

SELF-LEARNING INSTRUCTIONAL PACKAGE FOR LIFE SKILLS EDUCATORS

AGE : 16-17 years



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LIST OF ABBREVIATIONS

AEP	:	Adolescence Education Program
GoI	:	Government of India
LSE	:	Life Skills Education
NCERT	:	National Council for Educational Research & Training
NCF 2005	:	National Curriculum Framework, 2005
RTE Act	:	Right to Education Act
SSA	:	Sarva Shiksha Abhiyan
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation
UNICEF	:	United Nations International Children's Emergency Fund
WHO	:	World Health Organisation



Self-Learning Instructional Package for Life Skills Educators

Dear Life Skills Educators,

Investing in children's learning and life skills development – including the most disadvantaged – is an area of focus for any programme that aims to equip children and the adolescents with the skills needed for productive and full participation in the society.

This **Self-Learning Instructional Package** has been developed to support the life skills educators (teachers and facilitators), in building/strengthening the life skills in children and adolescents (8 to 18 years) in schools and those who may be in out-of-school settings. The content focuses on developing ten core life skills (Comprehensive life skills framework, UNICEF 2019) with increased sensitivity towards harmful gender and social norms.

This package can be used by educators in government schools and any facilitator organising life skills programme for children and adolescents who may be out-of-school. Capacity building of educators and facilitators to transact the package is a critical component for a programme that focuses on building life skills. We are excited to have you onboard as part of this larger movement to empower children and adolescents.

As the life skills facilitator, your role is essential in making sure that the package is delivered with the quality necessary to achieve this goal of empowering children and adolescents in your state. To assist you, this manual provides information on the concept of life skills, the need to transact these and ways to transact these in a classroom as well as in out-of-classroom setting.

This package has been developed by a team of academics and practitioners working in the field of life-skills, building on the existing rich body of knowledge, available in the form of modules, handbooks for learners, educators and facilitators across several states in India. It derives relevant themes from content on adolescent empowerment (that includes, health, nutrition, protection, sexual and reproductive health management), and others. Three packages have been developed to be relevant for three different age groups of children and adolescents: 8- 12 years, 13-15 years and 16-18 years.

This package will enable you to understand the need and significance of building life-skills in children and young people, and especially in the gender, social and disability context. It will also enable you to transact ten core life skills in schools and in the out-of-school settings.

What are Life skills?

Life skills are defined as a set of abilities, attitudes and socio-emotional competencies that enable individuals to learn, make informed decisions and exercise rights to lead a healthy and productive life and subsequently become agents of change.¹ As per the Indian context, there are ten core skills that support the overall development and empowerment of children and adolescents in India, enabling them to become informed and life-long learners, change social inequalities, and gain control over their lives. These 10 core skills are grouped into 4 interdependent dimensions- Empowerment, Learning, Citizenship and Employability.



Life-skills are universally applicable skills which are interconnected and overlapping to each other. No one skill can be developed in isolation. Life skills require cross-sectional application of knowledge, attitudes and skills which are crucial for quality education.

Each life-skill can be further unpacked to bring more clarity in understanding.

Dimension	Life skill	Description
Empowerment	Self-awareness	<ul style="list-style-type: none"> • Describing oneself • Knowing one's self and identity • Identification and description of one's strengths and weaknesses • Knowing how to change and improve oneself, such as abilities, learning new things, developing better interpersonal skills, etc. • Ability to set and strive towards one's goals • Being accountable for one's actions • Knowing one's dreams, aspirations and desires, • Awareness of one's biases, stereotypes, prejudices and blind spots • Identifying and recognizing one's emotions • Awareness of one's own values • Knowing how we feel about different relationships (attachments) • Channelizing one's energies

¹UNICEF, (2019). Comprehensive Life Skills Framework: Right based and life cycle approach to building skills for empowerment.p.7

	Communication	<ul style="list-style-type: none"> • Articulating one's feelings and thoughts • Expressing oneself in a variety of ways (words, art, music, gestures, dance, poetry, and others) • Ability to negotiate by talking about the roles, responsibilities and positions • Ability to respond to people in different power positions appropriately (peers, learner, educator, parent) • Understanding non-verbal cues, gestures, and expressions • Responding to others and expressing one's own views, ideas, and opinions • Active listening • Interpreting the views and ideas of others and being receptive to them • Respond to others while respecting others' views, ideas, critique, and space • Ability to communicate and express with clarity and precision • Reading between the lines, being perceptive • Following the protocols of various communication channels • Judging the appropriate context to speak or not to speak
	Resilience	<ul style="list-style-type: none"> • Abilities to contain one's own frustrations • Working towards goals while facing challenges • Persistence amidst difficulties • Ability to tap into personal competencies and social resources to deal with situations • Constructive coping with stress • Surviving reasonably across adverse conditions • Developing strength through challenging situations • Adapting to changing situations, multiple perspectives and contexts • Dealing with challenges without anxiety
Learning	Critical thinking	<ul style="list-style-type: none"> • Ability to analyse • Ability to Judge • Ability to evaluate • Ability to reason • Viewing multiple perspectives • Ability to compare • Ability to infer • Arriving at conclusions • Developing opinions/ viewpoints • Ability to debate, discriminate, refute ideas constructively • Ability to discern between right and wrong/ good and bad • Ability to anticipate consequences • Problem-posing and problematizing

	Creativity	<ul style="list-style-type: none"> • Divergent thinking • Thinking unconventionally- out-of-box thinking • Originality of ideas • Incubation of new ways of looking at phenomena and objects • Imagination • Fantasy • Fashioning new products • Building new ideas • Innovating • Creating new things or recycling or restoring old ones • Self-expression in a novel way
	Problem-solving	<ul style="list-style-type: none"> • Identifying, recognizing, and articulating a problem • Understanding it from diverse perspectives • Analysing its causes • Deliberating on multiple ways of solving a problem • Developing strategies to deal with problems • Identifying the most appropriate solution while considering the resources available at hand keeping in mind ethical considerations
Employability	Negotiation	<p>Negotiation with Self</p> <ul style="list-style-type: none"> • Identifying and accepting one's own rigidities, biases, stereotypes and prejudices • Redefining, expanding, and examining the above to identify what can be changed <p>Negotiation with Others</p> <ul style="list-style-type: none"> • Reaching out to others to express one's point of view respectfully • Putting forth one's opinions firmly without offending others • Accepting and learning from the opinions of others • Being able to view others' point of view • Understanding power dynamics in social interactions • Convincing others with rational ideas/ reasons and through dialogue • Discerning between what is negotiable and what is not • Making contracts with others

	Decision-making	<ul style="list-style-type: none"> • Making an informed choice or consciously abstaining from choosing out of available options • Understanding alternatives and committing to a choice • Weighing the pros and cons • Doing a cause-effect-consequence analysis • Using evaluation and judgements to arrive at conclusions • Applying logic and reason • Being able to rationalize one's choices • Choosing between the devil and the deep sea • Abstaining from committing to an idea • Exercising one's sense of agency • Making decisions based on the courage of conviction • Addressing and resolving cognitive dissonance • Taking a position on something
Citizenship	Empathy	<ul style="list-style-type: none"> • Being sensitive towards not just other humans, but also towards animals and nature • Generosity of spirit • Recognizing other's needs by stepping into other's world • Giving importance to the views of others • Cooperation with others • Mutual respect between persons • Celebrating and sharing things with others unconditionally • Doing things for others voluntarily without expecting anything in return • Helping others willingly and unconditionally • Feeling satisfied at having been able to help others • Supporting others in their sorrows and difficult life situations • Being patient and non-judgemental with others • Realizing the need for social justice and welfare for all • Recognizing the importance of every person's voice, agency and resistance
	Participation	<ul style="list-style-type: none"> • Working with others • Dialoguing with others • Expressing one's ideas freely in the presence of others. • Engaging with activities • Engaging with others • Taking initiative • Sharing of resources, opportunities, and responsibilities • Cooperating with others • Collaborating with others • Teamwork • Helping to organise events • Leadership • Expressing voice, agency and resistance • Being an active member and contributing fully to the collective processes • Actively listening to others • Paraphrasing the ideas expressed to bring clarity to discussion with others

The package serves as a prototype and presents activities that can be used to assist children and adolescents to strengthen and practice life-skills in diverse spaces of learning – be it in a formal school setting or a non-formal setting. However, being a prototype, it is only meant to be suggestive in its approach and nature. It aims to provide a direction to the life-skills educators and acts as a reference point for developing further activities suitable for varied contexts. Thus, you can use these activities and construct your own to make your transaction contextual, joyful and meaningful.

Four activities have been suggested to transact each of the ten core life skills making a package of 40 activities for each age group and a total of 120 activities in all the three packages. Each activity is age specific and may be repeated across the three packages with increased complexity moving from lower to higher age group.

Each activity is detailed for estimated time, suggested method of transaction, the primary and secondary life skills that it addresses and the learning objectives. Duration of each activity ranges from 30 minutes to 45 minutes to help the educator manage her/his time accordingly, including the time required for classroom management, and group formation.

While each activity addresses the core life skills, it also overlaps with other life skills as life-skills are interconnected. Notes for the Educator provide the purpose of the activity and any additional information required along with the additional suggested references. The process unfolds steps such as pre-acquainting learners to the activity, planning the session, procuring all the required material in advance, generate maximum learner's participation and team work. Each activity can be adapted as per the needs of the setting and can be supplemented with more tasks or material. Learners' feedback on the activity may be recorded to support the educator to reflect and improvise the transaction. It is suggested that the educators record their reflections to maintain a personal reflective experience to refer to and to fall back upon in future.

Setting the rules: Keeping in mind the need to include all learners irrespective of gender, social strata or disability and to ensure that no one is excluded from participation it is important to set some rules in the beginning of the sessions in discussion with the learners. For example:

- Be respectful towards facilitator and peers
- Do not interrupt your peer as she/he participates or speaks
- Wait for your turn to speak
- Listen to others
- Raise your hand if you have something to share
- Be punctual
- No personal comments/attacks
- Participate in activities

A democratic process of discussion and debate may be followed to arrive at the rules. A detailed discussion should be carried out on the rules, their meaning, their need and significance. The rules may be put on a chart and placed on the wall for ready reference for all the learners and educators.

Creating an enabling environment:

Fear, discrimination or stress in classroom adversely affects the learning process, so the educator must create a classroom environment which is free from fear, any form of discrimination and prejudice.

Educators must be sensitive and compassionate towards the learners. They should give equal chance to both girls and boys and to those who may be shy or get dominated (more often than not these may be girls or learner with disability or from lower socio-economic strata of the community). Ensure safety, security and confidentiality of the learners.

While discussing issues an educator needs to remain respectful, ethical and sensitive. Instructions need to be planned considering the socio-cultural diversity of the learners. Inclusiveness, open sharing, active listening and participation should be encouraged.

Educator should follow a learner -centric approach, providing support and meaningful learning opportunities to help learners create their own knowledge and develop skills. Educators must

- consciously keep themselves from driving the discussion and listen actively to the learner
- encourage learners to inform and lead the pedagogy
- encourage learners to speak, but also gauge that in doing so they are not uncomfortable
- encourage learners to be spontaneous, think creatively and express freely

Invite learners to ask questions, help them analyse the information and examine its different dimensions critically. No question is a 'stupid' question, facilitator needs to establish that in the classroom. This will help learners to ask their questions without the fear of being judged or ridiculed. Any form of bullying and disrespectful behavior must be discouraged.

Educators should always appreciate the effort that a learner has made to express her/his views, to participate in the activity and to contribute to the classroom discussion. Learners should also be encouraged to applaud the efforts of their peers. This inspires them to express freely, feel appreciated and thus develop a sense of belonging.

Check personal biases and prejudices: Engagement with life skills is a journey of self-discovery for educators as well. They need to gauge their own biases and be conscious of them. During discussions, they need to keep themselves from using statements which are biased to a particular gender, community or group. They need to be conscious of the behaviors and attitudes they model and promote.

Be resourceful: Educators need not know everything. They can use the resources available to them to develop their understanding and for effective life skills pedagogies. It is however, important to plan the activities ahead. Going through the material in advance will help the educator to be better prepared for the discussion. The activities require material like print-outs of case-vignettes, situations and stories. If the facility of copying and printing are not easily accessible the educator may project the content on a screen or put them up in the form of a chart for the learners to read and respond to.

Facilitate group formation: During the sessions, different activities will require learners to work in pairs, or in small or large groups. While most activities will require mixed groups but some discussions may also require gender-specific groups. Educators will have to use their experience and understanding to gauge the appropriateness of a group. They may experiment with different group formations and seating arrangements, so that learners have more opportunities to work with different set of peers.

In the end, the effectiveness of a curriculum rides on the willingness, effectiveness, sensitivity and resourcefulness of an educator. An educator has years of experience of engaging with learners, so it is hoped that you will use this **Self-Learning Instructional Package** to make teaching-learning process more enabling and engaging.



SELF-AWARENESS

ACTIVITY 1

WHO AM I?

Title of the Activity	Who am I?
Estimated Time Required	30 minutes
Methods	Group exercise



Life Skills Addressed

- Primary: Self-awareness
- Secondary: Communication



Learning Objectives

Teachers will be able to

- enhance learners' self-awareness through reflection and acceptance
- facilitate learners to take constructive feedback from each other on their strengths and weaknesses
- facilitate peer-group self-disclosure of learners in a safe and judgement-free environment
- help learners develop awareness about the unknown aspects of themselves

Notes for the Educator

- This activity has been adapted from Joseph Luft and Harrington Ingham's technique of 'Johari Window' (1955). The aim of this technique is to promote self-awareness and interpersonal understanding in working groups.
- For this activity, the educator will be required to provide a copy of a list of adjectives for learners to refer to. A sample list of adjectives is provided in the annexure.
- This activity will be based on group work and thus the class will be rearranged for group-seating accordingly.
- This activity could be carried out in two parts in two consecutive classes in case it needs more time.



Process

1. The educator will start the activity by randomly dividing the class into small groups of 4-5 learners. Learners will be encouraged to partner with learners other than their close friends.
2. The educator will begin the activity by giving a list of adjectives to each group. The educator may also display the list on screen if it is not possible to get it printed.
3. Learners will be asked to select a list of 5 adjectives that describe them best from the list and write it down on a piece of paper. They will fold the paper and keep it safe with them. The learners will be given 2 minutes to complete this activity. They should be spontaneous in their responses to facilitate generation of authentic responses.
4. On a separate piece of paper, the learners will be asked to write down any 5 adjectives that describe each of their group members the best. They should fold the piece of paper and write the name of the group member for whom the adjectives are meant, on the folded paper. Learners will not write their own names anywhere on any of the slips. This is to maintain the anonymity of the responses. They will be given 5 minutes for this step.
5. In the next step, all group members will shuffle the folded slips except for their own at the centre of the table.
6. Each group member will pick up all the folded papers marked with her/his name and open them up.
7. Learners should also take out a list of adjectives that they have completed for themselves at the beginning of this exercise.
8. All the learners will be asked to work independently to arrange the adjectives they have assigned to themselves and those that others have assigned to them in the format of the Johari Window as follows:

	Known to Self	Not known to self
Known to Others	Open area	Blindspot
Not Known to Others	Hidden area	Unknown

9. To facilitate the compilation process for the learners, the educator will explain the components of Johari Window model shared below:

- **Open Area (Quadrant 1):** This quadrant lists the adjectives that both you and others have commonly used to describe you as a person. This means that these are the attributes that both you and others know about you. This information is therefore in the “open” area also known as arena.
- **Blind Area (Quadrant 2):** This quadrant represents adjectives that you were not aware of, but others have used to describe you. This means that these are the attributes that only others know of you. This information is therefore in the “blind spot”.
- **Hidden Area (Quadrant 3):** These are the qualities pointed out only by you about yourself and are unknown to the others. This quadrant represents your “Hidden Self”.
- **Unknown Area (Quadrant 4):** This last quadrant represents qualities that are yet unknown to you and others. Though this quadrant is empty, it represents myriad possibilities for you. So, self-discovery is a lifelong process.

10. The educator will explain that the objective of this group exercise is to enhance self-awareness by enlarging the 'open area'. The 'open area' is the most important quadrant, as, generally, the more people know about themselves and each other, the more productive, cooperative, and effective they will be together.
11. Towards the end, the educator will also caution learners that the ultimate goal of Johari Window is to enlarge the 'open area' without disclosing information that is too personal or sensitive.
12. The educator will give some time to learners to quietly reflect on their own Johari window.
13. As a conclusion to this exercise, the educator will take feedback from learners about their experience of the exercise and their key learning.
14. Subsequently, the educators will write down their own reflections in the space provided.
15. As a conclusion and follow up for this exercise, the educator will ask learners to write down their reflections on the following:
 - a. Their action-plan for enlarging their own 'open area'
 - b. Their take on the adjectives listed in their 'hidden area' and reason for the that
 - c. Their point of view on the adjectives listed as the 'blind spots'

Annexure(s)

A sample list of adjectives is presented below:

Adaptable	Dependable	Resourceful	Religious	Shy
Brave	Energetic	Proud	Observant	Warm
Caring	Independent	Mature	Self-conscious	Witty
Complex	Intelligent	Nervous	Spontaneous	Smart
Confident	Clever	Kind	Quiet	Trustworthy


 **Source of the activity:**

Modified from the manual 'Life Skills Education for Students of Secondary Schools under RMSA' (Manual for Teachers), UNICEF Assam (2015) (p.20)

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



SELF-ESTEEM

Title of the Activity	Self-Esteem
Estimated Time Required	25-30 minutes
Methods	Case vignette, discussion



Life Skills Addressed

- Primary: Self-awareness
- Secondary: Resilience



Learning Objectives

Educators will be able to:

- boost the self-esteem of learners by promoting self-acceptance
- enhance the self-confidence of learners by promoting a healthy self-image
- help learners counter the negative self-assessment emerging from stereotypes

Notes for the Educator

This activity will utilize the case vignettes (given in the activity) to tap into the deep-seated self-apprehensions and personal-inadequacies of the learners. The three case vignettes are expected to be a starting point for a discussion on the issue of 'self-esteem' and its significance for mental-health of learners.

Process

1. The educator will narrate any one of the following case vignettes to the learners in the class.

Case I: Dipika is currently a student of class 11. She has been conscious of her dark complexion for as long as she can remember. Right from her childhood, her mother made her apply curd, turmeric and even fairness creams to lighten her skin. But nothing has helped. All her cousins and friends have fairer complexion than her and therefore, she feels inferior to them. Her parents are worried about the challenge they will face in finding a suitable husband for her. Dipika feels miserable and sad, every time they share their concerns with her. She wonders if her complexion is her fault.

Case II: Gautam is a 17-year-old boy studying in standard XII. He is tall, skinny and wears a thick pair of glasses. His friends call him a "bookworm" and constantly make fun of him. While many of his friends are romantically involved, he has never had a girlfriend. This embarrasses him a lot. Despite being academically bright, he feels unattractive and boring. Off late, he seems to have lost interest in everything, even his studies. He feels sad, unsure and under-confident all the time and has no clue what to do about it.

Case III: Mani is a bright 16-year-old student of class XI. Her family has recently moved out of village to a nearby city. She has been enrolled into a new school. Though the school is nice and her teachers teach well, Mani constantly feels out-of-place in the new school. All her 'smart' classmates keep on making fun of her background, language and clothes. As a result, she has started to be self-conscious all the time. She even dreads taking her parents along for monthly Parents and Teachers' Meetings (PTM) as she suspects that her peers will humiliate her more after seeing her parents. She wishes to run away from this school.

2. After sharing the case vignette the educator will initiate a discussion on the following questions:
 - a. What is the protagonist (Dipika/ Gautam/ Mani) in the case going through?
 - b. What are the apprehensions, anxieties, and fears of the protagonist (Dipika/ Gautam/ Mani)?
 - c. What should the protagonist (Dipika/ Gautam/ Mani) do to overcome their difficulties?
3. After this discussion, the educator will systematically introduce the concept of 'self-esteem' to learners. The educator will develop the discussion based on the following questions:
 - a. Why is it important to develop positive self-esteem?
 - b. What can be the negative outcomes of low self-esteem?
 - c. Is it always good to have very high self-esteem?
4. With the help of learners, the educator will delineate the negative self-statements of the protagonists (Dipika/Gautam/Mani) in the case vignettes:

Dipika: I am ugly. I am worthless. Gautam: I am unattractive and boring. I am a loser.

Mani: I am not smart. I am not good enough.
5. The educator will give learners 5 minutes to identify the negative self-statements in their own life. To identify these statements, the educator will direct learners to think about the instances, episodes or moments in their life where they have evaluated themselves negatively and felt that they were not good enough.
6. The educator will then ask learners to write down positive self-statements to counter the negative self-statements. The educator will advise learners to speak these statements out loud to themselves in front of a mirror at home. Some examples of positive self-statements are:

I am beautiful exactly the way I am. I am good enough.

I am loved and appreciated. I am smart and valuable.
7. The educator will conclude the discussion by reminding each learner that they are unique and by emphasizing that embracing oneself is the key to enhancing self-confidence and self-esteem. In the end, the educator will emphasize the role of building life-skills in enhancing one's self-esteem.



Source of the activity:

Modified from the manual 'Life Skills Education for Students of Secondary Schools under RMSA' (Manual for Teachers), UNICEF Assam (2015) (p. 21)

Further Suggested Activities

As a follow up for this exercise, the educator may ask learners to:

- 1) Analyse their favourite fictitious character with respect to the issues of 'self-esteem'
- 2) Analyse the advertisements of fairness creams/slimming products in the Indian context to identify the ways in which they negatively affect the self-esteem of adolescents.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



UNDERSTANDING GENDER

Title of the Activity	Understanding Gender
Estimated Time Required	25-30 minutes
Methods	Group Discussion



Life Skills Addressed

- Primary: Self-awareness
- Secondary: Critical Thinking



Learning Objectives

Educators will be able to:

- clarify the concept of gender to the learners
- identify the difference between sex and gender
- help learners recognise existing gender biases
- help learners try to overcome gender biases with the help of reflection and critical thinking

Notes for the Educator

- This activity has been designed to help learners reflect on their everyday experiences with respect to their gender. Once they are able to view the gendered nature of experiences, they will be able to identify and question the stereotypes that they and people around them have internalised. The activity will also inform learners about the power dynamics that result in unequal gender relationships.
- The activity is planned in two parts, which will be carried out in the same session.

Preparations Required

- For the first part of the activity, which is an individual task, the activity worksheet will be provided to each learner in the beginning.

Process

1. The educator will start the class by distributing a copy of the following worksheets to each learner. Learners will be instructed to fill this table individually and independently:

Work that I do	Work that I can do	Work that I cannot do

2. The educator will draw a similar table on the board. After the learners have filled in the worksheet, they will be asked to share their responses. The educator will compile these responses in the table drawn on the board.
3. Along with filling this table, the educator will discuss the learner's responses under each head, i.e., "Work that I do", "Work that I can do" and "Work that I cannot do". During this discussion, the educator will highlight why learners think that they can or cannot do certain things. The educator will guide them to reflect upon things that they think they cannot do because of them being born as a girl or a boy. The educator will discuss the difference between sex and gender and introduce the idea of gender-based roles with the help of examples from the learner responses. The educator will discuss and explain the difference between "sex" and "gender" with the help of the following table:

Sex	Gender
Is biological	It is socially constructed (This means that society has constructed certain notions about the characteristics of men and women and expects them to behave accordingly. For example, girls are often expected to speak softly in a low voice, whereas it is perfectly alright for boys to shout and speak loudly. Girls are usually made to play with dolls and boys with guns because games involving aggression and violence are considered appropriate for boys and games that involve nurturing and caring are thought of being apt for girls.
It is inherent	It is learned
It cannot be changed without surgical intervention	It can be changed
It is constant	Gender roles vary in different societies, countries, cultures and historical periods.

4. The educator will read the following statements one by one. Educator will ask the learners to classify them into “sex-based” or “gender-based” categories along with reasons for their choice.

Gender / Sex statements:

- Women give birth to babies, men don't. (Sex)
- Little girls are gentle, boys are tough. (Gender)
- Amongst Indian agricultural workers, women are paid 40-60% of men's wages for the same work output. (Gender)
- Women can breast-feed babies; men can bottle-feed babies. (Sex; Gender)
- Even when a woman is working, she must take care of the house. (Gender)
- Most business people in India are men. (Gender)
- In Meghalaya, women inherit land and property and men do not. (Gender)
- Men's voice break at puberty, women's do not. (Sex)
- In one study of 224 cultures, there were 5 in which men did the cooking and 36 in which women did all the house building. (Gender)
- Women are forbidden from working in dangerous jobs such as underground mining. (Gender)
- According to UN statistics, women do 67% of the world's work, yet their earnings amount to only 10% of the world's income. (Gender)
- Women eat last in households. (gender)

5. The educator will then discuss the answers with the learners.
6. The educator will emphasize the reasons behind gendered perceptions and raise the following points during the discussion:

- Role of society in developing and promoting gendered beliefs and perceptions
- Role of media (for instance, the portrayal of a woman as a primary caretaker of a child, portrayal of men as “strong” beings who never experience fear or pain)
- We grow into many roles. We grow up seeing, imbibing and believing them – as if they are unchangeable and they cannot be imagined otherwise.
- But these roles do change over time, and also from country to country. For instance, years back it was not thought appropriate for women to work outside the home, but today it's happening more. At the same time, there are still some families who do not think it's right for the women of their house to work in the public domain. Few people adhere to gender norms more than others. It means that gender norms are not universal, but they are people-made, can change time to time and do not need to be taken as 'given' and 'facts'.
- Another example is that in many societies within India, women do not change their household after marriage – neither men do, unlike many other societies where women change their households.

