go about the discussions?
- List out the challenges you observed in the community.
- Did you find any difference between your observations and discussions you had with the community?
- Was the exercise useful? What did you learn from the experience?

## Learnings to be carried forward

The facilitator can summarize the issues that need to be addressed in the community.

## Task for the Learner

The learners are asked to think about one social issue they feel passionately about. They are asked to write how they will like to work on the issue.



Rukmini hails from a tribal community called as *Sugali* which is one of the most primitive tribal populations inhabiting Andhra Pradesh. She is the eldest daughter of a family who are dependent on wage work and share cropping for their livelihood. She has an elder brother who is a wage worker and he is the means of income until Rukmini took up the challenge to change the male dominance of the family and support the family through her own means.

With the help of a sponsor, along with support from her parents; Rukmini was able to complete her graduation. She was selected by Andhra Pradesh State Road and Transport Corporation (APSRTC) as a Bus Conductor, where she is presently working. She has become a bread winner for her family. She has also been able to save some amount of money and also become an active member of the women micro federation within the panchayat. She wants to work for the development of her village and help others in her village to be able to overcome challenges she has faced more easily.

## Questions for discussions

Have you ever met any person who has worked for the community?

Think about the areas you need to develop to work more effectively.

What are the strengths you have that will help you work towards the service need?

Can you tell me about how did they start and what were the challenges they faced?



**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)**

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.

## Lesson 51

# Prioritizing community needs and aspirations



### Lesson objectives

- To create awareness regarding the issues present in the community,
- To be able to prioritize issues that need to be worked on, and
- To develop critical thinking and organization skills amongst adolescents.



**Duration: 60 minutes**

### Time break-up

10 minutes	15 minutes	25 minutes	10 minutes
Activity 1	Discussions on Activity 1	Activity 2	Discussions on Activity 2

**TOTAL : 60 minutes**



### Training Materials required

Black board, chalk, sheets of A4 sized paper, and colour pencils/sketch pens for participants, chart paper, picture cards.

### **Conceptual note:**

*In the last module we all discussed different needs and aspirations we have for our community and village. Through different activities we identified the challenges we need to address in our village, if we want to see it grow and develop and become a model village.*

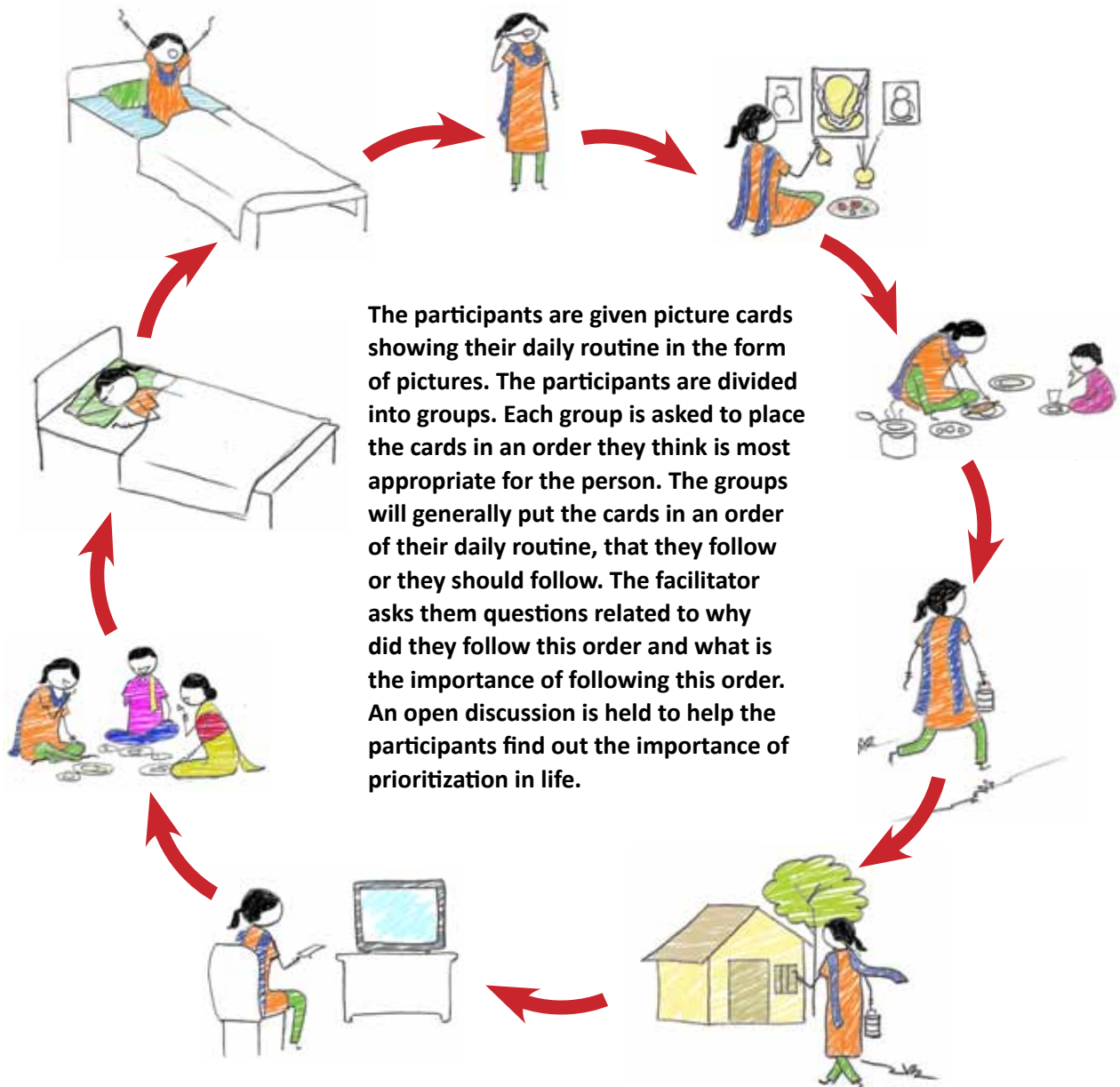
*The facilitator carries out the following activity to help the participants understand the importance of prioritization.*



## Activity 1 Ice breaker

### Objectives

- To help the adolescents and youth understand the importance of prioritization, and
- To develop organization skills amongst the participants.



