

*Facilitating
life skills
with adolescents.*



Hello!

This facilitation guide is to support facilitators in conducting sessions on life skills for adolescents. World Health Organization defines Life skills as “Abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life” (1997). This guide includes activities and discussion that a facilitator can have with adolescents on different life skills topics. Worksheets that can be done separately and individually by adolescents are also included.

The content is based on our experience of facilitating sessions for students from std 1 all the way to college students, as well as sessions for parents and teachers. Learnings from several books and courses we participated in over the last 35 years and experiences shared by family members, friends and colleagues have enriched the content.

“What one has not experienced, one will never understand in print.” - Isadora Duncan, My Life. **We recommend that the facilitator go through Enfold’ ‘Life Skills – workbook for adults’** concepts included under life skills such that one can apply them in daily life. Certain patterns of thinking prevent us from expressing our qualities and abilities - saying or doing what we deep inside wish to say or do. In such instances we often immediately experience a loss of power (sadness, low energy) and may feel regret later on. This workbook makes it easier for a person to express their qualities (strengths) and skills in their daily interactions with people and reflect on their attitudes and behaviour objectively.

Our grateful thanks to each and every one who has directly or indirectly contributed to shaping the content in this guidebook.

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Chapter I: Self-confidence

What is self-confidence and how to develop it?

Included in this chapter:

- **Facilitation guide for three 40-minute sessions on self- confidence**
 - Session 1. Internal Resources
 - Session 2. Positive Attitude and Affirmations
 - Session 3. Taking Action, Failure and Mistakes
- **Extra worksheets that can be done separately**

Facilitation Guide for Session 1 of 3 on Self-confidence: Awareness of Internal Resources

A. Objective

To support students in developing trust in themselves and their ability to think, question and create.

To support students in developing a belief that they can handle opposition and adverse situations in their life.

B. Feeling

Leave students with the feeling that whatever critical or creative ideas they have, they will be able to bring them to fruition even though others may be in disagreement.

C. Core Messages:

- Awareness of our internal resources – physical, mental and emotional, make us self –confident.
- Our resources allow us to set, pursue and reach our own goals even in the face of adversity. Without resources we would be dependent on others for decisions, goals and direction in our life.
- Self -confidence allows us to bring our critical and creative ideas to fruition even though others may be discouraging us.
- Self- confidence allows us to utilize our own resources to achieve our goals. It allows us to seek support from others, if required.

D. Special Note:

Our traditional parenting and teaching methods keep us from acknowledging and appreciating the qualities of our children. At the same time we readily criticize our child's behaviour and compare him/ her with others. These two methods of childrearing lead to self- doubt, a feeling of lack and inferiority in the child.

We can actively build the confidence of our children by noticing and appreciating the qualities they show in their behaviour.

E. Activity guide for session 1 of 3 on Self-confidence: awareness of internal resources

1. Introduction – 5minutes

Hello and welcome.

Introduce the topic: Self- confidence

Ask students what is self-confidence. List all answers. Explain that it is the feeling of trust in one's abilities and skills to handle adverse situations in one's life.

2. Activities – 30 minutes

Engage the students in these 3 activities:

Destination Unknown – 1

Destination Unknown – 2

We Are Rich!

2.1 Destination Unknown – 1 10 minutes

Ask students to get into groups of 6 according to their roll number. Each group has to imagine that they are being transported together to an unknown destination for an unknown duration of time in the next 10 minutes. What resources do they have right now with them that they would like to take with them? They can collect resources from their bags, from the classroom and from the school building and playground. There is no limit on the size or weight of the items. Ask each group to make a list of resources they would like to take.

Debriefing: Ask each group to read out their list of resources.

Facilitation questions:

Why did they choose these resources?

Explain that material resources like food, water, clothing, weapons for safety, shelter etc help the group survive.

2.2 Destination Unknown – 2 10 minutes

Tell the students that the journey of their life is also unknown, the destination and the duration is uncertain. What emotional and mental resources will help them in their life's journey?

Ask students to get into groups of 6 according to their roll number. What resources do we need to live a successful life? Ask each group to make two lists now, one listing the qualities and one listing the skills that will help them lead a successful life.

Debriefing: Ask each group to read out their list of qualities and skills.

Explain that these qualities are present in all of us to a certain extent. We can develop them further by practicing them. Same goes for skills.

As you read out the qualities from all the lists, ask each student to write down the qualities and skills that they already have in them. **This is their personal qualities and skills list.**

2.3 We Are Rich!

Ask students get into groups of 6 and look at each person's list of personal qualities and skills. They can suggest addition to a student's list, if they have seen certain qualities or skills in him/ her and it is not in his/ her list.

If each quality and each skill is equal to a 50,000 rupees, then how rich are they?

How rich is the group?

Debriefing: Ask each group to share how rich they are.

Facilitation question:

Can anyone rob them of their qualities or skills?

We may lose our cash or a jewel or a personal item, but no one can take away our qualities and skills.

Explain that we are born with all human qualities. They are developed to different extents in different people. Some of us are very kind, some very hardworking, some determined.

We can develop them further with practice.

Being aware of our personal resources builds our self- confidence. We feel capable of handling any unexpected situation or opposition or difficulties in our life.

Besides qualities and skills, we have another type of internal resource – our health and our body.

In all we have 3 types of internal resources

Physical – our body, our health – ex: ability to see, hear, talk.

Mental - Our ideas, intelligences, skills

Emotional - our qualities like determination, patience, friendliness, kindness, honesty, calmness

Exchange your list with that of your partner. Notice that the lists are not the same. We have different mixture of qualities and skills. Living in groups of friends and family, we can draw upon the qualities and skills of each other and be even more confident!

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the core messages:

- Awareness of our internal resources – physical, mental and emotional, make us self –confident.
- Our resources allow us to set, pursue and reach our own goals even in the face of adversity. Without resources we would be dependent on others for decisions, goals and direction in our life.
- Self -confidence allows us to bring our critical and creative ideas to fruition even though others may be discouraging.
- Self- confidence allows us to utilize our own resources to achieve our goals. It allows us to seek support from others, if required.

Home work: Notice which resources – personal or other’s – you are using when you go about doing different things in your daily life. Thank you

Facilitation Guide for Session 2 of 3 on Self-confidence: Positive Attitude, Affirmations

A. Objective

To support students in developing a positive attitude

To support students in developing a belief that they can handle opposition or adverse situations in their life.

B. Feeling

Leave students with the feeling that a positive attitude can change the entire situation and help them face adverse events and opposition.

C. Core Messages:

- A positive attitude helps us overcome obstacles and difficulties easily.
- Positive thoughts about ourselves build our self –confidence.
- Self- confidence allows us to ask people for help.
- Affirmations help us overcome criticism, negative thoughts and self- doubt.

D. Special Note

As a cultural practice we rarely talk about our own personal strengths. It is considered boastful or interpreted as pride. As individuals and as ‘elders’ we often focus on our and others’ weaknesses and negative traits rather than on the positive ones. These practices lower our self –esteem and self –confidence. To build self –confidence we need to focus on our genuine qualities and positive traits.

Materials needed: Red, green, yellow cellophane paper (thin paper through which one can see) cut into rectangles large enough to cover one’s eyes. You will need as many pieces as the number of students.

E. Activity guide for session 2 of 3 on Self-confidence: Positive Attitude, Affirmations

1. Introduction – 5minutes

Hello and welcome.

Introduce the topic: Building Self- confidence through positive attitude and affirmations.

2. Activities – 30 minutes

Engage the students in these 3 activities:

Coloured Glasses

Attention! Stand At Ease!

Standing Tall

2.1 Coloured Glasses - 10 minutes

Give each student a rectangular piece of red, green or yellow cellophane paper, big enough to cover their eyes. Ask them to look through it and notice the objects around them.

Debriefing: Ask students what changed when they looked through the ‘coloured glasses’? Did the objects being observed really change?

Facilitation questions:

Would things look normal if you are wearing coloured glasses? No. They would be coloured.

Explain: Similarly we can look at situations and events in our life with a clear, bright and positive attitude (clear glasses) or a dull, negative attitude.

Examples of positive attitude: I can do this, I can ask for help, people like to help each other.

Examples of negative attitude: I am no good, I am weak, I can’t do this, no one will help me, it’s no use asking for help.

Ask students to think of and share with their partner what happened when they approached a problem with:

1. a negative attitude.
2. a positive attitude.

Did they succeed both times? Which way was better?

2.2 Attention! Stand At Ease! 10 minutes

Ask students to stand in pairs (A and B) facing each other. A has to stand with one arm outstretched. As you call out various commands, A has to adopt that posture and speak that word while keeping one arm outstretched. B has to check the strength in A’s out stretched arm by pushing it down.

Call out with a gap of 10 seconds between each command: Attention! Stand at ease! Iron! Silk! Strong! Weak! Army! Bird!

Now repeat the exercise with A and B reversing their roles.

Debriefing: What did they notice? Did the strength in the student’s arm change when he/ she said different words? Why?

Facilitation Question:

Why do words affect us so much? Explain: Words are thoughts that arise in our brain. Our brain gives positive, strong meanings to some words. Our brain is a part of our body. Our body immediately responds to the meaning given by our brain.

2.3 Standing Tall – 10 minutes

Ask students to get back in pairs as A and B.

A has to ask B for help to do something for him or her and also give reasons for that request.

B can either accept the request to do it or refuse to do it.

A has to ask B in two ways. Once when feeling inside that B is going to refuse and that A is worthless, has no friends and is not liked by anyone. In the second way, A has to feel that B is going to accept the request and that people like to help each other, that A is a good person and has lots of friends who like him/ her. A can choose either way for the first round. After B's response, A has to ask B again, but in the other way.

Debriefing: Ask students who played B what they felt about A and why they agreed or did not agree to help A.

Ask A how they felt when playing the two roles.

Facilitation question:

Did your body language change with the role?

Explain: Positive thoughts about ourselves lead to positive, good feelings inside us. These feelings alter the body posture and body language. When we think positive thoughts, the body straightens out, we hold our head high, look up, look into the eyes of people and talk, we stand erect, our voice is strong, and we use clear words to communicate our ideas.

A positive attitude builds self- confidence. It helps us overcome self- doubt.

Ask students to write down 5 positive statements about themselves. Example: I have all that I need to succeed. I am healthy. I am happy. I am confident. I have many qualities. I am skilled. I am intelligent.

These are called affirmations and are genuine. They are based on awareness of one's qualities, skills and intelligences.

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the core messages:

- A positive attitude helps us overcome obstacles and difficulties easily.
- Positive thoughts about ourselves build our self –confidence.
- Self- confidence allows us to ask people for help.
- Affirmations help us overcome criticism, negative thoughts and self- doubt.

Home work: Repeat often the 5 affirmations you have written for yourself internally.

Take a mirror, look into your eyes and repeat the 5 affirmations before going to bed.

Feel the affirmation in side your body. Visualize the affirmation in your life.

Facilitation Guide for Session 3 of 3 on Self Confidence: Taking Action, Failure and Mistakes

1. Objective

To help students realize the importance of taking action after critical thought in various situations. This builds genuine self- confidence.

To help students realize that failure and mistakes are life's way of asking us to be creative and adapt to the new situation.

2. Feeling

Leave students with the feeling that taking action after critical thought and adapting creatively to failure or mistakes are signs of genuine self confidence.

3. Core Messages

- Each one of us has a unique set of qualities and skills. Each one of us is different. We cannot compare ourselves with anyone else in the world – because there is no one else exactly like us!
- We can justly compete only with ourselves - our own previous performance.
- Being in action and adapting to adverse situations builds confidence in our abilities.
- Doing our best boosts our self -confidence.

4. Special Note

It is common to hear about people's success stories. Parents often compare their children with other children, teachers often tell students to look up to the topper in the class. Everyone seems to focus on the result and marks that a student gets.

It is true that we learn from success stories. They motivate us – but what motivates us more are stories of people's failures and mistakes and how they overcame the obstacles. What builds our self -confidence is not the end result, but awareness of the effort put in to get that result.

To build self –confidence we need to focus on our actions and efforts. Result is a by-product of effort. Appreciating and acknowledging the effort a student makes is a better motivator than comparison them with others. Competition with one's own performance is better than competing with other's performance.

5. Activity guide for session 3 of 3 on Self-confidence: Taking Action, Failure and Mistakes

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Building Self- confidence through action and adaptation.

2. Activity – 30 minutes

Engage the students in these 3 activities:

Strong one!

Sharp Shooter: Károly Takács

My Best!

2.1 Strong One! - 10 minutes

Ask students to choose a partner whom they are confident they can beat in a competition of strength. The partner must be of the same sex similar height and weight. Once everyone has chosen a partner, ask them to sit down and keep the elbow of their dominant arm on the desk. They need to keep the elbow on the desk at all times. They should now grasp each other's hands such that their fingers and thumb are around the partner's thumb.

When you give the signal, Go!, they need to push the partner's hand down on the desk. The partner needs to oppose this and try to push their partner's hand down! Game ends when one of them succeeds.

Debriefing: Ask students who won? Before starting the game they were confident that they can beat the other person. Only after actually challenging the other person and trying out one's strength did they know if their confidence was real! Explain: We can have an idea that we can do something or achieve a goal. But until we actually do it, we won't know for sure. To have genuine self-confidence, we need to act and make the effort to reach a goal. Once we achieve it, we will develop the confidence in our abilities. Otherwise it is like building castles in the air!

2.2 Sharp Shooter! 10 minutes

Tell the story of **Károly Takács**

Karoly Takacs was born in Hungary in Europe, In 1938, the twenty-eight-year-old was a sergeant the country's army and a top pistol shooter. He had won most major national and international championships. He was expected to win gold at the 1940 Tokyo Olympic Games.

Then, disaster struck. At an army training session, a hand grenade accidentally exploded in Karoly's right hand and blew it away. Not only did his entire Olympic dream crash, he also lost a limb.

Karoly could have wallowed in self-pity and cursed his fate. But not Karoly. Instead of focusing on what he had lost – his right hand, he chose to focus on what he still had. He had mental strength, the perseverance of a winner, the determination to succeed and a healthy left hand! He decided to train and transform his left hand into the world's best shooting hand. After a month in hospital, Karoly went away from the glare of the world, and began practicing to

shoot with the left hand. Despite the severe pain, he stayed focused on his goal: to make his left hand the best shooting hand in the world.

One year later, Karoly went to the national shooting championship in Hungary. His colleagues were taken aback when Karoly told them that he was there to compete with them and not just watch them shoot! To the amazement of all present, Karoly won the championship. He won with his left hand. He went on to win the Gold medal in London Olympics in 1948 and four years later in Helsinki Olympics Pistol shooting event!

Debriefing: What helped Karoly resume his shooting career? What would have happened if Karoly had not adapted to the new situation of having only one arm?

Facilitation Question:

Adaptation is creative and critical thinking combined to find a way to reach one's goals in the face of failure/ opposition/ obstacles.

Explain that adaptation builds self- confidence.

Give examples from your life and ask students to share from their life..

2.3 My Best!– 10 minutes

Ask students to practice drawing a circle free hand on a sheet of paper. Ask them to attempt to draw the best circle that they can. They can draw up to 10 times.

Debriefing: Ask students if the circle they drew got better with practice.

Ask them what they were concentrating on while drawing the circles.

Did they look at their own performance or were they looking at how others were drawing?

Facilitation questions: What improves your performance, focussing and concentrating on the effort you are making or thinking of and watching what others are doing?

In the story above, whom did Karoly Takacs compete with?

Explain that each one of us has unique set of qualities and skills. Each one of us is different. We cannot compare ourselves with anyone else in the world – because there is no one else exactly like us!

Hence we can only compete with our own previous performance and not with someone else's performance.

We can make the effort to do a job to the best of our ability. It need not turn out to be the best of the lot, but we can be satisfied that it was our best effort!

Doing our best boosts our self -confidence.

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the core messages:

- **Each one of us has a unique set of qualities and skills.** Each one of us is different. We cannot compare ourselves with anyone else in the world – because there is no one else exactly like us!
- We can justly compete only with ourselves - our own previous performance.
- Being in action and adapting to adverse situations builds confidence in our abilities.
- Doing our best boosts our self -confidence.

Home work: Be aware of what you are studying this week. Focus on your own efforts when learning. Thank you

Self-confidence Worksheet 1 30 minutes

My Internal Resources: My skills and intelligences

In your community you would have noticed that some people are good with maths, keeping account of money, some know a number of languages, some are good with animals while others are good at singing or dancing. Yet others are spiritual. All of them are intelligent in their own way. Scientists believe that all human beings are born with 9 intelligences. Some of them are better developed than others.

Check out your unique mixture of intelligences. Read the statements in each section. Tick the statement that is true for you. Count the number of ticks and write it in the oval.

Good with Words:

I like reading books

I enjoy rhyming words and can easily remember the words of songs.

I use unusual and difficult words in my writing / speech.

I write stories, essays or poems.

I can learn a new language easily.

Good with numbers and science:

Math and science are my favourite subjects

I count numbers easily in my head.

I am interested in scientific discoveries.

I like making working models of things

I like to find out reasons for various things

Good with arrangement and placement of objects: Spatial Intelligence

I love jigsaw puzzles

I like to draw, paint, or doodle and make posters.

I am good with following and giving directions to reach a place.

I like books with lot of pictures.

I can imagine things clearly in my mind.

Good control over body movements:

I enjoy dance

I enjoy taking part in sports.

I use my hands and body while talking.

I enjoy taking part in drama/ theatre

I like activities like- model building, craft and other indoor physical activities.

Good with Music: Musical Intelligence

I play a musical instrument.

I listen to music often.

I can tell when a song is not in tune.

I like to make my own musical beats by tapping or humming.

I often hum or sing while reading, studying, walking

Good with people:

I make friends easily

I enjoy group games.

I like to study in a group rather than alone.

I prefer to talk about my problems with my close friends or family instead of keeping them to myself.

I can easily make out when my friend is feeling sad.

Feeling good about myself:

I like myself

I am happy with my body

I prefer to take care of my feelings and problems by myself rather than discuss it with others.

I do my homework by myself without being told.

I can make a time table for myself and follow it without pressure from my parents.

Love for Nature:

I prefer being outdoors than sitting inside. .

I know names of different plants / birds / insects.

I like planting, watering and taking care of plants.

I like to help animals that are hurt or sick. .

I enjoy looking at trees, flowers, sunset, fish, etc.

Belief in universal power:

.I believe in the power of the universe.

I know that the universe has tremendous energy.

My energy is a part of the universal energy

I think everything has not been explained by science.

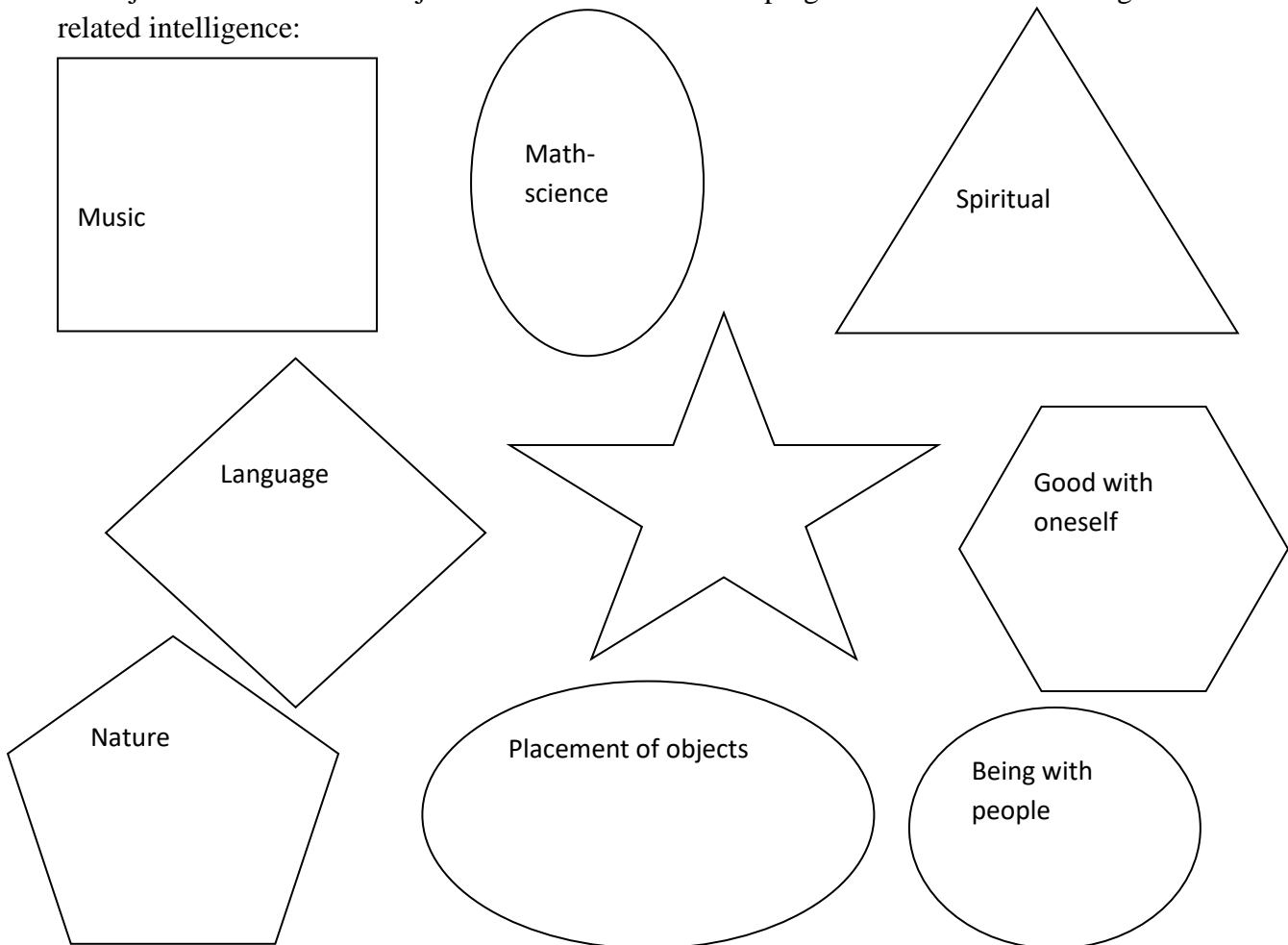
I pray.

Each person has a different mix of intelligences. Though we can develop our intelligences with practice, it would be difficult to develop all intelligences to their fullest potential in all people!

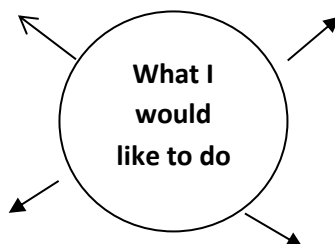
All intelligences are equally important. All are needed for an all- round development of the community

Self-confidence Worksheet 2 30 minutes
Awareness of Multiple Intelligences in people around me

Think of the adults you know. They are all doing some work/ job. To which intelligence are those jobs related? Write the job/ work/ talent that are helping these adults earn a living under the related intelligence:



Write in the space below at least 4 different kinds of work/ job you would be interested in and also write which of your intelligences will help you achieve it.



Self-confidence Worksheet 3

30 minutes

My resources: My Qualities

Qualities are positive aspects of our behaviour. They help us stay alive, help each other and be happy! Our qualities help us reach our goals.

A quality is a quality only if it is expressed in your behaviour. For instance you cannot say “ I am a very friendly person, but I don’t have any friends!”

There are many qualities. Tick the ones you think you have. Remember, being a peaceful person does not mean that you have to be peaceful all the time. If you feel that on the whole you are a peaceful person, tick ‘Peaceful’. Same goes for all qualities listed below. If you think you have a little bit of a quality, tick it!

Happy	Peaceful	Patient
Energetic	Determined	Creative
Systematic	Flexible	Gentle
Ambitious	Graceful	Honest
Encourages others	Hard worker	Friendly
Generous	Physically fit	Punctual
Spiritual	Sensitive	Strong
Dedicated	Warm	Confident
Humorous	Considerate	Brave
Charming	Calm	Enthusiastic
Caring	Affectionate	Understanding
Communicative	Focussed	Quiet

Please add more qualities to the list.

Exchange your sheet with a friend. Look at the qualities your friend has left out. Have you seen any of those in his/ her behaviour? If yes, then put a star on that quality. Do not cross out or make fun of any quality that your friend has ticked. We never know a person completely. You do not know how your friend behaves with his/ her parents/ neighbours/ family members.

Take your sheet back from the friend. How many qualities do you have in total? How are you feeling now that you know you have so many qualities?

Awareness of one's qualities builds self-respect and self-confidence. It is not false pride because a quality is a quality only if it is expressed in one's behaviour. It is you. It is apparent in your actions.

Qualities are your resources. Where can you use them?

Look at the qualities you have.

Mark with a \triangle qualities which will help you learn and do well in school.

Mark with a \square qualities which will help you improve your relationship with your parents.

Mark with a $+$ qualities which will help you improve your relationship with your friends and siblings.

Mark with a \diamond qualities which will help you improve your relationship with your teachers.

Self-confidence Worksheet 4

30 minutes

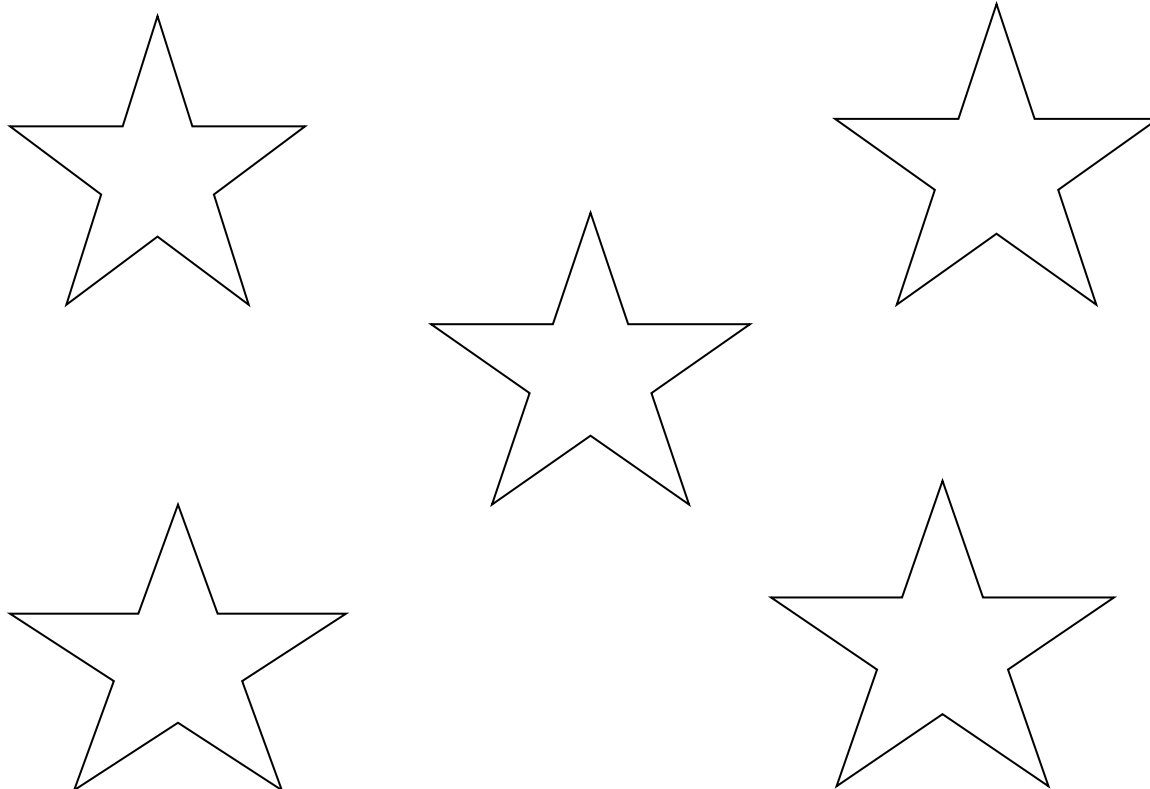
Resources: Awareness of qualities of others around me

Dig for “Gold”

Close your eyes and think deeply about the people you interact with daily in your life. For example, your family, your friends, your teachers, your neighbours, and people who help you in and around your house and school.