7. The educator will help learners to analyse statements read out in the activity to explicate the difference between sex and gender.

a. Statement: Women eat last in most households.

The educator will pose questions related to everyday house-hold practices. For example:

- How many people have seen their mothers eating last? Ask learners why?
- It is generally seen that women and girls either eat last or they are the ones who eat the leftovers. But have we thought why is that? It will highlight that there is no logical reason behind this. It has not only become the norm but also the expectation.
- It is worthwhile reflecting that why should everyone not have adequate food within our families and why are the needs of some family members rank higher in priority than others.
- Educator will take responses from learners and reiterate the key messages.

b. Statement: Women can breast-feed babies; men can bottle-feed babies.

Only women can breast-feed babies and not men. But not all women are able to do that, some also choose not to breast-feed babies though the society expects them to do so. Women who do not breast-feed babies out of choice are criticized for not carrying out the role assigned to them by nature or for lacking maternal feelings. This perspective is fraught with gender stereotypes. Therefore, the above statement fits into both categories. It should be noted here, that sometimes women who are not able to breast-feed babies due to pressures of joining work are "allowed" but those who choose not to are judged.



Source of the activity:

Modified from

- 10 core Life-Skills, Project Sambhav. Training Module: Strategies to Lead Life. Jharkhand: UNICEF, Contact Base (p.17)
- राष्ट्रीय माध्यमिक शिक्षा अभियान हेतु जीवन कौशल शिक्षा प्रशिक्षण मॉड्यूल (2016) राजस्थान: यूनिसेफ एवं संधान (p. 20)

Further Suggested Activities

Learners will be asked to look for instances of gender-based roles in their own households and think of ways through which they can be challenged.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



SETTING FUTURE GOALS

Title of the Activity	Setting Future Goals
Methods	30 minutes
Estimated Time Required	Reflection, discussion



Life Skills Addressed

- Primary: Self-awareness
- Secondary: Decision-making



Learning Objectives

Educators will be able to help learners to:

- carry out self-reflection on the personal meaning of success
- identify and set their own future goals
- develop a plan of action for the achievement of career-related goals

Notes for the Educator

- During adolescence, when learners begin to identify their strengths and weaknesses, it becomes important for educators to guide them in their formulation of suitable life goals and career-related goals. To aid them in this task, this activity will help them reflect on the meaning of being successful in life. Through a series of reflective questions, the activity will guide learners to chart out a tentative plan to select suitable career-pathways. The activity will inform learners on the significance of realistic assessment of their strengths, weaknesses, interests and aptitudes, for effective career decision-making

Preparations Required

- Blank sheets of paper (one per learner), chalk and duster
- The educator will prepare a list of local, national and international celebrities in advance to give learners examples of successful people from different walks of life. The educator will also need some prior knowledge about the different careers that abovementioned people may have pursued.



Process

1. The educator will ask learners to think of people who have had a positive influence on their lives. These people will be related or unrelated to them like friends, family members, educators or public figures like Kalpana Chawla, Sania Mirza, Kalpana Saroj, P.V. Sindhu, Mary Kom, Chhavi Rajawat, Manasi Joshi, Virat Kohli, Nawazuddin Siddiqui, Baichung Bhutia, Stephen Hawking, Major Rajyavardhan Rathore and so on. The educator will ask the learners to share the reason for their choice of the role-model. The educator can also provide examples of some local, national or international celebrities who the learners are likely to know. The learners will be invited to share their responses with the class.
2. The educator will give each learner a paper and ask them to reflect and write the meaning of “success for them. To explain it further, the educator will ask the learners;
 - What does success mean to you?
 - According to you, who are successful people?

Based on the learners' responses, the educator will initiate a discussion on these points.

3. The educator will write the following questions on the board and ask the learners to reflect on them.
 - a. Where do you see yourself ten years from now?
 - b. What are your goals for the future?
 - c. What steps are you going to take to reach your goals?
 - d. What new skills do you need to learn to achieve your goals?
 - e. What obstacles do you foresee in the way of fulfilling your goals?
 - f. How do you plan to overcome those obstacles?
 - g. Have there been any changes in your future goals in the last few years? If yes, then what has been the reason behind this change?
4. The educator will invite some learners to share their responses with the group.

Source of the activity:

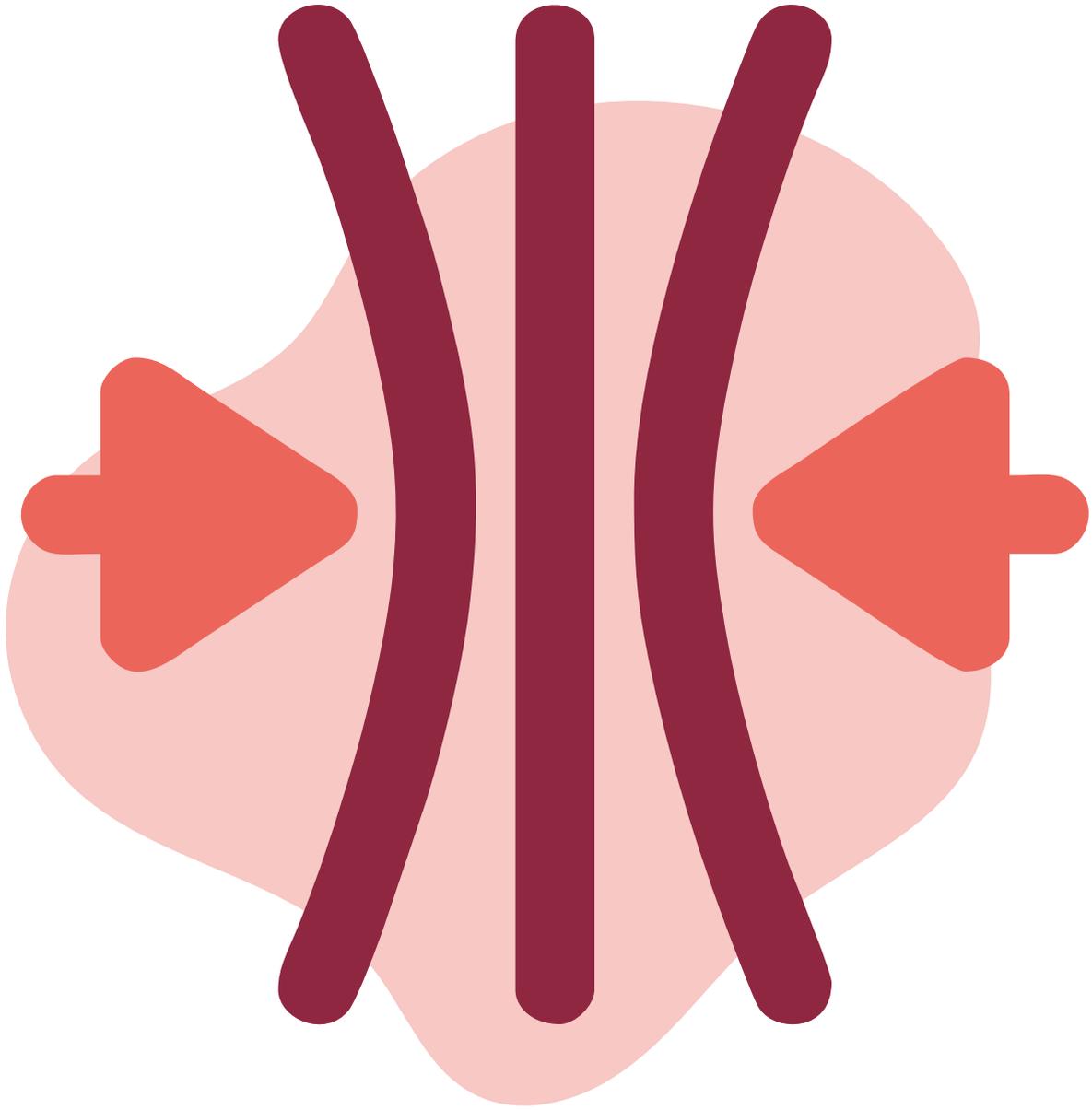
Modified from राष्ट्रीय माध्यमिक शिक्षा अभियान हेतु जीवन कौशल शिक्षा प्रशिक्षण मॉड्यूल (2016) राजस्थान: यूनिसेफ एवं संघान (p. 50,52)

Further Suggested Activities

The educator will ask the learners to talk to at least two people in their neighbourhood who they consider successful in life. They will discuss with those people their life goals, plans and strategies used. They will also talk to them about the problems that they have overcome to achieve their goals. Based on the guidance received, the learners will devise a plan of action for their own life goals.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



RESILIENCE

ACTIVITY 1



UNDERSTANDING STRESS AND ENHANCING STRESS RESILIENCE

Title of the Activity	Understanding stress and enhancing Stress resilience
Estimated Time Required	30 minutes
Methods	Self-reflection, work-sheet and discussion



Life Skills Addressed

- Primary: Resilience
- Secondary: Problem Solving, self-awareness



Learning Objectives

Educators will be able to:

- facilitate reflection by learners on the impact of stress on their mental health and well-being
- help learners distinguish between healthy and unhealthy ways of coping with stress
- provide strategies to build and enhance learner's resilience to stress

Notes for the Educator

- The purpose of the exercise is to help learners gain insights into their own reactions to stress. The learners will fill up a worksheet and discuss their responses in the class.
- The aim of the activity will be to communicate to the learner that the experience of stress is a multi-layered one. Its manifestations vary from person to person and also depend upon the intensity and duration of the stressor. It is also important to highlight here, that the experience of stress is natural- which means that everyone experiences it, and it doesn't need to be about negative emotional state.
- The educator will also help learners appreciate that while one will not have complete control over the stressors, one will be able to have far more control over one's reaction to it. One's choice of coping mechanisms in the face of stress will be more constructive and this is likely to make all the difference.

Process

1. The educator will distribute worksheet No. 1 to learners.

Worksheet No.1	
a.	What do you understand by the word 'stress'?
b.	Give 3-4 examples of situations where you have felt stressed.
c.	How did you react in each of these situations?
d.	Was there a situation where stress was not negative? Or maybe you did well or better because you were stressed?

Learners will be given 10 minutes to read, fill and reflect upon the responses asked in the worksheet.

2. After 10 minutes, the educator will initiate a discussion on it. In this discussion the educator will emphasize:

- a. Stress is defined as a state of psychological or mental strain that results from difficult, adverse or demanding circumstances. Stress is experienced when the demand is on us more than our ability to handle the pressure.
- b. Different sources of stress for learners will include exams, academic pressures, relationships with friends and romantic partners, bodily changes during puberty, conflicts with parents and other family members, personal inadequacies etc., alcohol and drug abuse, health issues etc.

Learners will be encouraged to classify stressors as physical, social, relational and self-related.

- c. The manifestations of stress will also be psychological (such as sadness, anger, frustration, hopelessness etc.), physical (headaches, stomach-aches, loose motions, muscle pain, backache, acne etc.) and relational (frequent conflict, isolation, loss of relationships etc.)
- d. It will be emphasized that our responses to stress vary with levels of intensity and duration of stressful experiences. Accordingly, stress will be classified as:

Types of Stress

- i. Positive:** This is, occasional stress that leads to increased heart rate and mild elevations in stress hormones. This mostly leads to enhanced performance in competitive events, sports and parties etc.
- ii. Tolerable:** This form of stress is significantly higher, yet, its effects are buffered by supportive relationships and protective environment. As a result, a person is usually able to manage the situation with some help and the elevated levels of stress hormones subside after a brief period. Such stress will affect the body temporarily, but will not have long-term consequences.
- iii. Toxic:** This is a prolonged activation of stress response in the body in response to a chronic stressor. This mostly happens in the absence of a supportive environment and protective relationships. Chronically elevated stress hormones will have a long-term detrimental impact on both physical and mental health.

- e. The educator will emphasize the need for learners to manage their stress in such a manner that it does not become toxic and remains either positive or tolerable

3. After this discussion, learners will be given worksheet No. 2. They will be given 5-minutes to work on it.

Worksheet No. 2

Describe the ways and means by which you cope with stressful situations?

On a scale of 1-10, how would you rate your ability to handle stress? (where 1 is least and 10 is the highest)

Why would you give yourself this rating?

List some ways in which you think you can improve your ability to deal with stress and manage it more effectively?

The different coping strategies suggested by the learners may include:

- **Relaxation or sleeping**
- **Entertainment (watching movies, shows, binge-watching etc.)**
- **Humour**
- **Catharsis through talking or writing**
- **Catharsis through physical activities like sports or exercise**
- **Yoga and meditation**
- **Spending time with friends or family members**
- **Engaging in hobbies**
- **Reflecting and reappraising an event or changing the perspective on the problem**
- **Persisting with the problem till it is solved**
- **Comparing oneself to others who are worse-off is called downward social comparison**
- **Altruism or helping others**
- **Using defence mechanisms (denial, sublimation etc.)**
- **Aggressive behaviour**
- **Self-indulgent behaviours, such as overeating, smoking, binge-watching, gaming and excessive use of alcohol or drugs**
- **Brooding**

4. The educator will then discuss the worksheet No. 2 with the learners highlighting the following points:
 - a. Difference between adaptive and maladaptive coping strategies with reference to stress: Adaptive coping strategies are proactive while maladaptive coping strategies are reactive. Adaptive coping strategies involve assessing and confronting the problem directly and resolving the issue for long term relief. Meanwhile, maladaptive coping strategies involve disengaging, denying or escaping from the problem such that there is only temporary relief. But stressors will become more compelling in the long run.
 - b. The coping strategies suggested in the worksheet will be classified as adaptive and maladaptive on the blackboard by the learners through a discussion.
5. The educator will guide the discussion further by introducing the concept of 'resilience' to learners as follows:
 - a. Resilience is a person's response to stress that helps him/her to cope better and more constructively under unfavourable conditions
 - b. It is our ability to take negative events or stressors and turn them into positive life experiences. It is our ability to treat stressful situations as opportunities that help us rise to the occasion and become better. So, our perspective on stress will be the single most important factor in determining how constructively we will deal with it.
 - c. The educator will give learners time to reflect on the degree of their own stress resilience, which they have already rated out of 10 on worksheet No. 2.
6. The educator will conclude the session by listing the ways in which a person's resilience will be enhanced. Some of the important strategies will be listed as follows:

Practising self-acceptance and self-compassion, i.e., avoiding negative judgements of self
Treating others with compassion
Fostering positive and healthy relationships with others
Developing confidence
Practising yoga, meditation and mindfulness
Cultivating and practising gratitude
Being a life-long learner
Engaging regularly in the physical activity of one's choice
Doing progressive relaxation and body scan exercises
Being authentic




Source of the activity:

Modified from the manual 'Life Skills Education for Students of Secondary Schools under RMSA' (Manual for Teachers), UNICEF Assam (2015) (p.25)

Further Suggested Activities

As a conclusion and follow up for this exercise, the educator will ask learners to develop a personalized action plan that they are going to implement to enhance their stress resilience. The educator will also ask them to submit a report once this action plan is rolled-out.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



MANAGING ANGER

Title of the Activity	Managing Anger
Estimated Time Required	25-30 minutes
Methods	Reflection and discussion



Life Skills Addressed

- Primary: Resilience
- Secondary: Self-awareness



Learning Objectives

Educators will help the learners to:

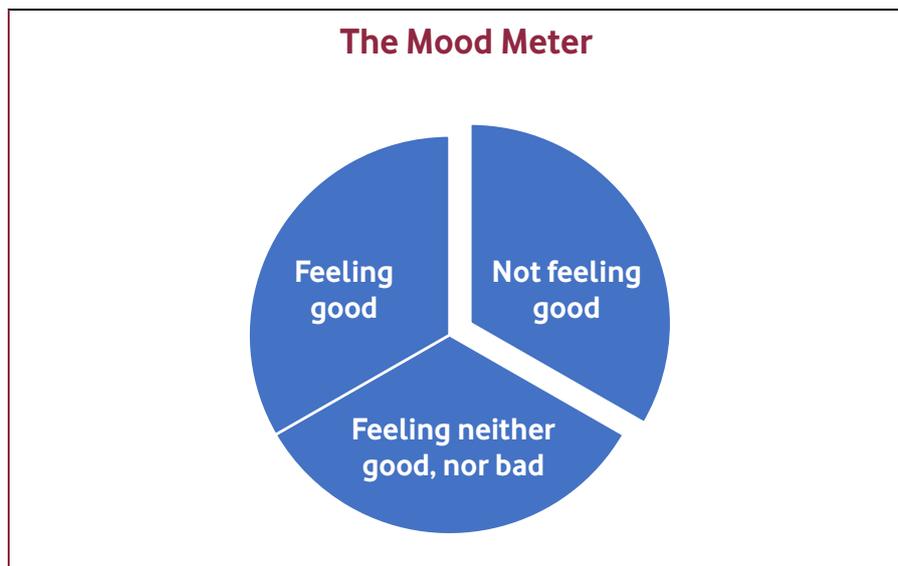
- identify the factors which make them angry
- list strategies of anger-management
- build resilience to work effectively in unfavourable conditions

Notes for the Educator

During adolescence, as learners try to negotiate their place in society and strive towards forming an identity, often they fail to manage their emotions which can cause anger and frustration. They do not have strategies to channelise their anger and frustration in a creative manner leading to risk-taking behaviour, self-harm, violence and substance abuse. It is, therefore, crucial for them to learn strategies to manage negative emotions and channelize their energy for constructive purposes.

Process

1. The educator will begin the session with an activity wherein they will draw a circle on the board and divide it into three parts. They will label the first, second and third part as feeling 'good", "bad" and "neither good nor bad" respectively.



The educator will share with the learners that the circle on the board is the "mood meter". Learners will be asked to organise themselves into three groups corresponding to the three parts of the circle drawn on the board.

3. Within their groups, each learner will share the reasons behind their particular "mood".
4. The educator will ask some volunteers from the "not feeling good" group about the reason behind their mood. Educator will ensure that confidentiality of learners is maintained.
5. Building on learners' responses, the educator will ask the learners to think about things and situations that make them angry. Learners will be asked if anger is healthy or unhealthy for them. Each learner will be asked to make an individual list of factors which they think are responsible for making them angry.
6. The educator will ask the learners to close their eyes and reflect on their childhood memories of:
 - How elders in the family expressed their anger?
 - Why they still remember it?
 - If given a choice, would they like to express their anger in a similar way?
 - In what ways can they change their expression of anger so as not to hurt others' feelings?
7. The educator will further discuss that emotions like anger and frustration, are natural. Sometimes, decisions made in anger or words spoken in anger adversely affect us and our relations. So, people need to observe and understand their response to anger and devise ways to channelise it in ways which are creative and that do not harm themselves or others around them.

8. The educator will then ask the learners to share the ways in which they calm themselves in an angry situation. Responses of the learners will be noted down on the chalkboard. In addition to that, the educator will share the following strategies of anger management with the learners:

Anger Reducing Techniques

Get RID of anger

R – Recognise your anger signals and accept that you are angry.

I – Identify a positive way to analyse the situation.

D – Do something constructive to calm down.

ACTS Technique

A- Aware (Be aware of signals which indicate that you are angry)

C- Control your emotions

T- Talk politely and with clarity

S- Solve the problem/issue which gave rise to anger in a constructive manner. Involve others, if possible, in resolution of conflict

Strategies for anger management:

- Count to 10.
- Take a deep breath.
- Ask for time to calm down.
- Leave the scene.
- Stop and analyse why you are really angry.
- Talk about your feelings with someone not involved.
- Think about the situation from the perspective of the other person.
- Pray.
- Meditate.
- Listen to music.
- Exercise or do some physical activity.
- Write –and then destroy –a letter to the person.
- Try to communicate and resolve the situation peacefully.
- Spend time on your favourite hobby.
- Do something creative.



Source of the activity:

UNICEF (2015). Life-Skills Education for Students of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India (p 32-34)

जीवन कौशल विकास हस्त पुस्तिका: शिक्षकों के लिए उत्तरप्रदेश: यूनिसेफ (p. 82)

Further Suggested Activities

Learners will be asked to make at least five diary entries each time they lose their temper wherein they mention the cause of their anger, how they expressed it and how they managed it. After making each diary entry, they must read it the next day and analyse if they lost their anger on the right cause, if their expression was right and if they succeeded in managing it.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



FOSTERING RESILIENCE

Title of the Activity	Fostering resilience
Estimated Time Required	30 minutes
Methods	Self-reflection, work-sheet, and discussion



Life Skills Addressed

- Primary: Resilience
- Secondary: Self-awareness



Learning Objectives

Educators will help the learners to:

- recognise different sources of resilience
- assess how they are doing with respect to different sources of resilience
- identify strategies for fostering resilience

Notes for the Educator

- The exercise is based on Edith Grotberg's extensive work on resilience among children published in his book titled 'A guide to promoting resilience in children: Strengthening the human spirit' (1995).
- According to Grotberg, to overcome challenges, crisis and adversities, children derive resilience from three sources which will be described as:
 - I am (i.e. one's self-esteem)
 - I have (i.e. one's support system)
 - I can (i.e. one's ability to solve problems)
- Through this exercise of self-reflection and discussion, the educator will be able to demonstrate to learners that resilience is not a fixed personality attribute. Rather, it is a result of a number of mutually reinforcing protective factors that buffer children and adolescents against the harmful effects of adversity and crisis.



Process

1. To initiate this activity, the educator will distribute worksheet No. 1 to learners. Learners will be given 10 minutes to read and note down their responses in the worksheet. and allow them to reflect and complete the self-assessment sheet in about 5-7 minutes.

Self-Assessment Sheet	
Instructions: Put a tick mark in the column against the statement if you feel that the statement describes you most of the time	
I HAVE	
People around me I trust and who love me, no matter what	
People who set limits for me, so I know when to stop before there is danger or trouble	
People who show me how to do things right by the way they do thing	
People who want me to learn to do things on my owns	
People who help me when I am sick, in danger or need to learn	
I AM	
A person people can like and love	
Glad to do nice things for others and show my concern	
Respectful of myself and others	
Willing to be responsible for what I doSure that things will be alright	
I CAN	
Talk to others about things that frighten me or bother me	
Find ways to solve problems that I face	
Control myself when I feel like doing something not right or dangerous	
Figure out when it is a good time to talk to someone or to take action	
Find someone to help me when I need it	

2. Once the learners have completed the self-assessment sheet, the educator will initiate a discussion through the following questions:
 - a. What do you think was the purpose of this self-assessment?
 - b. Are you familiar with the term 'resilience'?
 - c. What do you understand about it?
 - d. Why should we focus on developing resilience among the youth?

3. After this discussion, pointing to the self-assessment sheet, the educator will highlight the following:
 - a. To overcome trauma, adversities and challenges in their life, people draw from three sources of resilience. These are labelled as: I HAVE (i.e. one's support system), I AM (i.e. one's self-esteem), and I CAN (i.e. one's ability to solve problems).
 - b. Even though an individual will not have all these sources perfectly working for him/her, just having one source is not enough. Resilience results from support received from each of these sources.
 - c. This means that if an adolescent has a great deal of self-esteem (I AM), but does not know how to communicate with others or solve problems (I CAN), and has no one to help (I HAVE), he or she will not be resilient. Similarly, another adolescent will be very verbal and speak well (I CAN), but if he or she has no empathy (I AM) or does not learn from role models (I HAVE), there is no resilience. Thus, resilience results from a combination of these features.
4. After this discussion, based upon their responses in the self-assessment sheets, learners will be asked to focus on the statements which they have not marked in the sections of 'I HAVE', 'I AM' and 'I CAN'. These will be the areas which will be improved through interventions with respect to social and relational support, self-efficacy and self-esteem, and finally, one's abilities and life skills.
5. In the end, educator will discuss strategies in which the systems in and around one can be strengthened to promote resilience. Some of the strategies are as follows:

I HAVE	<ul style="list-style-type: none"> • Make friends • Develop trusting relationships • Foster trust in close-relationships <ul style="list-style-type: none"> • Practice discipline, follow structure and rules at home and at educational institutes • Seek out positive role models • Attempt to take initiative and act responsibly <p>*It is the responsibility of the society, state and family to provide for the necessities of food, clothing, education, shelter and protection of the adolescents</p>
I AM	<ul style="list-style-type: none"> • Assume responsibility and act responsibly • Practice self-compassion and avoid negative self-judgement • Work on resolving body image issues if any • Practice compassion towards others • Stay optimistic
I CAN	<ul style="list-style-type: none"> • Work towards developing one's life skills • Learn to communicate effectively and assertively • Enhance critical thinking and problem-solving • Foster emotional intelligence and empathy • Engage in self-reflection and seek opportunities for personal growth

6. Based on this exercise, the educator will ask learners to develop a personalized action plan for fostering their resilience in the coming few weeks. They will submit the action plan to the educator in writing.




Source of the activity:

This exercise was developed on the basis of Edith Grotberg's extensive work on resilience among children, published in his book titled 'A guide to promoting resilience in children: Strengthening the human spirit' (1995).