The participants are given picture cards showing their daily routine in the form of pictures. The participants are divided into groups. Each group is asked to place the cards in an order they think is most appropriate for the person. The groups will generally put the cards in an order of their daily routine, that they follow or they should follow. The facilitator asks them questions related to why did they follow this order and what is the importance of following this order. An open discussion is held to help the participants find out the importance of prioritization in life.



### Pointers to be discussed: The facilitator

- Discusses how everything is organized in our lives according to its importance, need and time at which it should be done. Such as, we should start our day early morning and follow the routine and go off to sleep at night or when we have exams, studies should be given importance over spending time with friends. Thus, prioritizing various things in our life helps us improve our life much more and helps us in dealing with challenges much better.
- Stresses that how the principle of organization and prioritizing can be applied to the challenges faced by the community and its importance in dealing with the problem. She may give examples, such as, if we all get together and deal with one problem at a time, we can make a lot of difference. In one of the villages, women got together and decided to fight alcoholism for they felt that if that problem is solved, most of the challenges of their community would get taken care of. They all got together and stood in front of the shops selling alcohol. They continued their protest in various ways as a result, those shops had to close down and no alcohol could be sold in the village. The problem could be dealt with because it was given top priority and everyone could put in a focused effort.
- May encourage the group to think about the principles on the basis of which they should prioritize such as importance, criticality of the issue, spread, urgency to address, time required, number of people it will benefit, etc.

The facilitator will encourage the group to work towards prioritizing the challenges faced in the community using the activity given below.

## Activity 2

### Objectives

- To create awareness regarding the issues present in the community,
- To be able to prioritize issues that need to be worked on , and
- To develop critical thinking and organization skills amongst adolescents.



The facilitator divides the participants into three groups- one of girls, one of boys and the third group will have both boys and girls. Each group is given a chart paper. They are asked to list out as many challenges as they find or remember in their community. The challenges have to be realistic and should help the community grow. Once all the groups have listed out all the challenges, they are asked to think about solutions required to deal with those challenges. The groups are asked to think creatively and critically about the solutions and go beyond the first solution that comes to their mind. They are asked to prioritize the challenges on the basis of the following criteria:

- Need of the community
- Importance of the facility for the community
- Time required to bring about the change
- Group's passion or interest
- Number of people it will benefit
- Any other criteria they will like to use



The facilitator may give examples to help the group prioritize such as the group may feel that there should be a theatre in the village, but if the village doesn't have any electricity supply or proper roads connecting the village to the city, then these things need to be given priority for they are more important for the growth and development of the village rather than having a theater.

The groups are then asked to organize their presentation according to the format given below.

Challenges	Possible Solutions	Priority	Reason for prioritising

Each group is then asked to present their charts to the participants. The facilitator may encourage the participants to come up with new ideas as solutions to the challenges.

### ***Pointers to be discussed***

- The facilitator discusses how each group has worked on different or similar challenges and how they can now use the same chart to think about how they will like to go about dealing with the challenges in their community or village.

### ***Tasks for the learner***

The learners are asked to draw out an action plan for the challenges they have highlighted and discuss it with five more individuals in their community and find out how they will deal with it.

[illegible][illegible]

## Lesson 52

# Designing a community Owned project



### Lesson objectives

- To create awareness regarding the issues present in the community,
- To enable the participants to design a community owned project, and
- To encourage the participants to spread awareness regarding the project amongst the community members and involve them in it.



**Duration: 95 minutes**

### Time break-up

40 minutes	15 minutes	20 minutes	20 minutes
Activity 1	Discussions on Activity 1	Activity 2	Discussions on Activity 2



### Training Materials required

Black board, chalk, sheets of A4 sized paper, and colour pencils/sketch pens for participants, chart paper.

### Conceptual note

The facilitator starts with a brief recap of the last module and presentations, the groups had presented in the last session. The Facilitator may share the charts they had made and have a discussion around whether they will like to change anything or they would like to give priority to the same problem. As the group consensus is reached and they get clear on what problem they will like to work on.

The facilitator shares how it is important to involve the community in any project meant for the community, for it is the only way by which the inhibitions can be brought down, it ensures the continuity of the project even if people who started the project are not there anymore, less resistance from the community, community takes the ownership and most of the community owned projects have shown higher success rates as compared to projects started by the government. She can encourage the participants to come up with other reasons they feel are responsible for running a community owned project.

After the discussion, the facilitator may explain the steps given below to design a community based project to deal with the problem they had decided.





## Designing a community based project involves the following steps:

**Defining the problem clearly:** This step acts as a foundation to all the other steps. It is very important to clearly define the problem, such as if the problem is related to the health issues in the community, we need to be clear that whether the problem is that people are falling sick more often or whether the problem is lack of cleanliness and hygiene, because of which people are falling sick.

**Finding the solution to the problem:** Once you have defined the problem clearly, you need to brainstorm with your group and come up with as many solutions possible. As the solutions have been listed, the group decides which the most feasible solution is and the solutions they will like to work on, based on their feasibility, availability and usefulness.

**Defining the objectives:** The group should get together and write what they want to achieve from this project based on the solutions identified. Defining the objectives will help the group evaluate its progress and keep a check on whether they are going on the right way or not. The objectives may be defined on priority basis and can change priorities as the group achieves certain targets or according to the need of the hour.