Choose one person from each category mentioned above and identify at least 5 qualities in that person. Write them down around the star below. Write the name of the person you have chosen inside the star.

Qualities are like gold!



You can add more stars for more people **Put a tick mark next to the qualities you see in other people and would like to develop the same in yourself. Share with your friends about the ‘Gold’ that you have found!**

Self-confidence Worksheet 5

30 minutes

Affirmations are positive statements about my-self. Affirmation reinforces my knowledge of myself. Sometimes the results of my efforts are not what I had expected. This may shake my confidence in my abilities. I may begin to doubt myself. These doubts, if allowed to persist would erode my self-confidence like water erodes iron.

Affirmations counter doubts. These are positive statements about one-self. Affirmations convert iron into steel. Water can no longer rust it.

Some examples of affirmations:

I am aware of my numerous qualities and skills.

I respect myself. I love myself.

I have an inner sense of curiosity to get to know.

I do my best in everything I take on.

I am willing to explore all possibilities

I adapt easily.

I welcome changes and create changes whenever required

I am self- confident.

I get things done and produce results.

I take action to make my dreams come true

I am a positive optimistic person

I am healthy and happy.

Day after day, every day, in every way, I am becoming better and better!

Write some for yourself here:

Imagine and repeat your chosen affirmations several times under your breath. Observe how you feel.

Self-confidence Worksheet 6

30 minutes

Our resources help us achieve our goals and innermost desires. They are internal and external.

Make a list of all your resources:

Internal resources: My Body/ Physical resources:

Internal resources: My mental resources: (my Skills and Abilities, Intelligences)

Internal resources: My emotional resources: (My qualities – spirituality, kindness, patience)

External resources: People (people who support me)

External resources: Environment - Things I have access to (money, house, garden, books)

Chapter II. Communication

What is communication? How to be an effective communicator?

Included in this chapter:

- **Facilitation guide for three 40-minute sessions on communication**
 - Session 1. Body Language
 - Session 2. Power of Listening
 - Session 3. Speaking Effectively
- **Extra Worksheets that can be done separately**

Facilitation Guide for Session 1 of 3 on Communication: Body Language

A. Objective

- To help students realize the importance of communication in our lives.
- To help students understand the different ways of communication.
- To help students develop the skill of effective communication

B. Feeling:

Leave students with the feeling that effective communication is an art, consciously developed. It is not an impulsive, random reaction .

C. Core Messages:

- Communication is important for life.
- Animals, plants, humans – we all communicate.
- Body language is more important than tone and tone more important than words in day to day communication.

D. Special Note:

The wide spread use of the television has had unexpected effects – like a reduction in reading and consequent lowering of skill of using language. Children are spending more time watching television and less time doing other activities like reading novels, comics, playing together or indulging in some hobby. This is affecting their language and communication abilities, physical health and creativity.

Materials: Prepare small chits of paper with names of different animals like horse, cat, dog, eagle, squirrel, monkey, peacock, duck, elephant and frog. If there are 50 students in a class, make 50 chits. Each chit of paper will have only one animal's name on it. Write the names of each of these 10 animals on 5 different chits.

E. Activity guide for session 1 of 3 on Communication: body language

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Communication

2. Activity – 30 minutes

Engage the students in these 3 activities:

Game: In A Forest!

Facial Express!

Tunes and Tones

2.1 In A Forest! - 10 minutes

Play the game In A Forest! You would have prepared as many chits of paper as the number of students in your class. Ask students to pick up one chit of paper each. They will find an animal's name written on it. They have to find other members of their group – there will be total 5 members in the group if the class is of 50 students – and stay together. The rule of the game is that they have to do this without making any sound. No one should speak or make any animal noises. They can only use body gestures, movements and postures to find their group. Game finishes once all students have found their group.

Debriefing:

Ask students how they found other members of their group. How did they communicate with others?

Explain that they used their body language. It is our body's silent language. The body automatically expresses feelings using facial expressions, looks in the eye, gestures, posture and actions. New born babies cannot speak, but are very good at expressing themselves!

Body language accounts for 55%, the majority, of communication. It has the largest impact. Without body language, communication feels 'dry' – as in a typed letter.

Facilitation question: What would have happened if they could not communicate in any way and were motionless like a stone? List all answers.

Emphasise that communication is important for life. Animals, plants, humans – we all communicate. How do plants communicate? – by releasing chemicals.

2.1 Facial Express! 10 minutes

Ask students to form pairs A and B. A has to express a strong feeling e/ she had recently using just the face – no sound, no words and no movements of rest of the body are allowed. B as to guess the feeling. Next A has to express a feeling using only a sound – no words. At this time B should close his/ her eyes so as to listen only to the sound being made. B should now guess the feeling. After this A and B reverse their roles.

Debriefing: Could your partner guess your feelings? When was it easier, with facial expressions or with sounds?

Facilitation Question: Which is more important in communication - body language including facial expressions, sounds including tone of sounds or words?

Explain that body language makes up 55% of our routine communication, tone of sounds and voice makes up 40% and words make up less than 10% of the communication.

Facial Expression: The face conveys the majority of our emotions. A face can

light up with enthusiasm, energy, and approval, express confusion or boredom, and scowl with displeasure. The eyes are particularly expressive in showing joy, sadness, anger, or confusion.

Postures and Gestures: Our body postures can create a feeling of warm openness or cold rejection. For example, when someone faces us, sitting quietly with hands loosely folded in the lap, a feeling of interest, openness and flexibility is created. A posture of arms crossed on the chest gives a feeling of being closed, rigid and not cooperative

2.2 Tunes and Tones - 10 minutes

Ask students to say the sentence “Susheela married Ramesh” in 3 different ways – first time laying stress on Shusheel, second time on married, and third time on Ramesh. ‘**Susheela** married Ramesh”, Susheela **married** Ramesh” and ‘Susheela married **Ramesh**”

Ask them to say “I am fine.” In different tones – humorous, sad, angry, joyous. Ask students to notice how many sounds like aaa, um, ae we make while speaking.

Debriefing: Does the message being conveyed change with the tone?

Facilitation question: Why is body language more important than tone and tone more important than words in day to day communication?

Explain That first to evolve were lower animals like fish and snakes. Snakes do not make any sound, but convey their intention through body language. Next animals like dogs and cats evolved who could make sounds. They use body language and different tone of sounds to communicate – like barking, whimpering. Humans and a few other animals could use words – a language. Since words were the last to evolve, they carry the least importance!

3 Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- Communication is important for life.
- Animals, plants, humans – we all communicate.
- Body language is more important than tone and tone more important than words in day to day communication.

Home work: Be aware of how you are communicating. Be aware of your body language and that of others. Thank you

Facilitation Guide for Sessions 2 of 2 on Communication: Power of Listening

A. Objective

To help students understand what is empathetic, understanding way of listening.
To help students develop the skill of effective listening

B. Feeling:

Leave students with the feeling that effective listening and communication is an art, consciously developed. It is not a passive act of hearing.

C. Core Messages:

- When we listen, we may hear something we do not know. Listening builds our knowledge, experience and relationships.
- Sometimes the words being used by the speaker are inappropriate. When people are angry, they often say things that they do not really mean and regret later on.
- When we listen with sensitivity, we begin to understand the other person and his/her point of view, irrespective of whether we agree with the person or not.
- We can build understanding, supportive and caring relationships by listening.

D. Special Note:

We often forget to give feedback to the speaker. This can lead to misunderstandings.

E. Activity guide for session 2 of 3 on Communication: power of listening

1. Introduction – 5minutes

Hello and welcome

Ask about the home work – What method of communication did you use? What was its effect on your self- esteem – that is, how good you felt about yourself?

Introduce the topic: Effective communication – sensitive listening

2. Activity – 30 minutes

Engage the students in these activities:

Listen to me!

Power of Listening

2.1 Listen to me! – 15 minutes

Ask students to form pairs – A and B. In the first round, A has to tell B something a very important incident that happened in their life. B has to turn away from A and engage in some activity or the other, and not listen to A. A has to continue speaking until you say Stop! After this A has to again start speaking about the same incident. This time B has to turn and face A and listen attentively.

After a while you will say Stop! Now A and B will reverse their roles.

Debriefing: Ask A and B how they felt when they were the speaker.

Facilitation question: Is it important to listen? Is listening the same as hearing?

How can you be a good listener?

Explain: When we speak, we can only talk about what we already know. When we listen, we may hear something we do not know. Listening builds our knowledge, experience and relationships.

Listening is done with the mind and the heart. It involves the whole body.

Listening is a way of showing interest in the other person. It requires a desire to understand and respect another's point of view.

While listening we need to set aside our own thoughts and feelings. We need to just listen to the other person's thoughts and feelings.

Often, people worry that if they listen attentively and patiently to a person who is saying something they disagree with, they may be sending a message of agreement. This is not true. After the person has finished speaking, we can express our own point of view in words that do not insult or make that person wrong.

2.2 Power Of Listening – 15 minutes

Ask 8 students to volunteer for this. Tell them that they will do 4 role plays, one after the other.

Give two students this role play: Teenager comes home late. Parent worried about safety, is waiting at the door.

Parent (in an angry voice) "What kept you so long? You should have been back 2 hours ago! You never come back on time."

Teenager (upset) "So what if I am a little late? You don't trust me!"

Parent "You are so irresponsible! You don't care about others!"

Give another two students this role play: Teenager comes home late. Parent worried about safety, is waiting at the door.

Parent (angry voice) "What kept you so long? You should have been back 2 hours ago! You never come back on time."

Teenager listens sensitively to the feelings of the parent. Thinks, my parent was worried about my safety.

Speaks calmly: "I got a little delayed. I am sorry I made you so worried! Next time I will let you know if I am going to be late."

Parent "Its Ok. Next time let me know."

Give another two students this role play: Teacher lecturing a student "You are now in 9th std. You should study more. You should not waste time in playing. You should get up early every morning and study for at least 2 hrs. You should pay attention in class. Attend extra classes. Do your home- work every day and not watch TV"

Student is standing with her arms crossed thinking I don't care! Stop lecturing me!
Looks at the floor and nods her/ his head.

Says " Yes madam" in a dull bored voice.

Give another two students this role play: Teacher lecturing a student: "You are now in 9th std. You should study more. You should not waste time in playing. You should get up early every morning and study for 2 hrs. You should pay attention in class. Attend extra classes. Do your home- work every day and not watch TV"

Student is standing with her arms open, looking at the teacher, thinking 'She is worried about how I will do my board exams.'

Student speaks "Thank you Ma'am. I will to do the best I can. I too want to do well in my exams."

Debriefing: Ask the class: What made the teenagers respond differently?

Facilitation question: when listening, should we pay more attention to the speaker's words or to his/ her feelings?

Explain: When we listen with sensitivity, we begin to feel the feelings of the other person. We begin to understand the other person and his/ her point of view, irrespective of whether we agree with the person or not. We build relationships by listening with sensitivity.

Tips to sensitive listening:

- Look at the speaker, keep the body language open, uncross arms and legs.
- Convey to the speaker that you are getting what they are saying by appropriate head and body gestures.
- Listen patiently; do not interrupt except to clarify a doubt.
- Give feedback to check that what you have understood is what was meant by the speaker.

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the core messages:

- When we listen, we may hear something we do not know. Listening builds our knowledge, experience and relationships.
- Sometimes the words being used by the speaker are inappropriate. When people are angry, they often say things that they do not really mean and regret later on.
- When we listen with sensitivity, we begin to understand the other person and his/ her point of view, irrespective of whether we agree with the person or not.
- We can build understanding, supportive and caring relationships by listening.

Home work: Practice listening with sensitively to people. Look out for any changes in your behaviour and that of the other when you listen patiently. Thank you

Facilitation Guide for Session 3 of 3 on Communication: Speaking Effectively

A. Objective

To help students understand what is effective communication.

To help students understand the process of communication.

To help students develop the skill of effective speaking.

B. Feeling:

Leave students with the feeling that effective speaking and communication is an art, consciously developed. It is not an impulsive, random reaction.

C. Core Messages:

- Communication can be aggressive, passive or assertive.
- Each method has certain effects on speaker, the listener and on the relationship between the two.
- Being assertive means knowing how to speak about one's feelings, rights and beliefs without being insulting or aggressive
- Our feelings get expressed in the body language and the tone of our voice. People pay more attention to this than to the actual word being spoken.
- Angry accusing words get angry responses. Feeling, caring words get friendly responses.

D. Special Note:

We often forget to ask for feedback from the listener after speaking. This can lead to misunderstandings.

E. Activity guide for session 3 of 3 on Communication: speaking effectively

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Communication - speaking effectively

2. Activity – 30 minutes

Engage the students in these activities:

Power Of Words

Practice Effective Communication

2.1 Power Of Words – 15 minutes

Ask 6 students to volunteer for this. Tell them that they will do 3 role plays, one after the other.

Give two students this role play: they can choose names for themselves

Aggressive communication:

A is late for school because her/ his friend B who had asked her/ him to wait, came late. A is feeling upset because she/ he does not like to be late for school. Finally B comes.

A in a loud angry voice: “You idiot! I am now late because of you! Next time be on time!”

B keeps quiet. She/ he is feeling upset.

Both walk rapidly to school, keeping distance between them.

Give another two students this role play: they can choose names for themselves

Passive communication:

A is late for school because her/ his friend B who had asked her/ him to wait, came late. A is feeling upset because she/ he does not like to be late for school. But A feels that if she/he speaks strongly to B, she/he will stop being A’s friend. Finally B comes.

A in a weak voice, smiling: “Come , let’s go fast!”

B keeps chattering and walking slowly.

A is nervous and scared of being late for class, but does not say anything. Walks slowly with B.

Give another two students this role play: they can choose names for themselves

Assertive, effective communication:

A is late for school because her/ his friend B who had asked her/ him to wait, came late. A is feeling upset because she/ he does not like to be late for school. Finally B comes.

A in a firm but friendly voice: “Hey what took you so long? I have been waiting for a while. Let’s hurry up and walk quickly. You can talk on the way!”

Both walk rapidly to school.

B explains what made her/ him late while walking alongside A.

Debriefing: Ask all those who played B how they felt when A spoke to them in that manner. Ask all those who played A why they spoke the way they did and how it made them feel.

Facilitation Questions: Ask the class what was different in the three role plays. What was the effect of the 3 ways of communication on the relationship between A and B? In which role play was A confident? Doubtful about him/herself? Respectful of self and respectful of B?

Explain: that we can communicate in 3 ways –
Hard, aggressive or angry way,

Soft, passive or submitting way

Firm, assertive or effective way.

Each method has certain effects on speaker, the listener and on the relationship between the two.

Angry, accusing words give rise to an angry responses.

Caring, feeling words give rise to understanding and friendly responses.

2.2 Practice Effective Communication: 15 minutes

Ask students to come up with real life situations where in they find it difficult to be effective and firm. They either become aggressive or passive. Ask for 3 scenarios – one with parents/ family, one with teachers/ and one with friends.

Give them the tips for effective speaking:

1. The Words you choose: Words should mirror your feelings as you feel them. You should not feel apologetic about how you feel. All feelings are fine. You can choose whether to express them or not. If you choose to express a feeling, you can use appropriate words to speak about your feelings, rights and beliefs without being insulting or aggressive.

2. The tone of your voice: Words can be whispered, screamed, sung, spoken softly, spoken with anger, said joyfully, with worry or with sadness. Our feelings get expressed in the tone of our voice. People pay more attention to this than to the actual word being spoken.

3. Your body language: Our body postures and facial expressions can create a feeling of warm openness or cold rejection. For example, when someone faces us, sitting quietly with hands loosely folded in the lap, a feeling of interest, openness and flexibility is created. A posture of arms crossed on the chest gives a feeling of being closed, rigid and not cooperative.

4. Giving feedback / asking for feedback:

This step is very important to complete effective communication.

In this step the speaker checks with the listener what he/ she understood from what was said.

Ask volunteers to role play the scenarios the class came up with. They will have to act like they do in real life, but this time they will practice being assertive.

Debriefing: Were the role plays effective? Would the class like to suggest different ways of speaking?

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the core messages:

- Communication can be aggressive, passive or assertive.
- Each method has certain effects on speaker, the listener and on the relationship between the two.
- Being assertive means knowing how to speak about one's feelings, rights and beliefs without being insulting or aggressive
- Our feelings get expressed in the body language and the tone of our voice. People pay more attention to this than to the actual word being spoken.
- Angry accusing words get angry responses. Feeling, caring words get friendly responses.

Home work: Be aware of how you are communicating. Are you being hard, soft or firm? What is the effect of your method of communication on your self- esteem – that is, how good you feel about yourself? Thank you

Sensitive speaking: Words that build relationships

How many times have you not said something to someone because you thought it would hurt them?

Are there ways to express my feelings without hurting the other person?

Let's search for a way.

How would you feel if someone close to you said this to you:

“You irritate me” ___ I would feel

“You never understand me.” I would feel

“You don't care for me.” I would feel

“Don't make me angry.” I would feel

Chances are, you felt angry, guilty, offended, hurt, disliked, rejected, irritated or plain fed up with the constant complaints and blames. The speaker was busy blaming you. The speaker was not communicating his or her feelings. This kind of communication breaks, rather than build relationships.

How would you feel if someone close to you said this to you:

“I feel irritated when I am bombarded with questions. ”

I would feel

“I feel misunderstood. I feel frustrated and angry when that happens.”

I would feel

“I feel very angry when my things are taken without my permission.”

I would feel

“I feel hurt when I am spoken to like that.”

I would feel

“I feel unaccepted, left out.” I would feel

If someone spoke like this, you would understand what he or she was going through. You would probably go out of your way to make the person feel better. The speaker has truthfully communicated his or her feelings, without hurting or blaming you. This kind of communication builds relationships.

When I speak in a manner that truthfully expresses my feelings without hurting or blaming anyone else, it is called sensitive speaking.

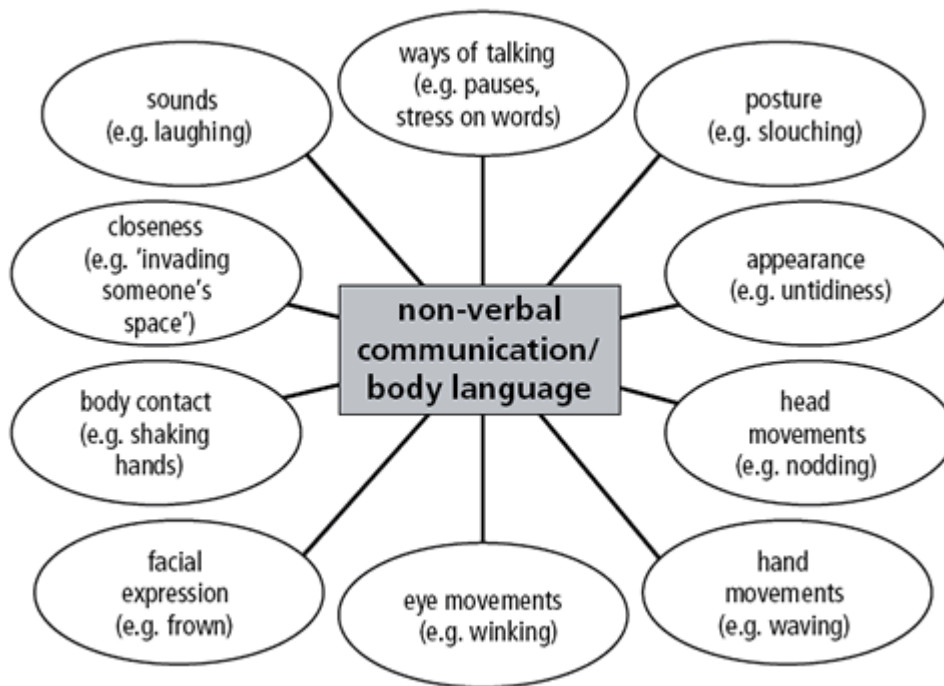
Tips for sensitive speaking:

1. Begin the sentence with an “I”
2. Talk about yourself – your feelings, your desires.
3. Do not bring in a “you”. Saying things like, “you did ...” or, “you don’t ..” make the listener feel blamed. He or she immediately becomes defensive and stops caring about the speaker's feelings.
4. Describe the event that caused the feeling. Blame the event, not the person. Example: “I feel very angry when my things are taken without my permission.”

Use the space below to write some sensitive speaking sentences about things that make you angry, upset, sad or hurt.

Body language worksheet

There are many ways we communicate without using words:



What do the following gestures and postures mean to you? Write beside them:



What hand gestures do you commonly make with your hands? Get into pairs. Have a conversation using only your hands!

Watch your friends when they are not aware that you are watching them. Can you guess their feelings? Watch people as they talk to each other. Can you tell if they are being friendly or defensive?

Try saying words that are opposite your facial expression. For example, say ‘I am sad’ while smiling. Does your smile change while saying ‘sad’? Try it out with other opposing feelings.

Communication Worksheet 3

30 minutes

Having a good vocabulary helps us be good communicators.

Use the space below to write as many feeling words beginning with each letter of the alphabet as you can.

Discuss with your friends. You can use feeling words from different languages.

- A- Angry, annoyed
- B- Bored
- C- C
- D- D
- E- E
- F- F
- G- G
- H- H
- I- I
- J- J
- K- K
- L- L
- M- M
- N- N
- O- O
- P- P
- Q- Q
- R- R
- S- S
- T- T
- U- U
- V- V
- W- Worried
- X- X (use words beginning with ex)
- Y- Y
- Z- Zealous

Communication Worksheet 4

30 minutes

Imagine that the Earth could speak. What would it say to us? How?

Use the space below to write or draw what Earth would communicate to us.

Communication Worksheet 5

30 minutes

Appreciating a person's qualities and letting them know it builds relationships and boosts the person's self-confidence.

Use this page to write 5 qualities of the person whose roll number is right after yours. If you have the last roll number, write about the person with roll number 1. Do not write the person's name on this paper.

Now write 5 special skills, talents or traits of this person so that others will be able to identify him/ her – example he/ she sings very well or he/ she is the best football player of our class.

Qualities:

Skills/ talents

Now fold this paper and put it on the teacher's table. Once all students have finished writing and submitted the sheets, jumble them up. Every student will pick up one sheet and take turns to read out the qualities and skills written on that paper. The class has to guess who that student is.

Chapter III. Respect

What is respect? Why and whom do we respect? How can we be respectful when disagreeing with someone?

Included in this section:

- **Facilitation guide for three 40-minute sessions on respect**
 - Session 1. Basis for Respect
 - Session 2. Demonstrating Respect, Boundaries
 - Session 3. Self-respect, Disrespect
- **Extra Worksheets that can be done separately**

Facilitation Guide for Session 1 of 3 on Respect: Basis for Respect

A. Objective

- To help students understand what is meant by respect and what it is that we respect.
- To help students understand the difference between respect and obedience.
- To help students understand that children and young people can also be respected.
- To help students realize that all living and non- living things can be treated with respect.

B. Feeling

Leave students with the feeling that they are deserving of receiving respect. The ability to realize the worth of something or someone enriches our own life. Respect changes our relationship with people and objects and as a result we feel good about ourselves.

C. Core Messages

- Respect is recognizing the worth of someone / something
- Respect is different from obedience and admiration.
- We respect qualities, skills, intelligences, experience and learning.
- We respect ourselves, other people (older or younger than us), animals, plants and nature.
- We can treat objects and property with respect.

D. Special Note

“Respect your elders!” we advise our children. This message is incomplete and confusing. It implies that we need not respect young people or children. It also implies that we must respect all elders, whatever may be their behaviour and however lacking in qualities and skills they may be. Child sexual abuse is rampant in India. 53% of our children reported sexual abuse in a Govt of India study, 2007. All child abusers are the child’s elders. How can we ask the child to respect such an adult?

We need to ask children to respect the qualities, skills, experience and behaviour of a person, and not merely their age.

E. Activity guide for session 1 of 3 on Respect: Basis for Respect

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Respect

2. Activity – 30 minutes

Engage the students in these 2 activities:

Agree – Disagree – Don’t know

Let’s Celebrate!

2.1 Agree – Disagree – Don't know - 15 minutes

Designate 3 areas in the classroom as “Agree”, “disagree” and “don't know”

Explain to the students that you will make some statements. If they agree with it, they need to move to the agree area and so on. After students have taken their place, they have to give reasons for choosing that place.

Make these statements;

If you respect someone, you have to obey them.

If you ask someone for advice, you have to follow it.

To not follow someone's advice is to disrespect them.

Respect is the same as admiration.

We must respect ALL elders.

We must not respect children.

You should not respect yourself.

Debriefing: Students have to give reasons for choosing to agree or disagree with the statements above.

Facilitation question: What is the difference between respect and obedience?

Explain: Obedience is following orders or doing exactly as told. Obedience is a kind of duty, a must, and is punishable if not followed. For example in the army, a soldier has to obey all orders coming from his seniors. He has to obey all of them. However if you asked a soldier which of the seniors he respects, he may give you just 3 or 4 names.

Name some people you obey. Think of people you respect. Are they the same?

Is an advice an order?

Explain: Advice is a suggestion. It is not an order. We often take advice from people we respect. Taking advice is not the same as following orders. We consider the advice of all the people we respect, we think about our values and beliefs, and what will be best for us; and then we decide.

Our final decision may be completely different from the advice given by various people. This does not mean that we do not respect them. We thought about what they had said and finally decided for ourselves. No one knows us better than we know ourselves.

Explain: Respect is not blind admiration.

You may admire a film hero or a sports person or a friend.

You can admire a person's physical attributes like height, build or beauty.

But do you respect him/ her too? Respect comes from awareness of that person's skills, qualities and intelligences. You do not respect some for their height!

We know that we did not make our body. We were born with it. We had nothing to do with its making. We need not take pride in it or feel ashamed of how our body looks. We can take pride in or be ashamed of how we use our body (our behaviour). We can take pride in keeping the body healthy and safe. We can

respect our body.

Children, youth, older people, you, me –we all have qualities. We can respect ourselves and people of all ages for their qualities, skills and experience.

2.2 Let's celebrate! 15 minutes Ask student to call out names of festivals they celebrate and or have heard other people celebrate. Do they believe in God? Ask them that if they do, then which God is their favourite?

Debriefing : Ask them what that God signifies and why they like that God.

Explain: In many religions including tribal religions Gods signifies various human qualities and skills. For instance Saraswathy is the goddess of learning; she also plays the veena very well. Shiva signifies change and dances very well, Jesus signifies sacrifice, Buddha signifies renunciation. We respect these qualities and skills. In many religions, animals and plants are also revered. In Hinduism different animals and flowers/ plants are associated with different Gods.

Facilitation questions: Can we survive without plants and animals? Can we respect plants and animals? What would happen if we did?

Can we live without the non –living things like metals and minerals? Can we treat objects with respect - like a book, a pen, an instrument, a chair, a shoe, a coin? What would happen if we did?

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- Respect is recognizing the worth of someone / something
- Respect is different from obedience and admiration.
- We respect qualities, skills, intelligences, experience and learning.
- We respect ourselves, other people (older or younger than us), animals, plants and nature.
- We can treat objects and property with respect.