Further Suggested Activities

As a conclusion and follow up for this exercise, the educator will ask learners to watch the movie 'Forrest Gump' and write a one-page reflection on the same. Selected reflections will be read out in the class.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



DEVELOPING RESILIENCE THROUGH ACCEPTANCE

Title of the Activity	Developing Resilience through Acceptance
Estimated Time Required	25-30 minutes
Methods	Case vignette and life-stories analysis



Life Skills Addressed

- Primary: Resilience
- Secondary: Empathy



Learning Objectives

Educators will help the learners to:

- enhance their ability to manage emotions in moments of emotional crisis
- accept themselves and their life situations

Notes for the Educator

- The purpose of the activity is to enhance learners' resilience by accepting life situations and by being strong in the face of life-altering challenges. Often, due to the hardships of life, and lack of adequate experience and emotional support to tackle them, learners succumb to the challenges posed by their circumstances. Thus, it is crucial to foster resilience among them by promoting integrative coping and adjustment. The activity also focuses on developing an optimistic attitude among learners in the midst of adversities.
- The educator is advised to be sensitive while conducting this session as the learners are likely to talk about their most challenging life experiences. While learners may be encouraged to share their experiences, they should not be forced to do so. They will be assured that experiences shared during the session will be kept strictly confidential. During the process educators need to focus on creating a classroom environment that is respectful, inclusive and sensitive. Learners must understand that the things their peers share in the classroom should not be discussed outside or used to judge them. The ethical responsibility of everyone to maintain the confidentiality should be emphasised regularly during the sessions.

Preparation Required

- Printed copies of case vignettes (one case vignette on one card) and life stories.
- The educator may rearrange the seating arrangement to facilitate group discussion.



Process

1. The educator will help learners to organise themselves into groups of 4-5 learners each. Groups will be given one case vignette each from the following, to read and analyse.

Case vignette 1

Guddi stays with her mother and two younger brothers. She was doing well in studies and planning to continue her education after passing out of class 12 with distinction. In fact, her father was more excited than her about her admission to a good college as she was the first girl in the family to go to college. He supported her decision to go to college and wanted her to become a chartered accountant. But life took an unexpected turn when suddenly her father passed away in a road accident. Fortunately, her father had made enough financial investments to help his family live on the savings for a few years and his children to complete their education. But the void left by his absence has left Guddi emotionally very disturbed.

Case vignette 2

John was called 'Messi' by his friends at school for being an exceptionally good football player. He is the captain of the school football team and his team has won many prizes at various interschool tournaments. Though he was good in studies, he decided to pursue a career in sports since football was his passion. He had played at the state level and dreamed of playing at the national level. His coach had told him about sports-based reservation in colleges which could help him get admission in good colleges with better sports facilities. Life seemed sorted until one day while coming back from his coaching class he got hit by a car. Doctors had to amputate his left leg which had crashed under the wheels of the speeding car. All his dreams of being a professional footballer came crashing down.

Case vignette 2

Rajesh studies in class 11. Every day he makes excuses for not going to school. The reason behind this is that in the last academic year, he has failed in class 11. While all his friends moved to a higher grade, he got left behind. A few days after the declaration of results, Rajesh did not step out of his house for fear of being ridiculed by his peers and people in the neighbourhood. Looking back, he realizes that in addition to problems at home, he himself was responsible for his condition. A few months before exams he had fallen into bad company. He would bunk school to watch movies or to go out with his friends. He regrets doing all that now. For these reasons, he sometimes has suicidal thoughts.

2. After the reading, the educator will ask the groups to discuss the case among themselves and reflect on the following questions:
 - a. What is the problem being faced by the protagonists in the case vignettes?
 - b. How did they try to solve that problem?
 - c. Was the solution to their problem external to them?
 - d. Did they try to make some changes within themselves to cope better with the situation? Discuss.
3. The educator will ask each group to share their responses with the class. The educator will ask the learners to share some examples of the strategies that they use to cope with adverse life situations.
4. Building on learners' responses, the educator will discuss the importance of resilience in dealing with the hardships of life and striving for the best despite personal shortcomings or difficult circumstances. The educator will explain the idea of resilience and provide concrete strategies of developing resilience with the learners.

Meaning of Resilience

According to the American Psychological Association, "Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences."

Resilience is a common trait among people. One can find innumerable individuals around us who have coped with adversities of life successfully. Every individual has the potential to become resilient, though developing it involves undergoing emotional stress and trauma.

Strategies to Build Resilience

- Build strong and healthy relationships with significant others. Support from family and friends helps build resilience.
- Avoid seeing crises as insurmountable problems.
- Accept that change is part of living.
- Move towards your goals. Setting small goals and working towards them gives one a sense of achievement. This feeling of achievement is crucial to keep one going.
- Take decisive action. Work towards solving your problems rather than succumbing to them or wishing that they did not exist.
- Look for opportunities for self-recovery. Identifying and developing one's strengths and potential during hardships helps one become more resilient as they learn to cope better with similar problems in the future.
- Nurture a positive view of yourself.
- Keep things in perspective. One should take the long-term perspective of the problem at hand and try not to blow it out of proportion.
- Maintain a hopeful outlook. Be positive.
- Take care of yourself. Attending to one's needs and doing things which make one happy equips one to deal with challenges of life.
- Additional ways of strengthening resilience will be helpful. Writing about one's feelings, meditation and other spiritual practices are some of the ways which can help build resilience.

Source: <https://www.apa.org/helpcenter/road-resilience>

5. The educator will conclude the session by reading the motivational life story of Nick Vujicic and Laxmi Agarwal as examples of Resilient individuals.

Nick Vujicic is an Australian motivational speaker who travels across the world and helps people develop a positive approach towards life. One thing which sets Nick apart from other motivational speakers is the fact that Nick was born with tetra-amelia syndrome, a rare disorder characterized by the absence of arms and legs. In his autobiography, he has mentioned that when he was born, his parents refused to see or hold him. But later on, they accepted him. During his childhood and adolescence, he was bullied by his peers and other people for his condition. At one point in his life, he had also attempted to end his life. Despite his disability, he completed his studies. Nick started by giving talks in his prayer group at church. In 2005, he founded "Life without limbs", an international non-profit organization and ministry. Today, he is the author of many motivational books and is an internationally acclaimed motivational speaker.

Laxmi Agarwal is a 29-year-old woman. At the age of 15, a 32-year-old man threw acid on her face for rejecting his advances. Being an acid attack survivor, Laxmi has become a campaigner fighting for the rights of other women like her. She is the founder of "Stop Acid Sale", a campaign to curb acid sale and acid violence. She has received many awards for her work such as International Women Empowerment Award 2019 from IWES, Ministry of Women and Child Development, Ministry of Drinking Water and Sanitation and UNICEF, and International Woman of Courage 2014. Her exemplary courage and strength have inspired Bollywood to make a film on her.


 **Source of the activity:****Further Suggested Activities**

Learners may be asked to read about Deepa Malik, Devendra Jhajharia, Ankur Dhama, Sunitha Krishnan, Stephen Hawking and other famous and successful people who overcame challenges in life and achieved their goals. (The educator will suggest the names of other local celebrities who learners are likely to be familiar with.)

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



CREATIVITY

ACTIVITY 1



THINKING DIFFERENTLY

Title of the Activity	Thinking Differently
Estimated Time Required	30 minutes
Methods	Activity followed by discussion



Life Skills Addressed

- Primary: Creativity
- Secondary: Decision-making, self-awareness



Learning Objectives

Educator will be able to:

- promote imagination among learners by stimulating them to find new ways of looking at a phenomenon or object
- enhance creativity of learners by giving them opportunity to engage in out-of-the-box thinking

Notes for the Educator

- The educator will start the activity by telling learners that the purpose of this fun activity is to apply their mind and imagination to think differently.
- For this activity, the educator will be required to prepare paper chits in advance with creative fun tasks written on them. The number of chits prepared should be the same as the number of learners in the class so that each learner will receive a chit. The tasks on the chit may be repeated.
- Some suggestive tasks that may be written on the chits are as follows:
 - Explain an exotic flower to someone who has never seen or heard of that flower before.
 - Write and tell a story about the zoo without using the names of any animals.
 - You can have any three things that you want. In return, you must give away three things that are about the same size as the things you get. What do you get and what will you give away?
 - If you could talk to trees, what do you think they might say? Create a dialogue between you and a tree.
 - If you could choose one thing that costs money and make it free for everyone forever, what would you choose? Why?
- These tasks are suggestive and the educators may create tasks of their own.



Process

1. The educator will announce the task and ask learners to come forward and pick one chit each.
2. Learners will take about 10-15 minutes to prepare the response and engage in the activity.
3. The educator will supervise the activity and guide them to think of creative ways of performing the task at hand.
4. After 15 minutes the learners will be asked to volunteer to come and perform.
5. After the performance of each group, the educator will initiate the discussion on the following points:
 - a. How did the learners feel about the activity? Were they apprehensive and scared or excited and enthusiastic?
 - b. Did they find the activity relatively easy or challenging?
 - c. What helped them think differently with respect to the activity?
 - d. Have they ever been involved in a similar exercise? Did that experience help now
- 6.

The educator will close the activity by highlighting that it is very important for learners to be able to think differently about things or situations no matter how familiar they will be. Creativity is fostered when we are able to think out of the box without the influence of others and this will be the reason why each learner approached the same task very differently during the exercise. One's ability to think about things originally and differently allows for innovation and creative problem-solving and therefore, is highly valued and should be fostered.




Source of the activity:

Modified from the manual 'Dishari teacher Manual', UNICEF West Bengal (pg. 36)

Further Suggested Activities

As a conclusion and follow up for this exercise, the educator may ask learners to come up with a creative 'best from the waste' upcycling solution that would help protect the environment. The best solutions may be selected and exhibited in the class.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



A WINDOW INTO THE SOUL

Title of the Activity	A window into the soul
Estimated Time Required	30 minutes
Methods	Reflection writing



Life Skills Addressed

- Primary: Creative Thinking
- Secondary: Self-awareness, empathy



Learning Objectives

Educator will be able to:

- trigger learners' imagination by exposing them to visual stimulus in the form of image
- allow learners to create a story based on their imagination
- help learners see a connection between their inner desires and motives and their creative imagination

Notes for the Educator

- The activity is based on the psychological defence mechanism of projection which presupposes that people project their wishes, desires, needs and motives on to the ambiguous stimuli they encounter. In other words, when we interpret something ambiguous, we see a reflection of our subconscious.
- This activity will use visual stimulus in the form of imagery, like photographs or paintings to trigger imagination in learners. Therefore, the educator will be required to select three photographs or paintings in advance that depict two or more people in an interesting, yet ambiguous situation. The photographs or paintings will be selected on the emotional response that it generates. The image will therefore, stimulate learners to be creative and imaginative.
- For this activity, the educator may show learners the visual stimulus cards of the Thematic Apperception Test by Murray and Morgan.



Process

1. The educator will introduce this activity by highlighting the significance of imagination in our day-to-day life. They will highlight that when we see an image and it is not accompanied by a text, we immediately start imagining the meaning of the image, and we try to interpret according to our understanding and experiences. And, in this process of interpretation, we make use of our creativity and imagination.
2. Learners will be encountering some interesting images which do not have predefined meanings. It would be up to the learners to select an image out of the three images displayed and create a story around it.
3. The educator will clarify that learners may choose any image that appeals to them out of the three images displayed.
4. To allow learners to both identify with the image and to think around it creatively, the educator will tell learners to see what the painter or the photographer might have seen; to smell, touch and see what the protagonists in the picture or the painting might be feeling at the moment; or to even think of the inspiration with which the painter may have painted the image or the photographer may have captured the moment. Such deep identification is likely to allow learners to come up with stories that are imaginative and alive.
5. The educator will give about 12-15 minutes to learners to write their interpretation. After that, they be invited to share their stories.
6. The educator will conclude the discussion by telling learners that imagination, creativity and interpretation do not unfold in a vacuum. The backdrop of one's own experiences, desires, needs, motivations and fears is always present while we imagine or give an interpretation. So, in a way, a person's story or interpretation will be considered a window into their subconscious mind. Right from the choice of the picture, to the emotions reflected in the story, to the needs and motives attached to the protagonists in the story, everything gives an insight into the self of the story-teller.

7. Some learners may be excited at this explanation while others may feel visibly uncomfortable. Some learners may even dismiss the idea and would like to believe that their story was merely a figment of their imagination and has nothing to do with their subconscious mind. The educator will tell the learners that it is perfectly natural for them to feel and think like that. Yet, they will be urged to give this idea a consideration with an open mind.
8. The educator will ask the learners to reflect on their creation with the help of following guiding questions:

a.	Why did you choose a particular image out of the three images available?
b.	Do any of the protagonists in your story resemble any person that you know in real life?
c.	Do professions or identities that you may have assigned to any of the protagonists resemble anyone you know in real life?
d.	Do the emotions depicted in your story match your general state of mind or mood off lately?
e.	Do the major motivations and drives of the protagonists in your story (e.g. need for acceptance, desire for success, wish for excellence or hunger for power) resemble any of your own needs?

9. The educator will assure learners that these reflections are only for them and they will think about these questions in their own personal space. They may not share these reflections with anyone. This will allow learners to be more open and honest in their reflections. This step, in particular, will help in terms of enhancing self-awareness.




Source of the activity:

Further Suggested Activities

As a conclusion and follow up for this exercise, the educator will ask the learners to examine the link between the creative work and life history of their favourite artist-painter, writer, musician, lyricist etc

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



CHARACTERS IN SEARCH OF AUTHORS

Title of the Activity	Characters in search of authors
Estimated Time Required	25-30 minutes
Methods	Story building and discussion



Life Skills Addressed

- Primary: Creativity
- Secondary: Problem-solving and Decision-making



Learning Objectives

Educator will be able to:

- enhance creativity of learners through story building
- help learners use creativity for problem-solving and decision-making

Notes for the Educator

The activity has been designed to enhance learners' creativity to solve problems and take informed decisions. Through story building, they will get an opportunity to envision the fate of each protagonist. They will also experience a sense of agency. By extension, this activity is likely to make them realize the potential they have within to find novel solutions to complex day-to-day problems.

Preparation Required

For this activity, three story beginnings have been provided below. Along with those, the educator will have to create some more story openings based on the socio-cultural and economic context of the learners.

Process

1. The educator will begin the session by telling learners that there are a few characters whose stories are stuck at a certain point of crisis in their lives. They are waiting for their stories to be written further by the learners.
2. The activity will be conducted in two steps. In the first step, each learner will be given an opening passage given below for writing the story. One opening passage will be given to multiple learners. The educator will encourage learners to use their imagination and creativity to write stories. They will bring in more characters and add events

Annexure(s)

Opening of Story 1

Once upon a time, in Samaspur village, there lived a girl named Fatima. Fatima was very good in studies and other co-curricular activities conducted in her school. Her educators always appreciated her. She was about to pass out of her school from grade 10 when her educator informed her about a residential school for girls which was at a distance of about 20kms from her village. The school offered 100% scholarships to bright students. Fatima's eyes lit up when she heard about this school but soon after the harsh realities of her life hit her.....

Opening of Story 2

It was one hot afternoon when Jayanti and her friend Sunita were sitting at the Sunita's home. Both of them had passed their class 12th board exams with very good marks. Sunita was telling Jayanti about her upcoming marriage. She had never seen or met her prospective husband. She didn't know much about him, but once she had heard her father telling her mother not to bother much about the groom, who was 20 years older than Sunita. This bothered Sunita. Both the girls sat together holding each other's hand, not knowing what to do.....

Opening of Story 3

College life is something that most youngsters look forward to. After all, that's when one gets to make friends with whom one can go out, watch movies, eat out and have fun. This is also the time when many boys and girls get into relationships. Anuradha also got into one such relationship which turned into a nightmare when one day she received an objectionable morphed picture of hers on her phone from an unknown number.....

3. After all the learners have written their stories, learners who got the same opening passage will come together and form groups. Within their groups, they will share their stories with other members. This can help in comparing stories of different student authors and the variations within each story.
4. The educator will invite 2-3 learners from each group to share their stories with the class. The educator will use this opportunity to highlight the importance of individual differences and experiences which lead to variation in stories. The educator will also emphasize the agency youngsters have as writers of the story of their own life. This will be further linked to other life skills, such as resilience, problem-solving and decision-making.
5. The educator will conclude the session by emphasizing the need to be creative in one's thinking and approach towards problems and life in general.

Further Suggested Activities

Learners will be asked to write a story of their own lives where they will bring in new characters of their choice, add new life events or anything which makes this life story interesting and to their liking. They will use their imagination to make it as creative as possible.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



CHILD RIGHTS AND PROTECTION

Title of the Activity	Child Rights and Protection
Estimated Time Required	30+30 minutes (This activity will be conducted in two consecutive sessions)
Methods	Skits preparation, performance and discussion



Life Skills Addressed

- Primary: Creativity
- Secondary: Critical thinking



Learning Objectives

Educator will be able to:

- inform learners about child rights
- acquaint learners with theatre as an innovative and creative medium for addressing social issues
- enhance the creativity of learners while addressing social issues in a novel way

Notes for the Educator

The purpose of the activity is to flag relevant issues pertaining to child rights. The activity is intended to sensitize and inform learners about ways through which the rights of children are violated and how that can be addressed. The medium of theatre used in the activity is a creative medium for raising awareness on social issues with far reaching impact. During the activity, the educator will explain the concept of Forum Theatre and its characteristics to the learners. This activity will not only enhance learners' creativity but is also likely to educate them about an innovative medium of bringing about social change.

Preparation Required

- Case vignettes handouts (one case vignette is to be written on one handout)
- It is desirable to carry out the activity in a space earmarked for theatre and plays in school, such as the school auditorium, sports ground, the amphitheatre or the activity arena



Process

1. The educator will begin the class by dividing learners into groups of 6-7 learners each. Groups will be given one case vignette each for reading and analysis.
2. Next, the educator will ask each group to discuss and describe what is happening in the case vignette and how it is affecting the child under consideration.
3. Building on the learners' responses, the educator will initiate a discussion on the issue of 'Child Rights'. With the help of relevant examples, the educator will highlight how children are sometimes manipulated and ill-treated by significant others which robs them of their childhood. The educator will explain that it is the responsibility of the family members and the state (the government) to protect them from different forms of abuse and violence and assure that their rights are protected. The educator will encourage learners to come up with examples of similar instances of child rights violations that they may be aware of. The educator will then share the information given in the box below.

The United Nations Convention on the Rights of the Child (UNCRC) considers any person below the age of 18 years a child. This entitles all children up to the age of 18 to certain rights which a state is bound to provide. Child protection means safeguarding all children from neglect, exploitation, abuse, violence and exclusion from any child rights as defined by the UNCRC.

There are four broad classifications of child rights. These four categories cover all civil, political, social, economic and cultural rights of every child.

Right to Survival: every child has the right to be born, to survive, to live with dignity with the minimum standards of food, shelter and clothing

Right to Protection: A child has the right to be protected from neglect, exploitation and abuse at home and in society at large.

Right to Participation: A child has the right to participate in any decision-making that involves her/ him directly or indirectly. Degree of participation varies as per the age and maturity of the child.

Right to Development: A child has the right to all forms of development: emotional, mental and physical. This further implies that a protective society is required which creates a suitable environment and opportunities for the above and challenges social traditions, norms, customs and rituals that violate the rights of the child.

India being a signatory of UNCRC is bound to ensure the protection of children from all kinds of hazards and exploitation. Following are some provisions in the Constitution of India which secure and

Right to Education: The Right to Education Act, 2010, provides free and compulsory elementary education for all children in the age-group of 6 to 14 years.

Prohibition of Child Marriage: The Prohibition of Child Marriage Act, 2006, has fixed the age of marriage for girls at 18 years and for boys at 21 years old.

Child Labour Act: Under the Child Labour (Prohibition & Regulation) Act, 1986 employment of a child below 14 years of age is banned in certain cases.

Prevention of Immoral Traffic: The Immoral Traffic (Prevention) Act, 1986, prevents exploitation of women, girls or children for prostitution.

Protection of Women from Domestic Violence: The Domestic Violence Act, 2005 provides for prevention and protection of women from domestic violence. Domestic violence means habitual physical or emotional harm done to a woman by her husband or family members.

Protection of the Unborn Girl Child: The Preconception and Prenatal Diagnostic Techniques (PC-PNDT) Act, 1994 provides for the prevention of determination of the gender of the unborn child.

Juvenile Justice (Care and Protection of Children) Act, 2006: This act prevents children from doing any acts which are unlawful, illegal or criminal in nature and also provides protection, treatment and rehabilitation for children who have been arrested for any criminal activity.

Protection of Children from Sexual Offences Act (POCSO) 2012: This is a comprehensive law expanding the scope and range of forms of sexual abuse. It also defines guidelines for child-friendly police and courts.

4. Next, the educator will explain the concept of Forum Theatre to the learners and how it can be used to address social issues. They will further discuss some characteristics of Forum Theatre as mentioned in the table below.

Forum Theatre

Forum theatre was an innovation in the field of theatre pioneered by Brazilian theatre practitioner Augusto Boal. Usually depicting some kind of violence and oppression, the theatre attempted to challenge the status quo. The play or scene is enacted twice before the audience. The second time the play is enacted, member(s) of the audience (spectator) can intervene by shouting "Stop". They can take the place of the actors and change the situation being depicted. Other characters in the play who do not get replaced remain in character and improvise. Therefore, a scene of oppression has the potential to get converted into a scene of empowerment. A 'joker' acts as a facilitator to enable communication between the characters and the audience. Several alternatives to the originally depicted scene will be explored in this manner. Forum theatre is a powerful medium to represent and give voice to the underprivileged and the marginalized. It is also known as "Theatre of the Oppressed" or "Theatre of Development".

Source: <https://dramaresource.com/forum-theatre/>

5. Following the above, the educator will divide the class into groups of 6-8 learners. Each group will be assigned one case vignette and asked to prepare a short play on it along the lines of forum theatre. Each group will be given a week to prepare.
6. Each group will be asked to present its play before their peers next week. The duration of each play will be between 8-10 minutes. If the plays are good, they may be further performed again in front of a larger audience at the school assembly or any other collective gathering.

Annexure(s)

Following are some themes which can be explored and depicted for enactment

1. Child Labour

Robin is a 13-year-old boy who sells betel nut, pan, gutka, and cigarettes near the bus station. From his daily earnings he has to give Rs. 30 per day, to his "owner" (the man who gives him items to sell). On days he is unable to sell enough items, he is scolded and sometimes beaten by his "owner".

2. Child Sexual Abuse

Mala is an 11-year-old girl. She works for Dutta family where she does all the household chores. Whenever Mrs Dutta is away from home, Mr Dutta asks her to come and massage his legs. He keeps telling her that she has a beautiful body. Yesterday, when she was massaging Mr. Dutta's legs, he kissed her on her cheek. This was very awkward and confusing for Mala. She does not like Mr. Dutta's actions.

3. School Drop-Out

Mausam is a bright boy. He passed class IX with good marks. He comes from a family who earns their livelihood from daily wage labour and fishing. He has three younger siblings. His father remains unwell and his mother, who works as a domestic help, feels overburdened. After he passed class IX, his father got him a job card and made him start work as a daily-wage labourer.

4. Child Marriage

Joymoti is a young 12-year-old girl. One day, when she came back home from school, she saw a big gathering of relatives and friends in her house. Everyone was excited but nobody was telling her exactly what the excitement was all about. Her mother was sitting with a group of women. She overheard her mother tell these women that the groom for Joymoti was working as a clerk in a big office and the wedding was fixed for next week.

5. Domestic Violence- (intimate partner violence and family violence comes under this, it will or will not be GBV)

Renu lives with her husband and a 5-year-old son. Renu spends her time looking after the house and her son. Her husband owns a small shop. After work he comes home drunk. He keeps finding faults in everything Renu does and picks up fights with her every day. If she ever answers back, he beats her up.

6. Human Trafficking

Reshma is a 15-year-old girl. One day she was taken by her uncle to see a village fair. Soon after they arrived at the fair, her uncle stepped aside to talk to a few men who did not look like local people. When she moved a little closer to the group, she heard those men telling her uncle that they would give no more than Rs 5000/- for the girl. She then realized that these people were negotiating a price for her.

7. Witch-Hunting

Bidisha's mother is a teacher in the nearby primary school. She usually meets the mothers of her learners and tells them about how to look after young children and address health issues. Of late, a few children studying in Bidisha's mother's class started falling sick and one of them died. People of the community started blaming Bidisha's mother and called her a witch. They thought that she had the evil eye because of which their children are falling sick. Community members even stopped Bidisha from attending school after the incident.




Source of the activity:

Modified from UNICEF (2015). Life-Skills Education for Students of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India (p.48-50)

Further Suggested Activities

The educator may encourage learners to perform skits in their community on related themes. They can perform the skits prepared in school during the above activity as well. They can take the help and support of their educators and/or village Pradhan/ Sarpanch to organize the event.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



CRITICAL THINKING

ACTIVITY 1

FOR or AGAINST!

Title of the Activity	For or Against!
Estimated Time Required	60 minutes (2 sessions of 30 minutes each)
Methods	Discussion and turncoat debate



Life Skills Addressed

- Primary: Critical thinking
- Secondary: Communication and creativity



Learning Objectives

Educator will be able to:

- give learners an opportunity to evaluate, assess, and judge a hypothetical case scenario
- facilitate development of arguments, discrimination between right and wrong propositions
- encourage learners to refute logically flawed ideas constructively by debating on socially relevant ideas
- help learners practice their critical thinking skills by allowing participation in turncoat debate

Notes for the Educator

This is a two-step activity that encourages learners to think critically and engage in debate on socially relevant issues.

