

Facilitation of Life Skills in Child Care Institutions in times of COVID-19 and Beyond

A Handbook for Staff and Volunteers



Developed by:

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I. Introduction

COVID-19 has deeply impacted the world we live in. For children residing in Child Care Institutions (CCIs), under the Juvenile Justice (Care and Protection of Children) Act, 2015, (JJ Act, 2015), it has led to further physical and psycho-social isolation, as visitors have been restricted and visits from family members (if any) are also difficult. The Supreme Court's directions in *In re Contagion of COVID 19 Virus in Children Protection Homes*,¹ directions to Child Welfare Committees (CWCs), Juvenile Justice Boards (JJBs), and Children's Courts would have also resulted in the release of many more children from CCIs.

For the children who remain in CCIs for different reasons, it is vital that they are safe, and also feel safe and cared for, especially during this time of COVID-19. Though their regular routine is likely to have been disrupted, it is important that staff; others working directly or indirectly with the children, and the children themselves, together to co-create a positive child-friendly environment within the CCI. Such an environment should be one that helps children gain a sense of normalcy despite the radical changes brought about by COVID-19 in their daily lives.

Life skills education is envisaged as a rehabilitative service that should be available in all CCIs.² The Juvenile Justice (Care and Protection of Children) Model Rules, 2016 (JJ Model Rules, 2016) mandates life skills education as an integral component of the Individual Care Plan (ICP) that is to be prepared for every child.³ A duty has been placed on the functionaries responsible for preparing this ICP to ensure that concerns related to the "self-care and life skill training for protection from all kinds of abuse, neglect and maltreatment" are identified and interventions planned in response to these concerns; and that progress reports and pre-release reports on this are also prepared.⁴ The Rehabilitation cum Placement Officer that is to be designated in every CCI has been tasked with the responsibility to organize workshops on life skills development,⁵ and to maintain a Rehabilitation Card in Form 14, to monitor the progress of the child in terms of 'Self Care and Life Skill Training for Protection from all kinds of abuse, neglect and maltreatment'.

¹ Suo Moto Writ Petition (Civil) No. 4 of 2020, available at https://main.sci.gov.in/supremecourt/2020/10820/10820_2020_0_4_21584_Order_03-Apr-2020.pdf

² Section 53(1)(v), JJ Act, 2015.

³ Rule 2(1)(ix)(h), JJ Model Rules, 2016.

⁴ See Form 7, JJ Model Rules, 2016.

⁵ Rule 65(3)(xii), JJ Model Rules, 2016.

The Management Committees that are to be established in every CCI for the management of the institution and monitoring the progress of every child have been vested with the responsibility to meet monthly and review the life skills development program.⁶ Similarly, the Inspection Committees are required to inspect the life skills training program.⁷ Fit Facilities may also provide life skills education.⁸

Life skills education has been recognised by UNICEF India as a means to “promote mental well-being and competence in young people as they face the realities of life.”⁹ COVID-19 is one such reality that is affecting children residing in CCIs across India in numerous ways. Staff working in CCIs and others supporting them in caring for children during the pandemic need to recognize the urgency and importance of “helping children develop an attitude of flexibility and resilience to be able to respond to rapid changes.”¹⁰

⁶ Rule 39(4)(ix), JJ Model Rules, 2016.

⁷ See Form 46, section D, JJ Model Rules, 2016.

⁸ Rule 27(11)(iv), JJ Model Rules, 2016.

⁹ UNICEF India, *Comprehensive Life Skills Framework - Rights based and life cycle approach to building skills for empowerment*, p. 7.

¹⁰ UNICEF India, *Comprehensive Life Skills Framework - Rights based and life cycle approach to building skills for empowerment*, p. 24.

II. About the Handbook

This Handbook aims to enable adults - staff and volunteers - working in CCIs to facilitate life-skills based activities with children, in the context of COVID-19. It contains a bank of 11 ice-breakers and fun activities and 24 life-skills based activities for children in two age groups, i.e. between 6 - 12 years and between 12 -18 years. It can be used to engage with the children and foster social and emotional support and learning during the lockdown period and thereafter. The activities incorporate verbal and non-verbal modes of communication, in recognition of the varied talents, skills, comfort levels, and capabilities of children.

Section 1 contains ice-breakers and fun activities that can be conducted at any time and can also be used after a life-skill activity. Section II contains life-skills based activities which are designed to promote reflection and enable children to think for themselves, hear different perspectives, and draw from the wisdom of their peers, while strengthening their interpersonal relationships.

The activities are designed to keep the children positively engaged with minimal use of materials. A set of core messages are provided at the end of each life-skills based activity to provide guidance to the facilitator in linking the activity to related life skills.

It is, however, assumed that facilitators using this handbook have already received a basic orientation to life skills education. The limitation of the Handbook is that the activities are not customized for children with disabilities.

The situation in each CCI is likely to differ, given the diversity of children residing there. Staff and facilitators are encouraged to further customize these activities based on the circumstances within the CCI, including the attention span, mood, interest level, and the varying needs of the children. It is important that facilitators make a concerted effort to actively promote a healthy and respectful space in the CCI that enables children to freely express their emotions and thoughts, and for them to engage meaningfully.

It is hoped that through these activities, staff and others working with children in these CCIs could contribute to normalizing their everyday experience.

III. Guidelines for Facilitation of Activities

1. **Create an enabling environment** where the children “feel physically, socially and emotionally safe”.¹¹
2. **Make an effort to remain calm and cheerful**, and to create a positive environment where all the children can feel comfortable seeking information and understanding what is expected of them and others.
3. **Demonstrate empathy and respect** for the children and their emotions by acknowledging fears and anxieties, and model emotional regulation and appropriate ways of expressing emotions.
4. **Make it a point to give positive feedback to children**, based on what emerges during the activities.
5. Consider concluding the session by inviting them to say aloud a few suggested affirmation statements together.
6. **Participation:**
 - **Participation of children should be voluntary.** Recognise the importance of ensuring that each and every child has an opportunity to speak and participate in an activity. However, do recognize that some children may choose to not share their thoughts and feelings or might want to participate in the activity in other ways. Encourage children to speak. Let them know that there is no compulsion to do so, as you respect their choices and feelings.
 - **Try not to exclude** any child unless it is in their best interest.
 - **Seek the views of the children about the activities they would like to engage in and involve them in the process of conducting the activities.** For eg., children could volunteer to clear the area, call out instructions, distribute activity sheets, etc. Ensure that all children are given an opportunity to help in the facilitation of the activities by rotation. Bear in mind their willingness to do this, as well as their abilities and disabilities, if any.
 - **Be open and accepting. Avoid judging children** based on their participation or non-participation in the activities or their behaviour during the activity. Should there be a situation where a child is being disruptive, respond in a manner that communicates to the child that you care for them but disapprove of the disruptive behaviour.
 - **To enable respectful listening** during reflective activities, consider adopting the guideline that only one person can speak at a time and ensure that every child gets an opportunity to speak. The children could decide on an action to indicate when one has finished speaking, for the next person to start and so on. For example, a child could indicate they have finished speaking by doing *namaste*, or giving one clap, or through

¹¹ UNICEF India, *Comprehensive Life Skills Framework, Rights based and life cycle approach to building skills for empowerment*, p.14.

any other gesture. The next person could then start speaking and do a similar gesture when they are done talking.

7. Logistics:

- **Divide the children into suitable groups, and** encourage them to come up with names for their respective groups.
- Consider **demarcating a time and space for the conduct of the activities** as it brings in a sense of purpose, a familiar routine, and an intention and focus to the activity.
- **Gather all the materials you may require to conduct the activity in advance.**
- **Keep the instructions handy and translate them in advance** in a language the children understand.
- Consider **seating the children in a circle or a semi-circle** while ensuring that there is a distance of 1 metre between the staff (if they are coming in daily from outside) and the children. This formation would enable everyone to see and hear one another and the facilitator to maintain better eye contact with all.