Home work: Notice how people demonstrate respect and disrespect towards oter people, themselves and objects/ property. Thank you

Facilitation Guide for Session 2 of 3 on Respect: Demonstrating Respect, Boundaries

A. Objective

To help students understand how respect is demonstrated.

To help students understand the relationship between respect and boundaries.

To help students understand how to draw, maintain personal boundaries.

To help students realize that we need to respect the boundaries of others.

B. Feeling

Leave students with the feeling that they (like everyone else) are deserving of personal space and privacy. That they have the right to establish boundaries that they are comfortable with and that they have the right to defend and guard their boundaries.

C. Core Messages

- Respect is accepting the right of people to have their own thoughts, beliefs and feelings and not make them wrong/ punish them if these do not match with ours.
- Respect allows us to create - give form to the ideas and thoughts we have inside us - without stamping on the right of others to do the same.
- Respect is accepting that people have a personal space that we can enter only with their permission
- Respect allows each relationship to flourish in its own unique way.

D. Special Note

Parents and teachers often find it difficult to realize that children and young people also deserve privacy and personal space. Adults readily invade a young person's privacy. This makes young people feel that they do not have a right to establish and maintain emotional and physical boundaries (limits). Without boundaries one feels insecure and vulnerable. Helping young people learn how to establish and maintain personal boundaries makes them feel secure and self-confident.

E. Activity guide for session 2 of 3 on Respect: demonstrating respect, boundaries

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Respect – building boundaries

2. Activity – 30 minutes

Engage the students in these 2 activities:

You can't stop me!

No Walls!

2.1 You can't stop me! 10 minutes

Ask students to get into pairs – A and B. Let all A's sit in their place. Call all the B's and give them instructions secretly, without letting the A's hear. B's have to go back to their place next to A and act casual. After a minute or so they have to suddenly open A's bag without asking him/ her and take out anything they wish and start using it –a book, a notebook, pen etc. If A tries to stop/ argue / question them they have to give just one response, “you have no right to stop me! They should stop when you call out “Stop!”

Debriefing: Ask A's how they felt when their bags were opened and their things used without their permission. Why?

Ask B's how they felt invading A's private property. Why?

Explain: that we all have a sense of what is ours and what belongs to others.

This sense extends to:

1. objects and property we own
2. the space around us,
3. our emotional field and our relationships
4. our thoughts.

We would not like someone to ‘read’ our thoughts.

we do not like to share all our feelings with everyone.

We do not like to sit very close to each other – we maintain certain distance between our friends, our relatives, neighbours, strangers etc. This personal space varies from relationship to relationship.

This sense of ownership is our right. It is our right to draw limits and boundaries.

We defend it through mutual understanding, traditions and laws.

2.2 No Walls! – 20 minutes

Ask students to draw their house and the neighbouring house. Ask them to draw the rooms, the windows, doors and walls, outer boundary, fence etc. Ask them to show how far they will enter in their neighbour's house without his/ her permission.

Next ask them to draw the same, but this time they cannot have any walls/ fences/ boundaries.

Debriefing: What is the difference between the two drawings?

Facilitation question: Which house would they like to live in? The one with walls and boundaries or the one without any of these? Why?

Explain that boundaries keep us safe. They let people know what belongs to us and what does not. They know how far they can go without permission, and when they have to ask for permission.

Explain that like physical fences, walls and demarcations, we need to have emotional boundaries in our relationships. This means that people cannot demand

that we share our thoughts and feelings and beliefs with them or change them according to their wishes.

Respecting people means that we respect their boundaries – physical and emotional. We cannot touch people in a way they do not like, we cannot force our views on them, we cannot demand that they feel or not feel in a particular way, we cannot demand that they like or love us or have a particular kind of relationship. To do so would be disrespectful.

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- Respect is accepting the right of people to have their own thoughts, beliefs and feelings and not make them wrong/ punish them if these do not match with ours.
- Respect allows us to create - give form to the ideas and thoughts we have inside us - without stamping on the right of others to do the same.
- Respect is accepting that people have a personal space that we can enter only with their permission
- Respect allows each relationship to flourish in its own unique way.

Home work: Be aware of your behaviour. Do you respect yourself? What do you do that shows that you respect yourself? Make a list. Thank you

Facilitation Guide for Session 3 of 3 on Respect: Self-respect, Disrespect

A. Objective

To help students understand that respect is accepting one's feelings and choosing to express some or all of them in a manner that does not insult or upset others.

To help students understand that disrespect is labelling and criticizing a person's self, rather than their behaviour.

To help students learn ways of dealing with disrespect in a respectful manner.

B. Feeling

Leave students with the feeling that pure qualities and intelligence are aspects of their higher Self, that it is much larger than anyone of us can envision. We can strengthen respect for our selves and others.

C. Core Messages

- Respect is accepting one's feelings and choosing to express some or all of them in a manner that does not insult or upset others.
- Respect is appreciating that pure qualities and intelligence are aspects of Self
- Respect is becoming aware that a person's behaviour is separate from their Self.
- Self-respect is bringing one's behaviour in harmony with one's Self. That is, behaving in ways that make me feel big, worthy and proud of myself.

D. Special Note:

Children are often told to 'get even' with people who insult them. They are told "you should not let anyone get away if they taunt/tease you." "Don't let anyone insult you!" This kind of reasoning presupposes that people can 'insult' each other. The truth is that by criticizing, taunting, berating, deriding, calling names, hitting, hurting etc a person shows disrespect towards his/her own higher Self. Nothing happens to the other person. The character of the other person does not change. However the personality of the one doing the taunting and deriding is revealed!

We need to help children realize that the words a person uses and the actions a person does speak about the character and personality of that person and not about the person being talked about!

This why Gandhi said "They cannot take away our self-respect if we do not give it to them." No one can insult another person. They only insult their higher selves.

E. Activity guide for session 3 of 3 on Respect: Self-respect, Disrespect

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Respect – Developing self-respect and dealing with disrespect

2. Activity – 30 minutes

Engage the students in these 2 activities:

Eshwari and Hemant learn to respect themselves! - 10 minutes

Find A Way - Role plays on dealing with disrespect – 20 minutes

2.1 Eshwari and Hemant learn to respect themselves! – 10 minutes

Eshwari’s grandmother keeps pestering Eshwari to observe numerous religious rituals. Eshwari believes in God but does not like to follow many rituals. This makes the grandmother angry and she taunts Eshwari’s parents for failing to bring up their daughter properly.

Eshwari used to feel very upset and angry with her grandmother. One day she told her grandmother “Grandmother, I like you. I like to listen to your stories. I have my own beliefs about God and pujas and rituals. I know you would like me to be more religious, but I am doing the best I can, and what I am comfortable with. You know, I feel very upset when I hear you taunting my parents about me.” Grandmother looked at Eshwari, surprised. Then she nodded as if she understood Eshwari’s point of view. She stopped taunting Eshwari ‘s parents. Eshwari and Grandmother have a better relationship now.

Hemanth comes from a happy family. Hemanth knows that his father cares for him. However Hemanth’s father often shouts at him, which makes Hemanth angry. One day this is what Hemanth said to his father “Appa, I want to say something to you. Can I?” When his father asked him to continue, Hemanth said “Appa I know that you care for me a lot and you tell me things for my own good. But when you shout and tell me things, I can’t hear anything because I am feeling so upset and angry. Can you tell me the same thing in some other way?”

Father listened and thought about it. He started writing down his advice and giving it to Hemanth. Both father and son became even closer.

Debriefing: Do Eshwari and Hemant respect their family members? Do they respect themselves?

Explain that having self- respect means that we take care of our physical, mental and emotional health. We avoid physical, mental and emotional harm.

We accept all feelings that arise in us, positive as well as the not so positive ones! We choose which feelings to express. We express those feelings so that we do not insult or make another person wrong.

We tell people what is upsetting us about their behaviour respectfully -without blaming or insulting them.

2.2 Find a way – 20 minutes

Ask 6 students to volunteer for role plays. Give the following scenarios to the students. It suggests a way to tackle the situation. They can come up with

their own ideas to respond to the situation, but it has to be respectful of themselves and the other person.

- a) **When elders shout at me unnecessarily:** Shiva’s father shouts at him and demeans him on a daily basis for some reason or the other. Shiva feels angry and wants to argue with his father.

A respectful way: Shiva needs to understand that his father is upset and has limited ways of communication. He does not know how to express his feelings in any other way.

This understanding will help Shiva appreciate the underlying core issue that is bothering his father. What concern or fear about Shiva’s future or present behaviour is making his father feel so upset? Shiva can look into those.

- b) **When my friends or siblings taunt me:** Sheela’s elder sister always calls her names and taunts her looks. Sheela feels upset and often cries. She feels like calling her sister names.

A respectful way: Words and actions of others tell us about the speaker’s personality. It is their opinion. It is not the truth. Sheela can say “Looks like you do not like my face. God made it, I did not. You can complain to God. Please write a letter and send it! To me how I behave, and how I speak is more important than how I look!”

- c) **When someone blames me:**

Gauri’s neighbour thinks that Gauri has stolen money from her. She calls Gauri a liar and a thief. Gauri is innocent and feels angry and humiliated.

A respectful way: Understand that behaviour is separate from Self, from who you really are. For instance when someone says “You are a liar!” then he is calling my Self a liar. This is not true. My Self is much bigger and larger – it is pure qualities and intelligence.

Similarly when someone is acting in a certain hurtful way, I can separate their Self from their behaviour. I can tell them how I feel hurt by their behaviour. I can say “When you taunt me, I feel hurt. When you call me names I feel upset”. Describe their behaviour and your feelings.

Debriefing: Ask students to come up with other respectful ways of dealing with disrespect.

Explain:

- a) **When elders scold unnecessarily.**

Words and actions of others tell us about the speaker’s personality and state of mind. The person is upset and appears to have limited ways of communication. He does not seem to know how to express his feelings in any other way.

This understanding will help us appreciate the underlying core issue that is bothering the older person. We can look into those, rather than get into an argument.

- b) **When my friends or siblings taunt me:** Words and actions of others tell us about the speaker's personality. It is their opinion. It is not the truth. Only I know myself completely. No one else can know my internal thoughts and feelings. If a person is calling me "DonCore" I do not become a donCore! I can ignore it.
I can say "Looks like you do not like something I did. You seem upset with me. If you want we can discuss it meaningfully." If they still persist in taunting me I can move away from them.
- c) **When someone blames me:**
Understand that **behaviour is separate from Self**, from who you really are. "You are a liar!" implies that my Self a liar. This is not true. The Self is much bigger and larger, pure qualities and intelligence. "You lied to me." is a description of my behaviour, which might be true. I can look into it and change my behaviour. I have control over my behaviour.
Similarly when someone is acting in a certain hurtful way, I can **separate their Self from their behaviour**.
I can tell them how I feel hurt by their behaviour. I can say "When you taunt me, I feel hurt. When you call me names I feel upset". Describe their behaviour and your feelings.
Do not say "You are bad. You upset me. You hurt me." Their Self is not bad or hurtful. It is pure qualities and intelligence and much larger that we can envision
- d) **When I disrespect myself:**
I may be behaving in ways that make me feel small, unworthy, ashamed of myself. I understand that I have control over my behaviour.
I can begin with small changes in what I say or do and then build on them. With practice I can change my behaviour such that I feel good about myself.

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- Respect is accepting one's feelings and choosing to express some or all of them in a manner that does not insult or upset others.
- Respect is appreciating that pure qualities and intelligence are aspects of Self
- Respect is becoming aware that a person's behaviour is separate from their Self.
- Self-respect is bringing one's behaviour in harmony with one's Self. That is, behaving in ways that make me feel big, worthy and proud of myself.

Home work: What are your beliefs about yourself? Like I am..., I can..., I cannot..., This is the way I am...Make a list. Thank you

Respect Worksheet 1

30 minutes

Think of the place where you live. Think of all the people who share that space with you – your family, your neighbours, community members. Now fill in this table:

	How people show disrespect	How people show respect
Space	Example: Littering, throwing garbage on the streets	Keeping pace neat, clean
Air		
Water		
Plants		
Animals		

Share with your friends and discuss what you can do as a group to shift people from disrespectful to respectful behaviour.

Respect Worksheet 2

30 minutes

This is how we demonstrate respect for nature, non- living things, property and objects

- By realizing that life cannot exist if there are no metals, elements and non- living objects.
- By treating our environment – air, water, space, earth - with care.
- By taking only as much as we need and replenishing what we have taken.
Think of the place where you live. How do you show respect for your environment and property?

Now fill in this table:

	How I show disrespect	How I show respect
Space	Example: keeping my place dirty	Keeping my place neat, clean
Objects I own		
Objects and property owned by others		
Plants and animals		
Air and water		

Share with your friends. Did you get some ideas to shift from disrespectful to respectful behaviour?

Respect Worksheet 3

30 minutes

Have you ever felt respected? What did the other person do to make you feel so?

Have you ever felt disrespected? What did the other person do to make you feel so?

How do you deal with disrespect? What happens when you feel disrespected?

What feelings arise in you? What do you feel like doing?

If you did act on these feelings, what would happen to the person who disrespected you?

If you did act on these feelings, what would happen to your self-respect? How would you feel about yourself?

Read the list below. Think, how much do I respect myself?

My body :

Do I look after my body? Do I eat when hungry, sleep when sleepy,

Do I take nourishing foods?

Do I avoid things that may harm my body – like tobacco, alcohol, drugs?

Do I exercise/ play out door vigorous games to keep my bones and muscles healthy?

Do I take precautions to avoid diseases and illness?

Do I take precautions to avoid accidents? – like drive only with a driving licence, wear a helmet.

Do I protest and resist when people touch me in harmful or hurtful ways?

My emotions:

Do I accept all my feelings? Or do I accept only the positive feelings?

Do I feel bad about myself when I feel jealous, angry, ashamed, fearful or guilty?

Do I understand that feelings arise naturally in me?

Do I understand that feelings are my friend and are trying to tell me something about myself and my surroundings?

Am I aware that I can accept all my feelings but I need not act on all of them.

Am I aware that I can choose how to express my feelings?

Am I aware that I can express my feelings without insulting or making another person wrong?

My relationships:

Do I always put other people's needs above mine?

Do I let others treat me with disrespect?

Do I tell people what is upsetting me about their behaviour in a respectful way?



How can you build Self Respect? Think of at least 3 things you want to start doing under each heading:

My Body

My emotions

In my relationships

Respect Worksheet 5

30 minutes

We demonstrate respect for fellow human beings and other living/ non living things:

- By realizing and accepting that they have as much right to be living on this earth as we do.
- By understanding and acknowledging that we do not and cannot exist alone. We live because others are alive and are helping us through their qualities and skills.
- By following rules
- By living in harmony
- By contributing to the society.

Think, how much do I respect my fellow human beings, living and non-living things?

How do I demonstrate it?

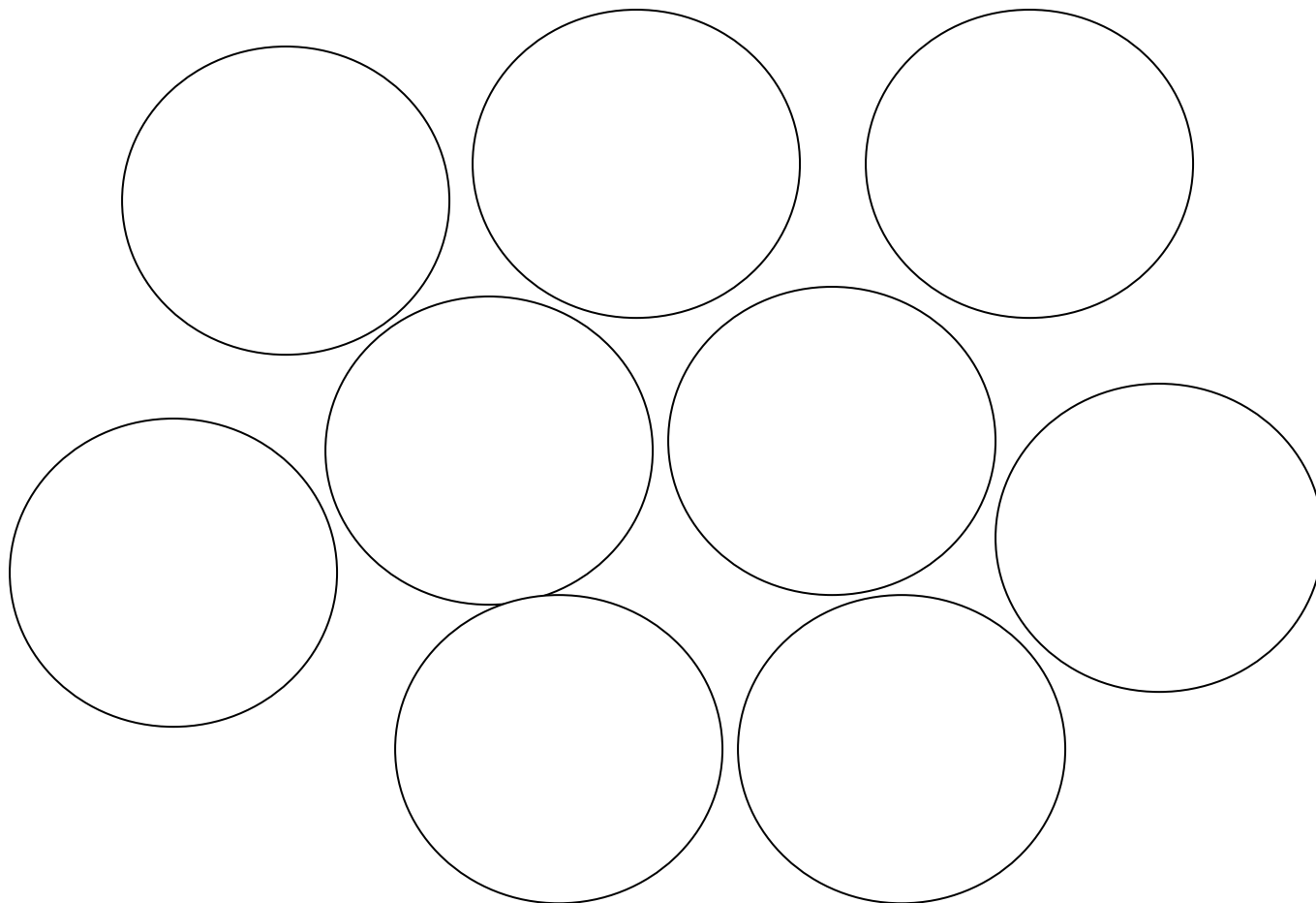
Make your own list in the space below.

Respect Worksheet 6

30 minutes

Close your eyes and think of someone you know personally, whom you respect. What qualities in this person do you respect? Share with your friend.

Think of all the people you share your life with. Write their names/ relationship in the circles below. Think of at least 2 or 3 qualities they have that you respect. Discuss your circles of respect with your friends.



Chapter IV. Opinions and Beliefs

What are opinions? How do they form? Can they be changed?

Included in this section:

- **Facilitation guide for three 40-minute sessions on opinions and beliefs**
 - Session 1. How Opinions Form
 - Session 2. How Beliefs Form
 - Session 3. Beliefs about Ourselves
- **Extra worksheets that can be done separately**

Facilitation Guide for Session 1 of 3 on Opinions: How Opinions Form

A. Objective

To help students understand how opinions form.

To help students understand the importance of forming their own opinions.

B. Feeling

Leave students with the feeling that having an opinion of their own makes one feel independent and gives a sense of meaning and direction to one's life.

C. Core Messages

- An opinion is a point of view on a subject, an issue, a person or an event based on one's knowledge, information and experiences. It is not a random thought.
- Different people have different opinions about the same situation because everyone has had different thoughts, knowledge, information and experiences.
- Opinions help us give meaning to our experiences / events happening around us.

D. Special Note

Young people are often told 'You are too young to think for yourself. You do not know enough. Elders know better.' In our culture we rarely ask young people their opinion on issues, even the ones that impact them directly – like which subjects to study, which training to go for and later whom to marry. Young people therefore do not realize the importance of thinking for themselves. They do not develop the skill of critically thinking about issues and concepts and arriving at their own conclusions. Elders tend to decide without taking the young person's views into consideration. The young person therefore loses out on the skill of decision making as well.

We need to encourage students to develop independent critical thinking. A by-product will be high self-confidence.

E. Activity guide for Session 1 of 3 on Opinions: How Opinions Form

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: A critical and creative look at opinions, beliefs and values

2. Activity – 30 minutes

Engage the students in these 3 activities:

Opinion Poll

Blindfold Walk

Story of Leela

2.1 Opinion Poll – 10 minutes

Tell students that you are conducting an Opinion Poll. You want them to take out a piece of paper and write on it the names of people who are: The best teacher they have, the best singer in class, the best dancer in class, most friendly person in class, the best sports person in class, the most beautiful actress in cinema, the most handsome actor in cinema.

Debriefing: Ask students to call out their answers as you read out the questions again. Is the answer of all students the same?

Why are there so many different answers to the same question?

Explain: An opinion is a point of view on a subject, an issue, a person or an event based on one's knowledge, information and experiences. All of us have opinions. Different people have different opinions about the same situation because everyone has had different thoughts, knowledge, information and experiences. All of these contribute to formation of an opinion which is unique to that person.

Are opinions just thought/ideas? Or are they anything more?

No. Opinions are specific stand that we take on a thing, subject, event or person after consideration of various aspects.

2.2 The Blindfold Walk– 10 minutes

Ask students to stand one behind the other in a line, facing the door. Explain that all of them, except the one in front will have to keep their eyes closed and go for a walk. They can hold on to each other if they want. When you say 'GO' they have to start walking at a normal pace. They have to continue walking inside or outside the classroom until you say STOP. Begin the game and end it after 2 -3 minutes of walking.

Debriefing: Ask students how they took the walk. Did they hold on to the person who could see? Did they go where they wanted to go or did they go where the person who could see wanted to go? How did they feel?

Explain: Opinions and views are like the eyes of our mind – they make sense of what is around us, where we want to go, what might be dangerous, what is safe, what we like, what we don't like. Not having an opinion or view of our own is like walking blindfolded. We have to be guided by others, but they will guide us according to their likes and dislikes.

Why have opinions of our own? We are intelligent beings. We think about issues and want to find a meaning or cause for why things happen the way they do (critical thinking to an extent). The meaning we come up with is our opinion. Thus opinions help us give meaning to our experiences and events happening around us.

2.3 Story of Leela – 10 minutes

Consider this example:

Leela lives in a large joint family. Her grandmother is an extremely strong woman, who has held the family together. Everyone listens to her. Grandmother feels that girls should not study much and must learn to cook, and look after the house. She is not keeping well these days. Grandmother wants Leela to get married. Leela is studying in 9th std. Grandmother insists that she get married this year. Leela wants to study further and become a high school teacher like her friend's mother. She does not want to get married now. She would like to wait until she is more self-sufficient.

Debriefing: Facilitation questions

Do you think it is fair on the grandmother to decide Leela's future, based on her opinion? Whose opinions need to be considered before a decision is made regarding Leela's marriage? Why?

What can you deduce about grandmother's personality and Leela's personality?

What can Leela do/ say and whose help she can take so that grandmother might change her opinion?

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- An opinion is a point of view on a subject, an issue, a person or an event based on one's knowledge, information and experiences. It is not a random thought.
- Different people have different opinions about the same situation because everyone has had different thoughts, knowledge, information and experiences.
- Opinions help us give meaning to our experiences and events happening around us.

Home work: Look at some advertisements. What opinion or belief are they based on? What opinion or belief does the advertisement seek to generate in the viewer? Thank you

Facilitation Guide for Session 2 of 3 on Opinions: How Beliefs Form

A. Objective

To help students understand how beliefs form.

To help students understand the importance of examining their beliefs and opinions.

B. Feeling

Leave students with the feeling that critically examining claims made by people about themselves, their work or product is a sign of intelligence. It prevents us from accepting and perpetuating harmful beliefs.

C. Core Messages

- Claims made by people about their behaviour, work, product or ideas need to be examined critically before accepting them as truths and believing them.
- An opinion that is repeatedly proved right becomes a belief.
- If we suspend critical thinking we may form beliefs based on falsehoods and not know it

D. Special Note

“Do as you are told” “You cannot break a tradition” “It has always been done this way” are shackles that bind young people down to harmful beliefs and behaviour. For example the ratio of girl babies born to every 1000 boy babies born has been steadily falling in rural and urban India. It is shameful that we are wilfully killing our girl babies. All because we believe that a girl’s family has to give dowry to the boy’s family and that a boy is better than a girl.

We need to inculcate the habit of critical thinking rather than blind acceptance in our children and youth to ensure progress and development of our society.

E. Activity guide for session 2 of 3 on Opinions: How Beliefs Form

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: A critical look at opinions, beliefs and values

2. Activity – 30 minutes

Engage the students in these two activity:

Design An Ad

Unbelievable!

2.1 Design An Ad - 20 minutes

Ask students to make groups of 7. Tell them that they have been hired by an advertising agency to make one minute advertisements to be shown on TV. Give each group a product – a shampoo, a deodorant, a beauty cream, a pair of shoes, a bike, a saree, brand of shirts, a cola drink etc. They can use jingles music, action, drama to present their advertisement. Each group will get 10 minutes to make the advertisement. After that each group will present their 1 minute advertisement to the whole class.

Debriefing: Ask students the following questions about the ads they had made:

1. Which age group was the target of their advertisement?
2. What was promised in the ad?
3. Was the promise based on facts and truth?
4. What relevant information was not provided/ withheld?
5. Were any false claims made?

Explain: Advertisements are made for the benefit of the company making the product. The advertisers want to maximize the sale of the product. They are not worried about the consumer's health or gain.

Like advertisements, claims made by political parties, companies, cooperatives and people about themselves or their work need to be examined critically before accepting them as truths and believing them.

If we suspend critical thinking we may form beliefs based on falsehoods and not know it

2.2 Unbelievable! 10 minutes

Ask students to call out some helpful and some harmful beliefs in their society, community, families. List them on the board.

Example: God helps those who help themselves. Boys are better than girls – do not spend money in educating girls. One caste is better than another.

Debriefing:

Which ones of these beliefs would they like to change?

Explain: Beliefs are also opinions but they go deeper. They are held as personal truths by the person. An opinion that is repeatedly proved right becomes a belief. If there is nothing to challenge the belief, or if the evidence against it is ignored, the belief may persist as a personal truth even when others do not share it. Such beliefs will be harmful to us.

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- Claims made by people about themselves or their work or product or idea need to be examined critically before accepting them as truths and believing them.
- An opinion that is repeatedly proved right becomes a belief.
- If we suspend critical thinking we may form beliefs based on falsehoods and not know it

Home work: Think of personal beliefs you have that help you. Do you have any personal beliefs that are harmful and come in the way of your progress? Thank you

Facilitation Guide for Session 3 of 3 on Opinions: Beliefs about Ourselves

A. Objective

To help students understand how we form beliefs about ourselves.

To help students learn how to give up harmful, false beliefs and develop true, empowering beliefs about themselves.

B. Feeling

Leave students with the feeling that how they feel about themselves is in their hands.

They can feel good about themselves by developing beliefs that are true and empowering.

C. Core Messages

- We change our opinions and beliefs when we have new or different information, knowledge or experience. To not do so is unreasonable and blocks our progress and development.
- We hear certain messages about us over and over again from people around us. Without being conscious of it, we turn these messages into beliefs about ourselves.
- As a child our skills, intelligences and qualities were still developing. But today we are aware of our internal resources. We can change the beliefs we carry about ourselves into empowering ones.
- We need not feel ashamed of or take pride in, how our body looks since we did not make it! We can take pride in or feel ashamed of how we use our body and for what purpose – that is, our behaviour and our goals. We can take pride in keeping our body healthy and safe.