Step 1: Using hypothetical scenarios, the educator will give learners an opportunity to engage in perspective-taking for different protagonists. This will allow learners to evaluate and discriminate between multiple perspectives on the same problem, which in turn will allow them to reason and develop their own perspective on an issue. At this step of the activity, the educator will instruct learners to employ skills of empathy and critical-thinking.

Step 2: Learners will participate in a turncoat debate. At this step of the activity, apart from critical thinking, the educator will encourage learners to think creatively and communicate freely.

- The educator will set up two podiums in the classroom and arrange for a stop-watch and bell to facilitate the debate. An alternate venue at school, such as a seminar room, may also be used for this activity.
- Since each step of this activity is likely to take about half an hour, the activity will be completed over two consecutive class sessions.

Process

1. For the first step of this activity, the educator will introduce one or more of the following scenarios to the class:

Scenario 1

You may dream of becoming an actor/actress. But you may have observed that your parents, teachers and other elders may not be particularly enthusiastic about your dream or may not encourage you to pursue acting. Instead, they may be counselling you to choose a different and more practical career option, such as engineering, medicine, teaching, banking, or management. But you can't think of yourself doing anything but acting. It is time you think critically and understand what pulls you towards the acting profession; whether your family background will help you reach that goal; whether you have the resources to become an actor; what are the various sacrifices or demands of this particular career and also the points in favour of and against other careers.

Scenario 2

You have a group of friends at school with whom you are very close. Over the last few months, one of your friends constantly ends up bullying a newcomer in your class. Other friends in your group also encourage this behaviour and join in making fun of this newcomer. But you don't feel comfortable with this and even feel that this is wrong. On one side, you have a group of close friends who you like and with whom you do not want to be unpopular and on the other side is your conscience and personal discomfort. It is time for you to think critically and find out a way to address this issue. What will you do in such a situation?

2. Educator will encourage learners to identify with different protagonists in the presented scenarios and invite arguments from both sides of the problem. To guide learners to reflect deeply on these issues, the educator will purposefully counter the different arguments given by learners by acting as a 'devil's advocate'

3. After both sides have presented their arguments of the problem have been generated by the learners through class discussion, the educator will introduce the idea of 'critical thinking' as follows to the learners:

a. When we have to make a decision, we should be able to study both the pros and cons of any situation and then make an informed decision. This will help us to make the appropriate choices and not regret our decisions later on.

b. When we try to assess any situation from both perspectives, we resort unknowingly to something known as 'critical thinking'. It simply means that we think independently and judge anything by its merit and not merely on the basis of our likes and dislikes.

4. As the second step of this activity, the educator will tell learners that they will be practising their 'critical thinking' skills with the help of 'turn-coat' debate in the class.
5. To demonstrate the 'turncoat' debate, the educator will identify any two enthusiastic debaters in the class. The educator will give the speakers a socially relevant topic for debate and allow them to prepare for 5 minutes before the session.
6. In the first round, the educator will invite one speaker to speak in favour of the issue for 2 minutes. After that the other speaker will speak for the same time 'against' the motion. Once the first round of the debate is over, the educator will ask the pair to switch sides. This is called a 'turncoat' debate.
7. Now, the educator will divide the class into pairs and allocate them two socially relevant topics of debate from the list in the annexure. Ask them to do turncoat debates with their partners for each topic. This step of the activity will take about 15-20 minutes. The educator will take a round of the class to observe the debate between different pairs and note down learner's reactions, their level of comfort and discomfort with switching sides on the arguments and their enthusiasm, tactics of debate and quality of arguments in general.
8. After this step, the educator will close the activity by sharing the observations on the above points and giving feedback to learners in general. The educator will advise learners to use the skills acquired in the activity in their daily life situations, especially while making decisions of personal significance.

Annexure(s)

List of socially relevant topics for debate

- Women should be recruited for combat roles in the armed forces
- Playing computer/mobile games makes us intelligent
- School education should be privatized
- Depiction of media violence increases instances of violence among youngsters
- Home-schooling is better than traditional schooling
- Board exams should be abolished
- The legal age of drinking should be decreased to 18 years
- Politics should be kept out of educational institutions
- Prostitution should be legalized
- The punishment for raping a minor should be a death penalty
- All zoos should be closed down
- Corporations should be taxed as per their carbon emissions
- Social media has had a negative impact on mental health
- Artificial intelligence will colonize humans in the future
- Tourism in eco-sensitive zones should be banned to protect the environment



Source of the activity:

Modified from the manual 'Dishari teacher Manual', UNICEF West Bengal (?) (p.g. 37)

Further Suggested Activities

As a conclusion and follow up for this exercise, the educator will additionally ask learners to watch the proceedings of parliamentary debates. Learners will also be asked to prepare a report on an episode of 'We-the People' debate program.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



PROMOTING MEDIA LITERACY: BECOMING CONSCIOUS CONSUMERS OF ADVERTISEMENTS

Title of the Activity	Promoting Media Literacy: Becoming Conscious Consumers of Advertisements
Estimated Time Required	60 minutes (30 minutes + 30 minutes)
Methods	Game and Advertisement analysis through group work



Life Skills Addressed

- Primary: Critical Thinking
- Secondary: Decision-making, self-awareness



Learning objectives

Educator will be able to:

- promote media literacy among learners by enhancing critical thinking with respect to advertisements
- help learners assess the impact of advertisements on their lives
- give learners an opportunity to critically analyse the persuasive claims that advertisements make

Notes for the Educator

- For this activity, the learners will have to be given access to printed advertisements. So, the educator should pre-arrange an assortment of newspapers and magazines for learners.
- The second step of the activity involves the projection of either print advertisement or television commercial and thus, arrangement for projector and speakers should be made well in advance.
- The third step of this activity will be a group exercise and therefore, the seating arrangement should be planned accordingly.
- The first and second steps of the activity are likely to take about thirty minutes. The third step of the activity will also take about 30 minutes if done in class. So, these activities will be done in two consecutive classes. Also, step three of the activity may be given as homework to the learners, and they can submit a written project to the educator on the same.



Process

1. For the first step of this activity, the educator will ask learners to play a warm-up game by dividing them into two teams. Ask each group to list down 10 catchy phrases from advertisements. Give them about 2-3 minutes for this task. Each group will then take turns to enact a phrase. The other group will identify the product based on the enactment. Two points will be given for the correct answer but no points will be deducted for wrong answers. The group may pass on the phrase as well if they do not know how to act it out. The team with the highest points will win the game. This game, will prepare learners to think about advertisements.
2. For the second step of this activity, the educator will choose at least two television commercials in advance to demonstrate to learners the implicit biases and the logical fallacies used as persuasion tactics by the ad-makers (advertisements for health-drinks, slimming centres, fairness creams, house-hold products, washing detergents etc. will be especially useful). The educator will help learners critically analyse these advertisements with the following pointers which will be prominently displayed either with the help of projector or flip-chart:
 - a. What is the product or service being advertised? (e.g. health drinks, fairness creams, coaching institutes, chocolate, jewellery etc.)
 - b. Who is the target audience? (urban women, children, entrance exam aspirants, overweight people, middle-class men etc.)
 - c. Who is not the target audience? (people of lower-income groups, people of certain body types or colour, women/men/third gender, persons with disabilities, etc.)
 - d. Which deep-seated need or desire is being targeted? (need for approval or acceptance, fear of failure, desire for success etc.)
 - e. What emotions are being evoked or targeted? (fear, love, joy, anger, envy, etc.)
 - f. What arguments or assertions are being made? How sound are those arguments? (If they are based on correlation or cause and effect relationship, statistics being used or relevant research being cited etc.)
3. The educator will sum up this discussion by introducing the idea of 'media literacy' as follows:
 - a. Media literacy is a person's ability to critically analyse and evaluate different forms of media
 - b. In reference to the discussion on the above commercials, the educator will tell learners that they should not take advertisements on the face value as demonstrated in the analysis above. Advertisements are made with the vested interest of promoting a certain product using the tactics of persuasion.
 - c. Therefore, the learners should be critical consumers of media and not passive recipients.
4. To engage learners in critical thinking w.r.t. to media, the educator will roll-out the next step of the activity. In this step, the learners will be divided into groups of about 4-5 learners.
5. Each group will be given a bunch of magazines and newspapers and will be assigned a theme of advertisements such as health-drinks, fairness creams, cosmetics, coaching-centres, milk products, detergent advertisements, hair-care products, etc.
6. The task for each group will be to create a collage of advertisements pertaining to the specified theme and critically analyse the advertisements on the pointers given during the discussion in the second step.
7. Each group of learners will be given an opportunity to display their collage and present their analysis to the class. A discussion will follow on how (having done this activity) learners perceive the advertisements differently now. The learners will also point out how their critical thinking skills will help them resist the implicit messages hidden in the advertisements.
8. The educator will close the activity by congratulating learners for their efforts and participation.




Source of the activity:

Modified from the manual 'Life Skills Education for Students of Secondary Schools under RMSA' (Manual for Teachers), UNICEF Assam (2015) (p.g. 40)

Further Suggested Activities

As a follow up for this exercise, the educator may additionally ask learners to create a report on the socially responsible use of advertisements in recent times.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



THINKING CRITICALLY ABOUT RITUALS AND SOCIAL PRACTICES

Title of the Activity	Thinking Critically About Rituals and Social Practices
Estimated Time Required	30 minutes
Methods	Group activity and discussion



Life Skills Addressed

- Primary: Critical Thinking
- Secondary: Negotiation



Learning objectives

Educator will be able to encourage learners to:

- reflect and re-evaluate their own perceptions about gender roles
- critically analyse different gender roles
- examine the various rituals and daily practices that perpetuate stereotypical gender roles

Notes for the Educator

- The activity has been designed to help learners analyse and evaluate daily practices and rituals which promote gender roles and by extension, gender bias. It enables them to reflect on their own perceptions critically and to re-assess, challenge and, if required, change them.
- The educator must create an emotionally safe and secure environment in the class and encourage the learners to express themselves freely.

Preparation Required

- Chalk and duster
- The activity involves group work, so the classroom space may be rearranged accordingly.

Process

1. The educator will begin the class with a brief discussion on the societal roles performed by men and women and the differences between them. Learners will be invited to share their experiences and observations. Their responses will be written on the board.
2. Next, the educator will divide the class into 8 groups of 4-5 learners each and give each group one question to discuss where they have to analyse the different roles played by men and women in rituals performed on various occasions. For each group, the questions will be written on a piece of paper. Each group will select a leader to present the groups' views in front of their peers.
3. To further the discussion the educator will ask the learners about the expectations from females and males:
 - a. on the occasion of birth of a child
 - b. with regard to upbringing of a child
 - c. during adolescence
 - d. on the occasion of festivals or with regard to observing fasts
 - e. at the time of family weddings
 - f. with regard to children's education and career
 - g. with regard to household work
 - h. in a marriage, during divorce or in case of death of one of the partners
 - i. with regard to fulfilling maternal/paternal duties
 - j. on the occasion of a death
4. After a small group discussion on the above questions, a whole group discussion will be conducted where each group can present its views to the educator and all its peers. During the discussion, the educator will highlight that gender role are governed by societal expectations and share some examples from the box given below.

Some gender role expectations which perpetuate gender stereotypes are as follows:

- A weeping bride is a happy wife.
- Women have a strong instinct and men are strong in reason.
- The hallmark of a well-bred woman is her sweet tongue and temperament.
- Boys don't cry and those who do are sissy.
- Men are responsible for carrying forward family name just as women are responsible for carrying forward family traditions and culture.
- A widow should not participate in wedding rituals and other auspicious ceremonies so as not to cast their evil shadow.
- Divorced women are quarrelsome women who do not know how to adjust in a family.
- A widow should renounce worldly pleasures and lead a simple life.
- It is a woman's job to keep the house in order and a man's job to earn a livelihood.
- Only a woman can make or break a home.

- Emphasizing the distinction between sex and gender (already addressed in activities of self-awareness), the educator will encourage the learners to critically analyse and rethink the differential expectations from men and women.
5. Following the above discussion, the educator will ask learners to get back to their groups and think if they would like to change any of the above-mentioned practices. If not, then they have to give reasons for their choice. If yes, then they have to think and suggest ways of changing these practices.
 6. The session will conclude with the sharing of responses by each group.

Annexure(s)





Source of the activity:

Modified from राष्ट्रीय माध्यमिक शिक्षा अभियान हेतु जीवन कौशल शिक्षा प्रशिक्षण मॉड्यूल (2016) राजस्थान: यूनिसेफ एवं संधान (p. 23)

Further Suggested Activities

Learners may be asked to think of one ritual from festivals or daily practices which they would like to change. They have to think of a strategy to change that practice with workable alternatives so as not to offend other people in the family. They can take the help of any person who they think would understand their point of view. Together they can discuss it at home or in their community of friends.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



CHALLENGING MYTHS AND TABOOS SURROUNDING MENSTRUATION

Title of the Activity	Challenging Myths and Taboos Surrounding Menstruation
Estimated Time Required	25-30 minutes
Methods	Discussion, Worksheet



Life Skills Addressed

- Primary: Critical Thinking
- Secondary: Self-awareness



Learning objectives

Educator will be able to:

- help learners critically analyse myths and taboos surrounding menstruation
- acquaint them with relevant facts about menstruation and menstrual hygiene and promote awareness
- encourage learners to resolve problems related to menstruation through knowledge and critical thinking

Notes for the Educator

- The activity aims to acquaint learners with certain facts pertaining to menstruation which often they do not get to know due to lack of expert knowledge and opportunities. It also attempts to question and break stereotypes and taboos surrounding menstruation by having learners think critically about them. Through discussions, it is hoped that the learners would feel better equipped to handle problems related to the theme.
- The educator is required to handle this topic sensitively as menstruation is often considered a topic forbidden for discussion, therefore, learners may hesitate to talk about it. Their queries and experiences should be received sensitively. The educator must create a safe and congenial atmosphere to encourage open discussion on this issue.
- While it is crucial to educate girls about menstruation, it is equally important to educate boys about it. Ignorance about vital bodily function will lead to problems in the future. The following session will be conducted together with girls and boys or separately.

Preparation Required

- Printed copies of Worksheet



Process

1. The educator will initiate the session by asking learners about the local term they use for menstruation. The educator may give some examples such as mahina, mahwari etc.
2. Next, the educator will ask the learners to share what comes to their mind when they think about menstruation. Through this question, the educator will encourage learners to share their feelings, fears and problems related to menstruation.
3. After the initial discussion, the educator will give one copy of the worksheet to each learner which they have to fill individually. Then the educator will discuss each statement with the class and share the answers. The educator will explain to learners that there are many myths surrounding menstruation and they should think critically before following any of them. The learners will also be encouraged to share more examples of myths with their peers, if they know any. The educator must address these as well.
4. The educator will initiate a discussion on unhygienic menstrual practices. Some points of discussion may be as follows:
 - Drying menstrual cloth in dark and dingy places such as cowshed or washing area out of shame and embarrassment
 - Keeping washed menstrual cloth hidden from others, especially male members. Often such places are damp and unhygienic, for instance, dark corners of the house.
 - Not taking bath during menstruation

All the above are practices that increase the risk of infection. The educator will encourage learners to think about ways to address unhygienic menstrual practices. Some such ways may include talking about menstruation with other informed women in the community, discussing problems with peers, negotiating possibilities of changing old practices and so on.

Worksheet

Read the following statements and state whether they are true or false. Write "T" against each true and "F" against each false statement.

When a girl has periods:

a.	She should not be allowed to enter the kitchen.	
b.	She should not be allowed to enter the temple.	
c.	She should not touch a tree.	
d.	She should stay at home and not go to school.	
e.	She should not play any games or run around.	
f.	She should not bathe	
g.	She should not eat certain types of food (spicy, sour pickle or food items considered "hot").	
h.	She is dirty because she has been bleeding.	
i.	She should be made to stay in a separate room, preferably an outhouse.	
j.	She should stay in a dark and cold room.	




Source of the activity:

Modified from UNICEF (2014). Training of Trainers Manual Life Skills on Menstrual Hygiene Management. UNICEF (p. 38-41)

Further Suggested Activities

Learners will be asked to mobilize a group of girls and women from their community who will be educated on facts about menstruation and menstrual hygiene. The learners will conduct this activity in groups. They will also take the help of their educators or any other informed elder in the family or neighbourhood to organize this workshop. If organizing the above is difficult, then the learners will talk about these issues with members of their family and friends and share their knowledge with them.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



PROBLEM - SOLVING

ACTIVITY 1



ORIENTATION TOWARDS PROBLEM-SOLVING

Title of the Activity	Orientation Towards Problem-Solving
Estimated Time Required	25-30 minutes
Methods	Situation analysis in groups



Life Skills Addressed

- Primary: Problem-solving
- Secondary: Critical Thinking



Learning objectives

Educator will be able to:

- help learners analyse the problem situation to facilitate effective decision-making
- help learners experience the different steps of problem-solving through a decision-making process

Notes for the Educator

This activity will help the learners to analyse a problem situation, to identify the root cause of the problem and to arrive at a possible solution. As often a wrong analysis of a problem leads one to wrong solutions, it is important that learners are guided in the process of the analysis of a problem so that they can solve it successfully.

Preparation Required

- Handouts with problem situations (one problem situation should be written on one handout in order to facilitate group work)
- Group work in the activity will require a change in seating arrangements.

Process

1. The educator will begin the session by dividing the class into small groups of 3-4 learners.
2. Each group will be given one problem situation written on a handout.
3. The educator will instruct the groups to read the handout and analyse the situation described in it to identify the main cause of the problem.
4. The educator will ask the learners to share their responses with the class.
5. The educator will subsequently facilitate a discussion where it will be highlighted that it is very important in any problem situation to identify the primary cause of the problem. Once the right cause has been identified, a suitable solution will also be found.

The educator will explain to that it is important to identify factors which cannot be changed and those which can be. The factors which cannot be changed in a given situation are mostly beyond one's control and one should not waste time on them. One should rather find solutions based on the factors which are within one's control and can be changed. Accordingly, one will consider various possible solutions. Those solutions which result in the best and most beneficial consequences should be adopted.

6. Keeping the above discussion in mind, the educator will ask the groups to go back to their problem situations and think of appropriate solutions.
7. The session will be concluded by sharing of solutions by each group.

Annexure(s)

Situation 1

Neha is in class 11. She participates in all the dance events at her school. She wants to be a professional dancer. She has seen many dance-based programs on television which boost her confidence and give her hope to build a career in dancing. But her father is against it. He wants Neha to get rid of such distractions and focus on her studies.

- What is the problem in this situation?
- Whose problem is it?

Situation 2

There are 35 girls and 5 boys in class 10. Girls express themselves openly in the class by responding to teachers' questions and participating in class discussions. The boys want to respond to teachers' questions but they feel extremely self-conscious in front of so many girls. They also fear being ridiculed by the girls if they give wrong answers. As a result, they remain tongue-tied. When they fail to respond, they get scolded by the teachers.

- What is the problem in this situation?
- Whose problem is it?

Situation 3

Rohan scores less than average marks in examinations. Since few days, he has started liking a girl named Priya in his class. He feels like spending most of his time with her. He keeps thinking about her even when the teacher is teaching in the class. Due to this, he is unable to focus on his studies. He fears that if he fails this year, his father would stop his education and send him to a different town to earn a livelihood.

- What is the problem in this situation?
- Whose problem is it?

Situation 4

Sarita and Sahil have gotten engaged. Both are very happy with this alliance. One month after the engagement, Sarita's friend from school, Vivek, called up Sahil and asked him to break his engagement with Sarita. He also said many inappropriate things about her. Now, both Sarita and Sahil are very upset due to this.

- What is the problem in this situation?
- Whose problem is it?

Situation 5

Aarti has got selected in a government school for the post of a primary teacher after clearing a competitive exam. Now, she has got posted in a different city. Her family members do not want to send her alone to a new city. Aarti is feeling torn between her family and her professional calling for which she has worked so hard.

- What is the problem in this situation?
- Whose problem is it?

Source of the activity:

Modified from राष्ट्रीय माध्यमिक शिक्षा अभियान हेतु जीवन कौशल शिक्षा प्रशिक्षण मॉड्यूल (2016) राजस्थान: यूनिसेफ एवं संघान (p. 10-12)

Further Suggested Activities

The educator will ask the learners to think of a problem which they are currently facing and find a solution to it following the guidelines suggested in the activity.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



PRACTICING PROBLEM SOLVING

Title of the Activity	Practicing Problem Solving
Estimated Time Required	35-40 minutes
Methods	Teamwork based on hypothetical problem situations



Life Skills Addressed

- Primary: Problem-solving
- Secondary: Creative-thinking, Critical-thinking, and Decision-making



Learning objectives

Educator will be able to:

- acquaint learners with the process of problem-solving
- help learners apply the skills of problem-solving in a problem situation
- help learners discuss the pros and cons of different possible solutions to the problem scenario to identify the most suitable solution

Notes for the Educator

- In this activity, the educator will instruct learners to use the POWER model for approaching hypothetical problem situations. The model will be presented as follows:

P	Identify the Problem
O	Examine all the probable options for solving it. The decision is likely to become better with more options.
W	Weigh the options, i.e., examine both the pros and cons of each option
E	Elect the best option
R	Review and reflect on the outcomes of your decision

- Through hypothetical problem scenarios, this exercise will give learners an opportunity to apply problem-solving skills based on the POWER model. So, encourage learners to practice as many scenarios as possible.
- To make the problem situations relevant and relatable, the educator may draw from their own experiences or invite real-life experiences of learners. However, while using personal experiences, the identity of the learner should be carefully marked to maintain anonymity.

Process

1. For this activity, the educator will ask learners to choose a partner so that they can work in pairs.
2. After dividing learners into pairs, the educator will give a problem scenario to each pair of learners (sample hypothetical scenarios are in the annexure).
3. The educator will ask each pair to work on the situation using the POWER model approach to problem-solving. Encourage learners to come up with as many solutions as possible.
4. The educator will encourage learners to use creative thinking to come up with out of the box solutions.
5. The educator will guide learners to assess each solution of the given problem using critical thinking skills.
6. After 10 minutes, each group will present their solution to the class.
7. To provide more opportunities to employ problem-solving method using POWER model, different scenarios will be assigned to each pair for the second round and the whole process will be repeated.

Annexure(s)

Hypothetical Problem Situations:

- **Situation 1:** Two of your friends have started smoking and are showing this off in front of others. Others in the group also want to try smoking and ask you to join them. You don't want to smoke. What do you do in such a situation?
- **Situation 2:** You are a 16-year-old girl studying for your exams in the preparatory leave. One of your father's friends comes home when you are alone. You are not very comfortable with him and you do not want to be alone in the house with him. What is the best way to handle the situation?
- **Situation 3:** A friend of your brother has asked you to come with him alone for a movie. You don't feel comfortable with it. What is the best way to handle the situation?
- **Situation 4:** Your parents are having a very heated quarrel and suddenly your father starts hitting your mother. Your younger sister and brother are very scared and are holding on to you. What is the best way to handle the situation?
- **Situation 5:** You are a bright student of class 12. One day, your father told you that he will not be able to support your studies anymore. So, you will have to leave studies and start working to contribute to the family income. But you really want to continue your education. How will you handle the situation?
- **Situation 6:** Your younger sister's friend Sabina is studying in class 8. She is good at studying and enjoys school, but she often does not come to school as she has to look after her younger siblings while her mother and father are at work. You have discovered that her parents are about to make her quit school permanently. What can you do to help her?
- **Situation 7:** Geeta is studying in class 11. She is a good dancer and has given a spectacular performance at the cultural program at the school. While she was returning home from school with her mother, some boys teased her in abusive language with reference to her dance. Geeta felt angry and hurt. Her mother now wants her not to perform in school programs.




Source of the activity:

Modified from the manual 'Life Skills Education for Students of Secondary Schools under RMSA' (Manual for Teachers), UNICEF Assam (2015) (p.g. 24) and 'Meena Raju Manch', UNICEF Maharashtra (2012-2013) (p.g. 28-30)

Further Suggested Activities

:The educator will ask learners to talk to their family members to identify a problem and help them solve the same using the POWER model. They will also identify a problem of their local community and create a problem-solving plan and discuss the same with their educator.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



UNDERSTANDING AND DEALING WITH VIOLENCE THROUGH PROBLEM-SOLVING

Title of the Activity	Understanding and Dealing with Violence through Problem-Solving
Estimated Time Required	30 minutes
Methods	Case vignette analysis and discussion



Life Skills Addressed

- Primary: Problem-solving
- Secondary: Critical Thinking



Learning objectives

Educator will be able to:

- discuss violence and its different forms including sexual violence with the learners
- inform learners about their legal rights for protection against violence
- empower learners to resist violence through problem-solving and critical thinking

Notes for the Educator

The activity aims to clarify the concept of violence and its various forms to the learners, some of which are direct while others are indirect. It also attempts to make learners aware of their legal rights which they can use to raise their voice against different forms of violence. Through this activity, the life skills of problem-solving and critical thinking will develop. Since this is a sensitive topic, the educator is required to be thoughtful, patient and compassionate while listening to and addressing learners' problems. No learner should be forced to respond against her/his wishes. Confidentiality must be maintained within the group.

Preparation Required

- Case vignettes handout (one case vignette on each handout)
- Seating arrangements may be changed to facilitate group work.