8. Support:

- Take into account the fact that there could be new children being admitted into the CCI during the course of the life skills education program. **Make an effort to welcome new children into the activity** to help them feel comfortable and participate meaningfully.
- **Children in the juvenile justice system, including those housed in CCIs, largely hail from extremely vulnerable backgrounds and are exceedingly likely to have undergone adverse childhood experiences (ACE) including recent traumatic experiences which led them into the system itself. Staff working in these settings also experience stress, given the nature of the work, the lack of adequate trained support staff, professionals etc. Take steps to engage with Trauma Informed Practice approaches and provide Trauma-informed services that place priority on the individual's safety, choice, and control¹² while conducting these activities, and strive to strengthen a culture of nonviolence, learning, and collaboration.¹³**
- **Extend support to the children** in the event that the activities trigger emotions or reactions that require addressing. Try to spend time with each child who may need additional support after the activity, to check in on how they are feeling and whether they need further psycho-social support.
- **Build linkages** with existing functionaries responsible for the care of children in the CCI, as well as mental health service providers within/outside the CCI to ensure that children and staff are provided the support they may need, wherever necessary.

¹² Harris, M. and R.D. Fallot, Using Trauma Theory to Design Service Systems 2001, San Francisco, CA: Jossey Bass.

¹³ Bloom, S.L. and S. Yanosy Sreedhar, The Sanctuary Model of trauma-informed organizational change. Reclaiming Children & Youth, 2008. 17(3): p. 48-53.

- **Life skills enhancement:** Encourage reflections and discussions on various life skills during or after the activities. Use the reflective questions provided after each activity as an opportunity to better understand what the children think, believe or know how to do, vis a vis a specific life skill that is being reinforced.
- **Conclude activities on a positive note:** Suggestions have been made for affirmations and/or short statements/quotations related to each activity. The facilitator could explain that affirmations are short positive statements about ourselves that are realistic and factual that we could say to ourselves, which remind us of all the good things in us and make us feel good about ourselves. Further, the facilitator could also encourage each child to think of affirmations/quotations that they could say to themselves to feel positive/inspired during various points in the day.

IV. Illustrative Application of Fundamental Principles while Conducting Interactive Sessions with Children Residing in CCIs in the Context of COVID-19.¹⁴

1. Safety:

- **Ensure procedures related to hygiene, cleanliness, segregation, and other matters relating to safety** are adhered to based on Government guidelines and the Supreme Court's directions dated 03.04.20 are adhered to.¹⁵
- **Do not record** any of the sessions conducted with the children in the CCIs through the use of any form of technology as this is a violation of the fundamental principles of right to privacy and confidentiality¹⁶ and of safety.¹⁷
- **Try to establish a routine for conducting sessions in the CCI with minimal disruptions**, so as to maintain a sense of security and wellbeing, while taking all measures to ensure the safety of the children and the staff.
- **Instruct the CCI staff member to confirm that all materials being used for the activities have been duly sanitized before use.**
- **Maintain brief reports of activities conducted and any concerns related to safety**, and report them to the Person in Charge of the CCI in a timely manner.
- **Be vigilant and work with the health staff/social workers/counselors to identify and support children and other CCI staff who exhibit signs of distress in the CCI.**

2. Dignity, equality & non-discrimination, non-stigmatizing semantics:

- **Treat children with respect, dignity, and equality**, irrespective of their COVID-19 status and/or their caste, tribe, religion, sex, sexual orientation, gender identity, disability, place of birth, etc.
- **Make every attempt to ensure equal participation of children with disabilities** in the interactions.
- **Ensure that all interactions with the children and staff of the CCI are such that care is taken to avoid stereotyping or blaming any group or community for the pandemic.**
- **Do not use language that could stigmatize children affected or infected with COVID-19** as 'COVID-19 children,' or other similar derogatory terms.
- **Do not discriminate or favour one child over another**, during or after the interactions.
- **Do not neglect the needs of children with disabilities, pregnant girls, or children with other vulnerabilities while planning for the activities.**

¹⁴ This note builds on the *Guideline 1: Illustrative Application of Fundamental Principles under the JJ Act, 2015 while responding to COVID-19*, included in the *Guidelines for Persons in Charge of CCIs in the Context of COVID-19*, prepared by Enfold dated 8th April 2020, and contains additional contribution from Shivangi Puri, Enfold.

¹⁵ *In re: Contagion of COVID 19 virus in Children Protection Homes*, Suo Moto Write Petition (Civil) No. 4 of 2020.

¹⁶ Section 3(xi), JJ Act, 2015.

¹⁷ Section 3(vi), JJ Act, 2015.

3. Best Interests and Right to be heard:

- **Encourage children to exercise agency, air their views and concerns and participate in decisions** concerning the planning and facilitation of the activities mentioned here and other activities in the CCI.
- **Make yourself emotionally available to children and build rapport and trust** during and after the activities mentioned here. All children, including those with disabilities, may need extra attention from you and may want to talk about their concerns, fears, and questions. It is important that they know that you are willing to genuinely listen to them.
- **Be open, calm, patient and approachable. Avoid being judgmental and dismissive of the views of children.**
- **Do not deny children an opportunity to express their views.**
- **Demonstrate ‘child friendliness’,¹⁸** i.e. attitudes, behaviours and practices, that are humane, sensitive to the child’s age and maturity, considerate about the child’s needs and rights, and in the best interest of the child.

4. Positive measures:

- **Explore children’s contact with other authorized service providers** through audio-visual means, to maintain connection with the outside world and continuity of psychosocial support and learning.
- **Proactively seek support from civil society and community members for donating material in kind** that could be used to support the audio-visual interactive sessions (such as laptops and dongles, crayons, art-craft materials, etc.).
- **Person in Charge may consider calling for an online or telephonic meeting with all NGOs/individuals who are permitted to work inside the CCI**, so as to identify and build on their strengths and enable better quality outcomes in the interest of children.
- **While facilitating sessions, avoid blaming any person or system for any lack of resources or connectivity.**

5. Privacy and confidentiality:

- **Maintain the children’s right to privacy and confidentiality** while communicating any information you may have gained about them, during your engagement with them and the CCI staff.
- **Do not share information about a child’s COVID-19 status or any child’s identity**, with anyone except other CCI staff, the CWC/JJB/Children’s Court, parent or guardian of the child, and medical professionals.

¹⁸ Juvenile Justice (Care and Protection of Children) Act, 2015, Section 2(15).

V. Unpacking Life Skills

There is increased recognition of the value of teaching life skills to children, to complement foundational skills like reading and mathematics. The World Health Organisation (WHO) defines life skills as “abilities for adaptive and positive behaviour, that enables individuals to deal effectively with the demands and challenges of everyday life.”¹⁹ UNICEF India defines life skills 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.”²⁰ UNICEF-India states that the framework is “primarily built on a strong Rights based and Empowerment approach, supporting children and adolescents in India to address vulnerabilities, lead informed lives, take decisions, and be responsible citizens.” They further emphasize that:

“Young people must be provided the opportunity to gain knowledge and develop relevant values, attitudes and skills that will enable them to participate fully in their society and to continue learning. Developing life skills amongst them is critical to addressing the Sustainable Development Goals.”²¹

The aim of this Handbook is to offer simple, practical application of various concepts included under life skills such that one can apply them in daily life. Certain patterns of thinking prevent us from expressing our feelings, qualities and abilities – keep us from saying or doing what we, deep inside, wish to say or do. In such instances we often experience sadness, low energy or anger, and may feel regret later on. The idea is to make it easier for each one of us to express our feelings, qualities (strengths), and skills in daily interactions with others in a manner that is respectful of each other’s rights; and encourage objective reflection on one’s attitudes and behaviour. Life skills can enable that experience.

¹⁹ World Health Organization. Division of Mental Health. (1994). Life skills education for children and adolescents in schools. Pt.3, Training workshops for the development and implementation of life skills programmes, 1st rev. available at <https://apps.who.int/iris/handle/10665/59117>

²⁰ UNICEF India, Comprehensive Life Skills Framework - Rights based and life cycle approach to building skills for empowerment, p. 7.

²¹ Ibid, p.3.