D. Special Note

Parenting methods focus on the shortcomings of children. As parents we are quick to point out the faults in our children, in the hope that this will encourage them to change. This does not work. Since we do not appreciate the positives as much as we emphasize the negative aspects, the child feels criticized and unappreciated. The child feels demotivated and often grows up with many negative beliefs about him/ herself.

We can help young people examine beliefs about their own selves critically and replace them with true, positive and motivating beliefs.

E. Activity guide for session 3 of 3 on Opinions: beliefs about ourselves

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: A critical look at opinions and beliefs about oneself

2. Activity – 30 minutes

Engage the students in this activity:

Man In A Train – 8 minutes

I Can't Believe This! – 8 minutes

I Believe! – 15 minutes

2.1 Man In A Train:

Tell this story: You are traveling in a train. It is a long 2 day journey. At the next station, a man with 4 children gets in. the oldest child is 10 years old and the youngest is 3. The kids start making a fuss in the compartment, climbing up and down, shouting, and disturbing everyone. The man does not say anything to discipline the children. He just looks out of the window. You are getting impatient with the kids and once or twice tell them to sit quietly. The kids don't listen and the man too does not bother.

Facilitation questions: What is your opinion of the man? How will you behave with him? The story is not over. You get irritated by the man's indifference. You ask him "You are not saying anything to the children. They are making so much noise!"

The man says "I don't know what to say to them. You see, I got a call today morning that their mother has died in an accident in the city. I am going to the city..."

What is your opinion of the man now? How will you behave with him?

Debriefing: Our opinions change when we have more, new or different information, knowledge or experience.

Explain: To not change our opinions and beliefs in the light of new information and keep on sticking with old beliefs would be unreasonable and would come in the way of our progress and development.

We form beliefs about people, things, events and concepts. This affects how we live and how we interact with people and the environment.

We also form beliefs about ourselves and these guide what we do, how we speak and what goals we set for ourselves.

2.2 I Can't Believe This!

Tell students to be ready with a sheet of paper with two columns labelled positive and negative. As you call out common positive and negative remarks parents generally make to their children, the students will have to make a tick mark in the appropriate column if he/ she has heard such remark from his/ her elders.

Call out these remarks:

You are useless. You are lazy. You are a good child. You are stupid. You are a fool. You are smart. You are intelligent. You cannot become somebody if you

behave like this. You are good for nothing. You will never amount to anything in life. Others are better than you. You are the best! We love you! Why were you born? Go away! You are such a pain! You are a burden! You are my support. You are so dark. You look so plain. You are so charming. You are healthy and strong. You are thin and weak. You are a blessing.

Debriefing: How many positive and how many negative messages did they receive as children? They can add more.

How many of these do they believe are true today?

Explain: Sometimes we start believing certain things about ourselves because we hear certain messages over and over again from people around us.

Without being conscious of it, we turn some of these messages into beliefs about ourselves.

For example I may believe that: I am not good enough, I am not smart, I am dumb, I am ugly, I may look smart, but inside I am very dumb.

2.3 I Believe!

Tell the students this true story about Poornima in her own words:

“I used to carry a belief that I am not intelligent enough. My father was an intelligent and successful man. I could not be like him. I thought I was dumb. So I chose to go to a second rate college even though I had the marks to get admission into a better college. I believed that I would look dumb and not smart in front of other students.

Later in life it struck me that as a child my skills, intelligences and qualities were still developing. I may have acted in stupid ways. I was only a child! But today I am aware of my internal resources. I can change the beliefs I carry about myself. Beliefs are only repeated thoughts. I can change my thoughts.”

This is how I changed my belief about myself

1. Every time I thought of myself as dumb, I immediately cut it and replaced it with a positive belief based on facts – “I am Intelligent”. I had done the multiple intelligences worksheet and seen for myself how many different intelligences I have within me.
2. I made a list of all my qualities and skills, which brought into focus my numerous strengths. I had done the personal qualities sheet and discovered many qualities that I have. I exhibit them in my behaviour. They are real!
3. I thought about my body and realized that I did not make any part of it. I was given this body to create something new and useful, using my intelligences and qualities. I need not feel ashamed of or take pride in, how my body looks since I did not make it! I can take pride in or feel ashamed of how I use my body -my behaviour – and for what purpose – my goals. I can take pride in keeping my body healthy and safe.

Debriefing: Ask students to examine the negative beliefs they have about themselves. Ask them to come up with a list of positive opinions about themselves keeping in mind their genuine, real qualities, skills and intelligences. They can get into groups of 4 and help each other make this list. Ask a few students to share their list with the class.

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- We change our opinions and beliefs when we have new or different information, knowledge or experience. To not do so is unreasonable and blocks our progress and development.
- We hear certain messages about us over and over again from people around us. Without being conscious of it, we turn these messages into beliefs about ourselves.
- As a child our skills, intelligences and qualities were still developing. But today we are aware of our internal resources. We can change the beliefs we carry about ourselves into empowering ones.
- We need not feel ashamed of or take pride in, how our body looks since we did not make it! We can take pride in or feel ashamed of how we use our body and for what purpose – that is, our behaviour and our goals. We can take pride in keeping our body healthy and safe.

Home work: When was the last time you saw a heated argument between people in your neighbourhood/ community? What was it about? Draw a picture of it and bring to class next time. Thank you

Opinions Worksheet 1

30 minutes

1. Which statements about opinions do you agree with?

- (1) My opinion is the only right one.
- (2) Everyone has a right to their opinion.
- (3) Changing my opinion after learning new facts is a sign of weakness.
- (4) Changing my opinion after learning new facts is a sign of maturity.
- (5) Listening to different opinions opens up new ways of thinking.

Share your opinion and the reason for it with your partner.

2. “In my opinions exams are....because....”

Complete this statement pretending to be a teacher, a parent, a student who stands first in class, a student who finds it difficult to pass in exams. Use the space below to write.

As a teacher:

As a parent:

As a student who stand first in class:

As a student who finds it difficult to pass in exams:

Make groups of 6 and share these opinions. What do you notice? What did you learn from this exercise?

Opinions Worksheet 2

30 minutes

Do you value different people's opinions about different topics differently? Whose opinion will you consider more while making a decision regarding the following? Why? Share in groups of 6.

Topic	My own opinion	My parents / family members' opinion	My friends and siblings' opinion	My teachers and other experts' opinion	What the advertisements/ movie and sports stars say
The clothes I wear					
The subjects I should study in high school					
The friends I make					
The foods I eat					

Topic	My own opinion	My parents / family members' opinion	My friends and siblings' opinion	My teachers and other experts' opinion	What the advertisements/ movie and sports stars say
The movies I watch					
The games I play					
Kind of work I should do when I grow up					

Opinions Worksheet 3

30 minutes

Can a student of a school also be a headmaster? Read this real story:

In Gangapur Village in West Bengal's Murshidabad district, Babar lives with his parents and three in a small thatched house. His father, Nasiruddin Sheikh is a jute seller and a school dropout who believes that education is man's true religion. Therefore unlike most children in his village, Babar goes to school. He is also the first member of his family to get a proper education.

Babar wakes up every morning at 7 does some house hold chores and then goes to school. It involves walking five kilometres. Raj Govinda Sundari Vidyapeeth is a government run school where he is a class XII student. Babar is a model student. But it is what he does **after** his school hours that intrigue the entire world. When every other teenager goes running off to the playground and gets busy with football cricket and other sports, Babar makes his way to an afternoon school where he is the headmaster of a school of 800 students!

Even though the community provides free education to children, parents have to pay for uniforms, books etc. Most families cannot afford to spend on education. Instead of going to school, most of the boys help out their families by working as mechanics, day laborers, grass cutters, live stock herders etc; whereas girls work as maid servants in the village where they cook, clean, wash clothes and dishes for their employers.

Babar Ali wanted to change this. *"We used to play school-school, with me as teacher. My friends had never seen the inside of a school, so they enjoyed playing students. They ended up learning arithmetic and enjoying it."* In 2002, at the age of 9 years, Babar Ali organized this casual game and turned it into a school - "Anand Siksha Niketan"! It had 8 students. His father was more than happy to support this initiative. He offered his backyard to hold classes.

Nine years later, the school has over 220 students on roll-call and 800 students in total, with 10 volunteer teachers teaching grades 1 through 8. The teaching staff of nine is made up of high school student volunteers. They are average teenagers, who are helping out Babar in making a difference. Text books are free from class I to V, but for the rest money needs to be arranged. On any given day there are close to 400 students physically present in Babar's front yard.

The school is now registered and recognized by the West **Bengal State Government**, which means students graduating from Babar's school are eligible to transfer to other local high schools. Now help comes from different quarters: Babar's own teachers, monks at the local Ramakrishna Mission, sympathetic IAS officers, even local cops. When Babar first thought up a mid-day meal scheme, the rice came from his father's fields, but now, with the aid of friends in the administration, it comes from government stock.

“Education dispels darkness. It’s the way to a better life around here,” says Imtiaz Sheikh, who’s in Class X. *“That’s why I come to teach.”*

Babar Ali was called the “youngest headmaster in the world” by BBC in October 2009, at the age of sixteen. He also received the Real Heroes Award and prize of the Indian English news channel CNN-IBN for his work.

Let us look at what helps people realize their dreams:

Imagine that you are like Babur Ali. You have a dream and you want to make it come true.

Write down 5 beliefs about yourself that would help you realize your dream:

Write down 5 beliefs about yourself that you would have to overcome in order to realize your dream:

Which internal resources would you use to realize your dream?

Which external resources – people, place, money etc – would you need to realize your dream?



How would you get these resources? Whom can you ask?

Set a date and time to take the first step towards realizing your dream:

If you run into hurdles, whom can you ask for help? How will you motivate yourself?

Share your dream with your friends in groups of 6. See how you can support each other.

Opinions Worksheet 4

30 minutes

Beliefs guide your behaviour. It helps if you have positive, energizing beliefs about yourself and the world at large. It gives you the energy to think and act in positive ways. Empowering beliefs make you feel happy, worthy, and drive you to set and achieve higher and higher goals.

Let us begin with negative beliefs. Write down 2 negative beliefs you have about yourself.

Think about how these beliefs impact your behaviour, self- respect and self - confidence. Write what you did not do, say or reach for because of these beliefs even though deep inside you wanted to do.

Think of 2 positive statements or opinions about yourself that counter these negative beliefs:

Think about how these positive statements and opinions impact your behaviour, self- respect and self - confidence. Write what you will do, say or reach for because of these beliefs.

Share in groups of 6.

Conscious Reinforcement of positive opinions:

To reinforce this new opinion, you need be aware of your behaviour where you are acting in accordance with this opinion. Slowly this opinion will become a belief about yourself.

If I say to myself that I am a kind person, then I need to be aware of all the instances when I am acting in a kind manner. I can then truly say to myself “See, I AM kind!” It will slowly turn into a belief.

Subconscious Reinforcement of positive opinions:

Before going to sleep at night, look into a mirror, look at your eyes and say to yourself the positive opinions and statements about yourself you have written down.

Opinions Worksheet 5

30 minutes

Draw a symbol to represent yourself:

Example- a flame, a star, a river. Share with your friend why you chose that symbol.

Draw yourself 10 years from now. What are you doing? Where are you? What do you have? What kind of a person are you? Share with your friends

Chapter V. Problems and Conflicts

What is a problem? Can conflicts transform a person?

Included in this section:

- **Facilitation guide for three 40 minute sessions on problems and conflicts**
Session 1. Different Methods, Different Results
Session 2. Expressing Disagreement Respectfully
Session 3. Refusing Firmly, Politely
- **Extra Worksheets that can be done separately**

Facilitation Guide for Session 1 of 3 on Problem Solving and Conflict Resolution: Different Methods, Different Results

A. Objective

To help students understand that there are different ways of responding in a situation of conflict.

To help students understand that different methods have different effects on our and our opponents sense of self- respect, our relationship and the core issue.

To help students understand the importance of resolving conflicts harmoniously.

B. Feeling

Leave students with the feeling that resolving conflicts harmoniously is good for their well- being and health.

C. Core Messages

- There are many ways of responding in a conflict. Whichever method we practice more, will become our habit.
- Before choosing a method, keep in mind the consequences of each method – what happens to my sense of self-worth? To my opponent’s sense of self -worth? To our relationship? To the conflict/ problem?

D. Special Note

Children pick up the method of conflict resolution they experience often themselves – through their family or at school and what they see on television/ through movies. We can ask students to notice and bring more self awareness and self management into what may be their ‘automatic’ response to conflicts and problems.

E. Activity guide for session 1 of 3 on Problem Solving and Conflict Resolution: different methods, different results

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Critical thinking and creative thinking for problem solving

2. Activity – 30 minutes

Engage the students in this activity:

I know a way!

2.1 I Know A Way! – 30 minutes

Divide students into 6 groups. Ask any students left out to join one group each.

Each group represents an animal and has a set way of solving problems and

reacting to conflicts. Give each group a card with the name of the animal and the strategy they have to use written clearly on it.

All group members have to walk around the classroom mimicking that animal does, and making gestures that sum up the strategy they will be using – for example eagles can act as if they are looking at every angle very carefully. Ask them to stop after 2 minutes and get back into their groups.

Now give them the conflict scenario. All the groups have to work on the same scenario using the strategy specified. Give them 10 minutes to practice.

Conflict scenario: They are part of a team – team A - of students chosen to represent their school in a district level cricket match. From this team students will be chosen for state level matches. They have travelled to another district to play. Team A has been losing. The host team- Team B- appears to be cheating and has tampered with the ball. Last evening their leader challenged team A's top bowler and twisted his wrist. How should team A respond?

Ask each group to divide themselves into members of Team A and members of team B. They have to play out a scene on the cricket field next day morning. Both team A and B have to use the same strategy that has been given to the group. Each group will present the scenario for 2 minutes in front of the whole class.

Strategy 1: Be aggressive. Get angry. Make a scene. Break things. Beat. Finally force the opponent to agree.

Strategy 2: Be manipulative. Find the opponent's weakness. Blackmail, feign sickness, tell lies, or gossip. Put the other person in such a situation that he or she has no options left. "If you love me you will let me do this."

Strategy 3: Be passive, compromise. Let everyone have their way. Never stand up for your rights. Never take responsibility. "Do as you please. I am not saying anything. I never say anything. It's all in your hands. If things don't work out, it will be your fault, not mine."

Strategy 4: Be sensitive and strong. State the problem. Stand by your values. Work with the opponent to find a solution that is acceptable to both, and does not require a compromise on values. Express your feelings respectfully.

"I understand your situation. But if I marry a person who asks for dowry, I will have to suffer my entire life. Dowry is against my value system. I want to live with dignity. I will marry a person who finds me worthy. Someone who does not give or take dowry."

Strategy 5: Be sharp and open - do critical thinking – keep aside emotions. Do not be attached to your point of view. Consider the merits and demerits of each person's opinion. Gather more information. Interact with and seek advice from people with different points of view. Talk to experts in that field. Choose the one best suited to the situation.

Strategy 6: Be a peacock – Be creative and look for out of the box solution – If time allows, postpone decision making for the moment. Contemplate. Move around, listen to songs, relax, draw the problem make models of the problem, dance it and visualize it. Discuss again and come to a mutually acceptable solution.

Debriefing: Ask students about how useful each strategy was in resolving the issue. Did it get worse? Was there justice? What happened to the relationship between people?

Explain the merits and demerits of each. Ask students to give examples from their lives.

3. Conclusion: 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the core messages:

- There are many ways of responding in a conflict. Whichever method we practice more, will become our habit.
- Before choosing a method, keep in mind the consequences of each method – what happens to my sense of self-worth? To my opponent's sense of self-worth? To our relationship? To the conflict/ problem?

Home work: Look out for instances when you get in to an argument, get angry or feel upset. Thank you

Facilitation Guide for Session 2 of 3 on Problem Solving and Conflict Resolution: Expressing Disagreement Respectfully

A. Objective

To understand how our reaction to differences of opinions leads to arguments, fights, war.
To understand that there are different ways of looking at opposition.
To support students in practicing ways of respecting the opinions of others while expressing their point of view harmoniously.

B. Feeling

Leave students with the feeling that resolving conflicts harmoniously is good for their well-being and health

C. Core Messages

- If we do not give space for people to express their opinions, there may be resentment and anger, leading to arguments and fights.
- Listening to different opinions increases the ways in which we think- opens up our mind and leads to growth. Difference of opinions opens the door to creativity, invention, progress and diversity.
- If someone opposes my opinion- he/ she is not opposing me as a person - just my opinion. I can thank them for offering a new idea. I consider their opinion. I then decide which one will work best in a given situation.
- Our response to conflicts will have a huge impact on the outcome. How we behave and what we say and do can completely alter the end result in an interaction

D. Special Note

We often confuse our opinions with our selves! We feel that an opposition to our idea is a rejection of our Selves. TV serials and movies perpetuate the myth that opinions are TRUTHS! This is not so. Our children grow up feeling that any insult/ opposition has to be reacted to in an equally demeaning manner. We can offer students a different, empowering perspective on opposition and differences of opinions. A view that leads to innovation, creativity and growth.

E. Activity guide for session 2 of 3 on Problem Solving and Conflict Resolution: expressing disagreement respectfully

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: exchanging ideas without arguments

2. Activity – 30 minutes

Engage the students in this activity:

In The News

A slice Of Life

2.1 In The News – 15 minutes

Ask students to get into groups of 6 and consider this news item

Read out this news that appeared in .. paper on and ... had an argument.. hit... injured.. hospitalized.

Conflicts are reported daily in the newspapers. Wars, terrorism, riots, and strikes seem to be regular features. Ask students to discuss:

Why do people become angry if there is an argument/ difference of opinion?

Is it possible for people to always be in agreement about everything?

What can you do or say to yourself when someone opposes your opinion/ idea so that you do not become angry?

Debriefing: Ask students to share their ideas.

Explain: To avoid getting angry we can be aware that:

Each one of us has a right to our opinions. There are bound to be differences of opinions.

If we do not give space for people to express their opinions, there will be resentment and anger, leading to heated arguments and fights.

People in authority may try to impose their opinions on others. People do not like this and may resist, leading to conflicts and wars.

Positive ways of looking at opposition:

Listening to different opinions increases the ways in which we think- opens up our mind and leads to growth. Difference of opinions opens the door to creativity, invention, progress and diversity.

If someone opposes my opinion- he/ she is not opposing me as a person - just my opinion.

If someone opposes my idea, I can thank them for offering a new idea. I consider their opinion. I then decide which one will work best in a given situation.

Opinions are like apples in a basket. I can pick one for some time, look at it and then put it back without feeling bad about it. I don't have to hold on to it forever. I can change it for a different one.

Explain: 5 Steps to developing the skill of respecting the opinions of others while expressing my point of view:

Step 1: When someone is opposing my point of view, understand that he/she is not opposing you but the train of thought which you may or may not choose to

change. For Example: If my friend says: “I do not agree with you, it is important to be on time”, does not mean that I am a bad person and that my friend wants to break the friendship.

Step 2: He/she may be criticizing my behaviour, or the behaviour of someone close to me, I can understand that he/she is criticizing one particular behavior and not me. For Example: If my friend says: “You are so lazy, you never come on time.” I can understand that my friend is criticizing my being late. I know that I am not a lazy person because I help around the house, I play sports...

Step 3: I can be sensitive and listen to the feelings and concerns that he/she is trying to express. For Example : I can understand that my friend is irritated because he had to wait for me, his time was wasted and we were late for the circus.

Step 4: I check if any of the statements being made are against my Value. Examples of some Values are: freedom, justice, friendship, truth, wisdom, equality. For Example: While I agree that we should be punctual, I don't think that it's important to be on time for each and everything, especially for a circus.

Step 5: In case, if the person's opinion is against my value system, then I can state my point of view assertively and clearly state my values. Response: “I am sorry. I wasted your time. But I think it's okay to be late for the circus. We won't miss anything important. Next time when I am meeting you, I will be on time.”

2.2 A Slice of Life – 15 minutes

Newspapers report major conflicts, but what about the arguments and fights that we face in our daily life? Let's practice the 5 steps listed above:

Think of a real situation in your life when you feel angry with someone – could be a friend, a sibling, family member, neighbour and often have fights or arguments with him/ her.

Get into pairs – A and B.

First a will share the situation with B. B will have to play the part of the opponent and say/ do what that person says/ does. A will practice interacting with B using the steps explained before. A has to break his/ her habit of responding in a manner that leads to arguments/ anger.

After 5 minutes it will be B's turn to practice.

Stop

Debriefing: How will learning the skill of keeping calm in the face of opposition help you?

Explain that it will bring peace and harmony in your life and your relationships. At the same time it will increase your self- respect and self- confidence as well as make others feel respected.

Our response to conflicts will have a huge impact on the outcome. How we behave and what we say and do can completely alter the end result in an interaction.

3.Conclusion:

Ask students what useful information they learnt today and where they may use it.

Call out the core messages:

- If we do not give space for people to express their opinions, there may be resentment and anger, leading to arguments and fights.
- Listening to different opinions increases the ways in which we think- opens up our mind and leads to growth. Difference of opinions opens the door to creativity, invention, progress and diversity.
- If someone opposes my opinion- he/ she is not opposing me as a person - just my opinion. I can thank them for offering a new idea. I consider their opinion. I then decide which one will work best in a given situation.
- Our response to conflicts will have a huge impact on the outcome. How we behave and what we say and do can completely alter the end result in an interaction

Home work: Look out for instances when you disagree with and want to say “No” but find it difficult to say so. Thank you

Facilitation Guide for Session 3 of 3 on Problem Solving and Conflict Resolution: Refusing Firmly and Politely

A. Objective

To understand that it is okay to refuse a request.

To learn ways of saying “no” in a way that does not antagonize or anger the person making the request.

B. Feeling

Leave students with the feeling that though we find it difficult to say “NO”, learning to refuse is important for our safety and health. It requires self-confidence and self-respect.

C. Core Messages

- It is OK to say “No” for your safety.
- It is OK to say “No” for staying healthy
- It is OK to say “No” when there is a clash with your values and rational beliefs.
- We can say No without antagonizing the other person.

D. Special Note

In our culture we often confuse requests with obligations. We feel that a request has to be met! That it is impolite to refuse a request. But a request is a request – the other person is asking us for a favour. It is not an obligation or an order. We can look at our needs and convenience and agree or refuse the request.

E. Activity guide for session 3 of 3 on Problem Solving and Conflict Resolution: refusing firmly and politely

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Learning how to say “No” when you disagree in a way that does not antagonize the other person who is making the request.

2. Activity – 30 minutes

Engage the students in this activity:

It’s No Use

Saying “No”

2.1 Its No Use – 15 minutes

Ask students to call out the numbers 1, 2, 3, 4, 5 in sequence. Whichever number they have called out is their group. Instruct that members of each group have to walk around in a particular way.

Group 1 members have to walk with their noses up in the air, looking up, with their index finger of one hand pointing forward and upward, saying “I am right! Do as I say!”

Group 2 members have to walk around shuffling their feet, looking down, arms by their side saying “Okay, yes, yes”

Group 3 members have to walk around saying ‘Do as I Say! Don’t make me angry!’ in an angry voice, eyes blazing, face angry.

Group 4 members have to walk around in a casual manner, unconcerned, not looking at anyone in the class, but looking out of the window, saying ‘ I don’t care about what’s happening! ’

Group 5 members have to walk around in a guilty manner, feeling scared, being apologetic and saying “Yes it’s all my fault. I am so sorry.”

Tell students that they have to walk around saying their lines. They have to find a suitable partner so that the communication between the two makes sense. Give them 3 minutes to walk around.

Debriefing:

Ask students if people sometimes behave in these ways.

Ask students if sometimes they say ‘Yes’ or agree to something because they are feeling afraid or ashamed or feel that it is impolite to say “No” or disagree.

Arguments often happen between friends – especially when one person tries to impose their views on others. Sometimes 2 or 3 friends get on one side and start pressurizing one person. It is important to be clear about the things you will not do under any circumstance. It could be things like – I will not tell lies, I will not beat another person, I will not disrespect women, I will not harm my body, I will not drink alcohol or take tobacco. **It is OK to say “No” in such situations.**

Explain: When is it OK to say “No”?

-When it is injurious to your health.

-When it clashes with your values and rational beliefs.

-When you feel deep inside you (instinctively) that saying yes will get you into trouble and refusing and getting away will keep you safe.

Refusing politely:

- You can refuse politely by saying: “I understand how much you want me to do this, but I am really sorry, I won’t be able to do it. If there is anything else you would rather have me do, then we can discuss it. But I just can’t say yes to this.”

- You can give a reason.

- You can talk about your feelings and say, “I can’t do this because doing this would make me feel really uncomfortable. I don’t think I should be doing this. I am sorry to disappoint you, but I can’t do it.”

2.2 **Saying No**

Read out this scenario to the class. As they listen, students have to make a note of the various ways the characters said “No” .

Manjula went to her friend Neela’s house to discuss something. When she reaches her friend’s house she finds that her friend, her mother and father are away and will return only after 2 hours. Neela’s 22 year old brother, Hari, is at home. Hari wishes her and asks her to sit down. Manjula sits down but feels uncomfortable.

Manjula: “I should be going back now”

Hari: “You have come after such a long time. Have something to eat.”

Manjula: “No, no”

Hari: “No you must have.” He brings something to eat.

Manjula: Eats quickly. “Thanks. I am leaving now. My mother is expecting me back soon. She will be worried.”

Hari: Comes closer. “No you can’t go now. I always wanted to speak with you in private. Today you have come.” Moves closer to her.

Manjula: “I can come again tomorrow. Then we can talk.” Stands up and turns towards the door.

Hari: Stands up. “No, wait. Listen to me.”

Manjula: “Don’t you care for my mother and the trouble I will be in if I am late?”

Hari moves towards the door as if to block her way.

Manjula moves quickly to the door and goes out.

Manjula (from outside): “Bye”

Manjula tells her mother about the incident and how she felt uncomfortable with Hari’s behaviour.

Another Example:

Ramesh went to meet his friends on Sunday near the mango orchard. They all planned to play cricket in the open area next to the orchard. When he arrived he saw that some of his friends have already come and were smoking. They ask him to join them. Ramesh does not want to smoke.

Sundar: Hi Ramesh! you have come at a perfect time. Come join us.

Ravi : Yes Ramesh. See I got 3 cigarettes from my dad’s packet... Let’s try.

Ramesh: Sorry! I don’t want to smoke.

Sundar: Don’t be a sissy. Smoke 1 cigarette . Be a Man!

Ravi : Come on. Let’s all try. I always wanted to know how it feels to smoke.

Ramesh: No. I don't want to try. I know it is not good for me. Let's play.

Ravi: If you don't smoke you cannot play with us!

Sundar: Yes, you are such a weak guy. You don't know how to be a man. If you smoke with us then only you can be our friend.

Ramesh: I know what I am. Listen, don't do this.

Ravi: Go! You are not our friend anymore. Sundar, let us continue. When our friends come we shall tell what a sissy Ramesh is. HA ha ha

Ramesh: Ok, since you insist on smoking, I better go and do something else.

Ravi: go go go

Sundar also joins him in teasing Ramesh.

Ramesh joins another group of boys who are playing cricket.

Debriefing

What strategies did Ramesh and Manjula use?

Explain: Strategies that can be used to say "NO!" as demonstrated above

- Refuse - "I should be going back now"
- Give a reason "My mother is expecting me back soon"
- Offer an alternative "I can come again tomorrow. Then we can talk"
- Move away - stands up and turns towards the door.
- Reverse the pressure "Don't you care for my mother and the trouble I will be in if I am late?"
- Leave the place- Manjula moves quickly to the door and goes out
- Strength in numbers - she will not go to her friend's house alone. She speaks to her mother about Hari.
- Change the group / company / friend.