**Evaluating the resources and obstacles:** The group should think about the resources available and the obstacles they will face. The resources may be certain members of the community who are influential or will be ready to work, common place in the community, government officials which can be connected with, etc. While, the obstacles may be resistance from some members of the community, lack of information about the process, etc. This will help them develop a better plan of action for they can be prepared for various things they will face during the project. The plan can also be designed keeping in mind how to use the resources most effectively and how to overcome the obstacles. They can also collect the information required to go about the project, such as collecting finances, or involving government agencies or NGO's, etc.

**Involving the community:** The group should approach the community and involve it once they have a brief plan of action in mind. They need to be open to changes they might have to bring about in the action plan. The community might have a different idea of what it needs and what should be done first. It is important to keep the community's ideas in mind before going ahead with the project. In your case you have already approached the community and found out their challenges, otherwise it may be a good idea to do a preliminary survey before defining the problem itself. Defining the key members within the group and the community, their roles, actions and responsibilities can help in understanding and running of the project.

**Approaching the target agencies:** The defined group including community members and planners should start thinking of the target agencies it needs to approach, such as NGO's, government agencies, with your project plan. The team needs to be clear about the kind of help they need from the agency and how are they going to go about the project.

**Carrying out the action plan:** Once the agencies have been approached, the action plan can be started. The team doesn't have to keep waiting for the agencies or government sanction. They can start working on the other parts of the plan as compared to what the objective is. Such as, if we are looking at maintaining hygienic conditions in the community, we may start working on spreading awareness, identifying places which are very dirty and course of action that needs to be taken.

**Constant monitoring, evaluation and revisiting:** Any project can be successful only if the team members constantly evaluate the project as per the objectives, success, money involved. The report of the project should be presented to the community to help them realize hat how their actions are producing results. The objectives may be redefined after the evaluation and monitoring, depending on the needs of the group.



## Activity 1

### Objectives

- To create awareness regarding the issues present in the community,
- To enable the participants to design a community owned project, and
- To encourage the participants to spread awareness regarding the project amongst the community members and involve them in it.



The facilitator divides the participants into groups of 4-5 participants. Each group is asked to choose a problem they will like to work on depending on the discussions held during last session. The facilitator may put up the charts different groups had designed to help them decide the issue they will like to work on. Once the groups have decided their challenges, they are asked to design a community based project to deal with the issue highlighted.

They need to design all the steps and think about the complete course of action for their project. The groups may be even asked to name their project and design a slogan for it. They are given around 30-40 minutes to do that. The groups are asked to make picture cards to explain different steps of the project

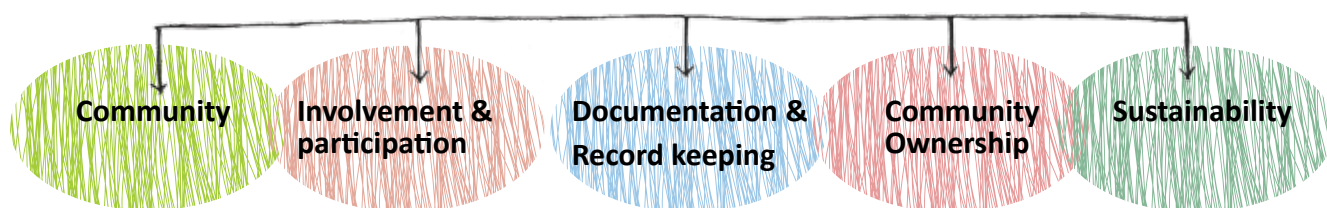
Each group is then asked to present the idea to other participants with the help of the picture cards they have made while other groups along with the facilitator may give constructive suggestions to the group.



### ***Pointers to be discussed: The facilitator***

- Discusses the importance of planning in designing a project. The Facilitator may also stress how the community needs to be involved right from the beginning i.e. even the needs are being defined. This increases the sense of ownership amongst the community members. The Facilitator may also highlight that how it seems easy to start a project without involving anyone, but it does not work in long run. The facilitator points out that the feasibility and sustainability of the project is completely dependent on the involvement of the community.
- May give examples such as, “In Gujarat, India, during the 1980s, an average of 18,000 forest offenses were recorded annually: 10,000 cases of timber theft, 2,000 grazing, 700 fires, and 5,300 other offenses. Twenty forestry officials were killed in confrontations with communities and offenders, and assaults on forestry officials were frequent. In response, an experiment in joint management with communities was initiated by the conservator, R.S. Pathan. This included community meetings, widely publicized creation of forest protection committees, and profit sharing of 25 percent of timber returns with local groups. As a result, conflicts between officials and community groups diminished, community groups assumed responsibility for patrolling forests, and productivity of land and returns to villages increased sharply. In one year, one village of eighty-eight households harvested and sold twelve tons of firewood, fifty tons of fodder, and other forest products, while also planting and protecting teak and bamboo trees (Pathan et al, 1993)” or in Tamil Nadu, a community based nutrition outreach program led to reduction in malnutrition in 9000 villages, as 20 women were hired from the community as health workers and they were made accountable to the community. They were earlier involved in spreading awareness and later in food production.
- Stresses that how maintaining records of all the activities and funds is an important aspect which should be taken care of diligently. They can rotate responsibilities amongst themselves so that no mistakes are repeated. Recording the minutes of the meeting and other activities carried out by the group and sharing it with the members and the community increases the accountability and action of the group.
- Should stress the need to motivate oneself to attain goals set out and not get demotivated if they are not able to make a breakthrough. It takes time to bring about a social change and only people who have the ability to stand up for what they think is right are able to do that.

### ***Key to successful community project***



## Activity 2

### Objectives

- To help participants involve the community members, and
- To develop the communication skills of the participants.