The World Health Organisation recognises the following 10 life skills and defines them in the following manner :²²

1. **Decision making** helps us to deal constructively with decisions about our lives. This can have consequences for health if young people actively make decisions about their actions in relation to health by assessing the different options, and what effects different decisions may have.
2. **Problem solving** enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.
3. **Creative thinking** contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.
4. **Critical thinking** is an ability to analyse information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognise and assess the factors that influence attitudes and behaviour, such as values, peer pressure, and the media.
5. **Effective communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.
6. **Interpersonal relationship** skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.
7. **Self-awareness** includes our recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognise when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.
8. **Empathy** is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves, which can improve social interactions, for example, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.
9. **Coping with emotions** involves recognising emotions in ourselves and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on our health if we do not react appropriately.
10. **Coping with stress** is about recognising the sources of stress in our lives, recognising how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

²² World Health Organization. Division of Mental Health. (1994). Life skills education for children and adolescents in schools. Pt. 1, Introduction to life skills for psychosocial competence. Pt. 2, Guidelines to facilitate the development and implementation of life skills programmes, 2nd rev. Available at <https://apps.who.int/iris/handle/10665/63552>

Section 1 : Ice-Breakers And Fun Activities

Icebreakers listed here in this Handbook, can be used as stand-alone activities or can be combined with the life skills based activities in Section II. Icebreakers help children warm up to each other and to the facilitator/s, enabling them to ease into the activity and feel more comfortable, relaxed and accepted as an equal participant in the group.

Facilitators need to be mindful of the following:

1. **Respect boundaries:** Instruct children to stand at least one arm's distance from each other at all times, to the extent possible.
2. **Respect one's body:** Encourage children and staff to exercise agency and choose to not play when they are injured or tired or do not feel like it.
3. **Maintain health and hygiene:** Wash hands before and after engaging in the activities.
4. **Be sensitive:** Be mindful of the different needs and capabilities of children, including children with disabilities and other vulnerabilities.
5. **Respect Fundamental Principles of Juvenile Justice** explained in V.

1.1 Laugh Along / हँसते हँसते

Suitable group size: Minimum 10 children - maximum 20 children.

Age group: Any age

Materials required : None

Time required: 15 minutes

Instructions:

1. Invite the children to stand in a circle.
2. Ask the children to clap hands once and say along '1', now pause.
3. Clap hands twice and say along '1, 2', now pause.
4. Clap hands thrice and say along '1, 2, 3', then pause.
5. Repeat instructions 2, 3, 4 for 3 times and then pause.
6. Clap three times saying '1, 2, 3', pause '1, 2, 3', pause '1, 2, 3' pause.
7. Repeat instruction 6 three times.
8. Clap three times and say 'Ho! Ho!'.
9. Repeat instruction 8 three times.
10. Clap three times and say 'Ho! Ho!, Ha! Ha!'.
11. Repeat instruction 10 three times.
12. Now ask any one child in the circle to turn to the left and pass a clap by clapping once.
This child will pass one clap by clapping once to another child on the left, and so on until all the children have passed the clap once to the child on the left.
13. Now ask another child in the group to pass two claps by clapping two times to the child on the right and so on until all the children have received and passed two claps.
14. Stop, take a break by breathing in and breathing out three times.
15. Instruct one child to keep their hands on the hips and laugh 'Ha!' once, the next child should laugh twice 'Ha! Ha!', and the next child thrice 'Ha! Ha! Ha!' and so on and so forth until the circle completes.
16. Reverse the order of the Circle and ask the children to do the same as step 15 but to say 'Ho! Ho!'.
17. Stop, take a break by breathing in and breathing out three times.
18. Ask the children to move their head gently up and down and say 'Ha! Ha!', 'Ho! Ho!' 'Hee! Hee!'.
19. To end the activity, ask children to stop and take deep breaths in and out three times.

1.2 Fill The Space

Suitable group size: Minimum 10 children - maximum 20 children.

Age group: 6 years +

Materials required: None

Time required: 20 minutes

Instructions:

1. Ask the children to walk around the room without touching each other.
2. Encourage them to walk around in a manner that they try and fill the empty spaces that keep opening up in the room.
3. Instruct them to keep walking and to leave no significant empty spaces in the room.
4. Once someone fills a space, they keep moving to another empty space.
5. As they walk, give the following instructions with suitable time intervals:
 - a. "Freeze."
 - b. "Shake out your whole body."
 - c. "Walk again."
 - d. "Extend your awareness to one other person in the room. Try to walk like them."
 - e. "Walk again in your own natural style."
 - f. "Stop."
6. Explain that from now, anyone in the room can freeze at any moment. However, as soon as someone sees another person freeze, they should freeze too. There should be no vocal cues given here.
7. Explain that once everyone has frozen, anyone can begin walking again, which should be the cue for the whole group to begin moving again. Continue trying to stop and start as a group about five times.
8. Now ask the children to continue walking in a manner that fits the following situations, pausing with a 5-6 seconds delay between each call:
 - a. "You are walking while doing some dance moves."
 - b. "You are 100 years old."
 - c. "You are five years old."
 - d. "You are 6 months old."
 - e. "You are carrying a bucket full of water on your head. Don't spill it."
 - f. "Ouch! You just developed a cramp in your right knee."
 - g. "Move like a rabbit, like a horse, like a hen, snake, bird, fish, tortoise, lion, dog."
 - h. "Move and make a sound - like a waterfall, like a gentle breeze, like a strong wind, like waves, like thunder, like rain, like a river, like a cloud."
 - i. "Now imagine you are a leaf, gliding down gently from a tree as it falls onto the ground, and sitting down quietly."
9. Get everyone back in the circle.

Source: A. Boal, *Games for actors and non-actors*, (2002) New York: Routledge, p.127

1.3 Jump In - Jump Out

Suitable group size: Minimum 5 children - maximum 20 children.

Age group: 6 years +

Materials required: None

Time required: 10- 15 minutes

Instructions:

1. Invite the children to form a circle facing into the centre.
2. Announce that you want the group to – “Say what I say, and do what I say.”
3. Practice this skill with one of four commands – “Jump in,” “Jump out,” “Jump left” or “Jump right” or “Heads” “shoulders” “knees” or “toes”. The children have to touch body parts they have been instructed to touch.
4. Call out a series of commands, one after another for about 20 seconds.
5. Announce that you now want the group to – “Say the opposite of what I say, but do what I say.”
6. Continue with a series of ‘jump’ commands or “head, shoulder, knees, and toes” on these lines, one after another for about 20 seconds, or until the circle breaks up too much.

Variations

7. **Do The Opposite:** Announce that you want the group to now “Say what I say, and do the opposite of what I say.” For example, if I say “jump left” the group should say “jump left” as they jump to the right.
8. You could also add extra commands, such as “jump twice” or “jump high” or “jump to the left/right” or “touch twice.”

Source : Mark Collard , “Jump in Jump out” <https://www.playmeo.com/activities/energizer-warm-up-games/jump-in-jump-out/>

1.4 Passing The Energy: Deepika, Salman, Ranbir

Suitable group size: Minimum 10 children - maximum 20 children.

Age group: 6 years +

Materials required: None

Time required: 20 minutes (approximately).

Instructions:

1. Invite children to stand in a circle.
2. Ask them to tell you names of 3 famous persons like local actors/actresses/singers/dancers/ sportspersons/movie characters, etc. Pick only the first name of the famous persons. For example : Deepika, Salman, Ranbir. This will help make the game culturally relevant and relatable.
3. Ask them to now repeat the names three or four times, all together in that order, instructing them to remember to say it in that order.
4. Now ask one child to start the game by saying the first name out loud (eg. “Deepika”) and to then pass on an imaginary ball that has plenty of positive energy to anyone else in the circle, by looking at that person, rubbing their palms together to create the positive energy ball then pointing both their folded palms in the direction of the person they are passing it to.
5. Now tell the person who has received the energy from the first person, to now say the next name, and pass the positive energy ball to another person in the circle, in the same way as fast as possible, (eg. by saying “Salman”, and rubbing the palms together and then pointing both folded palms to a third person.
6. That person then goes on to pass the energy on to yet another participant in a similar fashion, but now saying the third name - (eg. “Ranbir”).
7. Continue encouraging the children to keep passing the positive energy ball quickly to one another while saying the three names in the correct sequence.
8. Instruct the children that if someone makes a mistake by saying the wrong name, or is too slow in doing so, then that child should withdraw and sit down.
9. Encourage all players to use their whole body to send energy, to make eye contact, and to involve all the children.
10. Practice the game a few times before starting.
11. The game goes on till there is only 1 person left in the game.
12. Conclude by encouraging the children to feel the positive energy they have generated and shared in the room through the game.

Variation

13. To increase the level of difficulty and fun try the same with 4 or 5 names, or to then play the game with the same names, but now in a different order!

Source: Adapted from Michael Rohd, “Zip Zap Zop”, <https://dbp.theatredance.utexas.edu/node/29>

1.5 Finding The Common Thread

Suitable group size: Minimum 10 children - maximum 20 children.