Explain: Inability to refuse

Sometimes, try as we might, we are not able to get away from a harmful situation.

The reasons can be many - fear, shock, 'freezing up'

This can happen to anyone, adult or child. It is not the fault of the victim. The fault remains with the perpetrator – **the person who acted in a hurtful, disrespectful way is to be blamed. The victim cannot be blamed** for not resisting or fighting or running away.

3. Conclusion:

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- It is OK to say “No” for your safety.
- It is OK to say “No” for staying healthy
- It is OK to say “No” when there is a clash with your values and rational beliefs.
- We can say No without antagonizing the other person.

Home work: Write down 5 things they will not do even if under pressure. Example ‘I will not steal’ and 5 things they will always do even if no one asks them to do it.

Example - Help a child in need.

Thank you

Problem Solving and Conflict Resolution Worksheet 1

30 minutes

Do you feel like this sometimes? Put a tick against the statement that is sometimes true for you:

1. 'I am growing up. My parents still treat me like a kid. I want more freedom'
2. 'I am responsible. I have ideas. I want to be listened to. Why can't people ask me for my opinion? I want to be part of the decision making.'
3. 'I can take care of myself. Leave me alone.'
4. 'I can judge people. Don't ask me to change my friends'
5. 'It's my life. I should have the right to set my goals.'
6. 'I am treated differently. My brother/sister gets away with so much. Nobody says anything to him/her. It's not fair.'
7. I can manage my life. Don't interfere. Don't nag me. I want some privacy.
8. I feel closer to friends than to my parents. My friends understand me.
9. Studies are important to me, but so are so many other things.
10. I will wear what I want to wear.

Think of your parents, siblings, relatives, friends, teachers, community and people at large.

Do you have arguments, fights with anyone? Now answer the following:

1. People with whom I have arguments often:

2. What is it that I generally argue about? My rights? Freedom? Friends? Goals? Marriage? Romance? Mostly these arguments are about:

Write you views on the topic you mostly argue about.

How do you feel when you are opposed?

Imagine that you are the other person – your opponent. Now write this person’s views on the same topic:

Write the underlying feelings of this person:

Share with your partner your views and feelings and the views and feelings of the opponent.

Problem Solving and Conflict Resolution Worksheet 2

30 minutes

How do I behave when there is a difference of opinion? Tick the methods you use. You can write other methods that you use and are not listed here.

1. Get angry.
2. Stop eating meals for sometime
3. Stay away from home and parents as much as possible.
4. Become violent.
5. Sit down and explain my position.
6. Stick to my opinion or idea – become stubborn.
7. Listen to other's point of view.
8. Try to find a way out.
9. Give up and submit. Compromise with my values
10. Pretend to have no conflicts, upsets or anger. Deny my feelings.
11. Manipulate people.

You have seen people solve problems. You have yourself solved many problems. Sometimes the resolution of the problems happens in a way that leaves everyone concerned energetic, happy and satisfied. Sometimes the opposite happens and the solution seems to create more problems!

We have listed many different ways of resolving a problem. Which ones have you experienced directly or indirectly? Take a few moments to write down what happened to the problematic issue after that particular method of problem solving was used.

1. **Be stuck with one option:** This is the only way to solve this problem.

2. **Become angry, violent:** Do as I say!

3. **Cut out everyone:** This is my problem. I don't want to discuss it with anyone, even though I haven't yet found a way out.

4. **Become inactive:** This is not a problem, this is my destiny. I can't do anything about it.

5. **Deny that there is a problem:** If I pretend that there is no problem, then the problem will somehow disappear. Refuse to look at an issue

6. **Be Confused:** Which option do I choose? I have so many solutions. Which one is the best? I can't decide...

7. **Cuckoo's egg:** Land the problem on someone else's lap in such a way that they begin to think that it is their problem!

8. **Be sensitive and strong:** State the problem, listen to feelings and concerns of others, state your feelings concerns and values, then find a solution.

Share your answers in groups of 4. Which approach do you find most effective in the long run?



Problem Solving and Conflict Resolution Worksheet 3

30 minutes

Think of your parents, siblings, relatives, friends, teachers, community and people at large.

Draw your world of relationship. Put yourself in the center. Those who are close to you, put them close to you. Those with whom you feel distant, put them far away from you.



Draw your emotional world. Put yourself in the center. Close to yourself draw those people with whom you like to spend time, share ideas and feelings. Far away from you draw people with whom you feel angry, upset, have fights and arguments.

What do you notice about the two drawings? How can you be close to more people?

Problem Solving and Conflict Resolution Worksheet 4

30 minutes

A lot of our time goes in being angry or fighting - we have arguments, we shout, we hit each other, we stomp around, we bang or break things, we stop talking with people etc. After some time/ few days or months we slowly make up with that person.

A lot of time and energy is wasted in this way. Think of a time when you had a huge argument. How much time was wasted?

Now imagine that you have the skill of resolving conflicts peacefully and quickly. You have great relationships with your family members, friends and neighbours. You have lots of time and support available. What will you do?

Write or draw in the space below some of the things you would like to do before you are 25 years old:

Chapter VI. Managing Stress

What is stress? How does it affect me? How can I manage stress?

Included in this section:

- **Facilitation guide for three 40 minute sessions on stress management**
 - Session 1. Origin of Stress and One's Resources
 - Session 2. Evolution, Stress and One's Thinking
 - Session 3. Building Resilience
- **Extra Worksheets that can be done separately**

Facilitation Guide for Session 1 of 3 on Managing Stress: Origin of Stress and One's Resources

A. Objective

To understand how stress arises, what is eustress and what is distress.

To understand the importance of developing one's personal resources to reach one's goals and reduce stress.

To understand the importance of healthy relationships

B. Feeling

Leave students with the feeling that demands, goals and challenges help us stretch ourselves and our capabilities. We discover what we are capable of! At the same time too much stress can harm the body.

C. Core Messages

- Too many demands and too little resources make us feel distressed!
- Time, money and space too are resources
- Health, skills, qualities and intelligences are our personal resources
- Each person we know also has a unique set of resources. we can use their resources if we have a good relationship with them
- Strong relationships help reduce stress

D. Special Note

We have a culture of comparison and competition, where we compare ourselves and compete with others. This culture presupposes that we are all exactly alike in our capabilities. It assumes that if everyone put in the same effort, everyone would produce the same result in any given field. Comparison with others makes us doubt our capabilities and produces low self- esteem. It is demotivating and produces stress. These assumptions are false. Each one of us is unique with a unique mixture of intelligences, qualities and skills. We can logically compete with our own previous performance and compare ourselves with how we were earlier! This approach helps us achieve our highest potential without eating into our self- esteem and self- confidence and without making us nervous wrecks! We remain happy and motivated while avoiding distress. Do demand that you do the best that you can!

E. Activity Guide for Module 1 of 3 on Managing Stress: origin of stress and one's resources

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Hurdles to realizing your vision and reaching your goals: Stress

2. Activity – 30 minutes

Engage the students in this activity:

Blowing Balloons!

My Parachute

2.1 Blowing Balloons! – 15 minutes

Hand each student one balloon – one each to each student. They have three options – to not blow the balloon at all, to blow into it until it is of a size they think is optimal for using the balloon and third option is to keep on blowing into it until it bursts. They have to have as much fun as they can with their balloon and play with it for as long as they can! They start when you say “Go”. After 3 minutes ask them to stop.

Debriefing: Ask students how much they blew into the balloon. Was there anyone who did not blow up the balloon at all? Why? Was there anyone who blew into it until it burst? Why?

Air in the balloon puts stress on the balloon. If there is no air in the balloon it does not work like a balloon! An optimal amount of air makes it function well. Too much air puts too much stress on the balloon and it bursts.

Explain: Stress arises whenever a demand is made on us. If no demand is made on us, we may not function at all! Like you may not get up in the morning if there is nothing to do like the need to eat, clean the house, go to school etc. Eustress (or safe stress) is when demands made on us increase our efficiency without making us nervous. Distress (or unsafe stress) is when too many demands make us feel tense and nervous.

Ask students what determines the strength of the balloon.

It is the quality of the material that the balloon is made up of, and its size. Big balloons can take in more air, and small ones will burst with little air.

Ask students what makes them strong as people. List on the board – ask them to focus on physical, mental and emotional factors.

Ask students what makes them weak? List on the board – ask them to focus on physical, mental and emotional factors.

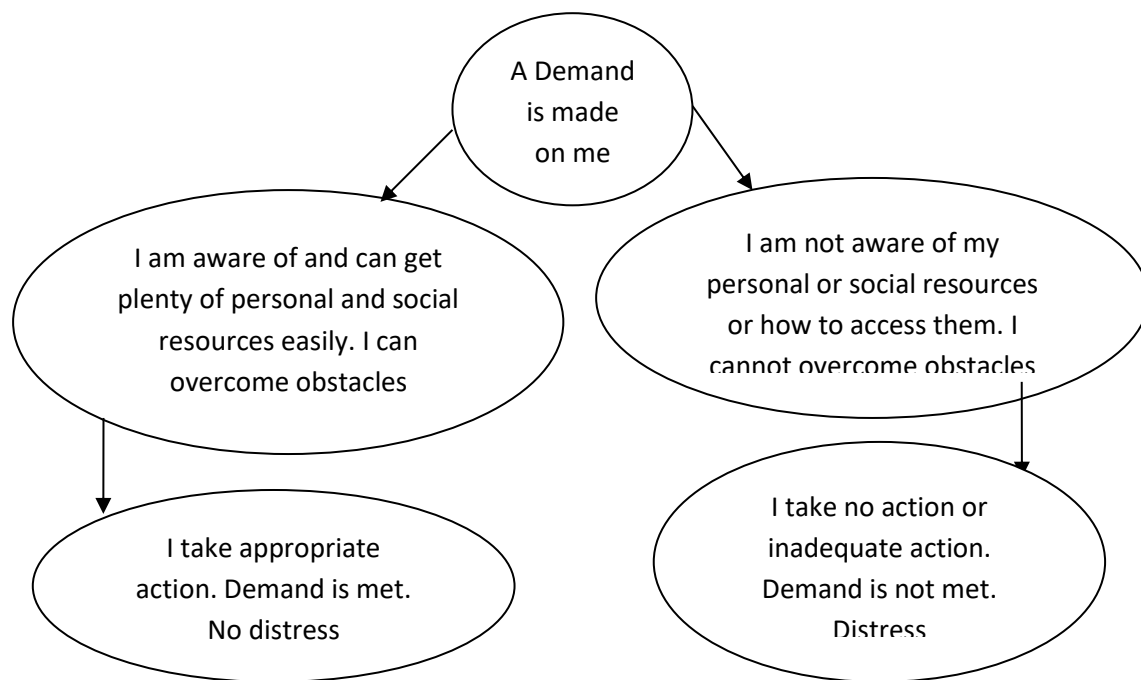
2.2 My Parachute – 15 minutes

Explain that a parachute helps air force persons land safely after jumping from an aircraft. If the soldier is aware that he has a working, big and good quality parachute with him, he won't be scared to jump. If he is not aware that he has a parachute available, he would be scared to jump.

Ask students to draw their own parachutes. Ask them to focus on their resources – their own resources - physical body, mental resources (intelligences, skills), emotional resources (qualities) and the resources available to them through their relationships – family, neighbours, friends, teachers and depict them as parts of a parachute.

Debriefing: Ask a few students to share their drawing and all the resources they have included. Do they feel that they can face a demand made on them?

Explain: How distress starts:



3. Conclusion: 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- Too many demands and too little resources make us feel distressed!
- Time, money and space too are resources
- Health, skills, qualities and intelligences are our personal resources
- Each person we know also has a unique set of resources. we can use their resources if we have a good relationship with them
- Strong relationships help reduce stress.

Home work: Think about demands that produce distress in you. Make a list and bring to class next time. Thank you

Facilitation Guide for Session 2 of 3 on Managing Stress: Evolution, Stress and One's Thinking

A. Objective

To understand how stress originally started in humans.

To understand that how we think about events and what we visualize can have a huge impact on our well-being and productivity.

B. Feeling

Leave students with the feeling by learning positive ways of thinking they can reduce stress in their lives and be more happy and productive.

C. Core Messages

- We manufacture stress by imagining “What if I fail...” scenarios. Our brain interprets these imagined scenarios as threats to survival, and responds by releasing stress causing chemicals.
- Too much or too long a stress is harmful – it produces exhaustion, sleeplessness, memory loss, illness and inefficiency.
- We can reduce distress by responding to adverse events by taking action – ‘What do I need to do now?’ Our brain realizes that we are taking step to face the situation. Stress reduces.

D. Special Note

We can stress ourselves thanks to our healthy imagination! But day to day events and life more often than not, does not turn out as bad as we imagined it!

E. Activity Guide for Module 2 of 3 on Managing Stress: evolution, stress and one's thinking

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Managing Stress – **The original stress and the manufactured stress - how distress starts**

2. Activity – 30 minutes

Engage the students in this activity:

In a Jungle – Do or Die!

From What If to What Now?

2.1 In a Jungle – Do or Die – 15 minutes

Tell student that they have to imagine that they are in a jungle. They have to get into groups or stay separate according to the scenario you will give them. In each scenario they have to act as if the situation was real.

- a. You are a 5 yr old child, alone in a jungle. It is morning. You are going to drink water at a river bank. Suddenly you hear a lion roar. What will you do?
- b. You are a 5 yr old child in a group of 10 healthy adult people. The group is going to drink water at a river bank when you hear a lion roar. What will you do?
- c. You are 15 yrs old, alone in a jungle. It is night. You can hear hissing and rustling sounds nearby. You are feeling sleepy and tired. What will you do?
- d. You are a 15 yrs old, in a group of 5 friends. It is night. You can hear hissing and rustling sounds nearby. You are feeling sleepy and tired. What will you do?

Debriefing: Ask students if they felt stressed in the above scenarios. Was the level of stress the same in all 4 scenarios?

What action would they take in each? Ask a few students to share.

Explain: Whenever there is a threat to our survival, we feel stressed.

Chemicals are released in our body that enable us to fight or take flight, to survive. Our heart beats faster, we breathe faster, more blood flows to our brain and muscles we can think rapidly, memory improves and muscles can work better. In both cases – fight or flight - **we take action**. We do not sit down and think or imagine what would happen if...when faced with danger!

We are social animals. We cannot survive alone as individuals. We are able to face threats to our survival better if we pool our resources.

2.2 What If ...

Ask students if they experience stress every now and then.

A common situation is before an exam.

Ask each student to write a situation from their routine life when they feel stressed. Put all chits together. Now pick up one, and read it aloud. Ask students to describe the train of thoughts that would lead to stress in this situation. Read aloud another chit.

Debriefing: Were the situations really life threatening? Most of us will never experience a life threatening situation like being chased by a tiger, but all of us have already experienced stress in our lives. What's happening?

Explain:

Manufactured Distress

We manufacture stress in our minds by the way we interpret events and we imagine our future. We scare ourselves into thinking that our life is in danger. Our brain responds accordingly.

How stress starts today:

Event – I did not do well in my exams.

Imagined consequence –I think “ I will fail. I will be the only one repeating a class. My parents and teachers will be disappointed. I may not be allowed to study further. My friends will laugh at me. I cannot tolerate that.”

Response to the imagined scenario (fear, anger, stress) – these thoughts produce a feeling of fear. Fear is interpreted as a sign of threat to life by the brain. My heart begins to beat fast. I feel cold and palms become wet. I am tense.

Result - no action or inefficiency – I am unable to study for the next exam. I am likely to perform poorly in that exam too, and that will confirm my fears about my imagined future. Fear will set in once again. The cycle will repeat itself.

Our body’s response to stress remains unchanged however long the stress lasts. If we feel stressed day in and day out, then our brain assumes that we under continued stress (something like being up on a tree while the lion prowls underneath for days together).

The biochemical changes will show up as: Headaches, breathlessness, skin allergies, sweating too much, feeling too hot, indigestion, irregular bowel movements. colds and coughs, sleep disorders. Chronic stress can lead to high blood pressure, stomach ulcers, diabetes, heart disease, reduced infection fighting ability, susceptibility to cancer or tumors

From What If To What Now?

Explain - Instead of imagining scary scenes of failure, we can focus on taking action – climbing a tree. We could also prepare for expected demands - making arrows and weapons in case of a tiger attack.

Event – I did not do well in my exams.

Imagined consequence –“ I may fail. I may have to repeat a class.”

Necessary action: I need to stop imagining and act! – I need to do as best as I can in the remaining exams. In case I fail, I will do whatever it takes to learn and pass. I will learn from my mistakes. I will tell my parents that I will work hard. I will ask my friends to help me do better. I will find out who y true friends are! Failure is not in falling down. Failure is in refusing to get up!

Result - more action and efficiency – I will study more the next exam. I am likely to perform better in that exam. Ask students to get into pairs. They need to convert their scary imaginary scenarios to action steps and helpful thoughts.

3. Conclusion: 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- We manufacture stress by imagining “What if I fail...” scenarios. Our brain interprets these imagined scenarios as threats to survival, and responds by releasing stress causing chemicals.
- Too much or too long a stress is harmful – it produces exhaustion, sleeplessness, memory loss, illness and inefficiency.
- We can reduce distress by responding to adverse events by taking action – ‘What do I need to do now?’ Our brain realizes that we are taking step to face the situation. Stress reduces.

Home work: Look out for situations where you start thinking unhelpful ‘what if...’ thoughts. Stop yourself and replace them with action points. Thank you

Facilitation Guide for Session 3 of 3 on Managing Stress: Building Resilience

A. Objective

To help students learn practices that strengthen their ability to withstand stress.
To understand the importance of relaxation, nourishing foods and sleep.

B. Feeling

Leave students with the feeling that by making minor changes in their life style they can strengthen their ability to withstand stress.

C. Core Messages

- We can function better when calm and relaxed rather than when nervous and anxious.
- We can reduce stress by eating fresh, nourishing foods.
- We can reduce stress by doing breathing exercises and by being physically active.

D. Special Note

Resilience is like our immunity – it helps tackle stress and not fall ill!

E. Activity Guide for Module 3 of 3 on Managing Stress: Building Resilience

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Living in Harmony – **enhancing efficiency, creativity**

2. Activity – 30 minutes

Engage the students in these activities

Imagine!

Watch Your Breath

Eat Work Sleep

2.1 Imagine – 10 minutes

Ask students to stand up and find a place in the room where they can stand comfortably and swing their arms without hitting anyone. Ask them to keep standing in the same place till the end of the exercise. They must not move their feet at all. Once everyone has found a place, ask them to swing both their out stretched arms together to the left as much as they can. They should now make a mental note of where their left middle finger is pointing. For example it may be pointing to a mark on the wall behind them.

Now they should keep their arms loosely by their side and close their eyes. Eyes should remain closed till the end. Ask student to imagine a scene you will

describe. “ You are totally relaxed. It is a holiday. You are walking in a beautiful garden. It is quiet and a cool breeze is blowing gently. It is early morning. The birds are flying across the sky. There are sweet smelling roses in the garden. Pink, yellow and white. Butterflies are fluttering from flower to flower. You hear a stream flowing near by. You walk barefoot on the grass towards the stream. It is a clear, clean stream. Sunlight is dancing on the water. You sit down and dip your feet in the water. It is still and cool. You a totally relaxed and at peace.

Now tell students to keep their eyes closed and swing as far to their left as they can with their arms outstretched. Tell them to open their eyes and mark the spot. Is it the same or has it shifted from the previous spot?

Debriefing: Was the spot the same or did it shift?

Explain: For most people the spot shifts. They are able to swing more as their bodies are now relaxed. We are able to perform better if we are relaxed.

Watch Your Breath! 10 minutes

Ask students to do the following as you read out aloud:

1. Breathe through your nose.
2. Slowly expand your abdomen, pushing it out, and then expand your chest. Air flows in.
3. Hold your breath for a while

When you can't hold the breath any more, exhale. First breathe out from your chest, using your rib cage. Next pull in the abdomen. The diaphragm is pulled up. Let all air escape. Relax completely while exhaling, let go **Repeat 9 times.**

Debriefing: Ask students how they felt.

Ask students when they find themselves breathing rapidly. What happens to their heart rate then? What happens to their thinking process? When do they find themselves breathing very slowly and gently? What happen to their heart rate and thinking process then?

Explain:

Under physical stress (running) or mental stress (anger, fear) we breathe fast, our heart rate goes up and our brain is totally consumed with that event.. it is not free to think of new ideas or be creative.

When we are relaxed, we breathe slowly, our heart rate slows down, we are relaxed and our brain is free to imagine, be creative.

We can relax our brain and heart by reducing our breathing rate by doing deep slow breathing. When feeling stressed, we can willfully breath slowly to distress ourselves and clear our mind.

2.2 Eat Work Sleep! 10 minutes

Ask students to make a list of their favourite foods.

Next call out names of foods. Ask students which ones will reduce stress and which will cause more stress in the body: fruits, vegetables, sambar, rice, coffee, buttermilk, cola drinks, tea, packaged food, freshly cooked food.

Debriefing: Explain that tea and coffee contain caffeine. The effect of caffeine on the body is the same as that of stress. Caffeine containing foods increase stress. Vitamins and antioxidants present in uncooked fruits and fresh vegetables help to heal the body and put less stress on the body systems. Packaged foods contain preservatives and other chemicals that are not the best kind of nourishment for the body.

Explain that sleep for 8 hrs per night is the basic requirement of the body. It varies from person to person but 8 hrs is the minimum. Adequate sleep helps increase memory and thinking capacity. Exercise and physical activity helps keep the body fit and healthy.

3 Conclusion: 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- We can function better when calm and relaxed rather than when nervous and anxious.
- We can reduce stress by eating fresh, nourishing foods.
- We can reduce stress by doing breathing exercises and by being physically active.

Home work: On a sheet of paper draw your ideal creative place. What would be there? Where would it be? Thank you

Managing Stress Worksheet 1

Demands made on me:

Tick the demands you think you have to meet

1. I must do well in academics.
2. I must do well in sports.
3. I must be popular among my friends.
4. I must have many friends.
5. I must please my family, teachers, friends, and others.
6. I must look attractive.
7. I must be able to earn a lot of money.
8. I must always be on time.
9. I must do everything perfectly.
10. I must work to make my body perfect.
11. I must wear the best clothes/shoes/watch/shoes available.
12. I must be liked by everybody.
13. I must help everybody.
14. When someone requests me to do something, I must do it.
15. I must watch the current serials on TV.
16. I must follow tradition and culture.
17. I must obey my elders.
18. I must win when I participate in an event.
19. I must never make mistakes.
20. I must have many skills – like dancing, singing, painting, cooking, sports, craft...

How many of these are self- made? Put a tick next to it.

How many are imposed on you by your family, relatives, friends, teachers, and others? Put cross next to it.

Form groups of 4. Discuss:

Do your friends face similar demands?

Can all these demands be met by a single person?

Are all these demands justified?

What is the best way to handle these demands?

Managing Stress Worksheet 2

Too many demands and too few resources produces a sense of stress in us. How can you reduce the demands made on you? What do you feel about requests? Can you refuse a request that your family, friends, or neighbours make?

Which of the following statements are true for you?

1. I feel that refusing a request is equal to being rude.
2. I must accept all requests and demands that are made because I want to be known as a helpful, nice and friendly person.
3. I find it difficult to refuse requests made by people who are close to me.
4. Sometimes I say, “yes” because I don’t know how to refuse politely.
5. Saying, “yes” is respectful. Refusing is disrespectful.
6. Saying, “no” to friends can make me an outcast. My friends may make fun of me, call me mean or selfish, or break off.
7. I must consider other people’s needs, even if it means that I have no time left for myself.
8. I cannot argue with the tradition, culture, or age-old belief systems of my family. I have to agree to whatever they say even if it is against my Values.
9. If I love someone, I must do as he or she says. Saying, “no” means I don’t love them.

Which of the following statements do you believe in and agree with? Tick them.

1. A request is a request. It is not a binding on me. It is not an order. I have complete freedom to refuse it if I can’t or don’t want to help.
2. Requests made by people who are close to me are generally more tough to refuse because of the relationship I share with them. I feel good when I help them. I also know that tomorrow I may be the one requesting their help. I must however watch out for people who misuse my relationship with them to emotionally blackmail me.
3. A person who accepts all requests is unlikely to fulfill all of them. Soon that person becomes known as unreliable and untrustworthy.
4. It is possible to say, “no” politely.
5. Respect and requests are different concepts. They are not interchangeable.
6. Friends who do not accept a “no” from me do not really care for my feelings, likes, dislikes, beliefs and values. They want me to fulfill their wishes. Such people come in the way of my development and growth. I would like to associate with people who accept and respect me
7. As a social being I like to help others but this should not clash with my self interests. I need to balance the needs of my social group with my personal needs.

8. Traditions, culture, beliefs, religions are not static. They change. They are made by people and are changed by people. I can follow what makes sense to me and what does not clash with my values.
9. Love is wanting the best for another person. It is not obedience! If the other person also loves me then that person would want the best for me; they would not make unreasonable demands.

Discuss your beliefs in groups of 4.

Managing Stress Worksheet 3

My Constraints: What obstacles do you think you face on a day to day basis?
List them below:

Overcoming obstacles:

You might have had experiences when you went ahead in spite of your constraints and succeeded.

Think of the times when you thought you could not make it, the times when you nearly gave up, the times when others discouraged you but you didn't give up. You went ahead and found that actually the constraints weren't as huge as you had initially imagined.

Use the space below to make a list of as many such instances as you can recall.
Share with your partner.

Managing Stress Worksheet 4

My Resources:

Which resources do I already have? Tick them.

Which do I have but not use? Tick the resources you would like to build / start using

How can you strengthen each resource? Share with your partner.

.	Personal	Social (family, friends, community, teachers, coaches, associations, institutions, specialists)
Physical resources	Health Wealth Space and place Food	Money – loans, grants, scholarships Space and place Equipment Internet
Emotional resources	Self confidence Self -motivation Self -discipline Self -respect Communication Experience	Encouragement Acceptance Motivation Discipline Care Help Support Role models Insights Friendship
Mental resources	Skills Intelligences Time management Prioritization Goal setting Concentration Memory	Role models Training Coaching Guidance Insights Books, libraries Experiences

Chapter VII. Anger, Power and Domination

Can anger be expressed maintaining respect for the other and self? Is domination inherent in power? Can power be used to empower?

Included in this section:

- **Facilitation guide for four 40 minute sessions on anger, power and domination**
 - Session 1. Anger, Triggers and Insults
 - Session 2. Constructive Anger
 - Session 3. Dealing with Domination, Power to Empower
 - Session 4. Restorative Approaches
- **Extra worksheets that can be done separately**

Facilitation Guide for Session 1 of 4 on Anger, Power and Domination: Anger, Triggers and Insults

A. Objective

To help students understand the common triggers for anger and how to diffuse them

B. Feeling

Leave students with the feeling that it is alright to feel angry, however, we can learn to express it in an effective and constructive way, that does not harm us, others or the environment we are in.

C. Core Messages

- Many common triggers for anger can be defused by critically thinking about them.
- Words people use reflect their own character and upbringing.
- People insult their own higher selves when they behave in a disrespectful manner with others.

D. Special Note

Popular television serials and stories perpetuate the concept that if a person is calling us names or 'insulting us' in anyway, then we must resist, negate, challenge or shame that person in order to maintain our dignity. Such reasoning presupposes that whatever the other person is saying about us is the truth or will become the truth unless we negate it immediately! We also feel that if we let a person get away without retaliating, then our 'self- respect' will diminish. This reasoning is false and needs to be replaced with an empowering concept that is closer to the truth.