Process

1. The educator will begin the session with a brainstorming exercise on the term 'violence' and its various forms.
2. The educator may ask the learners to share personal instances of violence which they or their family or friends might have faced. Learners' responses will be written on the board. Following pointers may be shared with the learners to facilitate the discussion:
 - Instances of corporal punishment they might have faced at school
 - Scolding and beatings at home for being 'disobedient' or 'defiant'
 - Harassment in the form of beatings, sarcastic remarks, inappropriate touch, neglect at school by educators
 - Any other kind of harassment by people around them
3. After the initial discussion, the learners will be divided into three groups. Each group will be given a case vignette to read and analyse for in next 5 minutes.
4. After the analysis, the educator will facilitate the discussion on each case by inviting each group to present its solution to the whole class. During the discussion, the educator will emphasize the importance of learners to be aware of their legal rights of protection against violence of various kinds.
5. The educator will further encourage the learners to learn about their fundamental rights (refer to the box below) and responsibilities so as to become good and responsible citizens of the country in order to contribute to its progress and spread harmony.

Fundamental Rights of citizens of India have been divided into six parts:

- **Right to Equality**
- **Right to Freedom**
- **Right against Exploitation**
- **Cultural and Educational Rights**
- **Right to Freedom of Religion**
- **Right to Constitutional Remedies**

The Indian Constitution attempts to end gender-based discrimination. It permits the government to make amendments to safeguard women's rights and to protect them against injustice and violence. The Constitution further expects the government to work towards the empowerment of weaker and vulnerable sections (which includes women, children, minorities, people belonging to the backward sections) of the society. For instance, The Domestic Violence Act, 2005 provides for prevention and protection of women from domestic violence. Domestic violence means habitual physical or emotional abuse of a woman by her husband or family members. The Right to Equality makes women entitled to wages equal to men in all government jobs. Similarly, there are many other Acts in the Indian Constitution which safeguard the rights of children, minorities and other weaker and vulnerable sections of the society.

Annexure

Case vignette 1

Anita was my neighbour. She was academically bright, brave and hardworking. She dreamed of becoming a doctor. She used to study day and night to fulfil her dreams. When she passed out of high school and took admission to an inter-college, going to college became a hurdle as her house was 2 km away from her college. Her family members were against sending her to the inter-college, but her father agreed after being persuaded by the village chief (Pradhanji) and considering her keen interest to study further. Anita started going to college happily. But after 2-3 days, she started facing problems in commuting to college as some men riding bikes started sexually harassing her and would try to hit her cycle with their bikes. Such incidents aggrieved Anita deeply. She began to wonder if she would be able to complete her education. Such instances continued and became more frequent. One day she fell from her cycle and got hurt, but due to fear and shame she did not tell anybody at home. Uninhibited, the boys felt bold enough to continue their misbehaviour. Due to the physical and mental trauma, Anita became disoriented and started fearing that she will not be able to fulfil her dream. Despite all this, she continued going to college. Around three months later, she stopped going to college and gave up on her dream. This is not a solitary instance. There are many girls like Anita who are forced to drop out due to physical as well as mental violence.

- a. Is such harassment a form of violence?
- b. How would you classify it: physical or psychological violence?
- c. If something similar had happened with you or your family member, what would you have done?
- d. What was the impact of physical and mental violence on Anita?
- e. If you find such instances happening around you, what would you do to stop them?

Case Vignette 2

After her father's death, all the responsibility of taking care of the family fell on Seema's shoulders. The financial condition of the family was not good. Since Seema was good in studies, she had planned to take up a job along with her studies to further support the education of her younger siblings. Her mother, due to poor health, could not contribute to the family income. But as soon as Seema passed class 8, her relatives started pressurizing her mother to get her married. By the time Seema turned 15, her house was mortgaged and she was married off against her wishes. After marriage, Seema was physically assaulted many times and was also constantly pushed to get gifts and dowry from her home. On festivals and other special occasions, her husband and in-laws forced her to bring gifts from her family. When she resisted, she was physically assaulted and even denied food. Without wasting any more time, she left her marital home and came over to stay with her mother.

Asking for dowry is a crime and yet it is prevalent in our society. Many girls like Seema are tortured for dowry; some of them even lose their lives.

- a. Why did Seema leave her marital home?
 - I. Do you support her decision to do so? Give reasons for your answer.
 - II. How can she make her life better now? (The educator will share pointers such as completing her education, building a career, supporting her family financially, creating a respectable position for herself and fight social stigma through hard work and patience.)
 - III. What is a marital relationship based on- dowry or mutual love and respect?
- b. What is the foundation of a healthy relationship?
 - I. What role can the youth of our society play in putting an end to the dowry system?

Case Vignette 3

I have always been a good student in my class. I score good marks in tests and exams. I also participate actively in co-curricular activities, such as painting and dance. But these are not enough to get me the approval and appreciation of my classmates because I stammer. They often make fun of me for stammering. Even when I respond well to questions in class, my classmates laugh at me. Those of my peers who don't like me, laugh at my face. I feel very bad about it but I'm not able to confide in anybody. Once my class teachers said to all the learners in my class, "Do not tease Sohan. He is very intelligent and always stands first in class". But that doesn't stop anybody from teasing me. I'm not able to oppose them despite wanting to do so. Now, due to this reason, I am seriously contemplating dropping out of school.

- a. Why is stammering a laughable aspect?
- b. What are those things that his classmates are not able to understand and why?
- c. What can Sohan do to deal with his stress?
- d. What should the teacher's role be?
- e. What role can school administrators and community play in educating and sensitizing people about people or learners with a physical challenge?



Source of the activity:

Modified from जीवन कौशल विकास हस्त पुस्तिका: शिक्षकों के लिए उत्तरप्रदेश: यूनिसेफ (p. 94- 96)

Further Suggested Activities

The educator will ask the learners to think about any instance of violence from their own life or anybody close to them. They will reflect on their approach to the problem in the past and how they would tackle a similar problem differently now that they are equipped with strategies for problem-solving.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



MAROONED ON AN ISLAND

Title of the Activity	Marooned on an Island
Estimated Time Required	35-40 minutes
Methods	Story-telling, reflection and discussion



Life Skills Addressed

- Primary: Problem-solving
- Secondary: Creative-thinking, Critical-thinking, Decision-making, Negotiation



Learning objectives

Educator will be able to help learners to:

- apply problem-solving skills in a group context
- deliberate on multiple approaches to solving the problem
- identify the most appropriate solution to a practical problem while considering the resources available

Notes for the Educator

- Through a hypothetical scenario, this exercise will give learners an opportunity to practice to work in a group and to apply skills of problem-solving and decision-making
- In this activity, the educator will guide learners to use their imagination and critical-thinking freely.

Process

1. For this activity, the educator will randomly divide the learners into groups of 4-5.
2. After dividing learners into groups, the educator will narrate to them the interesting story of Mishti- a girl of their age who is keen to travel the world. The story is given in the box below:

“Mishti is a very adventurous person and she dreams of travelling around the whole world. She wishes to visit different exotic places and she cannot wait till the day she gets this chance. Mishti loves writing and she publishes her short stories in local magazines. One day Mishti discovers that she has won the first prize in a story writing competition. It is a 2-way ticket on a cruise to the Lakshadweep Islands. Mishti reaches the islands and takes a tour package for local sightseeing. She goes on the trip in a small boat and when they stop at a particular island she decides to take a walk to look around. She knows that she is supposed to return in one hour. She wanders around and is soon engrossed in the surroundings. She sees new plants, colourful flowers and beautiful birds that she has never seen before. She is greatly inspired to include all this in her next story. Suddenly she realizes that it is time to go back. She looks at her watch and finds that it has stopped working and it is showing only 15 minutes since she arrived. She rushes back to find the boat has left her.”

3. After narrating the story, the teacher may turn to the flip-chart that lists the following items

- | | |
|-------------------------|---|
| 1. Army Swiss-Knife | 11. Jewellery |
| 2. 5 bottles of water | 12. A comb |
| 3. 1 fruit knife | 13. A raincoat |
| 4. A bar of soap | 14. A compass |
| 5. FM radio | 15. A device that converts salt water to drinking water |
| 6. A change of clothes | 16. A blanket |
| 7. A camera | 17. A book on “Edible tropical plants” |
| 8. A tourist guide book | 18. Some packets of chips |
| 9. chewing gum | 19. A torch and some extra batteries |
| 10. A pound of bread | 20. A pair of scissors |

4. The educator will tell learners that Mishti will have to spend a few days on the island before she is found and rescued. In such a scenario, if Mishti had the option of having some of the above items at her disposal to aid her survival, how would they like to prioritize the items?
5. The educator will ask each group to work together to help Mishti prioritize the items in the order of most important (1) to least important (20). The learners will spend 15 minutes on this task and prepare the list on the basis of discussions in their respective groups.
6. Afterwards, each group will present their solution to the class.
7. The educator will conclude the activity highlighting the fundamental ways in which individual problem-solving and group brainstorming are different and differentially useful.




Source of the activity:

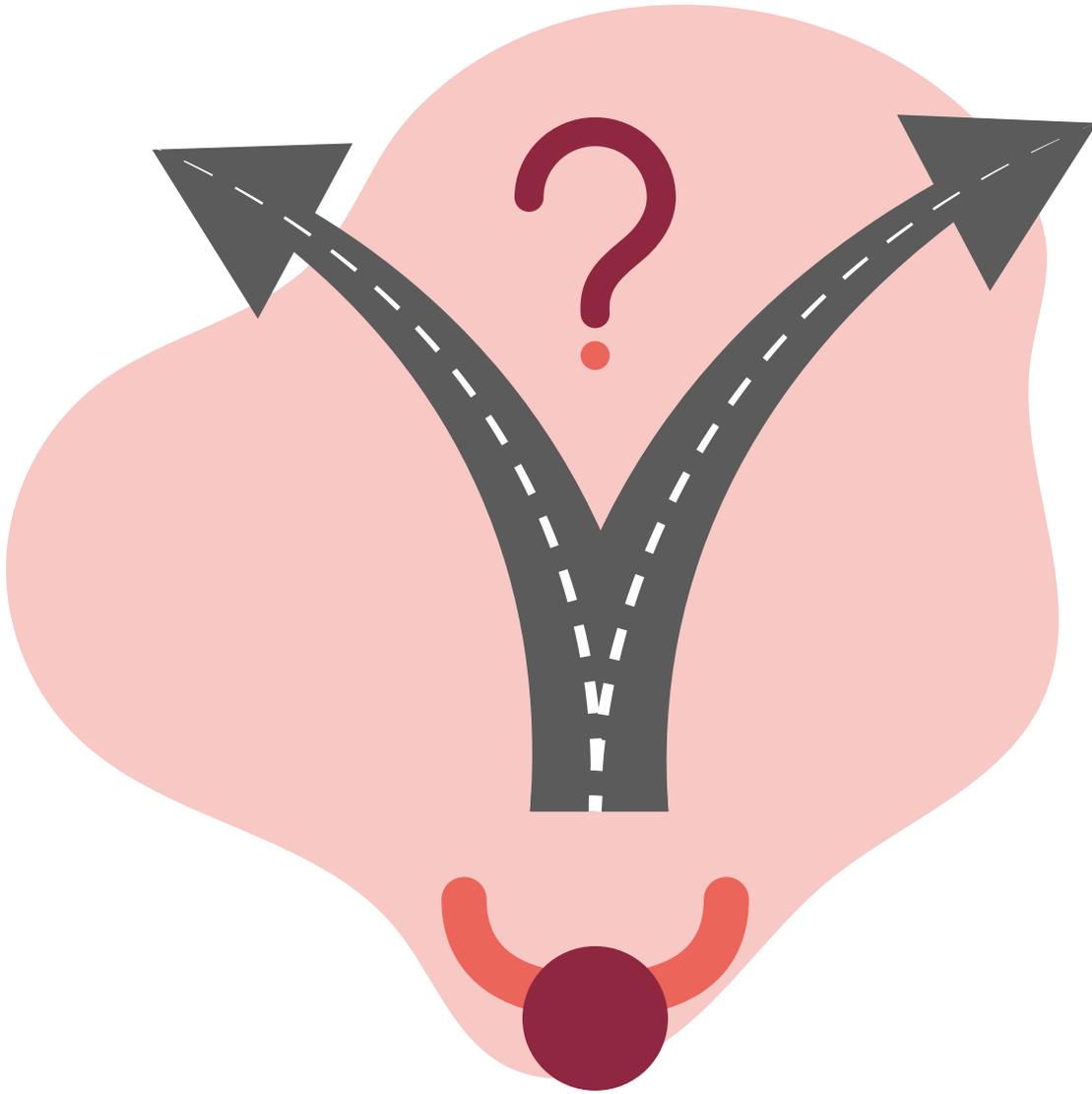
Modified from the manual 'Dishari teacher Manual', UNICEF West Bengal (?) (p.g. 38)

Further Suggested Activities

As a conclusion and follow up for this exercise, the educator will additionally ask learners to watch the movie '12 Angry Men' or 'Ek Ruka Hua Faisla' and discuss the same in the class.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



DECISION-MAKING

ACTIVITY 1



TOSS KA BOSS

Title of the Activity	Toss ka Boss
Estimated Time Required	25-30 minutes
Methods	Discussion and debate based game



Life Skills Addressed

- Primary: Decision-making
- Secondary: Problem-solving



Learning objectives

Educator will be able to:

- demonstrate to the learners the skill of decision-making
- support learners to reflect on socially and personally relevant dilemmas
- help learners take a well-informed stand with respect to the dilemmas of daily life

Notes for the Educator

- This exercise will give learners an opportunity to make decisions on some pre-developed relatable dilemmas of life.
- For this activity, the educator will guide learners to design a coin where one side depicts 'yes' and the other depicts 'no'. The educator may also use a coin, where the 'head' will mean 'yes' and the 'tail' will mean 'no'.
- The educator will require a list of relatable dilemmas of daily life to stimulate discussion among learners. The learners will be encouraged to come up with actual dilemmas of their own life or dilemmas of their friends. A sample list of dilemmas that will be used for this activity is presented in the annexure.
- The activity will be adapted to other age-groups as well by modifying the nature of dilemmas.

Process

1. The educator will select any learner from the class and ask him/her to come forward.
2. The educator will prominently display a list of dilemmas to all the learners in the class.
3. The educator will provide the following instructions:

“Displayed here is a list of dilemmas you all may face in your daily life. Each dilemma may be resolved with a 'yes' or 'no'. I am going to call a learner forward and the she/he should pick up any dilemma from the list and read it to the class. The selected learner will also introduce a dilemma from their own experience on these lines if it can be answered in yes' or 'no'.

The selected learner may then toss the coin to resolve the dilemma. Let us assume that the coin says 'yes', then all the learners who feel that the coin has resolved the dilemma correctly can move to one corner of the class. Those learners who feel that the coin has not resolved the dilemma correctly can move to the other corner of the class. In the next step, some learners who agree with the coin should explain their reasons and some learners who disagree with the coin should also give their arguments.

Finally, after listening to both sides of the arguments, the selected learner will choose a side and the side chosen by the selected will win the game. We will play this game many times. Each time a new learner will be selected to choose the dilemma.”

4. The educator will help learners to repeat the game 3-4 times in a given session.
5. The educator will conclude the game with a class discussion on the following questions:
 1. How did they decide which side of the dilemma they should choose?
 2. What factors influenced their choice in the dilemma?
 3. Was the change of their decision based on the arguments given by learners in the game?
 4. According to you, what is a good decision?
 5. How do you arrive at a good decision?

Annexure(s)

Dilemmas:

- I have failed the Mathematics exam recently. Should I tell my parents?
- All my friends smoke at get-togethers. I feel left out. Should I try?
- My best friend is taking Biology tuition after school. We don't get to spend as much time together as we used to. I am already good at Biology. Should I also join tuition with my friend?
- It is my boyfriend's birthday. He is taking all his friends out for a movie. Should I bunk school and join him?
- My brother hits me every now and then. My parents also don't do anything about it. I feel like running away from home. Should I run away to teach them a lesson?
- My father comes home drunk sometimes and beats me and my mother up. We both are always scared. Should I complain to the police?
- My parents don't want to send me to college. Rather, they plan to get me married as soon as the board exams are over. I am just 17. Should I complain to the police?
- I really want to become a doctor. But, I may not clear the entrance right after Class XII. Should I drop a year after school to pass the entrance exams?
- My girlfriend feels insecure every time I talk to my best friend and we end up fighting. Should I let my friend go for the sake of my girl-friend?




Source of the activity:

Modified from the manual '10 Core Life-skills Project Sambhav Training Module-Strategies to Lead Life', UNICEF Jharkhand (?) (p.g. 41-43)

Further Suggested Activities

As a follow up for this exercise, the educator may ask learners to write down at least three dilemmas that they have personally faced in their life. They will additionally write a reflection on how they went about resolving the dilemma and if, in retrospect, it was a good decision.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



DECISION-MAKING STYLES- PROACTIVE, REACTIVE AND INACTIVE

Title of the Activity	Decision-making Styles- Proactive, Reactive and Inactive
Estimated Time Required	25-30 minutes
Methods	Discussion based on case-vignette



Life Skills Addressed

- Primary: Decision-making
- Secondary: Problem-solving



Learning objectives

Educator will be able to:

- inform the learners about the nuances of the three styles of decision-making
- guide learners to identify their own decision-making style
- encourage learners to move towards proactive decision-making style

Notes for the Educator

- Through a case-vignette, this exercise will give learners an opportunity to reflect on their own decision-making styles.
- The three decision-making styles to be discussed with learners are as follows:

1. Proactive Decision-Making

A proactive-decision maker has a mind of their own. He or she is someone who takes a well-thought-out action to respond to a situation rather than just react to it after it has happened. Such a person carefully evaluates all possible courses of action, chooses the best possible alternative and assumes responsibility for their actions and does not blame anyone else for the outcomes.

2. Reactive Decision-Making

A reactive-decision maker is someone who does not have a mind of their own. Such a person is either easily influenced by others and makes decision or sometimes even allows peers, siblings, parents, and others to make decisions for them. Reactive decision makers easily give in to peer-pressure and typically have a tendency for conformity. They also have a tendency to blame others for the outcomes.

3. Inactive Decision-Making

An inactive decision-maker is someone who is indecisive and fails to make choices out of fear of responsibility. Often, they fail to choose between the different course of action and as a result, delay making a choice. They don't understand that even inaction will be a choice. Often, they lament after the event has happened, for not being able to act in time. They will also rely on others to make decisions and follow their lead.

- The educator will highlight that these decision-making styles are neither inborn nor mutually exclusive. Even a single person will demonstrate different tendencies on different occasions and in different circumstances. It is certainly possible for learners to identify their predominant tendencies and work towards changing their styles from inactive and reactive to proactive decision-making.



Process

1. After narrating the case-vignette, the educator will initiate a class discussion on the following questions:
The educator will read any one of the case-vignettes requiring a decision on the part of the learners:
 - a. There is a long queue at the box-office at the nearby multiplex. You are also standing in the queue and waiting for your turn. Suddenly, a tall and muscular man comes from nowhere and breaks the queue.
 - b. You are enjoying the annual fête organized by your school with your friends. Suddenly, you see a lot of people gathered around a stall and accusing a boy of stealing money. The mob is getting angry and the boy looks petrified.
 - c. A few days back your best friend Sheela suddenly stopped coming to school. Initially, you thought that she will be sick but today a girl from another class who is Sheela's neighbour told you that her marriage is scheduled for next week. She will never come back to school now.
2. After narrating the case-vignette, the educator will initiate a class discussion on the following questions:
 - a. What would you do in such a situation?
 - b. Would you prefer to wait and watch and let the situation take its own course?
 - c. Would you wait for someone else to intervene and take the lead and may be support them in their actions?
 - d. Would you evaluate the scenario and take the matter into your own hands?
3. Based upon the responses, the educator will help learners identify and understand the three decision making styles namely proactive, reactive and inactive.
4. After this discussion, the educator will narrate another case-vignette to learners and ask them to write down their assessment on what a person with reactive, inactive and proactive decision-making style do in such a scenario. The educator will further ask them to reflect on what the learners themselves are likely to do in the narrated case-vignette.
5. As a follow up to this exercise, the educator will ask learners to identify three situations from their life where they adopted reactive, inactive and proactive decision-making styles.




Source of the activity:

Modified from the manual '10 Core Life-skills Project Sambhav Training Module-Strategies to Lead Life', UNICEF Jharkhand (?) (p.g. 44-45)

Further Suggested Activities

As a conclusion and follow up for this exercise, the educator will additionally ask learners to watch a movie/series or read a story to identify if the decision-making style adopted by the protagonist is reactive, inactive or proactive.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



IMPORTANCE OF MAKING DECISIONS

Title of the Activity	Importance of Making Decisions
Estimated Time Required	25-30 minutes
Methods	Activity followed by discussion



Life Skills Addressed

- Primary: Decision-making
- Secondary: Critical Thinking, Negotiation



Learning objectives

Educator will be able to:

- introduce learners to decision-making process
- introduce learners to factors that affect the decision-making process
- help learners recognize individual subjectivity in decision-making

Notes for the Educator

Adolescence is that stage of life where one is required to form one's identity corresponding to various aspects of life. This requires adolescents to make decisions which have a far-reaching impact. This further makes it necessary for educators to equip them with sound decision-making skills which can lead to a healthy resolution of conflicts. Through the medium of a game, the activity attempts to help learners reflect on the need to make decisions and also take cognizance of forces which impact those decisions.

Preparation Required

- Print out of the worksheet
- The activity requires learners movement in class. Classroom furniture may be rearranged accordingly.

Process

1. The educator will divide the classroom into three areas and mark one area on the right side of the classroom as “Agree”, the area on the left as “Disagree” and the area in the middle can be marked “Not sure”.
2. The educator will draw a starting line and ask learners to stand behind the starting line, outside the marked areas.
3. Next, the educator will make a statement for which there are no right or wrong answers, but only opinions based on one's values and beliefs. Once the educator makes the statement, the learners will quickly decide which area they wish to enter. The learners who agree with the statement will move to the area marked “Agree”, those learners who do not agree will move to the area marked “Disagree” and the ones who neither agree nor disagree will move to the area marked “Not sure”.
4. Now, one by one, the “Agree” group and the “Disagree” group will be asked by the educator to persuade the “Not sure” group to join their side.
5. Similarly, more statements will be made by the educator and the activity will continue.
6. After the game, the educator will facilitate a discussion among learners on the following questions:
 - a. Do you think that our responses or decisions are based on our values?
 - b. Did you feel the peer pressure while making decisions?
 - c. Does peer pressure affect our decisions in other areas of life as well?
 - d. Does our family affect our decisions in life?
 - e. Does our gender affect our decisions?
 - f. Does our society affect our decisions?
 - g. How does it feel to make a decision different from what others expect us to make?
 - h. What are the other factors which affect our decisions in life?
7. During the discussion on the above questions, the educator will underscore the importance of taking a stance on occasions or issues of importance to them.
8. The session will be concluded with the sharing of experiences by the learners where they can narrate instances of decision-making from their lives. The educator can conclude the discussion by sharing his/her own personal experiences of decision-making.

Annexure(s)

The following statements may be used by the educator for the game:

- It is all right to lie for a friend so that she will not be in trouble.
- Learner must always do their homework.
- In a family, it is the man's job to earn money.
- Only mothers are responsible for looking after their children.
- It is okay for a man to consume alcohol because he works hard to earn money.
- A husband has the right to beat his wife if she does not obey him.
- It is alright for someone to steal food when hungry.
- It is not necessary for girls to be given higher education as they will get married early.
- Being popular is very important.
- If parents disapprove of an action, one should not do it.
- Girls should do what their husbands or boyfriends ask them to do.
- Finding out the sex of a child before birth is quite acceptable.
- It is alright to cheat in an exam.
- Girls should not wear short dresses.
- Generally, men are not good at taking care of babies.
- Men do not make good preschool educators.
- Smoking may not be good for health but it looks cool.
- Women should not join defence services as they are not as strong as men.

The educator may add more statements related to the contexts of the learner.




Source of the activity:

Modified from UNICEF (2015). Life-Skills Education for Students of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India (p. 38)

Further Suggested Activities

As a conclusion and follow up for this exercise, the educator will additionally ask learners to watch a movie/series or read a story to identify if the decision-making style adopted by Learners may be asked to think about an instance from their past when they were required to make a decision or a stance, but they didn't or couldn't. They will reflect on how it affected them at that time and how they feel about it now. They will further reflect on how well-equipped they feel to make a decision on that issue now.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



RESOLVING CONFLICTS THROUGH DECISION-MAKING

Title of the Activity	Resolving Conflicts Through Decision-Making
Estimated Time Required	30 minutes
Methods	Experience sharing and case vignette analysis



Life Skills Addressed

- Primary: Decision-making
- Secondary: Problem-solving



Learning objectives

Educator will be able to:

- enhance learners' ability to take effective decisions in difficult circumstances
- help learners reflect on their decisions from the past and analyse their appropriateness
- help learners analyse a situation holistically to facilitate decision-making

Notes for the Educator

The activity provides an opportunity for the learners to reflect on their past-experiences of decision-making. This may act as a warm-up to the following task which presents conflict situations in the form of case vignettes demanding resolution through sound decision-making. The vignettes will represent contexts akin to learners' own life. The educator may develop more such case vignettes to suit the needs of the learners.