Age group: 10 years +

Materials required: None

Time required: 20 minutes

Instructions:

1. Split the children into groups of 5 children each by asking them to count 1, 2, 3, 4 and 5.
2. Ask the children to discuss as a group to identify five things they have in common with each other, excluding physical features.
3. Ask the children to come back into the circle formation and then request one volunteer from each group to share what their group had in common.

Variation:

4. Invite the children to introduce themselves and share one thing they like. Request the children to remember the name of the previous child and the one thing that child said he/she/they liked. This continues until the last person remembers all the names and the things that others in the group said they liked. This can be done in reverse order in case there is time.
5. Invite the children to say “I like _____” statements about themselves, for e.g., “I like fruits” or “I like playing.” The facilitator could go first. Instruct everyone in the circle to jump inside the circle if they agree with the statement.

Source: Robert Cserti, “45 Icebreaker Games”, 1 May 2019

<https://www.sessionlab.com/blog/icebreaker-games/>

1.6 Dancing Statue

Suitable group size: Minimum 5 children - maximum 20 children.

Age group: 6 years +

Materials required: Mobile phone, music and speakers (optional). If music is not available you can also sing a song or ask a child to sing.

Time required: 10 minutes

Instructions:

1. Tell the children that this activity would require them to take turns to be leaders in each round respectively.
2. Children can stand in a circle, semi circle or spread out in the space where this activity is being conducted.
3. Let one child identify as a leader and the rest of the participants are invited to dance to the music, and when the music stops and they hear the instructor say “*statue*” they will all have to *freeze* and *strike* the same pose the leader has chosen. The leader can choose a suitable pose of choice and can also make it challenging for the group.
4. Instructor to demonstrate this activity, by being the leader for the first round.
5. Instructor to play suitable music on their phone and if available on speakers. Let the children dance and abruptly pause the music and say “*statue*”! Let the children look at their leader and imitate the pose. For e.g., the leader could strike a dance pose or as though you are playing cricket and hitting a sixer, etc.
6. Request children to volunteer to take turns to be leaders in subsequent rounds.
7. The facilitator can also specifically invite a child that may need a little attention to do so, and help the children change the leaders, after each round. Take care to avoid bringing attention to any child who may choose not to be in the spotlight as the leader.

Variation:

8. Children could be asked to make music themselves, taking turns - by clapping, stomping, snapping fingers, whistling, humming, or singing.

Source: Adapted from “Musical Statues” <https://youthgroupgames.com.au/games/musical-statues/>

1.7 Yamaha

Suitable group size: Minimum 10 children - maximum 20 children.

Age group: 6 years +

Materials required: None

Time required: 10 minutes

Instructions:

Invite the children to stand in a circle at a one metre distance.

1. Tell them to copy what you are doing and saying, as follows:
 - Say “Ya” and slap your thighs.
 - Say “Ma” and clap your hands.
 - Say “Ha” and snap your fingers.
2. Tell the children that they have to maintain this order of words and the corresponding action.
3. Do the actions and sounds with the children a couple of times till you are confident that they understand and remember the sequence.
4. Now tell them that they have to each take turns with one child first doing one action and sound, after which the next child then says the next word while doing the corresponding action, etc. The first child says “Ya” and slaps their thigh, the second child says “Ma” and claps and the third child says “Ha” and snaps their fingers. The fourth child then again starts with the saying “Ya” and slapping of the thigh, and so on.
5. The facilitator can reverse the direction of the flow by saying “Reverse!”.
6. End the game after a few rounds.

Source: Adapted from “Toyota”, <https://youthgroupgames.com.au/games/to-yo-ta/>

1.8 The Wind Blows For / हवा चली उनके लिए

Suitable group size: Minimum 10 children - maximum 20 children.

Age group: 6 years +

Materials required: None

Time required: 15 minutes

Instructions:

Invite the children to stand in a circle.

1. Ask one participant to say what they like by saying “The wind blows/*Hawa Chali Unke Liye*” for those who like watching cricket/watching movies/dancing/playing volleyball, etc.
2. Instruct the other children to switch places with someone else who also likes the same thing.
3. The child next in the circle says another statement about something they like and the process continues.
4. In case no other child likes the same thing, invite the child to think of something else they like and say that. In case, after two tries, no one else moves, then the next child in the circle says a statement about what they like and the game continues.

Source: Adapted from “Great Wind Blows,” <https://www.icebreakers.ws/medium-group/great-wind-blows.html>

1.9 Breathing and Relaxing

Suitable group size: Any number.

Age group: 6 years +

Materials required: Instrumental music (optional).

Time required: 10-20 minutes. (The time can be modified based on the age and energy levels of the children).

Instructions:

Invite the children to sit in a circle formation or any other formation that the space permits.

1. Give the following instructions to the children, using a calm soothing voice, speaking slowly. Try and play some soft meditation music (if available).
 - a. Relax your shoulders.
 - b. Place your hands on your lap.
 - c. Gently close your eyes. Breathe in and breathe out normally.
 - d. Now take deep breaths (15 times).
 - e. Breathe in and breathe out normally.
 - f. Keep your eyes closed.
 - g. Now feel your right foot. Become aware of any tightness or tension in it. Next, hold your breath, squeeze your foot, and release it. Now feel your toes on your right foot, hold your breath, squeeze it and release it.
 - h. Breathe in and breathe out deeply.
 - i. Now feel your left foot. Become aware of any tightness or tension in it. Next, hold your breath, squeeze it, and release it. Feel your toes on your left foot, hold your breath, squeeze it and release it.
 - j. Guide the children from step d, e and f, with different parts of the body - i.e., knees, thighs, hands, shoulders, neck, head, fore head, eyes, nose, ears, mouth, chest, stomach and abdomen.
 - k. Rub your palms together, and place them on your heart.
 - l. Continue keeping your eyes closed.
 - m. Now rub your palms together again, and place them on your shoulders for a gentle warm massage.
 - n. Now gently open your eyes, and look around the room, passing on a smile to the people you get to have eye contact with, if you feel comfortable.

NOTE: to watch out for children who may feel scared closing their eyes in a group/ who may feel more anxious with increased mindfulness about their body.

1.10 Walk The Walk In 50 Ways

Suitable group size: Minimum 5 children - maximum 20 children.

Age group: 10 +

Materials required: Two chairs, or two bags or two water bottles to mark the space between two points.

Time required: 1 hour

Instructions:

1. Place the two things at point 'a' and point 'b' approximately 5 feet apart on the floor.
2. Divide the children into 2 groups.
3. Ask the first group of children to walk from point 'a' to point 'b' one by one. Each child has to walk through the same two points but changing their style every time. The entire group has to walk through these two points 50 times in total. So in case the group has 10 children each child has to cross the two points 5 times, each time using a different way of walking.

1.11 Laddoo

Suitable group size: Minimum 6 children - maximum 20 children.

Age: 6 years +

Materials required: None

Time required: 10- 15 minutes

Instructions:

Invite the children to stand up and to form a circle.

1. Ask them to take turns saying a number starting with 1, 2, 3 and so on.
2. Tell the children that whenever they have to say the number five or a number which is a multiple of five that person needs to say 'Laddoo' instead of the number, and also clap their hands.
3. The next person then just continues to say the next number in the series.
4. Explain that the game will start from the beginning, every time someone faults. However, the child who did not say or do the correct action could continue to play the game in the next round, and the game continues till the time the group is able to count till 50 or 100, as appropriate. The idea is not to bring out a winner but to work together as a team and reach the goal, even if someone in the team makes a mistake.
5. To make the game more interesting and to increase the level of the game, pick another number like 6,7,8 or 9 for whose multiples the children have to say "Laddoo" and clap their hands.

Source: Adapted from "Seven up" <http://www.group-games.com/stationary-games/seven-up.htm>

Section 2 : Life Skills Based Activities

The life skills based activities entail reflective questions. It is important to build trust and rapport before the children are invited to reflect. Here are some examples of questions one can use to build rapport before initiating the activity and diving into reflective questions:

- If you could be someone else for a day, who would it be? What would you do?’
- Who is your favourite sports person/actor? What do you like/admire about them?
- If you had a special power, what would it be and why?
- How would your friend or a person who knows you describe you?
- Talk about what makes you feel happy?
- If you were granted three wishes, what would you wish for the world?