*The facilitator shares with the group that as they are ready with the project, let us try to find out ways to involve the community. They need to work in the same groups divided in Activity 1 and list out ways they will use to involve the community. They need to present atleast two creative ways in which they will involve the community and create awareness about their project in the community such as street play, songs, posters, etc.*

### Extension

The facilitator may encourage to carry out a role play with the participants who can pretend like community members and show how they would encourage the community members to be a part of the project.

### Pointers to be discussed

The facilitator discusses the importance of involving the community and how the participants can handle various issues that may come up with the community. She can encourage them to look at various success stories and how people have been able to bring about huge changes by starting with the first step.



### Tasks for the learner

- The learners need to go out and share their plans with their community members during a panchayat meeting or a discussion forum. They need to find out the changes required in their plan and discuss how they would go about working on it.
- The learners list out the strengths they have developed during the life skills sessions that will help them work on their plan of action.



[illegible][illegible]



## Lesson 53

# Concluding the Community Service Project



### Lesson objectives

- To help the participants understand the process of concluding a community service project, and
- To develop critical thinking skills of the participants.

**Duration: 70 minutes**



### Time break-up

25 minutes	15 minutes	20 minutes	10 minutes
Activity 1	Discussion for Activity 1	Activity 2	Discussion for Activity 2



### Training Materials required:

Black board, chalk, sheets of A4 sized paper, and colour pencils/sketch pens for participants, chart paper, Pebbles, wooden blocks, wooden sticks, thread.



### Conceptual note

*"Everything that begins has to end." This is the rule of the nature and is applicable to all the aspects of the natural and man-made world. The end doesn't have to be sad and can also mean the ability to change to new and give up the old. Thus, it is important to think about how you will like to take the project forward and where will you like to stop hand holding it and make it independent and self-sustaining.*

*The conclusion of the project can happen in a step by step manner where we can let the community take it forward. The team coordinators can step down slowly detaching themselves from their roles slowly.*

*The facilitator may share the following activity with the group members to help them understand the importance of thinking about conclusion of the project.*



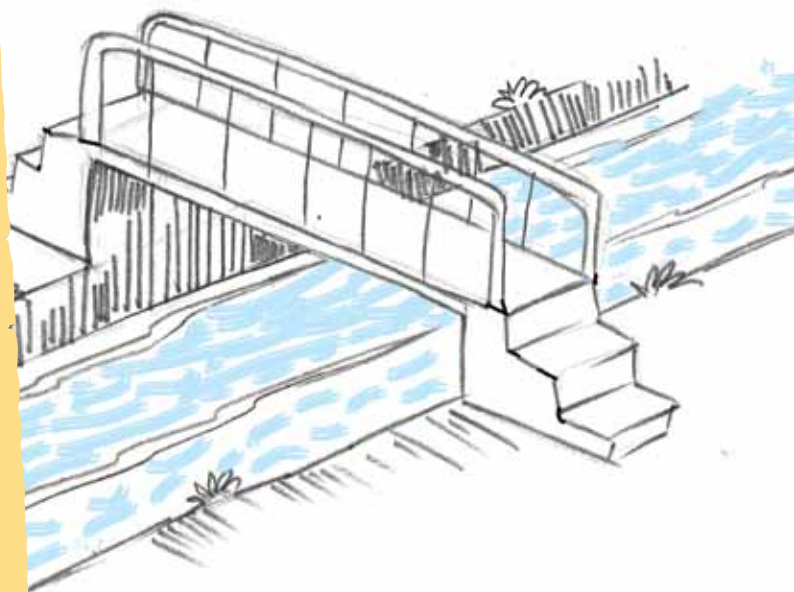
## Activity 1

### Objectives

- To help the participants understand the importance of planning conclusion of a community service project, and
- To develop critical thinking skills of the participants.



*The facilitator makes a small river on the ground with the help of chalk or cloth, from one end of the room to the other end. The participants are divided into groups. Each group is asked to make a bridge with the wooden blocks, pebbles, thread and wooden stick. The groups have to make the bridge with the material provided. They can use only one other material along with what has been provided. All the groups are given only 15 minutes to work on the bridge. As the groups get ready with their bridges and present them, the facilitator asks them the review questions.*



### Review Questions

- What did your group think before starting the bridge?
- Had you imagined the bridge before designing it?
- Did everything go as per your plan or you had to change it in between?
- Was it necessary to think how the bridge would look like?

### Pointers to be discussed

The facilitator discusses how just like this bridge they need to also visualize how they would conclude their community service project. She may also brainstorm about various issues that need to be taken care of when we are thinking about the conclusion and how it is important to think about it in advance.

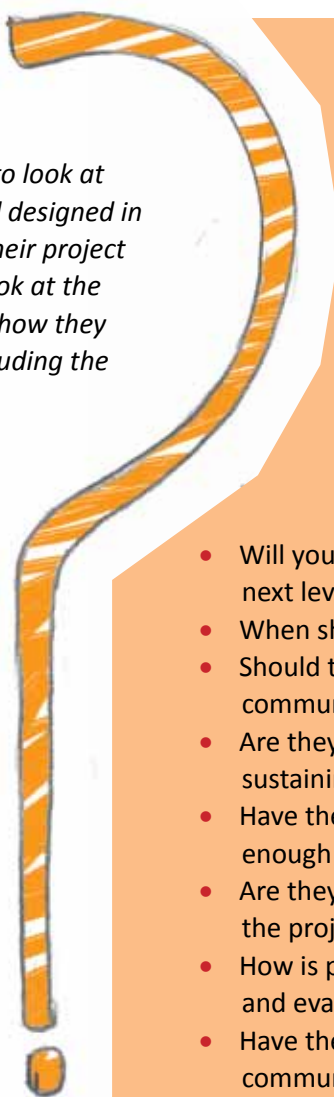
## Activity 2

### Objectives

- To help the participants understand the process of concluding a community service project, and
- To develop critical thinking skills of the participants.