Preparation Required

- Case vignette handouts (one case vignette is to be written on one handout)

Process

1. The educator will initiate the session by dividing learners into pairs. Each learner in the pair will share with the other about a decision that they made in the past and will discuss its appropriateness. They will further share if they would have made a different decision if given another opportunity. The educator will ask some learners, who feel comfortable, to come forward and share their experiences of decision-making with the rest of the class.
2. For the next step, the educator may either retain the pairs formed earlier or make new ones. Out of the two case-vignettes, educator will hand out one case vignette to each pair/group for reading and discussion.
3. The educator will invite learners from select pairs/groups to share their decisions for the case vignette. A brief discussion may be held thereafter on the importance of problem-solving through sound decisions.
4. Post discussion, the educator will conclude the session by giving a choice to each pair/group to reconsider or change their decision in the light of the preceding discussion.

Annexure(s)

Case Vignette 1

Sonam was a 16-year-old girl. She was friendly with a boy named Sunil. They used to meet often and talked about things close to their hearts. When it was Sonam's birthday, Sunil gave her a small gift. The next day, he asked her to come with him alone to watch a movie. Sonam was in a dilemma. She felt awkward receiving a gift from him and didn't want to go for the movie. When she reflected over this, she wanted to refuse straight away. Deep down, neither she wanted to go for the movie with Sunil nor did she want to offend him.

Points of discussion:

- a. Had you been in Sonam's position, what decision would you have taken? Why?
- b. What do you think about Sunil's actions?
- c. If Sonam says yes to Sunil's proposition, what would be its consequences for both of them?
- d. In case Sonam refuses, how would Sunil feel?
- e. According to you, what should be Sonam's decision?
- f. Do you think Sonam can face any problems if she agrees to go for the movie with Sunil?

Case Vignette 2

Pradeep has passed his class 10 exams with very good marks. Today he is facing a dilemma of choosing between science stream and humanities stream. Pradeep has interest in History but his parents want him to opt for Science stream, become a doctor to lead a financially comfortable life. He discussed this problem with his class teacher who advised him that after studying History he can become an archaeologist or a teacher and be successful. Pradeep shared this with his parents.

Points of discussion:

- a. Had you been in Pradeep's place, what decision would you have taken? Why?
- b. Have you ever faced a similar situation? How did you resolve the conflict?
- c. Did you face any dilemma while making a decision?
- d. Did you feel any doubts after making the decision?
- e. What decision do you think Pradeep would have made?
- f. What can be the consequences if Pradeep opts for science stream or History?



Source of the activity:

Modified from जीवन कौशल विकास हस्त पुस्तिका: शिक्षकों के लिए उत्तर प्रदेश: यूनिसेफ (p. 35, 37)

Further Suggested Activities

Learners may be asked to think of any recent problem in their life where they are faced with a dilemma. This dilemma could be related to their education, career, relationships with peers and family members or anything else of significance to them. They will think of some possible decisions which they can make to solve the problem. For each possible decision, they have to weigh its consequences. After weighing all the pros and cons, they will arrive at one decision.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



COMMUNICATION

ACTIVITY 1



LISTENING, SPEAKING AND DOING

Title of the Activity	Listening, Speaking and Doing
Estimated Time Required	30 minutes
Methods	Activity based discussion



Life Skills Addressed

- Primary: Communication
- Secondary: Self-awareness



Learning objectives

Educator will be able to help the learners to:

- appreciate that both listening and speaking are essential elements of effective communication
- assess their listening skills
- practice and develop their listening skills
- understand the role of feedback for effective communication

Notes for the Educator

- This exercise is based on fun, group tasks and will be carried out in two steps.
- For the second step of the game, the educator will need an assortment of items that come in handy around the classroom, such as stationery items-erasers, pencils, sharpeners, note-books, scale, duster, chalk, books, etc. and a large cloth sheet. The educator will make two identical sets of this material.
- Since this activity involves group work and fun exercises in open space, it will be carried out in the sports field or in the activity room instead of the standard classroom.

Process

1. In step one of this activity, the educator will play the game of 'Chinese whispers' with the learners. The learners will be asked to stand in a circle. The educator will pass on a slip of paper with a complicated sentence to the first learner. The first learner will read it carefully and silently and will whisper the sentence in the ear of the learner standing on his left. This learner will hear the sentence and will whisper it to the learner to her/his left. The sentence will not be clarified by any learner and will only be whispered once. The last learner in the group will speak the sentence aloud.
2. It will be observed in the game that the sentence has changed dramatically as it is passed on in the group. The educator will discuss the activity with the following pointers and questions:
 - a. How did the sentence change so much during the exercise?
 - b. What exactly was the problem?
 - c. Where was the source of error in communication?
 - d. What is the implication of this exercise in your day to day life?
3. The educator will conclude this step of the activity by explaining the communication process. The educator will also highlight the need for feedback for effective communication based on this exercise.
4. For the second step of this activity, the educator will ask learners to play another game. The educator will invite two learner volunteers to engage in the task in front of the class.
5. The educator will instruct the learners as follows:

Two learners will stand on the opposite sides separated by the cloth sheet such that they cannot see each other. They will each have a table in front of them. The arrangement will be such that both the learners will be visible to the class who will observe their actions. One learner will arrange the material as per their wish and will instruct the other learner to arrange the material in the same fashion aloud. (For e.g., they will say that arrange all books next to each other. Put one pencil on each book. Make a pile of notebooks and top it up with the duster etc.) The other learner will silently follow the instructions without questioning and will arrange the material to the best of her/his capacity.
6. Learners will be given 2 minutes for this task and then the sheet will be removed for them to see the arrangement. The two learners, despite instructions, are likely to arrange the objects very differently.
7. Now, the activity will be repeated with either the same or different volunteers with the following instructions:

We will repeat the activity again, but with a key difference. This time the student is not required to follow the instructions silently. Rather, the student may ask the other student as many clarifying questions as they wish.
8. This time learners will be given 5 minutes for the task and then the sheet will be removed for them to see the arrangement. The two learners are likely to get either the same or similar arrangement on both sides.
9. The educator will initiate the discussion on the activity and ask learners to share their observations on the following:
 - a. How do you explain the difference in the arrangement in two situations?
 - b. In which scenario was the communication more effective and why?
 - c. What was the significance of feedback for effective communication?
 - d. What are the implications of this exercise in your day to day life


 **Source of the activity:**

Modified from the manual 'Jeevan Kaushal Vikas Hastpustika-Shikshakon ke Liye', UNICEF Uttar Pradesh (?) (p.g. 61)

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



LEARNING TO COMMUNICATE ASSERTIVELY

Title of the Activity	Learning to Communicate Assertively
Estimated Time Required	30 minutes
Methods	Role-play and discussion

Learning objectives

Educator will facilitate the learner to:

- understand the importance of effective communication
- identify different modes of communication
- list factors that influence the efficacy of a communication process
- appreciate the non-verbal aspects of communication



Life Skills Addressed

- Primary: Communication
- Secondary: Problem Solving



Notes for the Educator

The purpose of this activity is to help learners understand the importance of communication and to learn the strategies of effective communication. The activity also acquaints the learners with different modes of communication so as to present a model of effective communication.

Preparation Required

- The activity involves group work and role-play and the seating arrangement will be modified accordingly.



Process

1. The educator will begin the session with a game of “Chinese Whisper”. The learners will be asked to sit in a circle and the educator will start the game by whispering a sentence or short tongue twisters to one of the learners, who will whisper the same thing to the person sitting next to her/him. The game will continue like this until it reaches the last person who will speak the sentence aloud. If the class size is big, the educator will consider dividing the class into two groups and will ask them to sit in two circles. The game of Chinese whispers will go on simultaneously in both groups.
2. Next, the educator will invite six volunteers out of the class, divide them into pairs and give them a situation which they have to enact a role in front of the class. In the pair, one learner will enact the role of a girl and the other will enact the role of a boy. If it is a single-sex classroom, girls will play the role of the boy and vice versa.
3. After the enactment, the learners will be asked to explain which enactment represented the most effective mode of communication between the two partners and why. Building on learners' responses, the educator will further discuss the difference between passive, aggressive and assertive communication as given in the box below:

Passive communication is a weak mode of communication. In passive communication, people usually do not express their opinion and fail to set boundaries. They exhibit confusing body language. Passive communication is indirect which reflects a timid personality and low self-esteem.

Aggressive communication, as the term suggests, is a threatening and overbearing mode of communication which people tend to use if their feelings, wishes or opinions are not valued. In this form of communication, people exhibit threatening and forceful body language.

Assertive communication is a polite and yet firm and non- threatening mode of communication. People who communicate assertively express their opinions, ideas and feelings openly and respectfully without endangering the rights of others. Such people manage to set clear boundaries. They are confident, self-aware and self-accepting and exhibit a strong but non-threatening body language.

4. The educator will share the following strategies on assertive communication with the learners.

Strategies for Assertive Communication

- Look at the person you are communicating with.
- Use a neutral, calm voice and remain serious
- Be mindful of your language
- Remain relaxed and breathe deeply
- Use “I” statements rather than “you” statements. This will keep the focus on how you think or feel about a certain issue.
- Tell the person how what they say or do makes you feel without blaming them.
- Offer a suggestion of how a statement can be framed so that the outcome is positive.
- Clearly state your opinion or disagreement.
- If you are wrong, admit your mistakes and apologise.
- Behave as if you are equal to others.

Source: UNICEF (2015). Life-Skills Education for Students of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India

5. The educator will close the session by highlighting the importance of assertive communication for problem-solving and maintaining interpersonal relations

Annexure(s)

Situation 1

Imagine that you are travelling on a very crowded bus. There is a girl who is standing and holding the handle above. There is a boy who is standing very close to her and trying to lean against her. She tries to move away from him, but he keeps moving closer. Ultimately, she becomes so uncomfortable that she is forced to get off the bus.

Situation 2

Imagine that you are travelling on a very crowded bus. There is a girl who is standing and holding the handle above. There is a boy who is standing very close to her and trying to lean against her. The girl pushes him away a couple of times and when he doesn't stop, she turns around and shouts at him. The boy retaliates by accusing her of doing the same. They both get into a verbal fight.

Situation 3

Imagine that you are travelling on a very crowded bus. There is a girl who is standing and holding the handle above. There is a boy who is standing very close to her and trying to lean against her. The girl turns around, looks at the boy in the eye and asks him, politely and firmly, to move away.



Source of the activity:

Modified from UNICEF (2015). Life-Skills Education for Students of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India (p.22-23)

Further Suggested Activities

The educator will ask the learner to think of a situation in their life when they wanted to say something to someone but did not know what or how to say it. Now, they have to think of an effective way to communicate their feelings. They will use the tips shared in the class. They can rehearse standing in front of the mirror before communicating with the concerned person face-to-face.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



TACTFUL COMMUNICATION FOR PROBLEM SOLVING

Title of the Activity	Tactful Communication for Problem Solving
Estimated Time Required	30 minutes
Methods	Role-play and discussion



Life Skills Addressed

- Primary: Communication
- Secondary: Negotiation



Learning objectives

Educator will help the learners to:

- appreciate the significance of tactful communication in solving problems
- recognize the importance of developing language skills in being tactful and effective communicators

Notes for the Educator

In any communicative act, while the content is considered important, it is the manner of communication which determines its impact to a large extent. Misunderstandings in communication and by extension interpersonal relationships often arise due to tactless communication. Due to the wrong choice of words or tone, even the most well-meaning and harmless communication seem hostile. As the ambit of their experiences and relationships widens, adolescents need suitable communication strategies to meet the communicative demands made on them to maintain good interpersonal relationships. The activity has been designed to fulfil the abovementioned communicative needs of the learners.

Preparation Required

- Cards describing various situations for role-playing. (One situation is to be described on one card.)
- The classroom space needs to be rearranged to facilitate role-plays.

Process

1. The educator will start the class by asking learners if they have ever faced a problem which they think could have been resolved through effective communication. The educator will ask some learners to share the instances they can recall as examples.
2. Following this discussion, the educator will divide the class into five groups. Each group will be given a situation which they have to discuss amongst themselves and enact in the form of a role-play. At this point, the educator will draw learners' attention towards the use of appropriate language while communicating. Our choice of words, tone, pitch and body language together have an impact on the listener in addition to the main content. The educator will highlight the importance of tact in any communicative act and share the following strategies of tactful communication with the learners.

Strategies for Tactful Communication

- Think before you speak.
- Deflect negative comments and try to stay positive.
- Start with a positive comment before giving negative feedback/comment. This will make people more receptive to your ideas.
- Choose your words carefully. Use unbiased and respectful language.
- Choose your timing carefully.
- Decline invitations politely. A timely and polite refusal is better than promises which one cannot keep.
- Do not reveal too much personal information to people you do not know well.
- Make sure your body language reflects your words. For example, while saying something positive or important, always face the person and make eye contact.
- Consider the other person's point of view and acknowledge it.
- Consider cultural differences and act in a sensitive way without being asked.
- Use your discretion before sharing sensitive information or making any personal comment about anybody.
- Be gracious even when you are irritated.
- Have empathy for others.
- Be an active listener.
- Be respectful.

Source: <https://www.wikihow.com/Be-Tactful>

3. After each groups' role-play, the educator will highlight the strategies used by each group for communicating tactfully. The educator will also highlight the points where groups could have been more tactful in addressing the situation.
4. The educator will conclude by discussing the importance of knowing people's intent, interest and feelings before planning any kind of communication.

Annexure

Situation 1

You have gone to stay at your uncle's house for a few days. Soon after coming back, your annual exams will start. You want to utilize your spare time by studying, but your uncle has young children who want to play with you and keep making noise all the time. You do not have any private room for yourself where you can study. You fear that you might fail if you don't study but you don't know how to communicate that to your uncle and aunt or their children. How would you communicate your feelings and concerns to them without offending them?

Situation 2

You have struck a friendship with a new learner in your class. This new learner told you that an old friend of yours said some very unpleasant and mean things about you. You are deeply hurt by this. You do not say anything about this to your old friend, but under some pretext, you pick a fight with her/him. Now both of you have stopped talking to each other. Both of you are sad about this, but none of you is making an effort to talk. How would you mend your relationship with your friend?

Situation 3

You have a friend in class who sits with you and has the habit of borrowing books, and stationery items from you. Also, she never returns the borrowed things. Though she is a good person, you do not like this habit of hers. You have not said anything to her thus far because you fear that this might spoil your friendship. How would you resolve this issue without spoiling your friendship?

Situation 4

Your friends are going to watch a movie after school. They want you to join them but you are sure that your parents will permit you to go. Your friends have advised you not to tell your parents about it. Though you desperately want to join them, you do not want to hide anything from your parents. How would you communicate with your parents to persuade them without causing much friction?

Situation 5

Your friends have planned an outing in the evening where they are going to meet at a friend's house whose parents are out of town. There they plan to have alcoholic drinks. You want to go for this outing as you want to enjoy with your friends. But you do not want to drink alcohol. You know that your friends will tease you for not drinking alcohol, or they will even pressurize you to have it. Yet, you plan to stick to your decision. How do you plan to communicate to your friends your choice to be a teetotaler so that they respect your decision?

Source of the activity:

Modified from राष्ट्रीय माध्यमिक शिक्षा अभियान हेतु जीवन कौशल शिक्षा प्रशिक्षण मॉड्यूल (2016) राजस्थान: यूनिसेफ एवं संघान (p 62- 65)

Further Suggested Activities

Learners may be asked to think about anyone problem affecting people in their neighbourhood. They have to write a letter to the concerned authorities to solve that problem. While drafting the letter, they must keep the reader of the letter in mind and use language appropriate for the content and the reader.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



DEALING WITH OPPOSITE-SEX ATTRACTION THROUGH EFFECTIVE COMMUNICATION

Title of the Activity	Dealing with Opposite-Sex Attraction through Effective Communication
Estimated Time Required	45-50 minutes
Methods	Case-vignettes, discussion and role-play



Life Skills Addressed

- Primary: Communication
- Secondary: Decision-making, Creativity, Problem Solving, Negotiation



Learning objectives

Educator will help the learners to:

- manage their feelings of interpersonal attraction
- develop the confidence to effectively communicate their feelings with respect to interpersonal attraction and physical intimacy
- develop assertive communication skills to deal with unwanted romantic attention and sexual advances

Notes for the Educator

- Mutual trust and confidentiality are of paramount importance in this activity. So, it is imperative that the educator assures learners of confidentiality.
- For effective execution of this activity, the educator should ensure that she/he should be non-judgemental. The educator should ensure that the learners are sensitized so that they avoid judgement and are open to diverse views. This will make the group a safe space where the learners are likely to open up and express themselves freely.
- The educator may begin the session by doing some personal sharing or self-disclosure to put learners at ease. This will help them to open up with respect to issues like intimacy, attraction and infatuation.
- The educator will reassure learners that at their age it is perfectly natural for learners to feel attracted to the opposite sex. The educator should not go by the prevalent hetero-normative assumptions of the society and tell learners that sometimes it is also possible and natural for learners to feel attraction towards the same sex.
- The educator will take special care during this activity that the stereotypical gender expectations are not reinforced and are rather challenged w.r.t how girls and boys ought to behave in scenarios involving attraction towards the opposite-sex.

Process

1. The educator may start the discussion by sharing a personal example to initiate a discussion on romantic interest, attraction and intimacy among adolescents through following leading questions:
 - a. Have you ever felt romantic interest and/or physical attraction towards a person? Have you approached that person and talked or hesitated and held back?
 - b. Did you contemplate on the possible consequences of your thoughts, feelings and actions?
 - c. Have you ever felt uncomfortable by someone else's romantic interest and/or sexual advances?
 - d. How did you deal with the situation? How did you feel in the situation?
2. After warming up learners to the issues for some time, the educator will divide the class into three groups.
3. Each group will be given a case-vignette and guidelines for discussion (given in the annexure). The educator will ask the learners to prepare a role-play as per the guidelines given.
4. Each group will be invited to present the role-play.
5. The educator will give learner about 10-15 minutes to prepare the responses and engage in the activity.
6. The educator will wrap up the activity by having a class discussion around the following pointers:
 - a. The naturalness of the feelings of interpersonal attraction and desire for intimacy
 - b. The need for clear and assertive communication around these issues
 - c. The absolute necessity of respecting the personal boundaries of the other person
 - d. Clarification on the notion of 'consent' in physical intimacy and romantic advances
 - e. The problems of victim-blaming in case of teasing and sexual harassment
 - f. The gender differences in response to inter-personal attraction or interest and the role of society in promoting these gender-based differences
7. The educator will close the activity by giving learners some useful strategies on effective and assertive communication give below:

- In case you are uncomfortable, say 'no' clearly
- If you are uncomfortable with physical intimacy, tell your partner you want to abstain from physical engagement
- In such cases, you should explain your feelings with conviction and state the reasons firmly in a polite yet assertive tone
- In case you feel uncomfortable with someone's advances, create physical distance between yourself and that person. You can use serious facial expressions and convey your discomfort through your body language. For example, you will physically move away or cross your arms.
- Use creativity and problem-solving skills to convey your point in a manner that others don't feel offended.
- You will consider making smart and creative excuses in case you need to escape a given situation
- Consider discussing the matter with a trusted friend or/and a supporting adult.
- Avoid meeting the person who makes you uncomfortable, alone.
- Do not suffer in silence. Always speak up!

11. The educator will draw from the role-plays and highlight the following:

Different ways to say 'NO'

- Refuse politely but firmly – “No, I am sorry, I do not want to do this”
- Just walk away – Do not give any answer or argue
- Give a reason – “No, I will not hurt my parents/ I will not break the rules...”
- Give an alternative – “Perhaps we can enjoy a movie / let’s go for a picnic with friends / we can meet after I have finished my work at”

Annexure(s): Case-vignettes

1. Mani is a 16-year-old learner of class 11. Her 17-year-old neighbour Vinod also studies in class 12, of her school. Since last week, Vinod has been coming to her class during the lunchtime. He has befriended some of her friends and classmates. He has also managed getting Mani's number from one of her friends. Last night, he sent her a message to meet him after school. Mani likes Vinod for he is smart and good-looking. But she is scared of meeting him or reciprocating his interest. She is afraid that her reputation of being a 'good girl' will get tarnished if anybody found out that she has been going around with Vinod. What if her family, neighbours and relatives think that she has a 'loose character'?! Mani is even more confused because her best-friend thinks that Vinod is a nice boy and she should meet him once.

Based on the case study, discuss the following questions:

- Is it appropriate for Mani to feel attracted towards Vinod?
- Should Mani keep her feelings to herself and not discuss them with anyone?
- Do you think if Mani will hide or ignore her attraction to Vinod, her feelings will go away?
- Why does Mani's friend think she should meet Vinod once?
- What do you think about Mani's apprehensions of not being a 'good girl'? Should one's character be questioned for being attracted to someone? Are Mani's apprehensions unfounded?
- What do you think Mani should do? Should she talk to Vinod? Should she discuss the matter with her family? Should she meet Vinod secretly? Or may be do something else?
- What if the roles were switched? What if Mani was interested in Vinod? Would Vinod face the same apprehensions as faced by Mani?
- Why do you think girls and boys will react to these situations differently?

After this discussion, the group should prepare the role-play where Mani has decided to meet Vinod. She intends to talk to him about her feelings and apprehensions. Imagine and enact the scenario that is likely to unfold.

2. Priya studies in class 11 and she is dating Sagar-a college going boy from the neighbourhood. They have been secretly meeting each other for past 6 months. Since Priya's family is not aware of her friendship, so, she often makes an excuse of visiting her best friend to meet her boyfriend. Lately, Priya's best friend has observed that she is a little lost. For past one week she has been reluctant to meet Sagar. When asked, Priya told her best friend that Sagar has been making advances that make her uncomfortable. She is confused and apprehensive ever since.

Based on the case study, discuss the following questions:

- Is it appropriate for Priya to date Sagar?
- Why is Priya confused and apprehensive?
- Is it right on Priya's part to avoid Sagar? Do you think avoiding the problem will resolve the issue between them?
- What should Priya do about the advances made by Sagar? Should she talk to Sagar? Should she keep on avoiding him? Should she give into Sagar's wishes? Or maybe do something else?
- What if the roles were switched? Would Sagar experience similar discomfort if Priya had made advances on him?

After this discussion, the group should prepare the role-play where Priya has decided to meet Sagar. She intends to talk to him about her feelings of discomfort and apprehensions. Imagine and enact the scenario that is likely to unfold.

3. Ron and Reshma are good friends. A few weeks back, Reshma met Ron's cousin Rick at the school's annual fete. Three of them hung out the whole evening together and had a great time. Rick and Reshma have been exchanging messages and phone calls ever since. Last evening, Ron invited all his friends to his birthday. Both Reshma and Rick were present as well. Everyone danced at the party and had a good time. Towards the end, Rick found Reshma alone and kissed her. Reshma stopped him after the kiss, but he kept persisting in his efforts. Reshma slapped him and left the party. She has been very upset and angry since last night. She has been wondering if she overreacted in the situation and if what happened was her fault!

Based on the case study, discuss the following questions:

- Is it appropriate for Reshma to think that she had overreacted? Do you think whatever happened was her fault?
- Do you think Reshma led on Rick to do what he did? Or was it entirely Rick's fault?
- Was Rick wrong in making advances towards Reshma? What should he have done after Reshma stopped him?
- Do you think Reshma could have handled the situation differently? How?
- What if the roles were switched? Would Ron consider it to be his fault?