E. Activity guide for session 1 of 4 on Anger, Power and domination: anger, triggers and insults.

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Effective Anger – Understanding common triggers for anger.

2. Activity – 30 minutes

Engage the students in these activities:

Deadly Match

Make Way!

2.1 Deadly Match – 15 minutes

Read out this true incident reported in the newspapers:

19 year old Richard Loitam came all the way from Imphal, Manipur to Bangalore to pursue his dream of becoming an architect. He joined a reputed college and was in his second semester when he paid a heavy price for arguing with his college mates. On the night of April 17, 2012 he quarreled with his hostel mate over watching an IPL match on television. Another student, a friend of the hostel mate, hit Loitam on the face and head. Following the altercation, Loitam returned to his room. He was found dead the next day. He apparently suffered a cerebral hemorrhage after being punched in the head.

Debriefing:

Ask students what could have been the cause of this quarrel.

Ask students if they have heard of similar instances where people have been assaulted, injured or even killed in anger.

Ask students if an instance like this could happen in their community.

Ask student to think critically and list the underlying emotion or feeling that causes anger in them. List them on the board.

Also add the following if not already listed:

People usually feel angry when they perceive

- Opposition to ideas, opinions
- Taunting, bullying, disrespect
- Unfair punishment, unjust blame, injustice
- Loss of or damage to something of value
- Rejection
- Disobedience
- Anti-social behaviour

We can use words that clearly express our displeasure and at the same time do not attack another person's character.

2.2. Make Way

Ask 12 students to come up. 10 students have to stand like a crowd. Two students, A and B have to make their way through the crowd in a hurry. Ask A to be rude and rough with people as he/ she makes his/ her way through the crowd (example: get out of my way you...!). Ask B to also make her/ his way through the crowd hurriedly, but in a polite, respectful way (for example: Excuse me!).

Debriefing: Ask students in the crowd what they thought about A and B. What did the rest of the class think of A and B. Whom would they like to interact with more and make friends with.

Explain: Perceived disrespect is a common trigger for anger.

Example “How dare she/he speak to me like that?”” “No self- respecting person would tolerate such behaviour.”

The reasoning we follow in such scenarios is that if a person is calling us names then we must resist, negate, challenge or shame that person in order to maintain our dignity. Such reasoning presupposes that whatever the other person is saying about us is the truth or will become the truth unless I negate it immediately! We also feel that if I let a person get away without retaliating, then our ‘self- respect’ will diminish.

Just because a person says something about us, it does not become the truth. We know our worth, our qualities and our abilities. Calling a rose ‘shit’ does not take away its sweet smell. Calling me a stupid, worthless, useless person will not make me one!

In fact the words a person speaks reflect his/ her own character. They say nothing about the character of the person being referred to. Words reflect our character and not the character of the people we speak about. The words I use, in daily conversation and when angry, reflect my upbringing and my character. I cannot insult anyone else, I only insult my own higher self when I use derogatory words for others!

When someone says derogatory words to me, I can pity the person rather than get angry about it. To respond angrily is to acknowledge that there is a grain of truth in what has been said. Am I upset because the truth that I was trying to hide is now out in the open?

3. Conclusion: 5 minutes

Ask students they learnt anything useful today and if yes, where they may use it. **Call out the Core messages:**

- Common triggers for anger can be defused by critically thinking about them.
- Words people use reflect their own character and upbringing.
- People insult their own higher selves when they behave in a disrespectful manner with others. One can’t really ‘insult’ someone else!

Home work: Look out for instances when you get in to an argument, get angry or feel upset. What kind of words do you use? How do you behave? Thank you

Facilitation Guide for Session 2 of 4 on Anger, Power and Domination: Constructive Anger

A. Objective

To understand the ill effects of anger.

To understand that anger can be released in a constructive or a destructive manner.

To support students in learning ways of channelizing anger effectively.

B. Feeling

Leave students with the feeling that it is alright to feel angry, however, we can learn to express it in an effectively, without causing damage to ourselves, others and the environment.

C. Core Messages

- There are many ways of responding in a conflict. Whichever method we practice more, will become our habit.
- Before choosing a method, keep in mind the consequences of each method – what happens to my sense of self-worth? To my opponent's sense of self-worth? To our relationship? To the conflict/ problem?

D. Special Note

Children more often than not, see destructive, demeaning, punitive expressions of anger. They begin to associate anger with domination, rather than as positive energy to bring about transformation, restore values and initiate change.

E. Activity guide for session 2 of 4 on Anger Power and Domination: constructive anger

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Effective Anger

2. Activity – 30 minutes

Engage the students in these activities:

Body Remembers!

Danger Ahead!

Safe Way!

2.1 Body Remembers! – 10 minutes

Ask students sit quietly in a comfortable position and follow your instructions:

Become absolutely still and quiet. Focus on your breathing. Feel the air going in and out.

Focus of the part of the body as I call it out and feel the feeling or sensation you have over there. Call out these body parts with a gap of 110 seconds: head, forehead, eyes, mouth, neck, shoulders, arms, palms, chest, abdomen, back, thighs, legs, ankles, feet.

Now recall the last time when you were very angry. Recall the situation, what was said, what you felt, said or did.

Now adopt the posture that shows the peak of your anger.

Hold this pose for one minute.

Relax and breathe deeply for 3 breaths..

Debriefing: Ask students where in their body did they feel the anger? Ask them to call out their answers. Ask students what would happen if the angry posture was held for hours together. What would happen to the body, what diseases might result?

List their answers and add the following if not already listed.

- Blood Pressure.
- Heart Problem.
- Headaches.
- Joint pains.
- Muscle pain.
- Sleep disorder

2.2 Danger Ahead! – 10 minutes

Ask each student how they vent (express) anger with different people. Ask them to consider their parents, teachers, friends, elder siblings and people who are younger to you. List and share with your partner.

Debriefing: Can you control your behaviour when you are angry?

Is there a difference in the way you vent your anger with different people? Yes there is! So you can control your behaviour when angry.

Why learn to express anger in a constructive way? Because the ways in which we have been venting anger result in damage to our body or relationships. It produces stress in us and our brain gets hijacked by the strong emotion and we are unable to think of creative ways of dealing with the situation that made us angry in the first place.

How can we express anger constructively without damaging our body or our relationships?

Let us explore: When we first begin to feel angry, we get some sensations in our body. As long as these sensations are within our body, we can have better control on them. Once the emotion of anger has been expressed in words or deeds, another person gets involved and therefore we lose control of the outcome or

result. It can result in a fight, injury and even death. These are destructive expressions of anger

When we first become aware of anger arising in us, is the time to channelize it towards constructive expressions of anger.

2.3 Safe Way – 10 minutes

Ask students what they do to control their anger. List it on the board.

Explain:

When angry first starts, we are better able to control how we express it. When angry, do not hold back or act calm only to reach a boiling point. The idea is to release anger in short bursts before it reaches exploding point. We want a slow, controlled release

- **Express your feelings clearly** – “I hate lies” (not “I hate you”).
- **Value the other person’s point of view, even if you disagree with it** – “I see you have a different plan. In my experience, it may not work.”
- **State a rule** – “This is a no-smoking area.”
- **Describe the problem** – “You are late. We may all miss the train.”
- **Offer a solution** – “We can go by another route. There will be less traffic on that road.”
- **Give choices**
- **Write a note.**
- **Allow the person to face the consequences** – “You have lost my notes twice. I cannot lend you my notes anymore.”
- **Assert your values** – “We do not give or take dowry.”
- **If the opponent is not present, wait until you are calm before sending a reply.** You are more likely to find a way to resolve the problem when you are at peace.

3. Conclusion: 5 minutes

Ask students they learnt anything useful today and if yes, where they may use it..

Call out the Core messages:

- There are many ways of responding in a conflict. Whichever method we practice more, will become our habit.
- Before choosing a method, keep in mind the consequences of each method – what happens to my sense of self-worth? To my opponent’s sense of self -worth? To our relationship? To the conflict/ problem?

Home work: Look out for instances when you get in to an argument, get angry or feel upset. Thank you

Facilitation Guide for Session 3 of 4 on Anger, Power, Domination: Dealing with Domination, Power to Empower

A. Objective

To help students understand that when they come up with new ideas that challenge existing beliefs, opinions and set ways of doing things, some people may oppose them.

To help students realize that sometimes people in authority may use their power to dominate and oppress rather than empower people.

To help students realize that there are positive ways of dealing with domination.

B. Feeling

Leave students with the feeling though some authority figures may dominate them, they can keep their vision and passion alive and work positively to fulfil what they believe in.

C. Core Messages.

- Misuse of power to dominate and force people to do things produces frustration, anger and resentment.
- Misuse of power does not allow the oppressor or the oppressed person to be creative, grow as a person or be truly happy.
- Submitting, resisting or running away from domination does not resolve the issue.
- Oppressed person can keep their vision alive and use their agency to work towards it in creative ways.

D. Special Note

Authority figures often use the power vested in them by virtue of experience, position, relationship, resources (money) or skill to dominate. They force people to obey them under threat of punishment or by offering rewards. Punishment and fear breeds discontent, demotivation and kills initiative. Rewards destroy self-motivation and self-discipline. This model has a cultural and religious sanction in our country.

Yet in India's freedom struggle we saw what true power is and how it can be utilized to motivate and strengthen people. We can enrol people into our vision if we communicate empathetically and effectively; and if we motivate people by genuinely appreciating and acknowledging their positive behaviour.

E. Activity guide for session 3 of 4 on Anger, Power and Domination: dealing with domination, power to empower

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Dealing with domination

2. Activity – 30 minutes

Engage the students in these two activities:

Ring Leader!

Duet!

2.1 Circus Ring Leader – 20 minutes

Ask students to get in to pairs A and B. They have to face each other. Explain that A will oppress and dominate B. A will stretch out his/ her right hand and put the palm 3 inches from B's face. A will move his hand in any way he/ she like and B has to follow, keeping his/ her face 3 inches from A's hand at all times. A can move around.

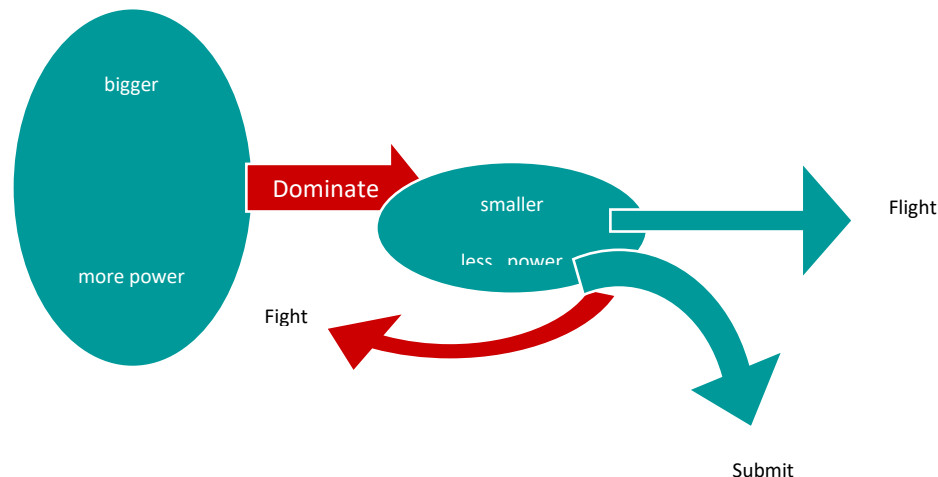
After 2 minutes, they have to switch roles.

After 2 minutes both A and B oppress each other simultaneously. Both stretch out their hands and both stay 3 inches from the opponent's palm. Stop after 2 minutes.

Debriefing: Ask students to share how they felt when they were dominating, using their power over the other person. How did they feel when they were being oppressed?

Explain:

Draw the Abuse of Power diagram



When we face domination we feel angry. We generally have 3 options – to resist, to submit or to run away to avoid the domination.

Submit: When we submit and start obeying, the anger which we have internalized gets locked up in different parts of our body and produces damage in the long run. Submission also eats away our self- confidence to think critically and creatively and take decisions. We lose respect for our own self. We feel powerless and

become pessimistic – “This is my fate. Nobody can help me. Life is like this only!

Run away: When we run away either physically or mentally (refusing to talk or engage with that person, avoiding them, blocking them out) we feel caged in and helpless. We do not experience joy and freedom. We internalize and negate our anger. The oppressor continues to rule our life, though from a distance! Our relationship is destroyed. We feel bitter and cynical “No one can be trusted. You cannot get too close to anyone. One should keep oneself insulated from people.”

Resist: When we resist and fight, we become aggressive. We express our anger in destructive ways, hating self and others. There is no scope for creativity. The relationship suffers. A false sense of power may develop. We may feel good about resisting, but feel bad deep down inside as the relationship breaks. We feel isolated and lonely and blamed for causing trouble! We are consumed by planning and plotting to take revenge or resist. Our creativity, our personal goals and vision are neglected. We feel constantly engaged in a battle. Often we may not even remember the cause of the battle! “How dare you! No one can force me! I will fight till the end!”

2.2. **Duet!** – 10 minutes

Ask students to once again into pairs with the same person. A and B now are free to move together in any way they both agree (example dance, walk). The only rule is that they have to move and be together and be innovative! Stop after 2 minutes.

Debriefing : How did you feel? Was it different from the earlier exercise?

Explain: We feel happy in a relationship if there is respect for each other and freedom to express ourselves without causing discomfort or harm to the other person

3. **Conclusion: 5 minutes**

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- Misuse of power to dominate and force people to do things produces frustration, anger and resentment.
- Misuse of power does not allow the oppressor or the oppressed person to be creative, grow as a person or be truly happy.
- Submitting, resisting or running away from domination does not resolve the issue. The oppressed person is unable to realize his or her vision, be joyous or content.

Home work: Look out for instances when you feel dominated. How can you find a way to express yourself and do what you really want to do without hurting or insulting yourself or the other person?

Facilitation Guide for Session 4 of 4 on Anger, Power and Domination: Restorative Approaches

A. Objective

To help students realize that authentic speaking from one's experience coupled with empathetic listening, can result in people restoring a sense of trust and fairness when power has been misused to oppress.

B. Feeling

Leave students with the feeling that they can look at a dominating person in totality and not feel cowed down by the oppression. They can find creative, value based ways to build bridges with the authority figure.

C. Core Messages

- There are many ways of responding to domination. We can choose a way that empowers us, resolves the core issue and helps us reach our goals.
- We can listen to the person who may have dominated or oppressed us empathetically, with a view to understand their values and concerns.
- We can speak respectfully and authentically, from our experience, and explain our ideas, opinions and goals.
- We can take the help of other people to enrol the person dominating us into our vision rather than antagonise them.
- We can move people by our perseverance, sincerity and commitment to our goal.

D. Special Note

Restorative approaches support healing and repair of harm done to a relationship. These approaches are drawn from ancient tribal cultures that consider offence or crime to be a 'harm done to a relationship'.

Relationships are based on values – of say trust, respect, fairness, love, integrity. When a person behaves in a way that break one or more of these values, the other party feels hurt and harmed. Though the action cannot be undone, the relationship can be repaired by people admitting their role in the incident, taking responsibility and being accountable. Communication, understanding, respect, family and community involvement leads to repair of harm and restoration of values; thereby strengthening relationships.

This approach is different from the punitive, punishment based approach to crime and offence that is entrenched in several cultures across the world. We can begin in our homes and schools and practice restorative approaches that balance harm and hurt with healing and respect.

E. Activity guide for session 4 of 4 on Anger, Power and Domination: restorative approaches

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: Dealing with domination: creating responses that elicit cooperation

2. Activity – 30 minutes

Engage the students in this activity:

Imprisoned!

Freedom!

Fishing Camp

2.1 Imprisoned! – 10 minutes

Read out this story based on a true incident:

A 9th std boy, Sameer was living in Delhi with his parents and two sisters. His father was a strict man who insisted that Sameer study regularly at particular tiings and not waste his time with friends. Sameer resisted this strict approach and tried to argue with his father. Once day his father saw Sameer spending time with his friends in a park. When Sameer returned, the father slapped him for wasting his time.

Sameer had had enough. He was seething ith anger. He decided that the bet way to teach his father a lesson is to run away from home. “He will miss me. He will realize my value! He will repent slapping me!” Sameer thought. Next morning Sameer got ready for school as usual, but he had already taken out some money from his parent’s room.

Instead of going to school, Sameer went to the railway station and got into the first train on the platform. In the train he was befriended by two young men who heard his story and told him that they will help him “teach his father a lesson he will never forget!” The two men actually plotted to kidnap Sameer without his knowledge. They asked Sameer to come with them to Mumbai. Behind his back they made ransom calls to his father, demanding 10 lakh rupees.

The father in the meanwhile takes the help of the Delhi Police. After two days with the two men, Sameer begins to miss his family and realizes that he has made a mistake by running away. He escapes from the clutches of the two rowdies and reaches a police station in Mumbai. The police help to reunite the family.

Debriefing: Why did Sameer run away from home?

He could have landed in deep trouble. What could Sameer have done differently to resolve the issue, instead of running away?

List student's responses on the board.

2.2 Freedom: 10 minutes

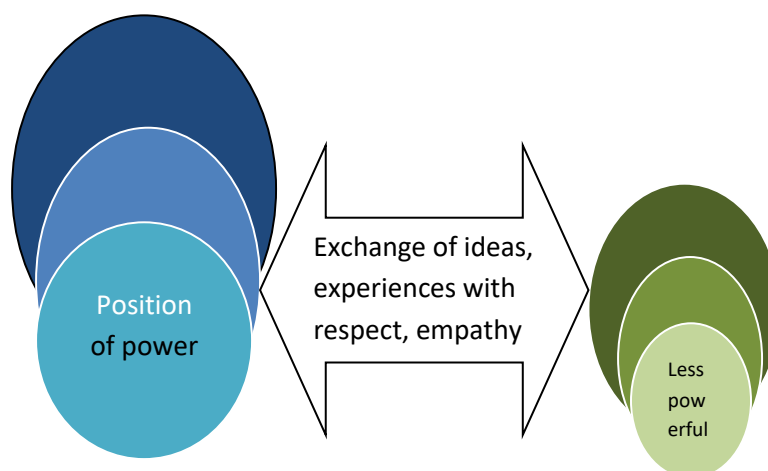
Ask students to think about their relationships at home and in school, and list names of people who they feel dominated by.

How do they react to the domination? Do they resist submit or run away?

Explain: Resisting, running away or retaliating does not lead to a resolution of the main issue. We need to find creative empowering ways of dealing with domination.

Ask students for ideas.

Draw this diagram of Power to Empower



Respectful, empathetic and authentic communication of feelings, thoughts and ideas; sharing of information, opinions and experiences have the power to rebuild trust and a sense of fairness. Such communication can produce enrollment, change and transformation without using force. Persons involved experience growth as humane beings.

We can use this model in our lives.

1. We can engage the person dominating us in a conversation and discussion.
2. We can find the time and appropriate place to have this conversation.
3. We can be calm and focused at this time and keep our goal in mind.
4. We can use words which clearly state our feelings and concerns and ideas. We can use "I" sentences as discussed in assertive, respectful communication. We can be empathetic (be aware of and feel the feelings of the other person) and ask the other person about their concerns, feelings and ideas. Concerns for others is a sign of maturity.

5. We can discuss these in a respectful way, choosing the words carefully. The words can describe our feelings and detail the behaviour, and not make any personal comments about the other's Self.
6. Sometimes the person feels awkward to talk with us face to face. We can write a note in such instances.
7. Sometimes the person may not be willing to talk or in any way communicate with us. We can look for other people whom we know, who can discuss the matter with them.
8. We can sometimes move people by our perseverance sincerity and commitment to our goal.
9. We may modify our goals - as long as our values are not compromised.

2.3 Fishing Camp: 10 minutes

Ask 2 students to do this role play: One plays the part of a student, and the other that of the parent.

Student: "I want to go on a trip with my class. The class is going to Cauvery fishing camp."

Parent: "No. You cannot go"

Student: "I would like to go with my class. I have never been on any trips."

Parent: "No. I don't want to send you. It's not safe."

Student: "Three teachers are going with the class. You know my close friends – they are also going. I will be careful. I really want to go."

Parent: "I am scared about accidents. You don't know how to swim. I have heard of so many accidents in that river."

Student: "I can get you the phone number of the lodge. I promise I will not get into the water. Please can I go? Would you like to speak to my friends? My teachers? You can tell them also that I am not to go in the water. Please?"

Parent: "OK. I suppose you are grown up enough to be careful and responsible. You can go, but get me the phone number."

Student: "Sure! Thanks!"

Debriefing: Ask students: What happened in the above scenario? How did the student convince the parent in to letting him/her go out station?

3. Conclusion: 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- There are many ways of responding to domination. We can choose a way that empowers us, resolves the core issue and helps us reach our goals.
- We can listen to the person who may have dominated or oppressed us empathetically, with a view to understand their values and concerns. We can speak respectfully and authentically, from our experience, and explain our ideas, opinions and goals.
- We can take the help of other people to enrol the person dominating us into our vision rather than antagonise them.
- We can move people by our perseverance, sincerity and commitment to our goal.

Home work: Look out for instances when you feel dominated. How can you find a way to express yourself and do what you really want to do without hurting or insulting yourself or the other person? See if you and all those concerned can all sit together. Involve a close friend and respected community member, if required. Sit in a circle. Decide on shared values that would help each person speak from the heart and listen from the heart. Take turns to speak. Speak from your experience, your feelings and your values.

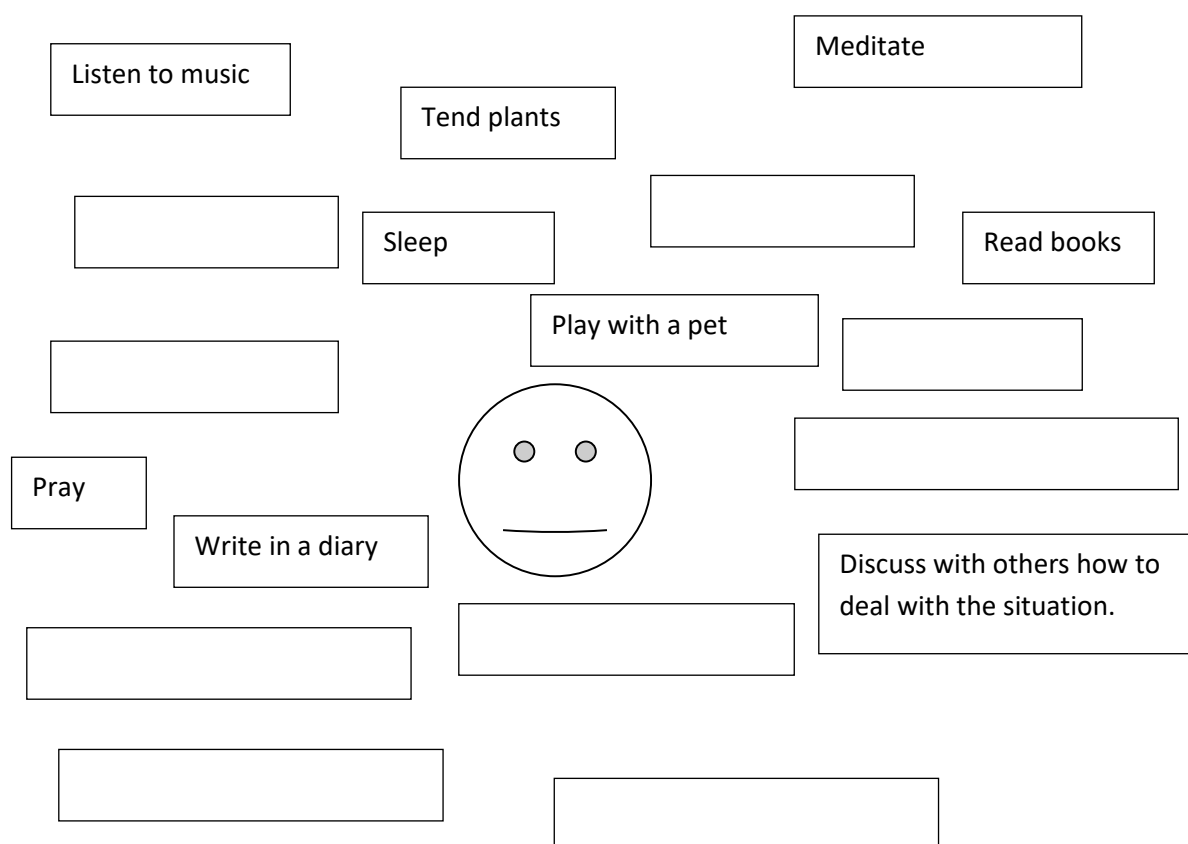
Anger, Power and Domination Worksheet 1

This is how I felt when I was made to/forced to do things I did not want to do (tick how you may have felt, and add any others in the space provided):

Happy, sad, frustrated, humiliated, dejected, rebellious, joy, empowered, abused, forced, unhappy, weak, powerless, trapped, free, confident, respected, loved, angry

Here is a diagram showing some activities that people do to cope with distress, anger, rejection or sadness.

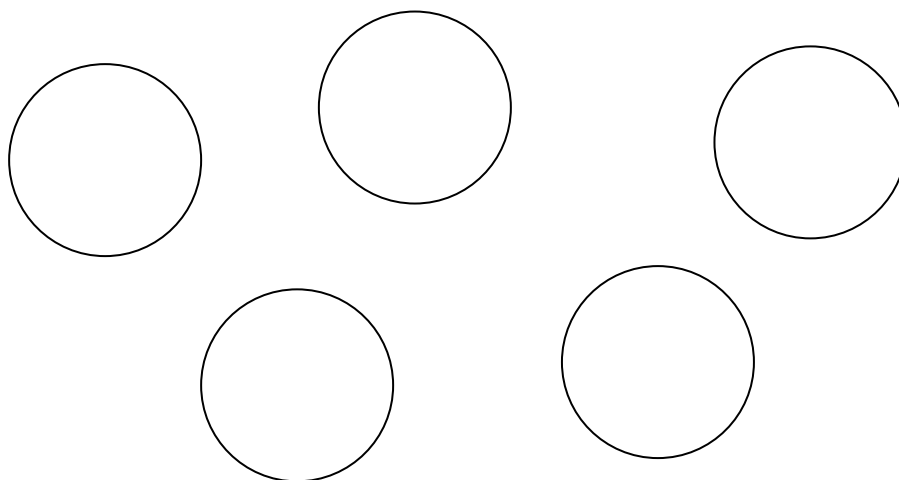
Which ones do you use? You can add other activities too.



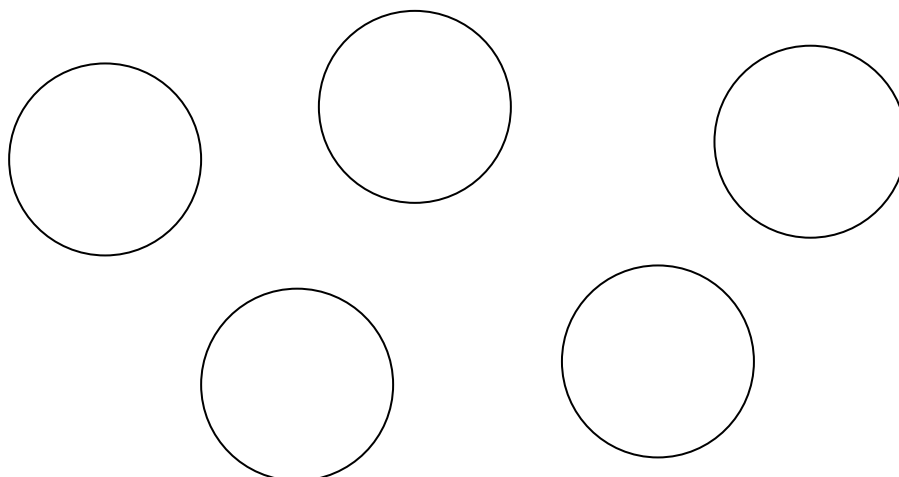
Discuss in groups of 6 your methods of overcoming distress.