*The facilitator asks them to look at the picture cards they had designed in the last session to show their project plan. They are asked to look at the last card and think about how they have thought about concluding the project, just like the complete bridge in the last activity. The facilitator encourages them to discuss their views about the following points they need to consider while concluding the project.*



- Have you made the impact you wanted to achieve?
- How many people have been influenced? (Please try to provide both quantitative and qualitative information)
- Have you achieved your desired objectives?
- How will you like to conclude the project?
- Will you like to close the project or take it to the next level?
- When should they conclude it?
- Should they step out of the project and let the community take it further?
- Are they working towards making the project self-sustaining?
- Have they trained their community members enough that they can work independently?
- Are they regularly working towards moving out of the project?
- How is project going to be constantly monitored and evaluated?
- Have they given important responsibilities to the community members?

The facilitator encourages the participants to think about answers to these questions and do a regular evaluation of their project to see whether they are moving towards the right direction. They can be asked to further present the last stage of the project also pictorially.



### *Pointers to be discussed: The facilitator*

- Discusses how answers to all these questions are important before we think of concluding the project or realising the designed project. The aim of any project should be to make the group so self-reliant and empowered that they can design their own projects and work towards development of their village and its people.
- Encourages the group to constantly monitor and evaluate their progress to ensure that they move in the right direction and are able to decide the next course of action.
- Helps the group understand that how the beauty of the project lies is realized when the community is able to overcome the issue and feels empowered to deal with a similar issue independently later.



### *Tasks for the learner*

The learners need to find out the projects that were run in their villages earlier and what is their state now, whether they have stopped now or are they still ongoing. They need to find out the reasons for the conclusion of their project and how did they go about it. They can collect the information and share it with the group.

**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)**

[illegible]

## Lesson 54

# Living with Nature



### Lesson objectives

- To sensitize adolescents and youth to their environment and environmental issues,
- To create awareness amongst adolescents and youth about how to protect the environment, and
- To encourage them to motivate others and spread awareness amongst people in the community about environmental protection.



**Duration: 85 minutes**

### Time break-up

40 minutes	15 minutes	20 minutes	10 minutes
Activity 1	Discussion for Activity 1	Activity 2	Discussion for Activity 2



### Training Materials required

Black board, chalk, sheets of A4 sized paper, and colour pencils/sketch pens for participants, newspaper, fevicol or gum

### Conceptual note

*Most of us have noticed changes in our environment in the recent past. When we talk to our elders in the community, they all point out that the weather has become much hotter than it used to be earlier and also the weather are becoming so difficult to predict these days.*

*The Earth is getting warmer because people are adding heat-trapping gases like Carbon dioxide to the atmosphere, mainly by burning fossil fuels. These gases are called greenhouse gases. Warmer temperatures are causing other changes around the world. These changes will affect people, animals, and ecosystems in many ways. Less rain can mean less water for some places, while too much rain can cause terrible flooding. More hot days can dry up crops and make people and animals sick. In some places, people will struggle to cope with a changing environment.*

*Major conventions on climate change are happening all over the world and various countries are taking huge steps to protect the environment. All these steps can be effective only if every individual makes an effort to protect the environment.*

*The facilitator may discuss different types of pollution such as water, air, soil. She/He may talk about how we pollute our environment by using polythenes or pesticides in soil and how these act as pollutants in the environment causing harm to the soil. She/He may tell them that anything which disturbs the equilibrium of the environment acts as a pollutant*



## Activity 1 Ice breaker

### Objectives

- To sensitize the adolescents and youth about environment and environmental issues, and
- To make adolescents and youth aware of the changes in the environment.



The facilitator talks to the group about how beautiful mother Earth is, how it provides us everything - from food to shelter to clothes, how everything we have is made of something from earth or nature.

The facilitator can further ask the group to make a list of things that are made from natural products and how they are useful and do not cause any harm to humans. Rather they are human friendly. Other advantages of nature are also discussed. The facilitator then tells the group that this activity has three stages.



**Stage 1-** The facilitator then divides the groups in smaller groups of 5 people each. Each group is asked to make a model of the earth with the help of the newspaper, gum and colors. The facilitator may use clay or mud/water if it is easily available. The groups are asked to design the model the way they feel their beautiful earth is. The group is given around 20 minutes to do this exercise. Each group is asked to come and present their model to the other groups and talk about it for 2-3 minutes telling them about the model, how did they go about designing it and why have they designed it like this. Then they move on to the next stage.

**Stage 2-** The facilitator then asks the groups that, "If I ask you to damage your model or break it from different places, will you be able to do it? How will you feel? Who will be able to damage it easily? Why? Similar questions are discussed with the group.

**Stage 3 -** Now, each group is asked to hand over their model to another group. The group is then asked questions similar to stage 2 i.e. if they are asked to destroy the model they have now; will they be able to do it? Will it be easier than destroying their own model? Why?



### *Pointers to be discussed*

- The facilitator discusses about the difficulty level of each stage. The facilitator points out that how each one of them had to contribute to make the model. S/he points out that if we look at real life, we all haven't gone through stage 1, so we don't realize the effort being put in to create something as wonderful as earth. She can point out the benefits the group had listed and various products the group said were made from nature.
- The facilitator then points out that how in stage 2 some people found it easy to destroy it while most of you found it difficult to cause any harm to the model.