A. Self Awareness

2.1 Knowing Your Strengths

Suitable group size: Minimum 5 children - maximum 20 children.

Age group: 6 years +

Materials required:

- Sheet of paper to draw for each child.
- Crayons or sketchpens.
- If you don't have access to crayons or sketch pens you can ask the children to use chalk and draw on the floor. Yet another alternative is to conduct the activity outdoors in a place where mud, sticks and stones are available, (if such a place is available in the CCI) and to draw in the mud using sticks, stones or their hands. Get innovative!

Time required: 45 minutes (6-12 year olds) and 1 - 1½ hour (12-18 year olds).

Instructions:

1. Tell children that this activity involves thinking about themselves and what they're good at.
2. Ask them to work individually and to sit anywhere by themselves in the activity area.
3. Ask them to spend a few minutes to think about what they are good at, which others may not know about them. Explain that this could include things like being good with numbers, words, languages, drawing and decorating, playing a sport, dancing, doing yoga, cooking, etc. It could also include being good at engaging positively with people, at making friends, at taking care of plants or animals, or at taking care of one's body and oneself in general.
4. Ask them to draw/write these positive qualities about themselves.
5. Give adequate time for the children to reflect and finish drawing/writing.
6. Now ask the children to gather together again and sit in a circle or semicircle.

Reflective questions for 6-11 year olds

1. Please show your drawing or read out your list of things you are good at to the group, if you are comfortable and tell us a little about it - like how you learnt to do these things?
2. Is there something you would like to learn to do?
3. How are you feeling after doing the activity?

Reflective questions for 12-18 year olds

1. Ask children to come to the center one by one to read out what they have written or show what they have drawn. Alternatively, they can mime one thing that they are good at and the others have to guess.
2. What did you become aware of about yourself from this activity?
3. What differences or similarities did you notice between your own qualities and skills and those of your friends?

Additional questions if time is available

1. What would happen if all of us were good at only one thing - say singing, playing football or agriculture - and nothing else?
2. How did you feel when you heard other children sharing what they were good at? Share with the group if you are ready, otherwise it is okay to just notice how you felt. We may feel happy for them, or jealous of them, or even feel that we are not as good as some others in the group.
3. Share about a time when you learnt something new and how you did it.
4. Talk about what you could support others in learning, and what you would like to learn from others in the group.

Discuss with the children and bring out the following life skills:

Self awareness

We talked about the various strengths you have - the things you can do. Some of these things may look very simple and easy - like dancing or riding a bicycle. But doing each of these activities requires intelligence. A scientist called Howard Gardner, and others believe that we have various kinds of intelligences - for example, linguistic intelligence - being good with words, logical/mathematical intelligence - being good with numbers, spatial intelligence - good at arrangement of objects, bodily kinesthetic intelligence - good with dance, sports, musical intelligence - good with music and rhythm, interpersonal intelligence - good with making friends, good with people, intrapersonal intelligence - feeling good about myself, naturalistic intelligence - love for animals, plants, spiritual intelligence - thinking about existence, life and its purpose.

All intelligences are equally valuable. But there is a tendency to consider only mathematical, logical intelligence or linguistic intelligence as important and valuable, and label other intelligences as 'talents' or just behavioural traits. This results in many of us feeling that we are not intelligent or that we don't have strengths. This may result in us not feeling good about ourselves. Intelligence helps us do many things and make/ create different things, meeting our aspirations and goals. Becoming aware of our intelligences and capabilities builds our self esteem. Making friends, caring for people, plants or animals, and being at peace with ourselves means that we also have many qualities like kindness, empathy, integrity, truthfulness, honesty, thoughtfulness, mindfulness, etc. Being aware of our qualities also makes us feel good about ourselves.

All intelligences help us survive and lead a meaningful life. Since we live and survive as a group, no one person is required to have all intelligences extremely well developed. We can recognize our own strengths as well as the strengths of others, and work collaboratively with each other. This way things would probably get done well!

Interlinked life skills: This activity also makes us aware of the intelligences and qualities of other people. It therefore builds **Empathy** and **Interpersonal relationships** as our understanding of each other and respect for each other increases.

Core messages:

- We have many different intelligences and qualities.
- Some intelligences and qualities are better developed than others in each person.
- Different people do different things well.
- Each one of us has something to contribute.

Suggested affirmations:

:I am good at many things!”
“I can do many things!”
“I can create many things!”
“I am capable!”

2.2 रेल गाड़ी की सवारी / Train Journey: Recognising Your Internal Resources

Suitable group size: Minimum 10 children - maximum 20 children.

Age group: 12 years+

Materials required: Paper and pencils

Time required: 1 -1 ½ hours

Instructions:

1. Destination Unknown – 1

You can give them a pencil and paper if they wish to write down their list, and someone in the group is able to write. Ask the children to get into groups of 6 children. Each group has to imagine that they are going to an unknown destination for an unknown duration of time. They are preparing for this train journey right now. Ask each group to make a list of things/ resources that they would like to take with them.

Debriefing: Ask each group to share their list of resources.

Reflective question:

Why did you choose these resources?

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

2. Destination Unknown – 2

You can give them a pencil and paper if they wish to write down their list, and someone in the group is able to write. Let the children remain in their respective groups. Now, tell the children that the journey of their life is also unknown, the destination and the duration is uncertain. What are the internal qualities and skills that will help them in their life's journey and to live their life well? Ask each group to make two lists now, one listing the qualities and one listing the skills that will help them lead a happy or content or successful life. Qualities are characteristics of a person - like friendly, kind, courageous, selfless, self centered, focussed, impulsive, thoughtful, peaceful, active, aggressive, competitive, cooperative. Skills are considered to be the ability to do a task well - like cook, sing, paint, repair machines, decorate, grow plants.

Debriefing:

Ask each group to talk about/read out their list of qualities and skills.

As the qualities from all the lists are read out, ask each child to make a mental note of the qualities and skills that they already have in them. This is their personal qualities and skills list.

Reflective questions:

- Why did you choose these resources?
- What differences or similarities did you find among the lists of the groups who have taken the train journey?

- Which of these qualities and skills would help you go through difficult times?
- What have you picked up, or learnt, or become aware of, either in yourself or your friends (other participants) while participating in this activity?

Additional question:

- What differences did you observe between train journey 1 and train journey 2?

Discuss with the children and bring out the following life skills:

Self Awareness

Each one of us has some internal resources. These include a) physical resources such as our body, our health including our ability to breathe, digest food, move, sense things around us, etc.; b) mental resources - like our ideas, intelligences, intellectual skills, etc., and c) emotional resources such as determination, patience, friendliness, kindness, honesty, or calmness. Explain that these qualities are present in all of us. We can develop them by using them mindfully, more frequently and with conviction. If we wish to be kinder or more patient, then we need to be aware of our internal processes and deliberately choose to demonstrate behavior that is considerate, let go of impulses to ignore, be selfish or to be uncaring.

When we become aware of our strengths and our resources, we feel more confident about our ability to take care of ourselves and deal with life's unpredictable situations. It is also good to know about the strengths and resources of others - because we live and thrive in groups. We would know whom to reach out to if we need support in dealing with a problem.

Interlinked life skills: Coping with Stress (building resilience)

Core messages:

- Being aware of my internal resources builds my self confidence.
- Different people have different internal resources.
- Together, we are stronger.

Suggested affirmations:

“I have many strengths!”

“Each one of us is unique!”

“My group has many strengths!”

“Together we can do more!”

“I am unique!”

Source: Enfold Proactive Health Trust, *Manual - Facilitating Life skills with adolescents* (2019), p.7.

2.3 Tapping Into Strengths / मन की शक्ति

Suitable group size: Minimum 5 children - maximum 15 children.

Age group: 12 years +

Materials required: None

Time required: 1 -1½ hours

Instructions:

Read out the following story and then use reflective questions to answer so that the discussion can be facilitated. You can use either of the stories depending on what the children would relate to.

Rani's story

Rani's mother left her when she was 11 years old. Her father left for another city to work and she was left alone with her paternal aunt. Her aunt was out most of the time as she was busy making ends meet. Rani used to cook and clean the house on her own without any other help. Her aunt used to get really angry and hit her when she found a mess when she got home at night. Sometimes Rani had to do the shopping for the entire house by herself and also look after her aunt's children. When Rani got stuck with work or had a problem she had to figure it out herself.