Anger, Power and Domination Worksheet 2

Think of instances when you feel dominated. Who are the people who tend to dominate you? Write their names in these circles in a code so that others looking at your sheet cannot make out who these people are. How do you respond when dominated by these people? Run away/ flight? Resist/ fight? Relent and submit? Indicate next to each person how you react to them. Indicate with a plus or a minus sign what happens to your relationship with that person. Plus if it gets stronger and minus if it gets weaker.

Five empty circles are arranged in two rows: three in the top row and two in the bottom row. These are intended for students to write names and reactions to people who dominate them.

List all the people whom you dominate. Write their names in a code so that anyone looking at your sheet cannot recognize the person you are writing about. How do these people react to your domination? Do they resist retaliate or run away? Indicate next to their name what they do. Indicate with a plus or a minus sign what happens to your relationship with that person. Plus if it gets stronger and minus if it gets weaker.

Five empty circles are arranged in two rows: three in the top row and two in the bottom row. These are intended for students to write names and reactions to people they dominate.

Take one instance where you feel dominated. How can you find a way to express yourself and do what you really want to do without hurting or insulting yourself or the other person? What you can do differently next time to engage the person in a conversation, where there is free exchange of feelings, ideas and opinions without any fear, rejection or anger?

Write your ideas here:

What would happen to your relationship with this person if you applied this idea? Write or draw below:

Take one instance where you dominate someone. How can you find a way to express yourself and do what you really want to do without hurting or insulting this person? What you can do differently next time to engage the person in a conversation, where there is free exchange of feelings, ideas and opinions without any fear, rejection or anger?

Write your ideas here:

What would happen to your relationship with this person if you applied this idea? Write or draw below:

Discuss your ideas in groups of 4. You can keep the identity of the other person involved confidential if you do not feel comfortable sharing it with your friends.

Anger, Power and Domination Worksheet 3

Circle the scenarios that usually produce anger in you:

1. When I feel insulted.
2. When I feel rejected.
3. When I feel that my efforts are being thwarted.
4. When I feel frustrated.
5. When I feel powerless.
6. When things are not going according to my plan.
7. When others are not doing as I told them to do.
8. When I am disturbed.
9. When too many demands are made on me.
10. When I feel I am being taken for granted.
11. When people don't agree with my opinions.
12. When people don't accept my ideas.
13. When people indulge in anti- social behaviour.
14. When I am unjustly blamed.

Think of a time when you were very angry. Now answer the following:
What was the effect on you?

What was the effect on the target of your anger?

Was the problem (that had resulted in anger) resolved or did it become worse?

Did a new problem arise as a result of the way anger was expressed?

Draw yourself with facial expressions and posture when you are angry:

Discuss your experience with your classmates in groups of 4.

Anger, Power and Domination Worksheet 4

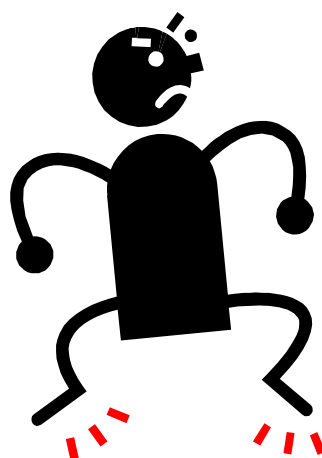
How anger affects my life:

Mark the effect of anger on each aspect of your life on a scale of 1 to 10, rating 1 as having maximum effect and 10 as no effect.

My emotional health

My physical health

My friendships



My family

My future opportunities

My studies

Anger, Power and Domination Worksheet 5

Effective Anger – Developing a solution

I do control my anger. The way I respond to my sibling when angry is different from the way I respond to my parents or the way I respond to my teachers.

Think of the last time you became very angry. Answer the following questions keeping that episode in mind:

1. What was the trigger?

2. What did you think about the incident?

3. What did you do to keep calm?

Now score your reaction on a scale of ten – 1 means reacted very badly, 10 means reacted very well.

1 2 3 4 5 6 7 8 9 10

If you have scored above one, there must be something about how you behaved that you felt went well. List three of those things below:

If you were to improve your score, which of these three things would you like to build on? Would you like to try something new? List three things you would do differently to improve your score from _____ to _____.

We are not perfect but we can, and we do improve.

Discuss your ideas with your classmates in groups of 4.

Chapter VIII. Values and Goals

How does one set goals? What is the role of values in setting and realizing one's goals?

Included in this section:

- **Facilitation Guide for two 40 minute sessions on Values and Goals**
Session 1. Setting Goals
Session 2. My Values
- **Extra worksheets that can be done separately**

Facilitation Guide for Session 1 of 2 on Values and Goals: Setting Goals

A. Objective

To help students understand the importance of setting goals, time frames and action plans.

B. Feeling

Leave students with the feeling that accomplishing one's goals produces fulfilment, builds self- confidence and self- respect

C. Core Messages

- We have the ability, intelligence and qualities that help us create. These acts of creation become our goals.
- Goals give direction and meaning to our life.
- We set goals in accordance with our values.
- When we set our own goals, we feel happy and motivated. If others set goals for us, we may feel unhappy, bored or ininterested, and unfulfilled.
- Action and adaptation helps us achieve our goals.

D. Special Note

Many parents tend to set goals for their children saying that “We, as adults, know what is good for you!” This is problematic as no one can get inside another person’s head and know what or how they think, what their deepest desires are, what comes easily to them and how their brain works. We need to encourage our children set their own goals. We can point out their positive qualities and skills and ask them to set goals based on these. We can support them in achieving those goals. We should not attempt to foist our goals or what we think is ‘good for them’ on them!

E. Activity guide for session 1 of 2 on Values and Goals: setting goals

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: setting and realizing goals.

2. Activity – 30 minutes.

Engage the students in these two activities:

Assembly Line!

Pyramid!

2.1 Assembly Line! – 15 minutes

Give each student an A4 sheet of paper. Tell them that they will be participating in an exhibition where they have to display what they have made out of or on this paper. For example, they may draw on it, write on it, make a greeting card or

paper model. Ask them to think and write down what they would like to make. After 2 minutes announce that since you are the teacher of this class, you have decided that they should all make boats out of their paper and nothing else!

Debriefing: What was it that they wanted to make?

How did they feel when they were asked to make only boats?

Do we need to set our own goals? Should others decide for us?

Explain: Only you know yourself completely. No one can get inside your head and feel the way you feel, know all that you know, be aware of all the skills you have, think the way you do. Therefore, only you know what your deepest desire is. Only you know what all you are capable of.

If you follow goals that someone else set for you, and your heart is not in it, then you will work half-heartedly towards it. You may or may not reach it. Even if you reach it, you won't feel fulfilled – because it was not what your deepest self wanted in the first place!

Do we know how to set goals?

Explain: Yes. We decide all the time, from deciding what to wear to what to eat, which friend to talk to, what to play, which sport to play etc. We cannot escape goal setting and decision making.

Some decisions are about small things – like those listed above. Some decisions are about important things – like what to do after 10th class, study further or start a job or get married?

2.2 Pyramid!

Choose a student. Make him/ her the architect. He/ she has to make a pyramid using any number of students he/she chooses. Tell them that he/ she has 5 minutes to do it.

Rest of the class has to watch the steps taken by the student in reaching the goal of making a pyramid.

Debriefing: What steps did the student take to reach the goal of making a pyramid?

1. **Gather information:** how many students do I need?
2. **Consider the various options available** – which students to choose?
3. **Short list:** choose some students
4. **Discuss, take stock of the situation, be creative** – who is lighter, who is heavier? Who is flexible? What else can we do?
5. **Take action:** Make the pyramid
6. **Keep an open mind:** change the size of the pyramid.
7. **Be responsible, have freedom:** If goal is not reached, start the process again, do it differently!

Discuss Pitfalls in goal setting: aking decisions in a hurry: Important decisions that impact my life need deliberation and discussion

1. **Unwillingness to explore new possibilities.** If everyone only did what had been done before, there would be no innovation or discoveries.
2. **Getting attached to one’s original idea:** If someone else’s idea can get us where we want to go, then there is no harm in using it. We can acknowledge the person, thank him or her for the idea and proceed.
3. **Getting stopped even before starting:** “How can I ask that person for help? What if they refuse to help? Let me not ask. Let me not do what I really want to do. I will only do what I can without help from anybody.”
People like to help each other. Go ahead, make a request. It might be accepted. If it is refused, you haven’t lost anything. Go ahead and ask someone else. Remember, it is not an ‘insult’ to make or to refuse a request.
4. **Fear of responsibility:** To have the ability to respond to a situation is to be responsible. It does not involve fixing blame. It does not involve a sense of failure. It only means that when I choose to act, I should have the ability to face, and respond to the consequences of that action.

I should not expect someone else to clean up the mess I make. For instance, when I run, I may fall. I have the ability to get up and run again. I will not waste my time sitting and looking around to blame my fall on someone. I will look to see why I fell – was there something I didn’t see and I tripped? I will learn from my fall and run again.

Failure is not when I fall. Failure is when I refuse to get up. If I do not want to face the consequences of my actions, then I might allow someone else to decide for me. I can then blame them for the consequences if things don’t work out. This way I will avoid responsibility. However, in this scenario I am giving up my freedom to choose for myself. I am becoming a puppet.

3.Conclusion: 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- We like to use our qualities and abilities to create something useful to ourselves and others. These acts of creation become our goals.
- Goals give direction and meaning to our life.
- When we set our own goals, we feel happy and motivated. If others set goals for us, we may feel unhappy, bored or ininterested, and unfulfilled.
- Action and adaptation helps us achieve our goals.

Home work: Make list of your short term (next 6 months) goals and your long term goals (next 5 years). Thank you

Facilitation Guide for Session 2 of 2 on Values and Goals: My Values

A. Objective

To help students understand that the goals we set depend on what we value.

To understand that intelligence is amoral and can be used for constructive or destructive goals

B. Feeling

Leave students with the feeling that choosing goals in accordance with our value systems and deepest beliefs produces a sense of satisfaction and self-respect. If we compromise with our values, we feel unhappy, unsettled and dissatisfied with our selves.

C. Core Messages

- We live and thrive in groups. Helping, rather than hurting each other is hard-wired in us.
- Some values are innate and present in all cultures and tribes – these are beneficial and not harmful to the society
- Different people give importance to different values. No one universal value is better or more desirable than another.
- Values guide our behaviour, goals and what we create.
- Living in accordance with our values makes us feel happy and satisfied.

D. Special Note

Certain values are universal. These are values like justice, friendship, love, truth, integrity, helpfulness, caring, nurturing etc that have helped people live together in harmony with themselves and with nature. They have helped human societies progress and develop.

Thoughts, ideas and intelligences are, however, amoral. Concepts do not have values, humans do! An idea can be used to make a nuclear bomb or a nuclear power plant. The idea cannot protest! The person using the idea has to decide how they will use it - to help or to harm someone, to help a select few or many, to hoard or to distribute.

E. Activity guide for session 2 of 2 on Values and Goals: My Values

1. Introduction – 5minutes

Hello and welcome

Introduce the topic: My Values

2. Activity – 30 minutes. Engage the students in these two activities:

Tsumani / Earthquake Alert!

Real Heroes

2.1 Tsumani / earthquake Alert! – 15 minutes

Students have to imagine the following:

Your locality has received a Tsunami /Earthquake alert! Your family and neighbours have 2 hours to pack and leave. You will be transported to an island in a distant part of the world where you will have to live for an indefinite time.

Each person has been given two bags. One is an ordinary bag in which you can pack items that you can feel, touch and see - like clothes.

The other bag is a mystical bag. In this you can only pack emotions, concepts and values, that is, things you can feel, but not touch or see.

Ask each student to pack his/ her bags with not more than 5 different items in each.

Debriefing: What did you pack in the ordinary bag?

What did you pack in the mystical bag? Why? Make a list of student's responses.

Explain: We cannot live in harmony with each other if we do not have values like justice, love, helpfulness, patience, perseverance etc. Different people have different values. But some values are present in all cultures, all tribes. We can assume that they are inborn in humans – like all humans are born with a heart. They helped individuals to survive in a group; and they helped a group of humans survive in a hostile environment. For instance: friendship, courage, justice, happiness.

Some values are inborn – like a sense of fairness. A two year old child is not taught what is fair, what is unfair. The child knows. Some values are not so deep rooted, but are learned later in life, for example punctuality, neatness, orderliness. When we do not follow our values, we may feel regret, guilt and/or a sense of shame. The world may not know anything about it, but we often find it hard to deal with it. Hence we tend to act in accordance with our values to have an inner sense of peace.

2.2 Real Heroes – 15 minutes

Ask each student to think of 3 values they have and note them down. Against each value they have to write the name of a person they know or have heard or read about, who had followed the same value. Share in groups of 4 why you chose these values.

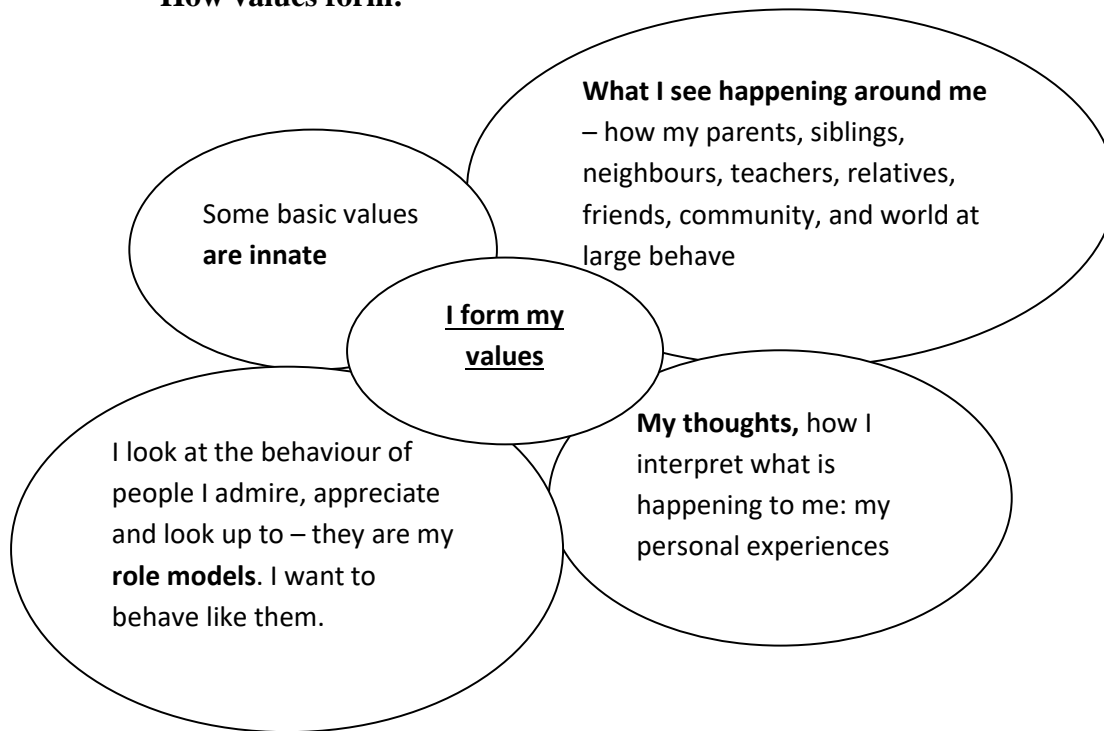
Debriefing: Ask few students to call out their values.

Point out that different people give importance to different values. No particular universal value is better or more desirable than another.

Ask a few students to share why they choose these values?

Explain: This is how values form: Draw this diagram on the board:

How values form:



3. Conclusion

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- Values guide our behaviour, goals and what we create.
- Some values are innate and present in all cultures and tribes.
- Different people give importance to different values.
- No one universal value is better or more desirable than another.
- Living in accordance with our values makes us feel happy and satisfied.

Thank you.

Values and Goals Worksheet 1

When we follow our values, act in accordance with them, we feel empowered and fulfilled. Sometimes, people may make fun of us, ridicule us for sticking to our values and sometimes we may have self- doubt.

How can we empower ourselves then?

Read out the incident and the negative statement. Ask students to come up with positive statements. Explain the positive statement given here:

Incident	Negative statements	Positive statements
When I doubted my abilities	“I can’t do this. I always fail. No point in even trying.”	“I was not born with all abilities fully developed. But I was born with the ability to learn. I can learn. I will try. I will make mistakes like every one else. I will try again and again until I learn to do. That is how I learnt to walk, talk, read and write...”
When I felt rejected.	“I am no good. I don’t deserve to be loved. No one cares for me. There is something wrong with me.”	“I deserve better relationships. This person does not acknowledge or respect me. I know myself. I am worthy of love and respect. I deserve a fulfilling relationship. I will look out for people who value me as a person. I will associate with them.”
When I compared myself with others	“I can never do it as well as she does it.”	“Everyone can’t be good at everything. I can do many things. Some things I can do very well, some not so well. She is different from me. She can do some things better than me and some things I can do better than her. How can I judge two things that are different? The only person who is exactly like me is I. In all fairness I can only compare myself with me. If I did not do something as well as I wanted to last time, can I look and see how I can improve it next time?”

Incident	Negative statements	Positive statements
When I entered a competition	<p>“I must do better than others. I must beat them and win. If I lose, I will feel very bad. I am feeling stressed and worried. The worry may interfere with my performance. I am feeling nervous.”</p>	<p>“I will prepare and practice so that I can perform to the best of my abilities. It is a challenge to me – to do my best. I am competing against my past performance – not other’s. Let every one do as best as they can. I may or may not get recognition from others. That’s immaterial because I will know in my heart that I did my best. That is what counts. I will get to know the limits of my abilities.”</p>
When I lost someone whose company I valued	<p>“I don’t deserve happiness. Whatever I value dearly, I lose. I must never get deeply involved with anyone.”</p>	<p>“ I am lucky to have known that person for as long as I did. I valued our relationship. Now the person is no longer with me. I feel sad, but that is the way it had to be. Life goes on. I am ready to move ahead. I look forward to a fulfilling future.”</p>
When I felt unloved, unaccepted by friends or family	<p>“No one loves me. I am undeserving of love. There is something wrong with me.”</p>	<p>“People have a right to their feelings. I cannot force anyone to love or accept me. In fact I don’t have to. I love myself. I know my worth. I can be with people who love and accept me. I don’t want to force anyone to love me! If they can’t see my worth, too bad for them.”</p>
When no one acknowledged my efforts	<p>“They did not acknowledge me! They are insulting me. They are taking me for granted. I am not good enough.”</p>	<p>“I know the effort I put into this. I am very happy with what I did. Sometimes people are too busy to notice. Sometimes they have other things on their minds. Its OK. I can tell them all about it to make them realize the effort I put in, or I can let it be. I did this because I wanted to do it – not to get a pat on my back!”</p>

I can choose what to believe. The secret of self-empowerment is in my hands, or rather, in my thoughts. How I interpret an incident is in my hands. What I believe to be the truth is what I think is the truth. Thoughts make up my inner world.

Values and Goals Worksheet 2

I get many ideas. Which ones will I follow seriously? Which ones will I give up?

Use the space below to write about each:

My Dreams: If I had all the money, time, space and people I need available to me, what would I do?

My Goals (in the near future):

My Goals (for the distant future):

My Strengths:

My Fears

I require support with:

My Resources - and possibilities that I see (that can help me reach my goals)

Values and Goals Worksheet 3

You may be caught up with daily chores and responsibilities. You may not have taken time to think about your own self. This is the time to do so.

Take some time to think about these and then write:

What gives me happiness? What do I do that makes me happy?

What are my deepest beliefs regarding:

People in general

Friends

Family

Life:

God:

What are my values? What I will never give up?

How I feel about myself and my life when I am all alone?

Values and Goals Worksheet 4

Please read through the values listed below carefully. Now score each value between 1 and 5, 5 being the value that is most important to you. More than one value can get the same score. Write it down under the column score 1. Score once, and then again – just in case you want to change your mind. Write this score as Score 2 (it could be the same as score 1). Add both the scores of each value and write the sum in the ‘Total score’ column.

Pick 5 values with the most score. If more than 5 values have the highest score, you have to choose and finalize 5 which are most important to you. Circle them and await explanations.

Values	Score 1	Score 2	Total score
1. Competitiveness			
2. Advancement in career			
3. Adventure, challenge			
4. Economic security			
5. Affection, love			
6. Wealth			
7. Family happiness			
8. Freedom, independence, autonomy			
9. Integrity, honesty, sincerity			
10. Recognition: acknowledgement, respect from others, status			
11. Power: authority, power with others			
12. Health			
13. Involvement: participating with others, feeling of belonging			
14. Wisdom: understanding life, discovering knowledge			
15. Spirituality: closeness to a personal ‘God’, belief in higher power, gratitude			
16. Order: arrangement, proper placement, stability			
17. Pleasure: fun, leisurely life style			
18. Achievement: sense of accomplishment, mastery			
19. Helpfulness: assisting others, improving society			
20. Loyalty			
21. Personal development			
22. Fame: being well known in society			
23. Responsibility: accountability			
24. Friendship: close relationship with others			
25. Self respect: sense of personal identity, feeling good about oneself, appreciating one’s qualities/ skills			
26. Creativity: being imaginative, innovative			
27. Inner harmony: being at peace with oneself			
28. Duty, obedience			

Which values do I live by?

You have answered the question already. The top 5 values chose, reflect what you value the most, and so on.

All values are as valuable as any other. These values have helped human beings live together, progress, feel fulfilled and empowered.

Use the space below to write or draw the incident/ person who impacted what your value most.

Chapter IX. Critical Thinking

What is critical thinking? What is not critical thinking? Why do we need it? How to develop this skill?

Included in this section:

- **Facilitation guide for three 40 minute sessions on critical thinking**
 - Session 1: What is Critical Thinking?
 - Session 2: What is Not Critical Thinking?
 - Session 3: Overcoming Blocks to Critical Thinking
- **Extra Worksheets** that can be done separately

Facilitation Guide for Session 1 of 3 on Critical Thinking: What is Critical Thinking?

A. Objective: To help students understand what is critical thinking and what it involves.

B. Feeling: Leave the students with the feeling that to think critically is a sign of intelligence and self- confidence.

C. Core Messages

- Think about an issue from all aspects before forming an opinion about it.
- Forming an educated opinion takes time and effort.
- It is worthwhile to have one's own opinions about events, issues and people.
- Thinking for oneself helps one in personal, academic and social life.

D. Special Note:

To think critically about an idea or issue is to consider it from various aspects, ask questions about it, analyse it, and come to an unbiased conclusion. It is not simply accepting an idea/ solution because someone in authority is suggesting it.

As children we learned by watching and by asking questions. We accept whatever answers we get as the truth. As we grow older our capacity to analyse and reason increases. We learn not only to ask others questions, but also to *question the answers*.

Historical and socio-cultural background: India has been free since 1947. Prior to that we were ruled by the British for 200 years and Mughal rule for 400 years. We have learnt to blindly obey whatever a person in authority says. As citizens, we need to be able to ask question and think critically. Critical and creative thinking is what ancient India was known for!

E. Activity guide for session 1 of 3 on Critical Thinking: What is Critical Thinking?

1. Introduction – 2 minutes

Introduce yourself, explain why you are here, how many sessions you will take, what you will be doing. Introduce the topic: Critical thinking.

2. Activity Session – Total 35 minutes

Engage the students in these activities:

M.K. Gandhi goes abroad!

Ramesh's dilemma.

Body's own measure

2.1 M. K. Gandhi goes abroad! - 15 minutes

Read the Story

The year is 1888. Mohandas Karamchand Gandhi, an 18 year old boy from a middle class Vaishya family in Rajkot, Gujarat, wants to go abroad! Such a thing has never happened before in his family or community! His caste people, who looked upon crossing the ocean as contamination, threaten to excommunicate him if he persists in going abroad.

Gandhi has been a "mediocre student" and is excessively shy and timid. After matriculating from the high school, he had joined the Samaldas College in Bhavnagar, but he found the atmosphere difficult and unwelcoming. His father had passed away 3 years ago.

A friend of the family had suggested that Gandhi go to England to study law. Gandhi had jumped at the idea. But now he faced new hurdles. His mother is afraid that he will get into 'bad habits'. Gandhi promises his mother that he be good and vows never to touch wine and meat.

Gandhi then goes to Bombay to take the boat for England. His community leaders are angry and punish him by formally excommunicating him from the community. But Gandhi is clear about what he wants. He sails on September 4, 1888, for England at the age of eighteen. He studies with interest and focus, overcoming all hurdles and becomes a lawyer. After leading a successful campaign in South Africa, he returns in 1901 to lead India's freedom struggle.

Debriefing:

What made M K Gandhi go abroad in the face of opposition?

Do you think a person can become a 'lesser' person by crossing an ocean?

Explain: M K Gandhi did critical thinking.

Facilitating Questions

What is critical thinking?

Critical thinking is about thinking about an issue without getting emotional about it. It is about looking at an issue from all aspects. Critical thinking is not about being critical and criticizing!

Explain: Critical thinking involves:

1. Gathering information about the situation/ problem: why, what, when, how, who, where?
2. Following logic
3. Staying focused on the issue while exploring options
4. Arriving at a logical conclusion.

Why do we need critical thinking?

Critical thinking allows new ideas to emerge. Any manmade object or concept or invention has arisen out of critical thinking. Answers come only when there is a question!

Explain that as we grow older and our brain becomes capable of logical thinking, this ability grows in us. We not only ask questions, but also question the answers!

What would happen if no one asked any questions and accepted everything as it was?

2.2 Activity: Ramesh's dilemma – 15 minutes

(Practicing Critical Thinking):

Read the story: Ramesh has passed his 10th std with 50% marks. He has been interested in history and loves exploring old building, nature and dance. Ramesh's family wants him to start working in the barber's shop in the village. Ramesh's village is situated 30 km from a famous temple complex which is visited by a lot of tourists.

Get into groups of 6. List all options available to Ramesh. Critically look at the jobs, further training or education that Ramesh can pursue.

Debriefing: Accept all options and choices put forth by students.

Facilitating Questions

Ask students to come up with 3 options for Ramesh

Also suggest that Ramesh could train to be an archaeology guide/ tour operator/ start eco- tourism/ home- stays in his village where he can give tourists the experience of the village life, its history and culture, the history and culture of the district his village is situated in.

Do you think critical thinking is useful in a student's life?

Did you have some beliefs in childhood that you later discovered were false?

For example as a child I believed that small people lived inside a radio and they sang all the songs!

2.3 Body's own measure - 5 minutes

Ask students to use a ruler and measure the length of their feet, arm, stretched out palm, distance between the tips of their middle fingers when they stretched out their arms.

Debriefing: Did they know that their foot will fit exactly on their arm (distance between the elbow crease and wrist)? Distance between their stretched out arms is also their height!

Facilitation question: Ask each student to think of how people measured distances when there were no instruments?

3. Conclusion – 3 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- Think about an issue from all aspects before forming an opinion about it.
- Forming an educated opinion takes time and effort.
- It is worthwhile to have one's own opinions about events, issues and people.
- Thinking for oneself helps one in personal, academic and social life.

Home work: Notice when you or others are required to do critical thinking between now and the next class. Did you / they really do critical thinking?

Thank you.

Facilitation Guide for Session 2 of 3 on Critical Thinking: What is *not* Critical Thinking?