The reason being you had put in effort to make it or if your effort was minimal then you were comfortable breaking it. So, when we consider earth as our own we work towards taking care of it while when we see it as something granted to us, we are not bothered, just like in stage 3. Some of the groups may have found it easy to break it. It was given to us by our previous generation and we don't realize it as a gift, we take it for granted.
- The facilitator should try to bring an attitudinal and behavioural shift in the participants rather than a moralistic one. Thus the discussion should be more about how if they take care of environment around them, it helps them at an individual level, such as saving water and protecting close by sources of water will help them now and in future.
- The facilitator should not focus on moralistic grounds rather the focus should be on practical aspects.
- The facilitator discusses with the group how they need to broaden their vision and look beyond their small piece of land or their houses or their belongings, if they want to enjoy living on the earth peacefully and happily.
- The facilitator may point out that how earth's temperature is rising because of which icebergs are melting leading to more natural catastrophes such as tsunamis, earthquakes, floods, etc.
- The facilitator may point out common environmental issues faced by the people in the village such as if they have fear of floods or if it is a seismic zone.
- The facilitator makes the group undergo self-reflection exercise where they need to point out various ways in which they cause harm to their environment such as using polybags, cutting trees, using pesticides, letting water taps leak, etc. They are asked to write them on the board. The facilitator can copy the list or keep the list on the board to discuss further for the next activity.





## Activity 2

### Objectives



- To encourage the participants to think about various ways of protecting their environment, and
- To motivate participants to spread awareness amongst community members regarding protecting the environment.



The facilitator puts up the list of ways in which the group damages the environment shared by the participants in the last activity. She may add other ways she has noticed people damaging the environment in the community, such as during a religious festival, people putting in a lot of man-made, non-degradable things in the river or stream flowing nearby. The group is asked to brainstorm on the effects such actions have and how they can change their ways to protect the environment. All the ideas may be listed down.

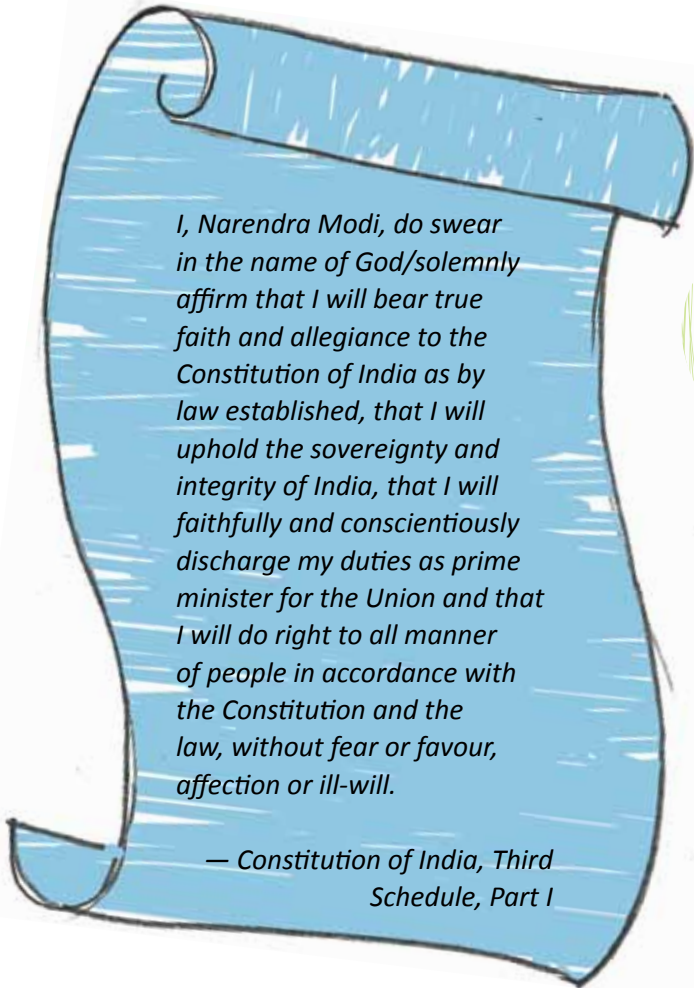
**The facilitator can give them new ideas which can be taken up by the group also such as**

- Celebrating an environment day every month where 10 trees will be planted by 10 different people and they will name the trees after their names and will be held responsible for taking care of them
- Composting the kitchen waste to make a nutrient-rich fertilizer
- Exploring natural pesticides rather than artificial ones
- Avoiding poly bags
- Avoiding wastage of water by putting proper taps
- Reuse things
- Avoiding wastage of paper by reusing it and finally recycling it to make hand-made paper. To make hand-made paper, children need to tear off the paper that needs to be recycled in to small pieces. All the pieces are then soaked in minimal amount of water. The water should be enough to make the pulp. Then, some haldi, roli or other natural ingredients can be added to the pulp to make different coloured paper. Some glue is added to the paper-pulp to help it bind. Once the pulp is ready, you spread it out on a sieve and dry it. Spread thin layers to make better quality paper. Try making it first with a small quantity recyclable paper.
- Avoid playing loud music on weddings or functions



Once the group has made an exhaustive list, each participant is asked to choose at least three things they will do in the list and will share with the group their experience of making a conscious decision of saving their environment.

The facilitator may share the Prime Minister's oath (as given in the constitution) with the group, telling them that now they all are environment ministers and they need to take an oath to protect the environment. The prime minister's oath is given below:



*I, Narendra Modi, do swear in the name of God/solemnly affirm that I will bear true faith and allegiance to the Constitution of India as by law established, that I will uphold the sovereignty and integrity of India, that I will faithfully and conscientiously discharge my duties as prime minister for the Union and that I will do right to all manner of people in accordance with the Constitution and the law, without fear or favour, affection or ill-will.*

— Constitution of India, Third Schedule, Part I

### **Pointers to be discussed**

- The facilitator needs to encourage the group to brainstorm about different ways to protect the environment such as saving rain water. She should allow them to come up with their creative ideas along with the practical ones which are being used.
- The facilitator can also link various strategies to the cultural traditions of the community such as linking praying to the trees to how it was intended to protect the trees around us.
- The oath taking ceremony should be conducted seriously and it is imperative for the facilitator to make the participants realize how important every small step is important and for their benefit. Such as if they plant trees in their courtyard, it provides them shade and other benefits.
- The facilitator may help the participants make hand-made paper. Rather this exercise can be carried out at the centre, helping the participants learn how to recycle paper.
- The trainees can be encouraged to spread awareness amongst their community members using various ways so that all the members work collectively for protecting the environment.