Dhruv's story

Dhruv's mother left him when he was 11 years old. His father left for another city to work and he was left alone with his paternal aunt. His aunt was out most of the time as she was busy making ends meet. Dhruv used to cook and clean the house on his own without any other help. His aunt used to get really angry when she found a mess when she got home at night. Sometimes Dhruv even had to do the shopping for the entire house by himself and also look after his aunt's children. When Dhruv got stuck with work or had a problem he had to figure it out himself.

Reflective questions

1. What are the feelings that Dhruv/Rani might have felt when he/she had to do things by himself /herself?
2. Suggest a strength or positive trait/ quality Rani/ Dhruv may have developed because of this situation?
3. What strength have you developed in your life because of a difficult situation?

Discuss with the children and bring out the following life skills:

Self awareness (agency, self efficacy), Managing Stress (building resilience), Problem

Solving: Each one of us has some capabilities. We have some strengths. We can think and find a way out of difficulties. Each one of us has solved many problems that came our way. We have survived many different stresses that have come our way. Each one of us is strong.

We may experience stress when a demand is made on us, and we feel that we can't meet it. We feel that we may fail to meet the demand. Stress is not always a bad thing. Positive stress helps us

to focus, create, learn, meet deadlines, etc. However, if the demands are too many and our resources (time, money, skills, people etc) are limited, we begin to experience distress - too much stress. A way to manage such distress would be to either reduce the demands or increase our internal and external resources. Internal resources are our strengths - our skills, our qualities, our health. External resources - like strong relationships, trustworthy people in our life also helps us deal with our stress. We can share our problems with them and seek their support.

We also feel stressed if there is a threat to our survival. Chemicals are released in our body that enable us to fight or take flight or freeze, to survive. Our heart beats faster, we breathe faster, more blood flows to our brain and muscles we can think rapidly, memory improves and muscles can work better. In fight or flight we take action to save ourselves. In freeze mode we try to 'play dead' and hope the danger will pass. Sometimes we go into this frozen, inaction mode and that is okay too. We are social animals. We are designed to survive in groups - and not alone as individuals. We are able to face threats to our survival, and manage our stress better if we pool our resources.

Interlinked life skills: Interpersonal Relationships

Core messages:

- Each person has many different strengths.
- Our strengths help us survive and face stress.
- Too many demands and too few resources can produce stress in us.
- Seeking support from people, pooling our resources can help us deal with stress.

Suggested affirmations:

"I have the strength and courage to solve problems"

"Every opportunity has a difficulty, and every difficulty has an opportunity."

"I am able to look at challenges as opportunities to use my skills and qualities"

"I have what it takes to emerge out of a difficult situation!"

"I can meet life's challenges"

'I can make a difference!'

Source: Adapted from Carolyn Boyes-Watson and Kay Pranis, *Heart of Hope: A Guide for Using Peacemaking Circles to Develop Emotional Literacy, Promote Healing & Build Healthy Relationships*, Living Justice Press (2010), Resilience Circle.

B. Coping with Emotions

2.4 Feelings Theater

Size of the group: Minimum 5 children - maximum 20 children.

Age: 6 years +

Materials required: None

Time required: 30 minutes (6-12 year olds), and 1 - 1½ hour (12-18 year olds).

Instructions:

1. Ask children to stand comfortably with one arm distance in a circle
2. Tell the children that you will read out certain statements and that they should first think about how they would feel in that situation, and then act them out:
 - a. How do you feel when you eat your favourite food?
 - b. How do you feel when you have had a fight with your friend?
 - c. Show your facial expression when your brother/sister/friend is troubling you.
 - d. How do you feel when someone shouts at you for making a mistake?
 - e. How do you feel in the presence of someone you are scared of?
 - f. Act how you would feel if you had no worries.
3. When the facilitator says pause, they all pause. When the facilitator says 'go' they repeat what they were doing. When the facilitator says 'change' the children have to change their posture, gesture and facial expression to show a different feeling. After a few rounds children go back to their original positions.

Reflective questions for 6-11 year olds

1. What are some of the feelings you noticed?
2. Do the feelings stay with you all the time or do they keep changing?
3. What makes you feel happy?

Reflective questions for 12-18 year olds

1. How did you feel about the activity? What according to you was this activity about?
2. Call out names of different feelings one by one. Do not repeat a feeling. How many feeling words can the group come up with? (Facilitator can prompt the children by suggesting some feeling words)
3. We feel our emotions in our body. Our stomach may hurt if we feel scared, our head may hurt if we feel stress, and so on. Please share how and where you felt any of the emotions you identified, in your body.
4. What can you do or say to yourself when you experience an emotion that makes you feel uncomfortable?

Discuss with the children and bring out the following life skills:

Managing Emotions, Empathy

We human beings have feelings and thoughts. Our thoughts can change our feelings and our feelings can change our thoughts. Both play a role in how we experience what is happening around us and within ourselves. For example, if we are feeling very sad, we may not pay attention to what is being discussed by others in a group or join in a game. We may just want to be left alone. After becoming aware of our thoughts and feelings, we can begin to understand our own self and our behaviour better. Similarly, it would help us understand the behaviour of others better.

We have many different feelings every day. Feelings are like our friends. They tell us what is happening around us (we may feel scared if we see a snake) as well as what is happening inside our body (like feeling hungry). But we also think about things. Our thoughts can also affect our feelings. Sometimes, if we are feeling very sad or afraid or angry, we can do activities that help us feel better (like play with a friend, listen to music, draw, walk around, or think about the situation in a different way) and to come out of that emotion. Talking about and discussing our feelings with people who care for us can also help us manage our feelings. We can offer to listen to a friend or a person we care for, talk about how they are feeling, what they are going through. What we think and how we feel matters! We like being listened to and being understood!

Interlinked life skills: Self Awareness, Interpersonal Relationships, Managing Stress

Core messages:

- We have many different feelings.
- We can change our feelings by changing what we are doing. Thoughts also affect our feelings.
- Sharing our feelings with people who care for us can help us manage our feelings.
- We can support each other in managing our feelings

Suggested affirmations:

“Emotions are my friends and it's okay to feel them!”

“All emotions are fine!”

“It’s okay to have uncomfortable feelings!”

“Feelings come and go!”

“I can reason with my emotions!”

“What I think and feel matters!”

2.5 Building Vocabulary of Emotions

Suitable group size: Minimum 5 children, maximum 15 children.

Materials required:

- Music, phone and speaker.
- If you don't have a speaker you can use a bowl or glass in which you put your mobile phone. This may increase the volume.
- Emotion cards See Annexure 1. Make sure it is in the language/s that the children understand. See Annexure 1 for Emotion words to write or draw on cards. You could also print them out for use.

Age group: 12 years +

Time required: 1 -1½ hours

Instructions:

1. Lay out the emotion cards in the centre and get ready for the first round.
2. Invite children to sit in a circle.

Round 1 : Instructor to do the following

1. Play music No. 1 (Peppy/rock music)
<https://www.youtube.com/watch?v=t5Q5FFWRxCE> (play for 1 min and 50 seconds only)
2. Ask the children to hear the music carefully. Tell them to get in touch with how they are feeling and recognise how they are feeling. Ask them to stand up and walk around the emotions cards. If the children can't read or don't understand the word spend some time helping them understand the meanings of the words. Ask the children to come back and be seated in their spot.
3. Invite each child to share :
 - a. Which card did you pick up? What do you understand about that emotion?

Round 2 : Instructor to do the following

1. Play music No. 2 (Marching/ music)
<https://youtu.be/D9Aa1dvNMiw>
2. Ask the children to hear the music carefully. Tell them to get in touch with how they are feeling and recognise how they are feeling. Ask them to stand up and walk around the emotions cards. If the children can't read or don't understand the word spend some time helping them understand the meanings of the words. Ask the children to come back and be seated in their spot.
3. Invite each child to share:
 - a. Which card did you pick up? What do you understand about that emotion?

Round 3 : Instructor to do the following

1. Play music No. 3 (Meditative/nature/calm music)
<https://www.youtube.com/watch?v=UOxWM7gfSC88c>
2. Ask the children to hear the music carefully. Tell them to get in touch with how they are feeling and recognise how they are feeling. Ask them to stand up and walk around the emotions cards. If the children can't read or don't understand the word spend some time helping them understand the meanings of the words. Ask the children to come back and be seated in their spot.
3. Invite each child to share :
 - a. Which card did you pick up? What do you understand about that emotion?