After this discussion, the group should prepare the role-play where Reshma has decided to meet Rick. She intends to talk to him about her feelings of discomfort and how she felt that Rick overstepped his boundaries. Imagine and enact the scenario that is likely to unfold. (Tip: Focus on the idea of 'consent' in the role-play)




Source of the activity:

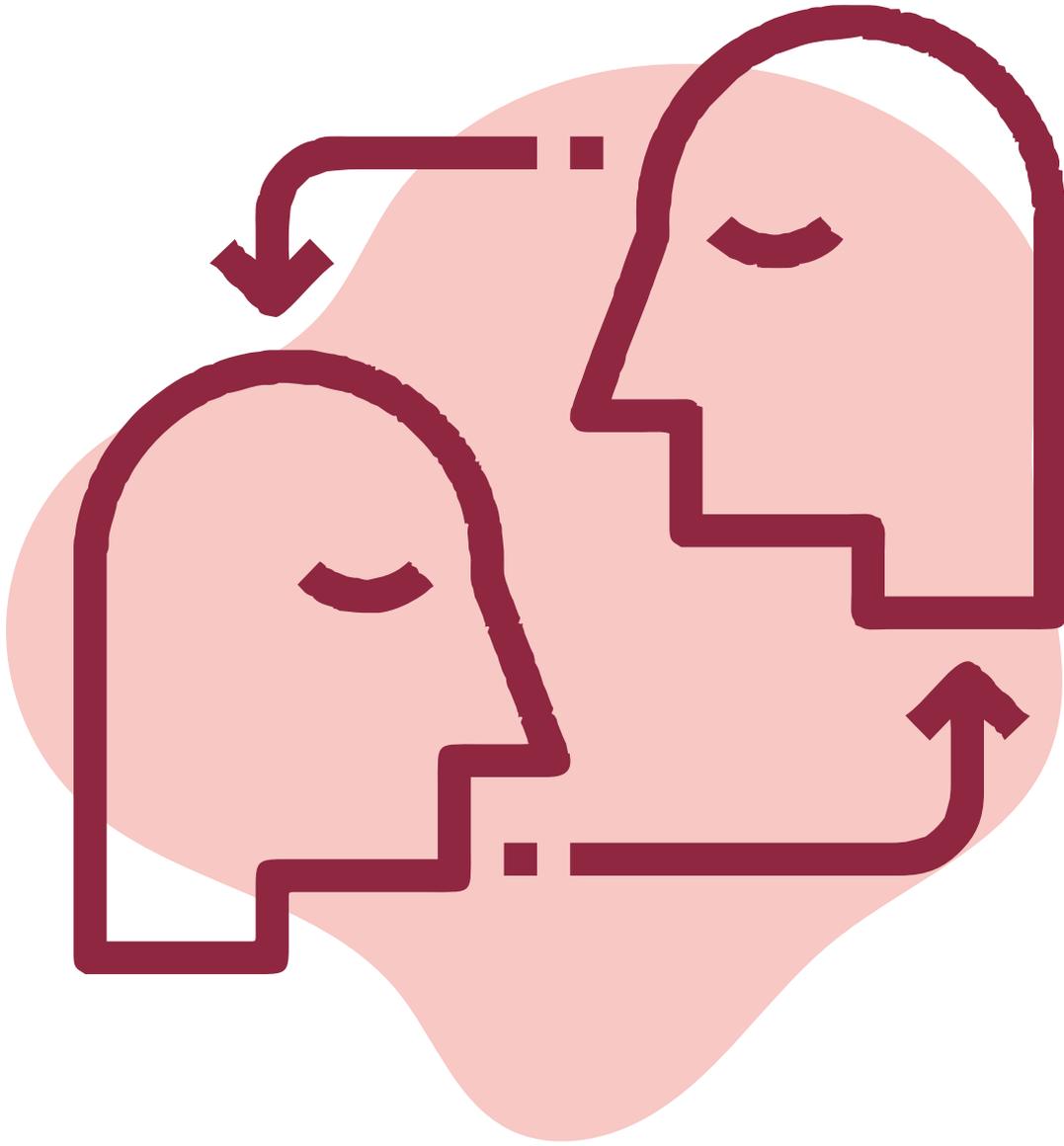
Modified from the manual 'Training of Trainers Manual; Life Skills on Menstrual Hygiene Management', UNICEF Jharkhand (2014) (p.g.50-54)

Further Suggested Activities

As a follow up for this exercise, the educator may ask learners to make a class presentation on the subject of 'consent' in intimate relations. The educator may have a follow-up session on understanding the phenomenon of 'sexual harassment'

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



EMPATHY

ACTIVITY 1



PRACTICING EMPATHY FOR FULFILLING RELATIONSHIPS

Title of the Activity	Practising Empathy for Fulfilling Relationships
Estimated Time Required	30 minutes
Methods	Role-play and discussion



Life Skills Addressed

- Primary: Empathy
- Secondary: Communication



Learning objectives

Educator will be able to help the learners to:

- practice the skill of empathy through role-plays
- effectively communicate the emotional experiences of others
- display empathy

Notes for the Educator

- The purpose of the role-play exercise is to help learners not only gain an insight into the mental and emotional state of others but also to convey the same through effective communication.
- Role-plays suggested here are just samples; the educator may create their own role-plays keeping in mind the socio-cultural context of their learners.
- The educator should aim at communicating to the learners that true empathy is possible only through adoption of a non-judgemental attitude towards others. Being emotionally intelligent is also integral to empathy.
- Since the activity involves learners to come forward and enact the role-play scenarios, the seating-arrangement may be planned accordingly.

Process

1. To initiate this activity, the educator will encourage any two learners to volunteer for the role-play. The educator will take them outside the classroom and give them the role-play scenario sheet. They will be given 5 minutes to read the scenario and prepare the scene for enactment.
2. The role-play scenario and the instructions that will be used in this activity are given below:
3. While the volunteers are preparing the role-play, the educator will instruct the learners to observe the role-play carefully and imagine how they are likely to react in the given scenario.
4. After 5 minutes, the educator will invite the volunteers in the class to do the role-play. Let the argument build momentum and then pause the role-play.
5. The educator, at this point, will initiate a class-discussion with the help of the following questions:
 - a. What do you think Reema is feeling?
 - b. What do you think Reema is thinking?
 - c. What do you think Reema's mother is feeling?
 - d. What do you think Reema's mother is thinking?
 - e. What do you think Reema is likely to do now?
 - f. What do you think Reema's mother is likely to do now?
6. After this discussion, the educator will tell learners that while answering these questions, they have identified themselves with both Reema and her mother. They have tried to gauge their perspective by putting themselves in their shoes. They have therefore, empathized with both Reema and her mother.
7. The educator will further highlight the importance of empathy in being a sensitive person in day to day life. Following strategies to enhance empathy will be shared with the learners:

Reema's friends have planned an outing together where they plan to watch a movie at a theatre. Reema has also been invited to join them. Reema desperately wants to be a part of this plan. She has decided to speak to her mother about it. Her mother is not pleased with the idea. In fact, she is reluctant to send Reema as the timing of the movie is late-evening and she is concerned about Reema's safety. Moreover, Reema's father and grandmother are very conservative and they would not approve of her either going for a movie with friends or coming back home late. Thus, Reema's mother has not given her permission.

Instructions:

Enact a scenario depicting the entire scene of Reema asking for permission, her mother refusing the same and the argument that is likely to follow.

- Listen carefully, don't interrupt. Be an active listener.
- Tune into non-verbal communication-facial expressions, body language, gestures, eye-contact etc.
- Be mindful, i.e., be present in the moment-don't think about the future and don't be preoccupied with past.
- Pay attention and do not let your mind wander off!
- Don't jump to conclusions. Postpone your judgements of people and situations. Gather more data before making up your mind. In other words, respond rather than react!
- Give people the benefit of the doubt.
- Be self-aware and understand your own baggage. Don't project your own needs and fears onto others. Understand your biases.
- Be genuinely interested in others. Care for their well-being.
- Use clear verbal phrases (such as "I can understand", "I relate to what you are saying..", "I hear you!", "of course you feel that way", "that makes sense") to acknowledge other people's feelings.

8. The educator will now tell the learners to think about how the situation of conflict between the mother and the daughter will be reduced using the above tips.
9. Now, the educator will invite another pair of volunteers to re-enact the role-play in a manner that avoids conflict between the mother and the daughter. The educator will encourage learners to apply skills of effective communication, problem-solving, creativity and negotiation.
10. The educator will use the relay role-play at this stage. This means that at whichever point the educator feels that the learners are stuck and not making progress, they will be replaced with a fresh volunteer who has ideas for taking the situation forward. In this manner, the educator may give a chance to enact to as many learners as possible.
11. The educator will close the session by enacting the role-play situation himself/herself by taking up role of Reema while a learner will perform the role of the mother. This enactment should demonstrate to learners the skills of empathy and also communication to convey empathy.




Source of the activity:

Modified from the manual '10 Core Life-skills Project Sambhav Training Module-Strategies to Lead Life', UNICEF Jharkhand(n.a.)(p.77-78)

Further Suggested Activities

As a conclusion and follow up for this exercise, the educator will ask the learners to remember a recent conflict situation from their personal life and write a reflection on the needs, motives, thoughts and emotions of the person with whom they were in conflict. They will conclude the write-up by suggesting the possibilities of resolving the conflict through life skill of empathy. If the issue is still not resolved and if feasible, the learners will be asked to make an attempt at reconciliation using their learning in this exercise.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



EMPATHY IN ACTION

Title of the Activity	Empathy in Action
Estimated Time Required	30 minutes
Methods	Role-play and discussion



Life Skills Addressed

- Primary: Empathy
- Secondary: Communication



Learning objectives

Educator will be able to help the learners to:

- develop empathy towards others
- communicate with others in an empathetic manner
- discern the ways of solving problems through empathy

Notes for the Educator

- The activity has been designed around the theme of menstruation to depict empathy in action. It highlights the role of empathy and empathetic communication in problem-solving and developing healthy interpersonal relationships, especially for young women in the context of menstrual health and hygiene.
- The educator is advised to be sensitive while conducting session. The educator will have to work towards gradually making learners comfortable enough to share their problems. The educator will also assure learners that whatever information or experiences they share will remain confidential.

Preparation Required

- Role Cards describing situations and the role of characters
- The educator may have to rearrange the classroom furniture to create space for role-plays



Process

1. The educator will begin the session by inviting learners to volunteers for a role-play. Five volunteers will be invited to perform four role-plays (given in annexure). One volunteer will be asked to play the role of the mother in all the four role-plays. The other four volunteers will take turns to play the role of the daughter Sameena in different avatars/moods and different attitude towards her mother.
2. The other learners will be asked to observe the role-play and notice the difference between each one.
3. After the role-play, the educator will hold a discussion on learners' observations. They will be asked the following questions:
 - i. What did you observe in each role-play?
 - ii. In what ways were the role-plays similar and different from each other?
 - iii. Which role-play do you identify yourself/ your situation most with?
 - iv. Which role-play do you think was most suitable to solve the problem? Give reasons for your answer.
 - v. Which role-play do you think was most suitable for improving Sameena's relationship with her mother? Give reasons for your answer.
4. The educator will further lead the session with a discussion on the concept of empathy and its importance in communication and in maintaining interpersonal relationships.

Meaning of Empathy

According to Hodges and Meyers in the Encyclopedia of Social Psychology, "Empathy is often defined as understanding another person's experience by imagining oneself in the other person's situation: One understands the other person's experience as if it were being experienced by the self, but without the self actually experiencing it. A distinction is maintained between self and other. Sympathy, in contrast, involves the experience of being moved by, or responding in tune with, another person."

Source: <https://lesley.edu/article/the-psychology-of-emotional-and-cognitive-empathy>

5. The educator will conclude the session by asking the learners to think about their personal experiences with people and further think if empathetic behaviour and communication played any role in making those meetings memorable. Some learners will be invited to narrate their experiences.

Annexure(s)

Case Vignette

Sameena, a 17-year-old girl, lives with her parents and four younger brothers in a village. Her father is a farmer and their house is in the middle of the fields. Generally, Sameena and her mother perform all the household chores in addition to working in the fields. This becomes really difficult for her since she has no time to rest or entertainment and time to spend on her studies. At the end of the day she feels really tired and is also able to do no extra studies which she wants to prepare for other competitive exams. Her mother, on the other hand, wants her to take up more responsibilities at home such as looking after her younger siblings, cooking and cleaning as she doesn't keep well and gets exhausted. This is the reason behind Sameena's constant fights with her mother. Sometimes, she doesn't feel like coming home from school in order to avoid confrontation and getting into these difficult situations.

Role-Play 1

After coming back from school, Sameena had just finished washing utensils when her mother called her to help her in cooking. Sameena, who is tired and shouts back to her mother that she needs to rest. She can ask her brothers to help her. Why should all the work be thrust on her? (The role-play stops at this point.)

Role-Play 2

After coming back from school, Sameena had just finished washing utensils when her mother called her to help her in cooking. Sameena, who is tired and wants to bail out of the situation and tells her mother that she wants to rest for a while because she has lots of homework to do. She exhibits empathy in her behaviour and communication and talking politely and at the same time questioning her mother for not asking her brothers for help. (The role-play stops at this point.)

Role-Play 3

After coming back from school, Sameena had just finished washing utensils when her mother called her to help her in cooking. Sameena, who is tired and has homework to do. While she helps her mother in the cooking, after their work finishes, she sits down with her and discusses alternatives to ease their workload so as not to compromise on their health and seeing how can both of them do it better

Role-Play 4

After coming back from school, Sameena had just finished washing utensils when her mother called her to help her in cooking. Sameena, who is tired and has homework to do. Despite being tired and having homework, she goes to her mother to and also finishes cooking. She goes back to her mother asking her if there is anything else to do while constantly worrying inside herself how is her homework going to get completed




Source of the activity:

Modified from UNICEF (2014). Training of Trainers Manual Life Skills on Menstrual Hygiene Management. UNICEF (p. 58-60)

Further Suggested Activities

Learners will be asked to think about their family members, the kind of daily routine they follow, the work that they do on a regular basis and the challenges they face in their lives. They may think about ways through which they can help them. Some of them are as follows:

- (a) Talk to them
- (b) Encourage them to share their problems with you
- (c) Appreciate the work that they do or the way they conduct themselves in general or anything worthy of appreciation
- (d) Lend a helping hand

Learner will be encouraged to follow the above on a regular basis.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



IN OTHER PEOPLE'S SHOES

Title of the Activity	In Other People's Shoes
Estimated Time Required	30 minutes
Methods	Case vignette analysis and discussion



Life Skills Addressed

- Primary: Empathy
- Secondary: Critical Thinking



Learning objectives

Educator will be able to:

- inform learners towards others' problems and needs
- engage learners in perspective-taking
- develop empathy among learners

Notes for the Educator

The purpose of the activity is to facilitate learners to analyse a problem from multiple perspectives and build a holistic understanding of it. Learners will be able to identify multiple ways of addressing the problem. By placing themselves in that situation, they will be able to arrive at the most effective way in which the problem may be solved. The activity will help learners to be open to views and ways different than their own. It involves accepting multiple perspectives, the teacher may demonstrate the same by being non-judgemental.

Preparation Required

- Printed copies of case vignette (given in the Annexure)
- The educator may rearrange the classroom furniture to facilitate group work



Process

1. The educator will start the session by dividing the learners into groups of 4-5.
2. Each group will be given a handout of a case vignette. The learners will read the case vignette, analyse it and answer the questions that follow.
3. The educator will discuss learners' responses by randomly inviting learners to share them with the whole class.
4. Building on learners' responses to the case vignette and the questions, the educator will encourage learners to take an empathetic view of the situation described in the case vignette. The educator will ask them to try to put themselves in the shoes of each character to have different perspectives on the given situation.
5. The educator will accept multiple and conflicting opinions from learners and ask probing questions to help them think deeper with the purpose of promoting empathy. The educator will have to be cautious that they are not pushing their opinion on the learners.
6. The educator may share some effective strategies of developing empathy that are given in the box below:

Tips for enhancing Empathy

- Listen patiently and attentively without interrupting.
- Pay attention to verbal as well as non-verbal communication.
- Explore the heart, not just the head. Try to understand people's feelings and sentiments behind their actions and words.
- Walk in others' shoes. Try to understand how they might have felt in a given situation.
- Examine your biases.
- Smile at people. It encourages them and makes them feel comfortable.
- Address people by their names, (wherever possible) and encourage them.
- Try to empathize with people whose beliefs you don't share.
- Give genuine and specific feedback/appreciation.
- Challenge yourself to have deeper conversations with people. Deeper conversations reveal different aspects of people's personalities which can help to understand them holistically.

Source: <https://andrewsobel.com/eight-ways-to-improve-your-empathy/>
https://www.huffpost.com/entry/seven-practical-tips-for-_b_9854350

7. The educator will conclude the session by highlighting the need to be non-judgemental and empathetic in our interpersonal relationships.

Annexure(s)

Case Vignette

Sameer was a 17-year-old boy who lived with his parents and three sisters. Sameer had always been an all-rounder; bright in studies and an excellent singer and dancer. He was so passionate about singing that he decided to pursue it professionally. He used to participate in all singing competitions and events held in his school. He had also won many awards in inter-school vocal music competitions. His parents never had any problems with his interest in music because they considered it as a hobby. All hell broke loose when Sameer announced his decision to pursue higher studies in music to fulfil his dream of becoming a singer. Sameer's father who worked as a lower division clerk expressed his disapproval of his choice and tried to persuade him to study other subjects with better and guaranteed job prospects. According to him, success in the field of music was more a matter of chance and it did not guarantee a regular income. He was also concerned about the future of Sameer's three sisters. He wanted Sameer to be an engineer so that he could contribute regularly to the family income. Sameer's mother, though supportive, could not take a stand against Sameer's father. The sisters who were all younger to Sameer could only offer words of consolation to their brother who had started to lose temper over little things. They would often find him looking at his certificates and trophies that he had won in competitions. Under family pressure, Sameer took admission in the course of his father's choice, but one day he ran away from home. It's been fifteen day since then.

After reading the case vignette discuss the following questions within your group:

- A. Why do you think Sameer ran away from home?
- B. Do you think running away was the only option left for Sameer? What other options do you think Sameer had?
- C. Who do you think is responsible for this situation? Give reasons for your answer. (Try to put yourself in the situation of each character while answering this question).
 - a. Sameer's father
 - b. Sameer's mother
 - c. Sameer's sisters
 - d. Sameer
 - e. Family circumstances
 - f. All of the above
 - g. None of the above
- D. What would you have done, had you been in Sameer's place?
- E. How easy or difficult is it to give up on one's dream?

Further Suggested Activities

The educator may ask the learners to think of one person with whom they have strained their relationship. They will imagine themselves being in similar situations, facing similar problems that this person has faced. They will reflect on how they would have reacted in situations which strained their relationship. If, after reflecting on the above, their opinion of the person changes, they will talk or write to that person and try to mend their relationship.

Feedback from Learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



BUILDING EMPATHY THROUGH STORIES AND NARRATIVES

Title of the Activity	Building Empathy Through Stories and Narratives
Estimated Time Required	2 sessions of 30 minutes each (2 weeks apart)
Methods	Character analysis and interview



Life Skills Addressed

- Primary: Empathy
- Secondary: Communication



Learning objectives

Educator will be able to help the learners to:

- develop empathy through an engagement with narratives and stories
- immerse in the life-world of fictitious character and/or real-life persons
- express and communicate their empathetic understanding of other people or fictitious characters

Notes for the Educator

- Immersing in stories and life-world of people-be it real or fictitious-is a powerful experience. Stories are one of the most powerful tools for building empathy. This exercise, therefore, involves the use of narratives, stories and story-telling for building empathy.
- It is a simple yet enriching exercise whereby the learners will get an opportunity to deeply engage in the life-world of a real-life or a fictitious character.
- This exercise will be carried out in two modes as discussed in the process and it is up to the educator to choose an appropriate mode for learners depending upon their interest, capabilities and degree of maturity. In case the learners are mature, committed and capable, the educator can assign the activity in both modes. The educator may carry out the activity in one mode in the class and the other one may be given as a follow up activity.
- In either mode, the activity will take place after the learners have engaged in a detailed exercise at their personal level. So, the educator will assign the task to learners two weeks in advance to complete the assignment and then conclude the activity as a class presentation followed by a discussion afterwards.
- The activity will only be successful if the learners will take the task assigned to them seriously and work on it sincerely.



Process

1. To initiate this activity, the educator will talk to learners about the significance of stories in our lives and highlight that narratives are one of the most enriching ways of engaging with human experiences and emotions.
2. The educator will further share with the learners that the purpose of the exercise is to allow them to immerse in the life-world, experiences and emotions of others through stories of their choice.
3. In mode 1, the educator will take learners to the school library and ask them to explore and find a story and a character of their choice. This story and the characters are what the learners will be exploring for the next few days. The intent of this analysis will be to empathize with the character and to bring out his or her experiences through story re-telling. In the story re-telling, the educator will instruct learners to synthesize the experiences of the character into the character's needs, feelings and thoughts. Putting it simply, the learners will be encouraged to come up with a compassionate understanding of the character. The learners will be asked to write down the analysis and the story of their character in approximately 2000 words. Kindly note, movies may also be used for character analysis.
4. In mode 2, the educator will ask learners to identify any person from their life who will have had some form of experiences of marginalization, for e.g., women who have experienced gender discrimination, a person with a disability, a person from the so called 'lower' caste, a person who is financially underprivileged, a homeless person, an underprivileged child, a person with some chronic physical or mental illness, a neglected elderly and others. The task for the learners will be to interview the person and listen to their life-story and experiences. The learners will build the life story of this person and it write down along with the analysis in approximately 2000 words.
5. Learners will be given two weeks for this exercise during which the educator will have an interim follow-up session with them to help them clarify their doubts or to give them clarifications on points where they are feeling stuck. This interim follow-up session will also help the educator assess if the learners have taken the assigned task seriously or not.
6. After two weeks, a seminar will be planned where all learners will be encouraged to share the life-story with their peers. Selected stories may also be published in the school magazine.
7. The educator will close the session by thoroughly appreciating learners for their hard work and efforts. The educator will additionally highlight how learners have learnt to empathize better through this exercise.

Further Suggested Activities

As a conclusion and follow up for this exercise, the educator will ask the learners to engage with the other mode that is suggested in the activity. This means if the learners have done character analysis from a book, they will carry out an interview. And, in case the learners have done an interview, they will be additionally asked to do character analysis from a book.

Feedback from students (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



NEGOTIATION

ACTIVITY 1.1



ARGUMENT VERSUS NEGOTIATION

Title of the Activity	Argument Versus Negotiation
Estimated Time Required	25-30 minutes
Methods	Demonstration through role-play



Life Skills Addressed

- Primary: Negotiation
- Secondary: Communication, Self-awareness, Empathy, Creativity, Problem-solving



Learning objectives

Educator will be able to:

- help learners understand the nuances of effective negotiation
- acquaint learners with the four steps of a typical negotiation process

Notes for the Educator

- This activity will utilize the role-play scenarios to create situations requiring negotiation around a significant interpersonal issue between the two parties.
- It is best to undertake this activity in a relatively flexible time-frame as it will be difficult to predict the exact time that different role-plays will take.
- The educator will be required to explain to learner that the life-skills of effective negotiation overlaps with other core life skills such as self-awareness, empathy, creative thinking and problem-solving. In other words, an effective negotiator is likely to put all these life skills to good use in a negotiation scenario.

Process

1. For the first stage of this activity, the educator will identify three volunteers in advance. These volunteers will engage in a role-play in front of the class to demonstrate the complexities of a situation requiring negotiation between two parties.
2. The educator will take the volunteers outside the class to give them the instructions and the role-play scenario. The learner will be briefed that as part of this role-play, each one of them will have to build a strong argument for their position in the scenario and not give into the insistence of the other. After the briefing and instructions, they will be given 5 minutes for the preparation and another 5 minutes for the performance in front of the class.
3. The educator will give the following role-play scenario to the student volunteers:
 4. Meanwhile, the educator will return to the room and ask the learners to observe the role-play carefully.
 5. After the role-play, the educator will initiate a discussion in the class based on the following questions:
 - a. What did you observe in the scenario?
 - b. Why was it so difficult for the teacher to convince the parents?
 - c. Why were parents unable to understand the teacher's point of view?
 - d. Why did the two parties could not reach a consensus?
 6. The learners are likely to highlight the challenges associated with the clash of values, rigid mindset of people, communication-gap between the two parties and defensiveness as the potential reasons for the failed negotiations in the role-play scenario.
 7. Taking a lead from this discussion, the educator will now introduce the idea of 'effective negotiation' as given in the box below:

"In the coming week, the school has planned a full-day medical field excursion for the learners of class 11 and 12 at a hospital, in the nearby city. The subject teacher has discovered that the parents of the girls studying in the school are quite reluctant to send their daughters on this field trip. According to them, it is not a good idea for young girls and boys to spend the whole day together on a trip, even if it is being organized by the school. The girls in the class are heartbroken and are feeling left out. The subject teacher has now reached out to the parents of the girls to convince them to let them participate in the field trip."

Effective Negotiation

Negotiation is a process of reaching an agreement in an interpersonal context to resolve a problem. Negotiating is not an easy task and therefore, people will fail at it more often than succeed. Therefore, it is important to understand the nuances of effective negotiation. While negotiating, one must be clear about what one wants. Such clarity comes from weighing the pros and cons of the situation. It also involves patiently listening to the other person's point of view so that one appreciates their thoughts and emotions. During negotiation, one should keep an open mind and be flexible to reach a common ground of consensus or compromise.

Sometimes, effective negotiation involves assertive communication (not aggressive communication) where one has to clearly and strongly communicate what one wants. For example, negotiating with classmates about responsibilities to put up a project at school or negotiating with parents about higher education. It will be added that the best negotiation occurs when both sides gain something without conflict or getting hurt. Getting angry or aggressive makes the situation worse. Even grave conflicts can be resolved if one uses a positive and respectful approach to negotiation. Some people are definitely easier to negotiate with than others.

8. After this background on negotiation, the educator will explain the following four-step of negotiation process to learner, preferably with the help of examples:

The Negotiation Process

A four-step process using life skills, namely, self-awareness, empathy, creative thinking and problem-solving is involved in negotiation.

1. The learner communicate their own position and underlying interests (“Me”).
2. Participants attempt to understand the other person's position and interests (“You”), by listening and asking questions.
3. Participants “step to the side” of the other person to understand his or her needs –and where there might be overlapping interest (“Together”).
4. Finally, they explore how to creatively address those shared interests to come to a mutually acceptable solution (“Build a solution together”).

Source: <http://globalhealth.harvard.edu/nava-ashraf>

9. As the second stage of this activity, the educator will assume the role of the teacher in the role-play scenario and demonstrate effective negotiation approximating the four-stages of negotiation process discussed in the box above. The educator may use either the same or different set of volunteers from the class.

10. This demonstration will be

followed by a discussion based on the following questions:

- a. What differences did you observe in the two role-plays? (words used, sentence framed, pitch, body-language, nature of questions asked etc.)
- b. What elements of effective negotiation did you observe? (empathy, clarity of communication, perspective-taking, creative problem-solving, flexibility, open-mindedness, etc.)

11. The educator will conclude the discussion by asking the learner to take a few minutes to pen down the key learning from the exercise. In the end, the educator will emphasize the role of effective negotiation in maintaining fulfilling relationships.