The group is asked to design their own oath and then all of them collectively say that oath along with the facilitator.

### **Tasks for the learner**

The learner is asked to think of three things which they can reuse or recycle at their house and they can share with the group how they will do the same.

**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)**

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.

## Lesson 55

# Why Volunteer?



### Lesson objectives

- To encourage the youth to volunteer and work for their community, and
- To discuss the benefits of voluntary service with the participants.



**Duration:** 45 minutes

### Time break-up

15 minutes	15 minutes	15 minutes
Activity 1	Discussion for Activity 1	Case1 study and discussions



### Training Materials required

Black board, chalk, sheets of A4 sized paper, and colour pencils/sketch pens for participants.

### Conceptual note

*The facilitator may start the session by discussing how the group has discussed community based projects in the last four modules and how the backbone of these projects lies in the voluntary service done by the youth.*

*The facilitator asks the participants to share have they ever helped anyone without any personal reasons and how did they feel after helping. She/ He may also ask them if they had to say No to anyone and how did they feel after it. She/he can use their responses to help them develop an understanding of voluntary service. Their responses are written on the board. She further discusses the benefits of voluntary activity with the help of the following activity.*



## Activity 1

### Objectives:

- To encourage the participants to volunteer and work for their community, and
- To discuss the benefits of voluntary service with the participants

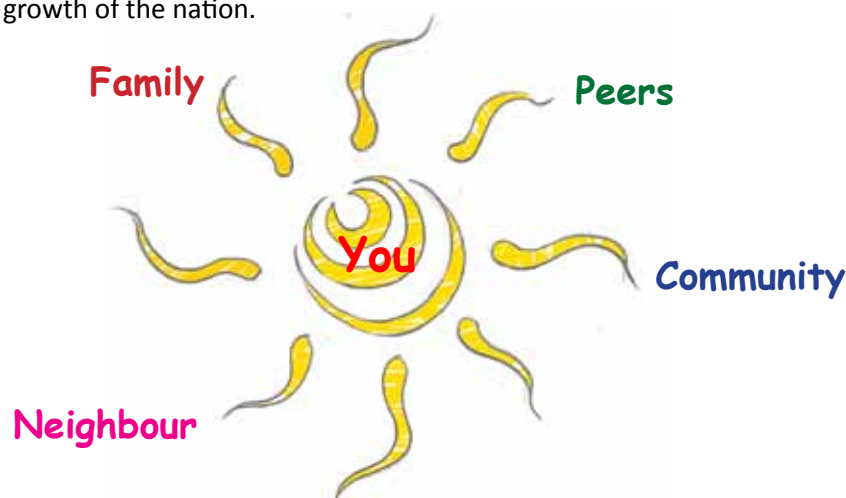


The participants are divided into pairs. Each pair is given an A4 sheet. They are asked to draw the sun in the centre. They are asked to think that they are the sun at the centre and when they do voluntary service their rays reach and help other people. They need to write in the diagram, "Who benefits from their voluntary activity and how?" and fill in the points in the diagram given below.

The participants are given around 10 minutes to think about their responses. The facilitator then asks each pair to share their response. Once they have shared their responses, s/he also needs to look at whether they have shared the benefits they achieve from voluntary service or not. If not, s/he may discuss the pointers given below to carry out further discussion.

### Pointers to be discussed: The facilitator

- Discusses how voluntary service benefits the youth, his/her family, friends, community, village, local NGO's and other services such as school, health services, etc. with the help of the visual given below. S/he can ask them how it benefits all the members it has mentioned. At the end, a committed and properly done voluntary service helps in the growth of the nation.



- Shares how voluntary service helps the organizations in providing better service to the larger number of people at a reduced cost. Thus, the money can be used to provide help to more number of people. It also helps the youth to see the change and contribute to the change they want to make to the society.





- Stresses how the biggest beneficiary of any voluntary service is the youth himself/herself for the following reasons:
  - Voluntary service helps youth develop lot of new skills such as communication skills, leadership skills, sometimes job-related skills, better knowledge base, as they get to know about different aspects which they would have never dealt with earlier.
  - It also gives them work experience which they would have not got otherwise. Thus, helping them understand the “working” world better which helps them take up jobs later.
  - It gives them a feeling of empowerment that they are capable of doing something and bring about a change in society. Thus, raising your self-esteem, confidence and developing a sense of positive identity. Research shows that youth involved in voluntary work is more likely to develop a sense of positive identity and self-belief and less likely to experiment with dangerous, unhealthy behaviors as compared to youth not involved in any voluntary service.
  - It helps them develop meaningful healthy interpersonal relationships with peers and other members of the community.

## Tasks for the learner

- The learners need to get involved in some voluntary work in their village for two hours and come back and share their experience.



Julia is a 17 year old girl. She is studying in class 12<sup>th</sup>. She is a hockey player in her district. She wants to become a good doctor. She is self-motivated and has competitive spirit. She lives with her mother and spends most of the time with her. She helps her mother in doing household chores. She is friendly and likes to help others. She follows Mother Teresa as her idol. She admires her service to humanity.