Reflective question

1. What are you taking away from this activity ?

Discuss with the children and bring out the following life skills:

Managing Emotions

We experience many emotions. Naming our emotions helps us identify the emotion. We can then talk about it with others, if we feel the need to do so. At times we reject our emotions. We may feel that it's not OK to feel such emotions. We may feel that we have to look and feel happy all the time. That's not true. We are human beings. We feel - and we think. When things happen in our life we automatically experience feelings and sometimes strong emotions. Accepting our feelings, expressing our feelings and talking about them with people who care for us, are some ways to manage our feelings. If we find that some of our emotions are persistent and coming in the way of us being 'our normal self' we can take support from people we trust.

Interlinked life skills: Self awareness

Core messages:

- Events in our life can evoke strong emotions.
- Accepting, expressing and discussing our feelings can help us manage our emotions.
- We can take support from people we trust, to manage our emotions.

Suggested affirmations:

"I listen with care to my body's messages!"

"I can express how I feel!"

"It is OK to ask for support!"

Source: Inspired by Dr. Jenny Brockis, "How does music make you feel",
<https://www.drjennybrockis.com/2016/3/14/how-does-music-make-you-feel/>

C. Empathy

2.6 Mirror Mirror

Suitable group size: Minimum 6 children - maximum 20 children.

Age group: 6 years +

Materials required : None

Time required: 45 minutes (6-12 year olds); 1 - 1 ½ hour (12-18 year olds).

Instructions:

1. Invite the children to stand height wise in ascending order (small to big), make sure there is at least one arm distance between two children.
2. Ask children to count from 1, 2, 3 until the last child.
3. Now form two lines, children with odd numbers 1,3,5,7... stand in a line as Line 1 and children with even numbers 2, 4, 6, 8,... stand in Line 2. Children in Line 1 and Line 2 must face each other.
4. Children in Line 1 and Line 2 to keep one arms distance.
5. Children in Line 1 will partner with children in Line 2.
6. In round 1, all children in Line 2 have to imagine they are a mirror and the person opposite to them in Line 1 is standing in front of the mirror.
7. Children in Line 1 should make as many expressions on the face, body postures, and children in Line 2 have to do exactly the same.
8. In round 2, they can switch, i.e., children in Line 1 will act as the mirror and children in Line 2 can make various expressions and actions.
9. Invite the children to sit in the circle and discuss the following questions.

Reflective questions for 6-11 year olds

1. How did you feel standing in front of the mirror? How did you feel when you had to act as the mirror?
2. Did you like being the mirror, or the person in front of the mirror better?
3. Can you make out when another child is feeling happy or sad or angry or upset? What do you do then?
4. Ask children to come up one by one and make a happy movement/ sound - every one else will mimic the child.

Reflective questions for 12-18 year olds

1. How did you feel standing in front of the mirror?
2. How did you feel when you had to act as the mirror?
3. When another child in the CCI is feeling happy or sad or angry or upset in a situation, how does it make you feel? What do you do then?
4. Talk about how you can cheer up yourself or a friend.

Discuss with the children and bring out the following life skills:

Empathy, Managing Emotions

We can often understand and feel what another person may be going through by paying attention to their expressions and posture. All of us have this important ability. It allows us to join others in their happiness and support them when they are feeling low, sad or scared. It builds relationships - like strong friendships. We feel close to people who can understand how we are feeling, and support us in managing our emotions.

Interlinked life skill: Interpersonal Relationships

Core messages:

- We can make the effort to understand each other's emotions.
- We can support each other in managing our emotions.

Suggested affirmations:

"I can support people in feeling better!"

"I can ask people for support when I am feeling low!"

"I pick up on mood changes in myself and others!"

Source: Adapted from "Empathy Exercise", 8 April 2011, Sciencechoreography,
<https://www.youtube.com/watch?v=w13LC6DLMn8>

2.7 What Does Happiness Look Like?

Suitable group size: Minimum 5 children - maximum 20 children.

Age group: 6 years +

Materials required:

- Sheets of paper to draw for each child.
- Crayons or sketchpens.
- If you don't have access to crayons or sketch pens you can ask the children to use chalk and draw on the floor. Yet another alternative is to conduct the activity outdoors in a place where mud, sticks and stones are available, (if such a place is available in the CCI) and to draw in the mud using sticks, stones or their hands. Get innovative!

Time required: 45 minutes (6-12 year olds); 1 - 1 ½ hour (12-18 year olds).

Instructions: Distribute a sheet of paper and ask children to draw what happiness looks like for them. Ask the children to pick a colour that they think represents happiness for them. They could draw a symbol or object of what happiness is for them as well.

Reflective questions for 6 - 11 year olds:

1. Invite the children to share what they have drawn and what it means to them.
2. Share a time when something made you happy but caused harm or difficulty to another person.
3. What makes you instantly happy? Or, sing a song that makes you feel happy.?

Reflective questions for 12-18 year olds:

1. Invite the children to share what they have drawn and what it means to them.
2. Ask children to share an incident/ story from their life when they felt happy.
3. Share a time when something made you happy but caused harm or difficulty to another person.
4. What have you learnt from this activity?

Discuss with the children and bring out the following life skills:

Managing Emotions, Empathy

We feel many emotions but happiness is one emotion that we 'crave' - that is, want a lot of! Being happy makes us healthier too. It is a good idea to think of and be aware of all the things that make us feel happy. For different people it is different - it could be playing, cooking, drawing, caring for plants, talking with people etc. Sometimes we may do something that brings us happiness but causes harm to another person - like, make jokes about the way a person talks, hide something that the person needs Since we know that there are many things that make us feel happy, we can think of how we could have made ourselves feel happy without hurting the other person - because each person has a right to be healthy and happy.

Core messages:

- There are many ways of being happy.
- Different things make different people happy.
- We can find ways to be happy that do not hurt another person.

Suggested affirmations:

“Happiness is contagious! I can spread happiness to others and absorb happiness from others!”

"I can be happy without hurting others!"

“I am in the process of positive change!”

“I can think of happy things anytime I wish!”

2.8 The Butterfly Circus

Size of the group: Minimum 5 children - maximum 20 children.

Age group: 10 years + Children below the age of 10 years can be shown the movie but would need explanation of the dialogues though no reflection would be needed).

Materials required: Laptop, Internet connection.

Time required: 1 hour.

Instructions:

1. Please show the children the following movie -
<https://www.youtube.com/watch?v=p98KAEif3bI> - You could download this video before the session and watch it before you do the session.

The movie is about a person with a disability who joins a new circus group and discovers his inner strengths, talents and purpose. **Although it is in English, it has not interfered with or hindered children's appreciation of the movie in the CCIs in which it was shown.**

2. *Tell children the story of this movie if you are not able to show it to them.*

Reflective questions:

1. What feelings and thoughts came up for you when you saw this?
2. Did you relate to any particular character? If yes, why and how?
3. Did something take you by surprise/or amuse you?
4. What have you learnt from the movie?

Discuss with the children and bring out the following life skills:

Empathy, Self awareness

Each person has inner strengths and qualities that make us who we are. We are more than just what we appear to be, but much of it is not always visible to others. We sometimes only focus on the outside - the way a person looks, the way their body is, how rich or poor they look, what caste or religion they belong to etc. When we do that, we could miss what is on the inside - their strengths, qualities and skills. We may not even talk to those that we judge as less worthy of our company - we may also tease and hurt them. When we do this, we miss out on getting to know them and learning from their unique life experiences. Similarly, if our own body appears weak or different in some aspects, we may feel ashamed or sad about ourselves. We forget to acknowledge our inner strengths - our intelligences, qualities, values, skills and experiences. We do not choose or make the body we are born with. Nature made our body. We can respect our body. We can take pride in looking after our body and keeping it healthy. How we use our body, what we do and say and create is important.

Interlinked life skills: Self awareness (body image)

Core messages:

- Our bodies are made by nature.
- We can respect our body, and others' bodies the way they are.
- How we use our body - what we say and do - is in our hands.

Suggested affirmations:

‘I respect my body!’

“I respect others!”

D. Interpersonal Skills

2.9 Trust Walk

Size of the group: Minimum 5 children - maximum 15 children.