A. Objective:

To help students develop the skill of thinking critically by distinguishing *what is not critical thinking*.

To help students become aware of their thinking process and how they make decisions.

B. Feeling:

Leave the students with the feeling that to think critically is a sign of intelligence and self-confidence.

C. Core Messages:

- Think critically before deciding and taking action
- Be aware of non –critical thinking and its pitfalls.

D. Special Note

Our beliefs often come in the way of thinking critically. Many beliefs are formed in childhood – when our ability to critically gather information and divergent views on a subject is limited. Patriarchal systems also do not encourage critical thinking among the young. Sayings like “Don’t speak in frnt of elders” or “Chota muhn badi baat (meaning you are too small or powerless to say such big things)” or “Stay within your limits!” “Elders know best” “This is our tradition” discourage critical thinking.

E. Activity guide for session 2 of 3 on Critical Thinking: what is *not* critical thinking

1. Introduction – 5 minutes

Hello and welcome.

Introduce the topic: What is not Critical thinking

Ask for sharing based on the self work: Did you / others really do critical thinking?

2. Activity – 30 minutes.

Engage the students in these two activities

Galileo punished!

Do As I Say!

2.1 Galileo punished! Total time 25 minutes

Read the Story – 5 minutes

Galileo Galilei an Italian physicist, mathematician, astronomer, and philosopher lived between 1564 and 1642 AD. He improved to the telescope and made astronomical observations to support the fact that the Sun was the centre of the solar system. Galileo has been called the "the Father of

Modern Science".

But in 16th century, the Church and many learned men, including many astronomers, believed that the Earth was the centre of the solar system and the Sun moved round the Earth. It looked like that every day! Galileo's work and books published by him challenged the beliefs of the Church. In 1615 he was tried by the Roman Inquisition, who found him guilty. He was punished, forced to take back his word, and had to spend the rest of his life under house arrest.

Debriefing: Ask student if the Roman Inquisition did critical thinking while investigating Galileo's work.

Ask students if they have seen examples of non-critical thinking.

Facilitating Questions: Do you agree with this Chinese proverb - "If a hundred thousand people say a stupid thing, it still remains a stupid thing!"

Discuss - What is not Critical Thinking?

Give examples from your life and also ask students to share their experiences as you take them through these 10 kinds of non-critical thinking:

- Appealing to a common belief – The Sun goes round the Earth!
- Generalization – Everyone believes that!
- Appealing to emotions – You just know it! You feel it is true!
- Refusing to admit that there are many options
- Justifying by referring to others – other astronomers believed it!
- Getting side-tracked – You are questioning the Holy Book!
- Quoting precedents and authority – The Holy Book says so!
- Blinded by glamour
- Accepting all claims without cross checking,
- Transferring the qualities of the container to the contents:

2.2 Fun Activity: Do As I Say! – Total time 5 minutes

Game description: Ask students to stand up and move to a place in the class room such that they are all able to see you. Stress that they have to be looking at you all the time. Now state the rules of the game. They have to do as they are told.

Simple!

Start speaking loudly "Raise your hands above your hand" You should also raise your hands as you are speaking. "touch the index finger to the thumb" You should do the same. " Now lower your hands and touch the sides of your head." You should do the same. " Now touch the sides of your eyes" Do the same. "Now touch your chin" Here you should touch your cheeks, and not your chin as you speak.

Keep your hands on your cheeks and look around t the students. Almost 80% will be touching their cheeks and not their chin! Some will realize this and shift their

hands!

Ask them to also look around and see how many are touching their cheeks instead of their chin!

Debriefing: Ask students why most of them touched their cheeks.

Explain: visual input takes priority over auditory (hearing) inputs. Explain that humans pay more attention to what they see, rather than to what they hear! Our visual center in the brain is bigger than the auditory centre. We can be careful about what we are watching .. especially when it comes to TV programs!

Facilitating Question: Ask students what would be the effect of watching how people behave in TV serials!

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- Think critically before deciding and taking action
- Be aware of non –critical thinking and its pitfalls.

Home work: Notice when you shy away/ feel scared/ or for some other reason do not ask your parent/ teacher a question.

Thank you

Facilitation Guide for Session 3 of 3 on Critical Thinking: Overcoming Blocks to Critical Thinking

A. Objective

To help students understand that even though they may think critically, and may have numerous questions in their mind, their emotions sometimes stop them from asking people those questions.

To help students become aware of the emotions that stop them from asking questions.

To help students overcome the blocks to stating one's point of view/ asking questions/ seeking clarifications.

B. Feeling:

Leave the students with the feeling that even though we may initially feel uncomfortable asking questions to people older than us or in a position of authority, we can learn to do so with practice

C. Core Messages

- Our opinions may not be accepted by others. They are still relevant and we may have to wait for an appropriate time/ place/ opportunity to act on them.
- Feelings may come in the way of us expressing our opinions/ doubts and questions
- We can overcome these feelings feel confident about asking questions.

D. Special Note

Our feelings may come in the way of us asking questions and or sharing our views that may differ from those of others, especially if other people are older or in a position of power. Helping students learn how to do express themselves respectfully helps them grow and feel more self confident.

E. Activity guide for session 3 of 3 on Critical Thinking: overcoming blocks to critical thinking

1. Introduction – 5 minutes

Hello and welcome.

Introduce the topic: Overcoming Blocks to Critical Thinking

2. Activity Sessions – Total 30 minutes

Engage students in these activities:

Role Plays and Discussion: 25 minutes

Act n feel: 5 minutes

2.1 Role plays. 10 minutes

For each role play ask 2 students to come up and play the role of A and B.

Debriefing will be after both role plays are done.

Role play 1:

Background: The Head master is taking a class on mathematics for 8th std students. He is a very strict and short tempered Headmaster/ Principal, who is quick to punish students. A student in class has not understood what the headmaster has taught.

One student, A, plays the part of the head master.

One student, B, plays the part of a timid, shy 8th class student.

How will student B behave? Will he or will he not ask the Headmaster his doubt?

Role Play 2

Background: Sudha's parents, grandparents and uncles have decided to get her engaged to her eldest uncle's son this year. They plan to have the marriage next year. They think it is in Sudha's best interests to be married soon. All of them are strict and orthodox.

Sudha does not want to get married now. She wants to study more and go to the nearby town's college. She wants to be a teacher. She is gentle and shy. Today all the elders are meeting to fix a date for the engagement. It is Sudha's last chance to speak up.

Six students, A, B, C, D, E, F play the part of Sudha's parents, grandparents, aunt and uncle. One student, G, plays the part of Sudha.

Will she or will she not speak up about what she wants?

Debriefing: What feelings would have arisen in the student and in Sudha?

Facilitation question: Would it have been easy for them to speak up?

Discussion on Blocks to Critical thinking: 15 minutes

Facilitating Questions: What prevents us from thinking critically and speaking up? Discuss each one with examples from their life.

Make sure that after discussing each one, the students are left with a way around or through the blocks.

Explain the following blocks:

- **Fear of punishment: Way out:** Share your ideas and aspirations with your family and teachers.

Address the adult's concerns. Will your choice help you or harm you? Do they lead to a bright future? You may not have the power to do anything about the hurtful things being said or done to you, but you can keep your goals alive inside you, keep them in sight and work towards them.

- **Fear of questioning: Way out:** you are the best person who knows about your internal strengths, weaknesses, dreams and aspirations. We can listen and take input from all sources and use all this information to decide what suits us best.
- **Fear of making a mistake / being ridiculed: Way out:** Sometimes the unusual/ seemingly crazy idea proves to be the great insight that changes lives. It is OK to try out, explore and make mistakes. Life teaches us through mistakes – ex; learning to cycle.
- **Fear of responsibility: Way out :** If you have enough self- confidence, you will feel that you have the qualities, skills and abilities to handle any possible consequence arising from that action or decision. You will easily take responsibility for your actions.

2.2 Act n feel: 5 minutes

Walk around the classroom like a 2 yr old child, a 70 yr old person, a 30 year old army captain, a 20 year old movie star, a 50 year old minister.

Debriefing: Notice how your feelings change with your body posture.

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- My opinions may not be accepted by others. They are still relevant and I may have to wait for an appropriate time/ place/ opportunity to act on them.
- Feelings may come in the way of my expressing my opinions/ doubts and questions. I can overcome these feelings to develop into a confident, intelligent person.

Home work: Make a list of all that you have created in the last one month. Thank you

Critical Thinking Worksheet 1

Time: 30 min

There are many instances when we do not look at facts critically. Prime examples are advertised goods. For example, list three body care / food products you would buy for your own use if you had lots of money:

What I will buy	Why I will buy that particular brand

Consider:

1. Was the choice based on critical judgment?
2. Did I have enough information about the product while making my choice?
3. Was my choice based on reasons, facts, emotions or habit?
4. If I had not seen that product advertised by a glamorous personality would I have still bought it?
5. Do I accept every claim of the manufacturers?
6. Could the information on the package be misleading?
7. Am I an informed customer or a gullible one?
8. Can I go by the testimonials of people who have been paid to endorse a product?

How many Mangoes?: A boy has been plucking mangoes from a garden. The gardener, tired of unsuccessfully chasing the boy every day, offers him a deal. The deal is that the boy can pluck as many mangoes as he wants, but he must give the gardener half the mangoes. The gardener will return one mango out of his share and the boy can go away in peace.

The boy does not want to give any mangoes to the gardener. He plucks a certain number of mangoes and after interacting with the gardener, goes out with the same number of mangoes as he had plucked. How many mangoes had he plucked?

(Answer: 2 mangoes)

Critical Thinking Worksheet 2

Time: 30 min

Let us look at an issue of local and national importance – meeting the water needs of villages.

One idea being put forth is interlinking the major rivers:

“Interlinking of rivers is projected as the one and the only solution to all water problems – droughts and floods. Never before has any proposal won the unstinting support of the apex court, the first citizen and the chief executive of the country, all at the same time.”

If you were to analyze this idea critically, what would you like to know besides the following?

1. The experiences and the lessons learned from similar interlinking projects in other countries
2. Possible negative impacts of this seemingly beneficial scheme.

What would be your idea for making water available for villages? Discuss critically in groups of 10. One person from each group will then present the ideas generated by the group.

How do you feel when you think critically about an issue and come to your own conclusions?

Learning: Critical thinking leads to insights that can lead me to find creative solutions to problems.

Guess this!

It is a 5 letter common English word. When all 5 letters are there, the thing is under you, if you remove the first letter, it is above you or on top of you, if you remove first two letters, it is all around you. What is it?

(Answer: chair)

Critical Thinking Worksheet 3

Time 30 min

- A. Think of all the things you did not do out of fear of making mistakes or being ridiculed.**

Get into groups of 6 and discuss :

- 1. Is it Ok to make mistakes?**
- 2. What you can say to the people who laugh at you when you make a mistake.**

- B. Read this true story about Ram:**

Ram loved football. He played football in school and college. When asked what he wanted to do later in life Ram could only think of playing football. After college he got a job in a factory in a nearby town. He was very unhappy in that job even though it paid well and he left after a year. He became a football coach for a group of 5 school students in that town. In three months the number had grown to 15. Today Ram runs a successful sports academy. Students from his center are often selected for state level and national level events.

Critically think about this story and see if there is some area in your life where you could apply this learning.

Share with your friend/ partner what you have learnt.

- C. Critical thinking game:**

Bat and Ball: A girl buys a bat and a ball. She pays 10 rupees and 50 paise for both the items. If the bat costs ten rupees more than the ball how much does the ball cost?

Bat and Ball:- (Instinctive answer is 50 paise... The correct logical answer is 25 paise.

Chapter X. Creative Thinking

What is creative thinking? Why do we need it? How can we develop this skill?

Included in this section:

- **Facilitation guide for three 40 minute sessions on creative thinking.**
Session 1. What is Creativity? Who is Creative?
Session 2. Developing Creativity
Session 3. Being Aware, Being Creative
- **Extra worksheets that can be done separately**

Facilitation Guide for Session 1 of 3 on Creative Thinking: What Is Creativity, Who Is Creative?

A. Objective

To help students understand what is creative thinking.

To help students realize that they too are creative.

B. Feeling:

Leave the students with the feeling that creative thinking and creativity is possible for all of us. It feels good to create something of value!

C. Core Messages:

- We are born with the ability to create.
- Creativity can be in the physical, mental, emotional or spiritual world.
- When we create something we feel good about ourselves. Others too appreciate us. In this way the individual and the society benefit.

D. Special Note:

Historical and socio-cultural background: A long history of being ruled by foreigners snubbed critical thinking and creativity in India. We got into the habit of just doing what we are told! Ancient India was known for its creative and critical thinking. We need to encourage and cultivate creative and critical thinking, especially in our youth.

E. Activity guide for session 1 of 3 on Creative Thinking: What is Creativity? Who is Creative?

1. Introduction: 5 minutes

Hello and welcome.

Introduce the topic: Creative thinking

2. Activity: 30 minutes

Engage the students in these three activities

Creators Name Game

When A Brick is Not a Brick!

When A Brick Is A Brick!

2.1 Creators Name Game: 10 minutes

Divide the class into two teams, A and 1. Start with A. They have to name a person who created something of value. As soon as they finish naming a person, team 1 has to name a different person. If any team hesitates, the other team can name a person and get a score of 10. Game finishes when both teams are hesitating

and cannot come up with a name or when 2 minutes are over.

Debriefing: ask students in which area/ field these people created something - was it physical, mental, emotional or spiritual?

Explain what creative thinking is. Stress that it is creating something that has some kind of value. The value could be just joy/ happiness/ relaxation. Creativity is not limited to art and craft.

It includes the ability to find creative solutions to problems.

Give an example from your life.

2.2 When A Brick Is Not A Brick! 10 minutes:

Ask students to take a sheet of paper and list as many unusual uses of a brick they can come up with. Give them 2 minutes. Who has the longest list? Ask that student to read out the uses.

Debriefing: Ask students if they were being creative when thinking of unusual uses of a brick. Yes they were!

Facilitation question: Why do we need creativity?

Explain: It allows us to make things that make our life easier, efficient and enjoyable. It allows us to progress and develop. It allows us to find new solutions. Ability to create sets humans apart from other animals.

Creativity is making something of value. Others appreciate it. The creator is motivated to create more and better things. The individual and the entire society benefits!

2.3 When A Brick Is A Brick: 10 minutes

Ask students to make a list of the qualities of a brick. What are its properties? Give them 2 minutes. Who has the longest list? Ask that student to read out the qualities

Debriefing: Ask students if they were doing creative thinking or critical thinking now. It was critical thinking.

Facilitation question: How is creative thinking different from critical thinking? List all answers. Discuss each.

Explain: Critical thinking, while considering all aspects of an issue or object, is defined and limited to facts.

Focused thinking involves aiming for a single, correct solution to a problem, whereas creative thinking involves generation of multiple answers to a set problem.

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the Core messages:

- We are human. We are born with the ability to create.
- Creativity can be in the physical, mental, emotional or spiritual world.
- We can develop the skill of creativity.
- When we create something we feel good about ourselves. Others too appreciate us. In this way the individual and the society benefit.

Home work: Think of something you created. What helped you? What came in the way? Thank you

Facilitation Guide for Session 2 of 3 on Creative Thinking: Developing Creativity

A. Objective

To help students understand that creativity is a skill

To help students understand that creativity can be developed with practice.

B. Feeling

Leave the students with the feeling that the path to creativity goes through greater awareness and that it is fun!

C. Core Messages

- Working with our hands, making things instead of buying ready made products develops creativity.
- Engaging both sides of the brain increases our creativity.

D. Special Note

Every time we buy a readymade product from the market, we give up an opportunity to be creative. Many item of daily use can be made at home in a creative, customized manner! It would be cheaper and at the same time boost people's self- confidence.

E. Activity guide for session 2 of 3 on Creative Thinking: developing creativity

1. Introduction – 5 minutes

Hello and welcome.

Introduce the topic: How to develop the skill of creative thinking

Take sharing on the home work: what helps you be creative?

2. Activity – 30 minutes

Engage the students in these two activities:

Buy None Get One Free

Left Right Left!

2.1 Buy None Get One Free - 15 minutes

Ask students to think of things they buy routinely from the market. How many of these can be easily made at home? For example tooth cleaning powder. Make a list. Ask them to callout by turn, the items on their list that has not been mentioned before by anyone in the class.

Debriefing:

Ask how many of these things they would actually like to make once they are back home? How would they feel once they make it? How will the family react?

Explain: Everyone can be creative! Creativity is present in us from birth. Creating

something makes us feel good about ourselves.

Every time we buy a ready-made ready to use product from the market, we are giving up an opportunity to be creative ourselves.

2.2 Left Right Left! – 15 minutes

Ask students to take out a sheet of paper and a pen. They have to write A to Z as fast as they can, first using the hand they usually use to write, and then the other hand! Both times the writing should be legible.

Debriefing:

Ask students which half of the brain was used in this activity.

Explain that our brain has two halves and the two do special jobs.

Right brain's job: handling emotions, recognizing colours, faces, images, patterns, and sounds. Observing the whole picture, thinking in totality. Controlling left half of the body.

Left brain's job: Handling language, reading, mathematics, logic, analysis and reasoning. Controlling right half of the body

Explain: We need to mix ideas generated in different halves of the brain to be creative. It helps when we use both halves of our brains.

3. Conclusion – 5 minutes

Ask students what useful information they learnt today and where they may use it.

Call out the core messages:

- Working with our hands, making things instead of buying ready made products develops creativity.
- Engaging both sides of the brain increases our creativity.

Home work: Which activities that you commonly do in daily life involve or use the right brain? Which involve or use the left brain? Make two lists. Check if they are balanced?

Facilitation Guide for Session 3 of 3 on Creative Thinking: Being Aware, Being Creative

A. Objective

To help students understand the importance of awareness of their body, mind and environment to increase creativity.

To help students realize and experience that awareness of the body and the environment helps creativity.

B. Feeling

Leave the students with the feeling that the path to creativity goes through greater awareness and that it is fun!

C. Core Messages:

- Our body, our brain and our environment work together to generate an idea. Awareness helps us pick up the idea!
- Being aware of the body helps develop creativity
- Being aware of the environment develops creativity
- Living in tune with the body and environment enhances creativity

D. Special Note:

TV affects brain activity and brain waves. It reduces left brain activity of logical, critical thinking. It reduces one's ability to learn actively. It prevents the viewer from actively imagining anything while he/ she is watching TV. It reduces creativity.

E. Activity guide for session 3 of 3 on Creative Thinking : Being Aware, Being Creative

1. Introduction – 10 minutes

Hello and welcome.

Introduce the topic: Creative thinking how to develop the skill

2. Activity: 30 minutes

Engage the students in three activities:

Shhh – Lets Listen

Body Speaks

Something Tells Me

2.1 Shhh...Listen 10 minutes

Ask students to close their eyes and listen. One by one let them call out the various sounds they can hear and what thoughts came to them when they heard that sound.

Debriefing: Facilitation questions : Ask students if they could hear many more

sounds by paying attention to the environment.

Ask what kind of thoughts they would have had if they had heard scream, a lion's roar, a bird's song, sound of a river.

Explain that thoughts and ideas are affected by and sometimes generated in response to the environmental inputs.

Our environment is made up of light, air, water, fire, soil, plants, animals and other human beings.

Using all our senses we can be aware of the environmental inputs.

These too help our brain think of new ideas and be creative.

2.2 Body Speaks – 10 minutes

Ask students to close their eyes and pay attention to the body part that you will call out. They have to notice the feeling or sensation they have in that part of the body. Call out these body parts with a pause of 10 seconds between each:

forehead, eyes, mouth, neck, back, lungs, abdomen, knees, ankle, fingers, toes.

Debriefing: Ask one or two students to share what they felt in this exercise.

Facilitation questions:

Ask students if they feel it may be a good idea to pay attention to their body's sensations and feelings arising in them. Why?

Explain that sensations and feelings arising in our body also give rise to thoughts. For example, what thoughts would arise in you if you were experiencing severe pain? nausea? joy? peace?

Be in tune with your body. Eat, sleep, drink, rest when your body needs it

Eat foods that suit your entire body and not just your tongue.

Keep in synchrony with day/ night/ seasons

Make things with your own hands.

Experience taste, smell, texture, sound, to the fullest

Play with colours and shades – draw, paint, sketch

All this will increase your creativity.

Move all joints of your body to increase flexibility in your body and mind.

Avoid/ limit watching television as it reduces critical thinking and awareness.

2.3 Something Tells Me... 10 minutes

Ask students to do some yoga exercises – stretching up, bending sideways , standing on their toes.

Now ask students to share with their partner an incident when they had an inner feeling - a gut feeling - that kept them safe. Examples of gut feelings “ you need to speak now’ “something is wrong here’ “ this is not safe”

Debriefing:

Explain that our body has wisdom. Our Body retains all the experiences we have

had. The memory is stored in our cells. It keeps sending signals to the brain in the form of 'gut feelings' or instincts. These help you to be safe and creative. Pay attention to and be aware of your gut feelings, passing ideas and thoughts to increase your creativity.

3. Conclusion

Ask students what useful information they learnt today and where they may use it.

Call out Core Messages:

- Our body, our brain and our environment work together to generate an idea.
- Awareness helps you pick up the idea!
- Being aware of my body helps develop my creativity
- Being aware of my environment develops my creativity
- Living in tune with my body and environment enhances my creativity

Home work: Which kind of environment would help you in creative thinking? You can have anything you want! Draw your ideal 'creative place' and bring it to next class.

Creativity Worksheet 1

To build my creative thinking skills I need to stimulate these underused areas of my brain. A prime example is preference for one hand – say the right hand. I had an inborn preference for right hand. I continued to build on this preference when I learnt to eat, write, play etc. Today I think of myself as a ‘right handed person’. My left hand however, if fully capable of doing all that my right hand does – it only lacks practice. Therefore to activate the other half of my brain, I can start using my left hand to write, play, cut, spread etc. Being ambidextrous boosts creativity.

To begin with let me write A to Z using my non dominant hand (my *other* hand)

Hop with the other leg.

Draw two circles in the air - right hand draws it in a anticlockwise direction and left hand in a clockwise direction at the same time. Then do the same with your legs, elbows and knees!

These exercises activate both sides of the brain at the same time, creating balance and opening the door to creativity.

Let's try a creative puzzle:

Which is the highest number you can represent using three 9's only?

You have been surely thinking very critically about this challenge.

What was the highest number you got? Write it here:

If your number fit here, it was not the answer.

At home:

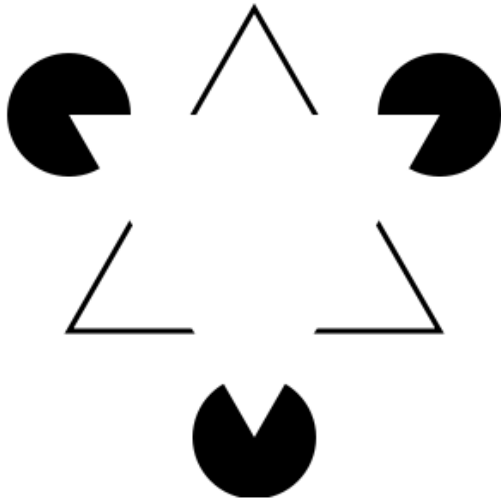
Button your shirt with the other hand/ brush your teeth with the other hand, bathe with the other hand.

Try playing badminton/ cricket/ throwball with the other hand.

Arrange 6 pencils: Four balls can be arranged so that each ball touches the other three. Five coins can be arranged so that each coin touches the other four. Can you arrange six pencils so that each pencil touches the other five?

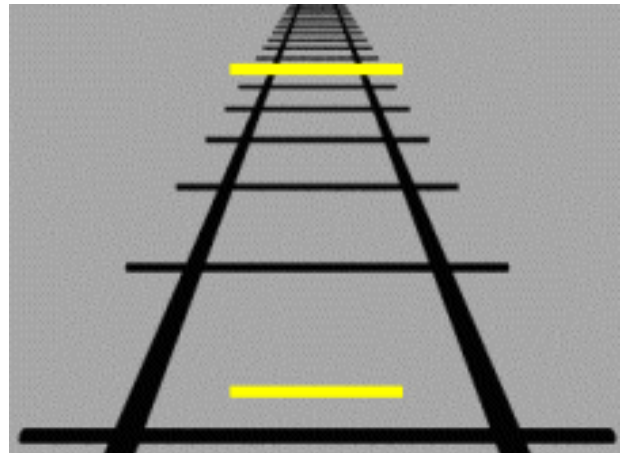
Creativity Worksheet 2:

What do you see? Is it really so?



What do you see? Is it drawn?

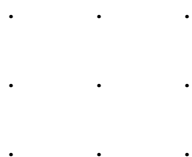
Make your own puzzle below. Ask your friends to find a solution!



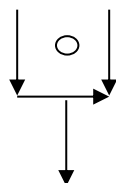
Which line appears longer? Is it really so?

Creativity Worksheet 3:

9 dot puzzle: Join these dots with four straight lines without lifting the pen from the paper.



Move two of the match sticks so that the circle is outside the cup and the cup is exactly the same shape and size as shown in the picture.



Try saying “Good Blood, Bad Blood” repeatedly and fast. It is considered to be a tough tongue twister. Make some tongue twisters of your own.

Take a long string/ rope/ dupatta. You have to hold the ends of the string and tie it into a knot. You are not allowed to leave the string once you have picked it up.

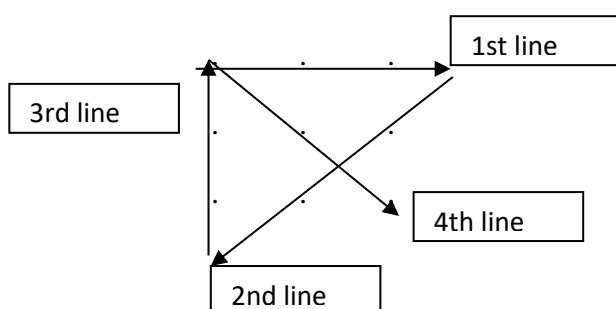
Group creativity game:

Stand in a circle facing each other Put your right hand over your left hand. Now hold the hands of the people standing on either side of you. The challenge is to find a way to be standing in a circle, facing each other but your hands should be by your side and still holding your neighbour’s hand.no one is allowed to leave the partner’s hand during the exercise.

Answers:

3 Nines: The answer is 9^{9^9} . Nine raised to the power 9 raised to the power 9. It runs into hundreds of digits.

9 dot puzzle: Join these dots with four straight lines without lifting the pen from the paper.



Enfold India has been working in the space of child safety and gender empowerment since 2001, having now reached over 1,67,600 children, across 50 Indian cities through our programs.

We started with schools, created curriculum for 1-12th grade, facilitating age appropriate, value based sessions around personal safety, sexuality, and reproductive health, in order to enhance the physical, emotional and sexual safety of students.

In the last 17 years, Enfold has built successful partnerships at state and national level, actively participating in policy making, advocacy, and creating public awareness in the area of child safety and child rights.



Surakshith App: Children between 6 and 18 years of age learn No - Go - Tell, and understand that the responsibility of abusive actions lies solely with the perpetrator, in the form of illustrations and stories. The content also goes over blame & shame, internet safety, and digital citizenship for older children.



Bal Suraksha App: Essential information around the prevention and management of CSA to children and adult stakeholders, such as, Parents, Schools, Doctors, Nurses, Police, Lawyers and Media. How to interact with perpetrators of abuse, and the children who have faced abuse. Emergency numbers and support structures are also available.



Stri Suraksha App: How one can recognize and report violence against women in different places - home, public places, workplace and cyberspace. Relevant laws and IPC sections, resisting without aggravating, intervention and community based restorative justice. Emergency numbers for reporting and reintegration of Self exercises for recovery are also included.

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