Source of the activity:

Modified from the manual 'Training of Trainers Manual; Life Skills on Menstrual Hygiene Management', UNICEF Jharkhand (2014) (p. 48-50); and '10 Core Life-skills Project Sambhav Training Module-Strategies to Lead Life', UNICEF Jharkhand (n.a.) (p. 65)

Further Suggested Activities

As a follow up for this exercise, the educator may additionally ask learner to identify an issue around which they would like to negotiate with their family members and try out their hands on it.

Feedback from students (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 1.2



PRACTISING NEGOTIATION SKILLS

Title of the Activity	Practising Negotiation Skills
Estimated Time Required	25-30 minutes
Methods	Role-play and discussion



Life Skills Addressed

- Primary: Negotiation
- Secondary: Communication, Self-awareness, Empathy, Creativity, Problem-solving



Learning objectives

Educator will be able to:

- help learner practice the negotiation skills through enactment in role-plays

Notes for the Educator

- This exercise builds upon the knowledge and skills acquired in the previous activity and should be carried out in the immediate next session after the preceding activity.
- The role-play scenarios are closely associated with the issues of significance as encountered by the adolescents in their day to day life. The educator will choose the most appropriate role-play scenarios as per their local context. Also, they may create fresh scenarios based on the actual experiences of their learner.
- It is best to undertake this activity in a relatively flexible time-frame as it will be difficult to predict the exact time that the different role-plays may take.
- The educators will give learner adequate time to apply skills of negotiation. The session will be carried out twice to make sure that all learners receive more than one opportunity to practice their negotiation skills.

Process

1. The educator will divide the learners into smaller groups of 3-5 learners each.
2. The educator will ask each group to identify a leader. The leader will be responsible for facilitating the role-play, and group discussion.
3. The educator will assign each group a role-play scenario (from the annexure) and also remind learners to use their learning from the previous session to demonstrate an effective negotiation scenario to the class.
4. Each group will be given 10 minutes to discuss the role-play situations capturing effective negotiation skills before presenting to the larger group.
5. The learners will be instructed to note down their observations carefully during the role-plays.
6. The educators and learners will give feedback to each other after all the groups have presented their role-plays.

Annexure(s)

Role-play scenarios:

Role-Play Scenarios

1. Reema's brother often fails to clear up his things after the games or meals. But it is Reema who gets pulled up for not keeping the home clean. Her parents let her brother get away because he is younger than her. Reema's mother also says time and again that boys don't need to do chores and it is a girl's responsibility to keep the house clean. Reema decides to have a conversation with her family members and negotiate the matter.
2. Girls in Seema's community do not come out to play once they start menstruating. Parents want them to stay at home and take on additional responsibilities around the house. Seema has been told by her teacher that dealing with menstruation (both physically and psychologically) is easier if girls continue with their daily routines and remain physically active. She thinks that she and her friends will benefit if she is able to convince the group of mothers who gather every week at the community centre to allow their daughters to move out and play. She decides to meet and talk to them.
3. Since Rahul has come to class 11, his work pressure has increased. He has to spend late nights studying, especially for his weekly tests. He is often disturbed by the guitar practice of his younger brother with whom he shares the room. His younger brother also insists that he switches off the lights at 11 pm as he needs to sleep. Rahul decides to resolve the issue by speaking to his parents for a separate room. It seems to be a hard nut to crack as the only extra room in the house is his father's office where he often works late nights.
4. Sara's best friend Ria is going on a week long holiday with her family to Bhutan. Ria has been insisting that Sara should come along with them so that they can enjoy together. Getting approval for the trip seems difficult as both Sara's father and grandmother are very conservative. Ria and Sara plan to put the request forth to Sara's family.
5. Manish wishes to pursue Psychology for higher education and become a therapist one day. His family dismisses his wishes as they want him to become an engineer and have a well-paying secure job. They also feel Psychology is a subject for women and a bright boy such as Manish should not waste his life and career. Manish hates the idea of being an engineer, but feels burdened by his parents' wishes. He decides to talk to them and insist on a career of his choice.




Source of the activity:

Modified from the manual 'Training of Trainers Manual Life Skills on Menstrual Hygiene Management', UNICEF Jharkhand (2014) (p. 48-50) and '10 Core Life-skills Project Sambhav Training Module-Strategies to Lead Life', UNICEF Jharkhand (n.a.) (p. 65)

Further Suggested Activities

As a follow up for this exercise, the educator may additionally ask learner to engage in a negotiation on an issue of significance with their family members.

Feedback from students (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 2



PEER RELATIONS

Title of the Activity	Peer Relations
Estimated Time Required	30 minutes
Methods	Discussion, Role-play



Life Skills Addressed

- Primary: Negotiation
- Secondary: Decision-Making



Learning objectives

Educator will be able to help learners to:

- understand and appreciate the meaning of 'friendship'
- realize the importance of skills of negotiation and decision-making in maintaining healthy peer relations
- set boundaries and maintain personal values in peer relations
- develop and enhance their negotiation and decision-making skills

Notes for the Educator

The activity addresses a crucial aspect of adolescents' life, that is, relationships with peers. At this stage of life, when peer group starts influencing and in many cases controlling one's decisions and actions, learner need the right skills to handle peer pressure and to maintain healthy peer relations without compromising on their value. The activity, through various situations played out in the form of role-plays, attempts to give some practise to learner in the required skills.

Preparations required:

- Handouts with different role-play situations
- The activity involves group work and role-play for which the educator will appropriately change the seating arrangement of the class

Process

1. The educator will divide the learner into groups of 4-5 and ask them to brainstorm on the idea of 'friendship' and list down the characteristics of a good friend. The educator will initiate the process by suggesting some characteristics of a good friendship, such as mutual trust, respect for each other, being honest and so on.
2. The educator will then ask each group to present their list of characteristics before the class. The educator will further facilitate a discussion on friendship, mutual expectations and interpersonal boundaries. During this discussion, the educator will emphasize the role of good negotiation skills in maintaining interpersonal boundaries. With the help of a few examples, the educator will explicate the significance of effective communication skills in one's ability to communicate one's point of view tactfully without disrespecting others or spoiling friendship.
3. Next, the educator will provide one role-play situation based on friendship to each group and ask them to enact it through a 2-minute role-play. The learners will be encouraged to use suitable negotiation and communication skills to respond to each situation tactfully.
4. After the role-play, the session will be concluded with a discussion on the importance of negotiation skills in resolving conflicts and maintaining all kinds of relationships.

Annexure(s)

Role-Play Situations

(a) Rajni's friend Sujata has asked for money from her for the third time. Sujata has always borrowed money from Rajni and a few other friends to buy some important stationery item or medicines, but Rajni is finding it difficult to extend monetary help due to financial constraints in her own family. She understands that Sujata is needy, but she does not want to extend financial help to her any more.
How should Rajni communicate this to Sujata?

(b) Satish is a 16-year old boy. Sometimes, boys in his class bunk school to watch movies or to eat out. Last week, boys tried their hand at smoking. Among them was Satish's close friend Lalit who always asked him to join in these activities. Yesterday, when Satish was alone at home, Lalit came over with two cigarettes and forced him to try smoking. Satish does not want to bunk school or smoke as he considers these things as useless distractions, but he cherishes his friendship with Lalit.
How should he communicate his thoughts to Lalit?

© Geeta and Sanjeev are good friends since class 6. Both of them help each other in their studies and discuss problems with each other. Recently, Geeta has noticed a change in Sanjeev's behaviour. He tries to talk to her when other people are not around. Since last few days he has been asking Geeta to watch a movie with him. Geeta considers him a good friend but does not feel comfortable with his changing behaviour and wants to communicate the same to him without hurting his feelings.
How should she address the issue?




Source of the activity:

Modified from जीवन कौशल विकास हस्त पुस्तिका: शिक्षकों के लिए उत्तरप्रदेश: यूनिसेफ (p. 102)

Further Suggested Activities

As an extension of the activity, the learner may be encouraged to identify dilemmas and conflicts which they have experienced in their relationships with peers. Choosing one dilemma or conflict, they have to think of suitable negotiation strategies to resolve it.

Feedback from students (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

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Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

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ACTIVITY 3



CONSENT FOR MARRIAGE

Title of the Activity	Consent for Marriage
Estimated Time Required	30 minutes
Methods	Case Vignette analysis, role-play



Life Skills Addressed

- Primary: Negotiation
- Secondary: Decision-Making



Learning objectives

Educator will be able to:

- acquaint learners with the notion of consent in marriage
- enhance learners' negotiation and decision-making skills around the issue of consent in marriage

Notes for the Educator

The activity attempts to make learner aware of the agency that they need in order to make decisions about marriage and the appropriate negotiation skills required to implement those decisions. Through two case vignettes, the activity makes the notion of choice and consent clear. In Indian society, early marriages and child marriages are a bane and therefore, learner need to learn the necessary negotiation skills to empower themselves in this regard.

Preparations Required

- Case vignette handouts
- The activity involves group work. Seating arrangement of the class may be changed accordingly.



Process

1. The educator will divide the class into small groups of 3-4 learners each and each group may be given the case vignette handout for analysis for 3-4 minutes.
2. Post analysis, the educator will initiate a discussion based on the following questions:
 - a. What were the similarities between the lives of Rama, Rashida and Vinod?
 - b. In what ways were their lives different?
 - c. What goals did they set in their lives?
 - d. What skills did Rashida use to make her life different?
3. Subsequently, a discussion on the idea of consent for marriage and the importance of setting goals in life will be facilitated by the educator. At this point the educator will ask the learners to ponder over the following questions:

Questions for students to reflect on:

- Do I want to get married?
- What does marriage mean to me?
- What qualities should my life partner have?
- Should the boy and girl talk to each other before marriage? Why or why not?
- Is consent of the prospective bride and groom important before fixing their marriage? Why or why not?
- Just like there is a legal age for getting married, should there be some minimum educational requirement for a girl and boy to get married? Why or why not?
- Is it important to be financially independent before marriage? Why?

4. The educator will also highlight the importance of suitable negotiation skills in successfully communicating and convincing family members and relatives about one's choices and goals in life.
5. Next, the educator will ask the learners to imagine that if Rama and Vinod could go back in time, how they could have changed their lives. Laying emphasis on appropriate negotiation skills, the learner will be guided to prepare a brief role-play on Rama and Vinod's cases.
6. The role-play may be performed before the class. In case there is a shortage of time, the learners can share their responses through discussion.

Annexure(s)

Case Vignette 1

Rama lived in a village with her parents and six siblings. Since childhood, Rama had been told by her parents that she would be married off by the age of 14-15 and therefore, she should help her mother in cooking and looking after her younger siblings. And this is what she did. She never thought of a life different from the one she was already living and was told to live. Though she was confused about marriage and her prospective life partner, she got married at the age of 15 and became a mother of twins at the age of 16. Her husband who is a fisherman, finds it difficult to support Rama and the two children with his meagre income. Rama does not want this kind of life, but she doesn't know how to make her life better. Sometimes she wishes that she wasn't married or she shouldn't have rushed into motherhood.

Case Vignette 2

Rama's friend Rashida lived in the same village with her parents and four siblings. Rashida considered her teacher her role-model and wanted to become a teacher like her. Rashida worked very hard and despite all the hardships scored good marks. Her parents did not want her to continue her studies. They wanted her to perform household chores, look after her younger siblings and learn to fulfil the responsibilities of married life later on. But Rashida found ways to convince her parents to let her continue her studies. First, she confided in one of her paternal aunts, whose opinion was considered valuable in her family. She communicated and convinced her aunt about her aspirations. Her aunt talked to her parents and helped them realize the importance of education for girls. In addition to this, after coming back from school, Rashida would finish the household chores quickly and study till late in the evening. Her parents considered her opinion before fixing her marriage and at the age of 21, Rashida got married. Now she is a teacher in a school. She has earned the respect of people around her.

Case Vignette 3

Vinod is a 22-year-old man. He works as a salesman in a small private company. He lives in a one-room apartment with his wife and two children. Thinking back on his life, Vinod reminisces how his parents were very keen to get him married at the age of 16. Despite wanting to study more, he gave in to their wishes and got married. As soon as he completed his schooling, his first child was born and the second one followed soon after. In order to meet the rising expenses of the family, he moved to a bigger city in search of better job prospects. Due to the lack of a higher education degree, he could only get low paying jobs. Now, living in his small one-room apartment, he shudders at the thought of spending the rest of his life like this. He regrets not being assertive enough about his marriage and education.

Source of the activity:

Modified from साहनी, उ (2012) आरोहिणी: किशोरियों को सशक्त, स्वस्थ, एवं ज़िम्मेदार बनाने हेतु शिक्षकों के लिए प्रशिक्षण मैनुअल लखनऊ, उत्तरप्रदेश: स्टडी हॉल एजुकेशन फ़ाउंडेशन (p. 107, 115)

Further Suggested Activities

Learner may be asked to set goals for their lives. These goals could be related to their education, career or any other domain of their lives. They have to identify a possible plan of action and think of ways of communicating and convincing their parents or anybody who will offer resistance to support them in their pursuit. They will be encouraged to use the four steps of negotiation process for the same.

Feedback from students (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)



PARTICIPATION

ACTIVITY 1



BUILDING TRUST

Title of the Activity	Building trust
Estimated Time Required	30 minutes
Methods	Team building exercise



Life Skills Addressed

- Primary: Participation
- Secondary: Communication



Learning objectives

Educator will be able to help learners to:

- improve interpersonal relationships in their peer-group by building trust
- appreciate the role of trust in fostering collaboration and participation

Notes for the Educator

- This exercise consists of two team building activities that are likely to foster trust between the learners.
- For this exercise, the educator will take the learners either to the sports field or to the activity room so that they may move freely and enjoy the activities.
- For the second team-building activity, the learners will need small objects like cans or bottles or empty boxes that are likely to act as obstacles. Lightweight objects should be used so that the learners don't hurt themselves during the activity.



Process

1. For the first team building activity or game, the educator will invite a volunteer to come forward. This volunteer will now select any 6 learners whom he or she trusts.
2. The volunteer will stand with their back turned towards the group and the 6 learners chosen by the volunteer will make a small circle behind his back.
3. Now the educator will ask the volunteer to close her/his eyes. Once the student closes her/his eyes. The educator will ask the volunteers to move out and expand the circle.
4. The volunteer will be required to trust the 6 selected members and take a free fall to the ground with turned back and eyes closed. The task for the 6 chosen learners will be to catch her/him before she/he hits the floor.
5. The educator should be especially mindful during the first demonstration so that the student doesn't fall and get hurt.
6. The educator will call 3-4 more volunteers forward. Each of them will select the 6 learner they trust. And, the activity will be repeated.
7. After repeating the activity 4-5 times, the educator will initiate a discussion on the activity with the help of the following questions
 - a. What do you think this activity was about?
 - b. Why did you choose these 6 learners and not others?
 - c. Were you scared of falling when you were leaning back?
 - d. Do you trust your teammates more, after the exercise?
8. The educator will conclude this team-building exercise or game by highlighting the significance of trust in collaboration and cooperation during the group task. They will highlight that for any team to function effectively and achieve a group task, 'trust' becomes necessary. The educator will also add that 'trust' is an important ingredient of 'friendship'.
9. The educator will then announce the second team-building activity or game. This game is popularly known as the 'minefield'.
10. To prepare for this activity, the educator will take the help of two volunteers and arrange the pre-collected objects like cans, bottles and empty boxes in the field within a rectangular 6*4 ft boundary. This will create a minefield.
11. Before starting the activity, the educator will divide the learners into pairs. In each pair, one partner will be blindfolded whose task it would be to navigate through the minefield by avoiding the objects as much as possible. The task for the partner will be to use verbal instructions in order to guide and navigate the blindfolded partner through the minefield. Each team will be given 2 minutes to navigate. Each team will be given a chance.
12. One volunteer will keep the score of number of objects hit during the navigation by each team.
13. The team hitting the minimum number of objects will be declared the winner and will be applauded.
14. The educator will conclude the team building activity or game by having a discussion on the following:
 - a. What do you think this exercise was about?
 - b. Was it an easy or difficult task? Why?
 - c. What were the factors that affected success/failure of the team?
 - d. What perhaps was the most important ingredient of the exercise?
15. The educator will wrap up by highlighting the role of 'mutual trust' within the partners as the most important ingredient of success in this activity.




Source of the activity:

Modified from the manual '10 Core Life-skills Project Sambhav Training Module-Strategies to Lead Life', UNICEF Jharkhand (n.a.) (p. 61)

Feedback from students (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

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Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

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ACTIVITY 2



RAISING VOICE COLLECTIVELY

Title of the Activity	Raising Voice Collectively
Estimated Time Required	30 minutes
Methods	Discussion, poster making



Life Skills Addressed

- Primary: Participation
- Secondary: Communication, Creativity



Learning objectives

Educator will be able to help learners:

- develop the ability to work effectively in groups
- learner express themselves clearly in a group and understand others' perspectives
- learner appreciate the power of collective voice and action

Notes for the Educator

The activity has the purpose of helping learners understand the nuances and significance of team-work. The learners will get the opportunity to engage with awareness generating task on a social issue which requires collaboration and team work.

Preparations Required

- Chart papers, sketch pens or crayons. The educator will have to paste news headlines on various social issues on a chart paper as a preparation for this exercise.
- The educator may rearrange the classroom space to facilitate group discussion and poster making. Alternatively, student activity area or art room may be used for this exercise.

Process

1. The educator will begin the session by displaying a chart with newspaper clippings on different themes. These themes will highlight various social problems, such as scarcity of water, rising levels of pollution, climate change, ecological imbalances, deforestation, crimes against children, crime against women, child rights, women's rights, human rights, disability and inclusion, empathy towards animals and so on.
2. The educator will initiate a discussion on any two of the abovementioned themes to help learners share their understanding or personal experiences or opinions on the subject. The educator will select another theme depending upon its relevance to the learners' context.
3. Next, the educator will divide learners into groups of 3-4 and will ask them to prepare a poster on the discussed themes. Half of the class may prepare posters on one theme and the other half on another theme.
4. Once the learners have created their posters, the educator will invite each group to present their poster for which they will get 2 minutes.
5. After the presentations, the educator will ask the learners to reflect on the following questions:
 - I. Did you manage to generate more ideas for your poster in a group than you could have done individually?
 - II. Does working with other speeds up the work?
 - III. If you have to spread the message conveyed in your poster, how would you do it successfully: individually or in a group? Give reasons for your answer.
6. In the light of the above discussion, the educator will conclude the discussion by highlighting the benefits of participation and cooperation among people leading to collaborative action.

Annexure(s)

Further Suggested Activities

The educator may arrange a display of selected posters of learners inside the school premises. The learners may also be encouraged to discuss with their peers the possibility of having their posters displayed outside the school to create awareness on the themes addressed in their posters.

Feedback from learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 3



LEADERSHIP AND TEAMWORK

Title of the Activity	Leadership and Teamwork
Estimated Time Required	25-30 minutes
Methods	Activity based discussion



Life Skills Addressed

- Primary: Participation
- Secondary: Communication



Learning objectives

Educator will be able to:

- enhance participation and cooperation among learner
- help learners identify the characteristics of a good leader
- help learners recognize and appreciate the value of teamwork

Notes for the Educator

The activity has been designed to enhance participation and team-work among learners through an engaging group activity. Participation in this game is likely to give learners an opportunity to collaborate, cooperate, express their ideas and work towards a common goal as a group.

Preparations Required

- 7-8 sets of picture puzzles, chalk and duster. The picture puzzles will be prepared by the educator in advance by taking leaves of a picture calendar and cutting them into pieces of different shapes and sizes. The educator will cut one calendar leaf into at least 10-12 pieces. The educator may raise the difficulty level of the task by cutting the calendar leaves into more and perhaps smaller pieces.
- The educator may rearrange the classroom furniture to help learner participate in the activity.

Process

1. The educator will start the session by dividing the learners into groups of 5-6 learners each. The educator will ask learners to identify a group leader for each group.
2. The educator will give each group a picture puzzle where different pieces have to be arranged to make a complete picture.
3. The educator will ensure that while each group gets an equal number of pieces of the puzzle, they will not get all the pieces which belong to their picture puzzle. Some missing pieces will be with other groups.
4. The educator will give the following instructions to the learners in the beginning of the game:
 - Join the pieces of the puzzle to make a complete picture.
 - Ask other groups for the missing pieces. In exchange, give them the extra pieces of the puzzles which your group has.
 - The exchange has to be of equal number of pieces.
 - Other groups may or may not exchange their pieces with you.
 - Only group leaders can engage in intergroup communication. They have to use their skills in getting the required pieces for the puzzle.
 - Members of one team can communicate only within their group.
5. The group which completes its puzzle first will be declared winner.
6. Once the game is over, the educator will ask the following questions and facilitate a class discussion:
 - a. What was the purpose of the game?
 - b. How easy or difficult was it to get the pieces you wanted?
 - c. What role did the leader play in completing the puzzle? What strategy did the leader use? Was it effective?
 - d. What do you think are the characteristics of good leaders based on this game?
 - e. What role did the team members play to complete the puzzle?
 - f. What strategies for team work did your group use?
7. The educator will discuss the importance of good leadership and teamwork. It will be highlighted as a cornerstone to life skill of participation
8. The educator will conclude the session by asking the learners to think about the qualities they need to develop in themselves to become effective leaders. They will also be encouraged to evaluate their capability of being a good team-member.

Annexure(s)




Source of the activity:

Modified from UNICEF (2015). Life-Skills Education for Students of Secondary Schools under RMSA: Manuals for Teachers. Assam, India: UNICEF & MIND India (p.35-36)

Feedback from learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

ACTIVITY 4



BUILDING AN ADVOCACY CAMPAIGN

Title of the Activity	Building an Advocacy Campaign
Estimated Time Required	30 minutes + 30 minutes (excluding the campaign preparation time beyond classroom)
Methods	Advocacy, campaigning, discussion and debate



Life Skills Addressed

- Primary: Participation
- Secondary: Creativity, Problem-solving, Communication



Learning objectives

Educator will be able to:

- improve learners' participation and advocacy skills by working on environment advocacy initiative
- help learners understand their role as change makers and work constructively and collaboratively towards an issue of social relevance.

Notes for the Educator

- This exercise requires learners to engage as a group to develop a campaign related to environmental issues.
- This exercise, therefore, will be planned and announced by the educator well in advance in such a manner that it will coincide with some day of significance such as 'World Environment Day' or 'Earth Day'.
- The educator will also make necessary arrangements to help learners roll out the campaigns and the initiatives that they have planned in the school or in the neighbourhood.
- If the campaign generated are useful and effective, the educators will also request the school authorities to formally acknowledge and appreciate the contributions of the learners.

Process

1. To initiate this exercise, the educator will start with a discussion in class about the role of youth in bringing social change.
2. The educator will introduce the concept of 'youth advocacy' in class to take the discussion forward. The educator will particularly highlight the constructive role of youth in advocating for the issues related to the environment around the globe in recent times.
3. The educator may take up the case example of the initiative called #fridaysforfuture (FFF) initiated by Greta Thunberg (a school going learner from Sweden) which has now become a global movement. The educator will show related videos to the learners to illustrate the power of youth led advocacy initiatives.
4. After this discussion, the educator will ask the learners to divide themselves into groups comprising about 5-6 learners per group. The educator will ask each of these groups to brainstorm and come up with an environment related initiative that they would like to advocate for. Some suggested initiatives could be "Discouraging the single use plastic", "Promoting recycling", "Save Water", and "Reducing vehicular emissions".
5. The educator will ask each group to work together for a week and come up with a detailed campaign to support their selected initiative for environment advocacy. The educator will further tell that they will be able to roll-out their initiative in their school. They can even plan to take the initiative to the neighbourhood if it is successful in school.
6. The educator will specifically encourage learners to be creative and remind them to use their skills for communication, critical thinking and problem-solving to work on this project together. The educator will also encourage the learners to use media and social media effectively to further their campaign and gather support.
7. To help learners figure out the plan of action, the educator will share the following key components of building an advocacy campaign:

Creating a Campaign

Research your issue: It's important to know as much about your issue as possible in order to make the most persuasive argument. Be prepared to back up what you say with credible facts and figures

Develop your message: Focus on the core ideas that you want to get across. Make it relevant and accessible to those you reach.

Identify your audience and get to know them: Focus on a specific group of people and understand their attitudes and biases.

Get important people by your side: Get important people in the community (like politicians, lawyers, scientists, NGO representatives) as spokespersons and experts

Use media to spread your message: Develop a plan to reach out to media and be creative in getting their attention

Match your medium to message: Find a link between your message and the medium you get it across. For example, if your message is to reduce carbon emissions, organize bike trips.

Focus on the positive: It is important to educate the public about the severity of today's environmental issues because people are more receptive to with positive solutions.

Be creative: Youth led initiatives benefit from injecting fun into their activities, whether they use street theatre, arts activities, contests or cartoons in their approach." (p.g. 3)

Source: International Youth Foundation (<https://www.iyfnet.org/sites/default/files/library/FieldNotes12Environ.pdf>)

8. The educator will have to be available to help the learners throughout the process of developing their campaigns.
9. After a week, the educator will invite all the groups to come and present their campaign to the entire class. Other groups will share their feedback on these presentations.
10. The selected campaigns (or all the campaigns if they are good) will be rolled out as per the plan of action in the school with the help of school administration.
11. The successful campaigns will be rewarded and appreciated by the school administration in front of the larger college community.

Feedback from learners (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)

Post-Activity Reflections by Educators (regarding their experiences of the activity, key learnings and suggestions for enhancing the activity)





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