Those who takes healthy diet and maintains hygiene, she considers them healthy. She knows about malaria, dengue, typhoid, cancer, etc. She gets information about these diseases from elders, mother and friends and from the local NGO. She studied about menstrual hygiene in class 10<sup>th</sup>. She is aware about the government’s provision of sanitary napkins for adolescent girls. She wants to do something for her community but feels hesitant to do so.

### Questions for discussions (after reading the case study)

How will you encourage Julia to take up voluntary work for her community?

Where can Julia do voluntary service?

List out the benefits Julia will get, if she does voluntary service?

Can you think of some of the areas in which Julia can work?



**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)**

[illegible]

## Lesson 56

# Legal literacy



### Lesson objectives

- To create awareness and understanding about certain important laws and rights of the citizens of the country,
- To help the youth overcome the fear and apprehensions they may have in dealing with legal situations, and
- To develop communication and critical thinking of the participants.



**Duration: 135 minutes**

### Time break-up

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



### Training Materials required

Black board, chalk, sheets of A4 sized paper, and colour pencils/sketch pens for participants.



### Conceptual note

Seeing a police officer standing only creates an image of fear amongst most of us, though it is only because of them that certain level of law and order is maintained at different places. The fear is more the fear of unknown for we are unaware of the legal world and therefore scared of what might happen if we are implicated for any crime.

Unfortunately, our education system doesn't provide any education in this regard and our children and youth are left to fight their own battles without any information. This module is the first step in this direction. It only provides a bird's eye view of some of the legal aspects that a person should be aware of and is meant to encourage the person to create awareness and spread it amongst other members of the community.

The activity given below is meant to provide information about some of the legal areas and to encourage the youth to create awareness amongst their community members.



## Activity 1

### Objectives

- To create awareness and understanding about certain important laws and rights of the citizens of the country, 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 given one topic from the topics given below along with the information provided in the Annexure. They are asked to create a street play to spread awareness amongst other participants about the area they have been given.

#### Various areas that will be covered are:-

- Child Labour
- Child marriage
- Consumer rights
- Right to information
- Laws regarding child birth and sex selection
- Protection of women against Domestic violence
- Protecting environment
- Rights of people with disability



Each group is given 20 minutes to understand the laws in the area they will cover and 20 minutes to prepare a street play. The groups are then asked to present their street plays followed by question and answers by the participants to understand how much have they understood about the topic.

The facilitator needs to facilitate the discussion held after every street play and try to ensure that all the participants understand the information clearly. She can even summarize the discussion with the help of the black board and writing the important points on the black board for each area.

#### Note for the facilitator

*The facilitator may discuss some important general knowledge questions related to lodging an FIR (First Information Report) with the help of handout given below. The facilitator may discuss the handout with the group first and then play the activity given below to help them revisit the pointers discussed.*



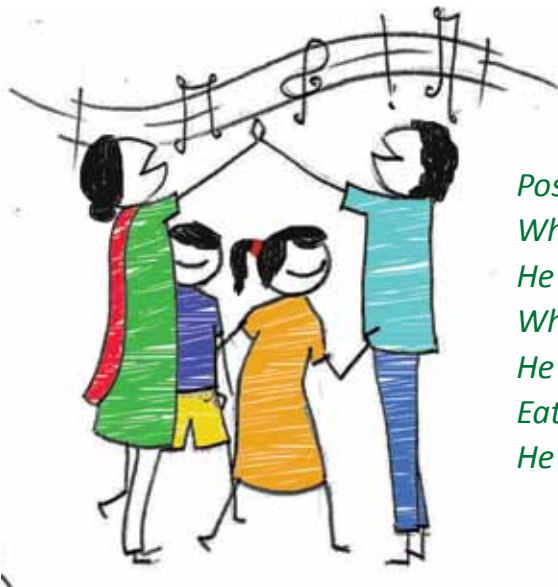
## Activity 2

### Objectives

- To create awareness and understanding about certain important laws and rights of the citizens of the country,
- To help the youth overcome the fear and apprehensions they may have in dealing with legal situations, and
- To develop communication and critical thinking of the participants.



The facilitator plays a small game where two people stand holding hands in the centre of the room. All the participants pass from the centre. They all sing this song:



*Posham pa goes posham pa,  
What did the watchman do?  
He stole the watch and no one knew,  
What will happen now too?  
He will have to go to jail,  
Eat his bread and butter there,  
He will have to go to jail, now.*

As the two participants hold hands and sing this song, others keep passing through. When the song ends, the person standing in the middle of the pair, is caught and considered as a prisoner. He is asked a question from the handout and he can be free, only if he answers the question correctly.

### **Pointers to be discussed: The facilitator**

- Discusses the importance of being aware about the procedures related to FIR and filing an FIR.
- Should also share certain important laws such as a woman cannot be kept under custody without a lady police constable. If there is no lady constable, a woman cannot be implicated and arrested by the police.
- May also discuss how this awareness should help them reduce their fear and apprehensions in dealing with police and legal system. 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 citizen.

### **Tasks for the learner**

The learners are asked to make pamphlets of the topic they like in the legal area and share it with their peers. They need to come back and share their experiences with the group.



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 is proud of his calmness, self-determination, and helping nature. He feels good when he is appreciated. He wants to become a sub-inspector. His uncle supports him in getting information about the preparation for becoming a police inspector.

One of his best friend, Rajesh's father has been physically abusing Rajesh and other members of the family for very long. Though Rajesh keeps feeling bad about it, he doesn't know what to do. His friend's mother is also fed up. He has 3 sisters and 2 brothers. Rajesh is unable to stand up against his father and has asked Chandrashekhar for help

### **Questions for discussions** (after reading the case study)

What should Chandrashekhar do?



Can Chandrashekhar help his friend in any manner? Should he file a FIR? Should he talk to his friend about approaching the police?

How will you help people in your village become aware of the legal processes?



[illegible]

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.