Age group: 12 years +

Materials required: None

- Blindfolds or *dupatta* to cover one child's eyes.
- Any props that you can set up as minor obstacles, such as chairs or benches.
- An open space setting with some obstacles (but nothing that has sharp edges, or is breakable, that could harm a child who bumps into it) is ideal.

Time required: 1 hour - 1 hour 30 minutes

Instructions:

- Divide the children into pairs by counting 1 and 2.
- All the 1's wears the blind fold. The 2's - the leader steers their partner around obstacles using verbal instructions.
- Ask the children to reverse roles, the 2's now wear the blindfold and the other child leads their partner.

Reflective questions:

1. Share how you felt as the person who was blindfolded.
2. Share how you felt once you were giving directions to the other person.
3. What did you learn about trusting yourself or others from this activity?
4. What can make it difficult for people to trust others?
5. Think about a person you trust, what are the things about them that make you trust them?

Discuss with the children and bring out the following life skills:

Relationships, Effective communication

Human beings live and survive in groups. We like to make friends and maintain relationships. Trust becomes important in keeping people together. To be trustworthy means to be dependable. It shows in the way we behave - what we say and do. Trust is a two-way process. If we trust someone and that person keeps our trust, our relationship becomes stronger. These are the people we can rely on to help us in our hour of need - when we are under stress. We feel secure when we know people we can trust.

If we trust someone, but that person repeatedly breaks our trust, we eventually stop trusting that person. We stop sharing our feelings with them and stop asking them for help. We don't feel like going out of way to help them either! Our relationship weakens and may break altogether. Sometimes these persons could have been close to us. It is okay to be distant and take care of oneself.

Interlinked life skills: Interpersonal Relationships, Self awareness, Managing Stress

Core messages:

- Trust makes our relationships strong.
- Trust is a two way process. Both parties need to make the effort to remain trustworthy.
- We depend on trustworthy people to help us, and they rely on us to support them.

Suggested affirmations /quotations:

“While learning to trust other people we learn to trust ourselves. Trust is mutual.”

“Our behaviour makes us trustworthy!”

Source: Adapted from “Trust walk team building activity”, <https://www.icebreakers.ws/small-group/trust-walk-teambuilding-activity.html>

2.10 Friendship

Size of the group: Upto 15 children

Age group: 6 years +

Materials required:

- Sheet of paper to draw for each child.
- Crayons or sketchpens.
- If you don't have access to crayons or sketch pens you can ask the children to use chalk and draw on the floor. Yet another alternative is to conduct the activity outdoors in a place where mud, sticks and stones are available, (if such a place is available in the CCI), and to draw in the mud using sticks, stones or their hands. Get innovative!

Time required: 40 minutes (6-11 year olds); 1 hour -1 hour 30 minutes (12-18 years olds).

Instructions:

1. Invite students to use the drawing materials- crayons and paper to create an image that represents "friendship" to them. Allow 10-15 minutes for drawing.

Reflective questions for 6-11 year olds

1. Invite each child to share their drawing and tell everyone what it means to them.
2. How do you greet a friend ?
3. What do you do when you are being a "good friend" to someone?

Reflective questions for 12-18 year olds

1. I invite each to share your drawing and tell us what it means to you.
2. What do you do when you are being a "good friend" to someone?
3. How do you feel, what would you do if a friend broke your trust - betrayed you?
4. How would you feel if you betrayed a close friend? What do you think would happen to the relationship? How do you think your friend would feel?
5. Having heard everyone, what according to you is the role of friends in our lives?

Discuss with the children and bring out the following life skills:

Relationships, Empathy

Friends are generally an important part of our lives. From early childhood we have friends we play with. Friends help us learn many things from an early age. We observe what our friends do, we discuss our ideas with them. We play and have fun with them. We tell them about our feelings, we ask them for advice on things that are bothering us, and sometimes we argue and fight with them! Friends care for, trust and respect each other. We can choose friends who support us in being our best self - friends that help us develop our skills, qualities and stay true to our values. We can support our friends to be their best selves. We can choose to end friendships with people who hurt and harm us and do not respect us.

We have lived and survived in groups since ancient times. This group of people goes beyond our immediate family. We get to know other people as we grow from a baby to a young child to an adult. We meet people - first in the company of our caregivers - like our parents and family members, and then, as we grow older, by ourselves. Looking at people, greeting people, saying namaste, hello, hey, etc., smiling at them, or giving a little nod are all ways of letting the other person know that we see them, that we acknowledge their presence. Communicating like this is the first step in building a relationship. If we get a similar response back from them, and if we want to get to know the person better, we then proceed to talk with them. If we ignore a person, not look at them, pretend as if they don't exist, then it becomes difficult for them to reach out to us. If we are lost in our own thoughts, and don't look or greet or talk with people then it becomes difficult for them to build a relationship with us. Spending time with people, getting to know them, doing activities together builds relationships - like a friendship.

Interlinked life skills: Interpersonal Relationships, Self awareness, Managing Stress

Core messages:

- Friends can play an important role in our lives.
- True/ good friends understand and respond to each other's needs and feelings. They also help each other grow into their best selves.
- We can choose to end friendships with people who hurt and harm us and do not respect us.

Suggested affirmations/ quotations:

“I can reach out to others to try and make friends, and can try to be a good friend to someone!”

“Good friends help you to find important things when you have lost them... your smile, your hope, and your courage!”- Doe Zantamata

Source: Adapted from Carolyn Boyes-Watson and Kay Pranis, *Circle forward: building a restorative school community* (2015) St. Paul, MN: Living Justice Press, p.97.

2.11 Respect

Suitable group size: Minimum 10 children - maximum 20 children.

Age group: 6 years +

Materials required: Any object.

Time required: 45 minutes (6-12 year olds); 1 hour -1 hour 30 minutes (12-18 years olds).

Instructions:

Get all children to stand. Give them an object to pass around the first time. The second time, make them pass the same object with an expression of respect/ more respectfully. The game can be made lively with music in the background or the children can be invited to sing a song. The facilitator may view this link to understand how to facilitate this activity

https://www.youtube.com/watch?v=rmMvAt_V_PA Ask children to sit in a circle after the activity.

Reflective questions for 6-11 year olds:

1. How different did you feel the second time when the object was passed around?
2. What are some of the ways in which we can respect others?

Reflective questions for 12-18 year olds:

1. How different did you feel the second time when the object was passed around?
2. Talk about a time/event when you felt respected and what you felt? You could share in pairs.
3. Talk about a time when you felt disrespected and what you felt. You could share in pairs.
4. What have you understood about respect and its importance?

Discuss with the children and bring out the following life skills:

Interpersonal Relationships

To respect someone or something is to consider them worthy. We take extra care when we are interacting with them. We show respect in the way we greet them, talk with them and behave with them. Similarly for things -we take extra care of things we respect - like a religious book or an idol. We respect people for their skills, capabilities, qualities, positive behaviour, experiences and learnings they have had, and their wisdom. Each person has some skills, capabilities, qualities, experiences that we can respect. It is the right of every person to be treated with dignity. We feel good when we are treated with respect. Others too feel good when we treat them with respect.

Interlinked life skills: Communication

Core messages:

- Every person - child or adult - has a right to be treated with dignity.
- We feel good when we are treated with respect.

Suggested affirmations/quotations:

“I am worthy of respect, and so is everyone else!”

“Respect is a two-way street, if you want to get it, you’ve got to give it!”

2.12 All That We Share - Us And Them

Suitable group size: Minimum 10 children - maximum 20 children.

Age group: 6 years +

Materials required: None

Time required: 45 minutes (6-12 year olds); 1 hour - 1 hour 30 minutes (12-18 years olds)

Instructions:

1. Invite all children to stand in a circle.
2. Instructor reads the content below:
 - a. It's easy to give labels to people such as you are tall, short, dark, fair, fat, thin, ugly, beautiful, dumb, smart, intelligent, fast, slow.
There are those with whom we share something with, there are those with whom we do not share anything with.
3. Instructor now reads out the following statements and invites children to come into the center of the circle if the statement is true for them. Tell the children that if they feel safe then can come to the center and stand for a few seconds. Tell them that they can come into the center any number of times they wish to. After each statement, wait for children to come in. After a few seconds ask the children who had stepped in, to go back to their spot. Move on to the next statement. If no child steps in, move on to the next statement.
 - a. Those of us who like to crack jokes. Ask children to stay there for a few seconds in the center and go back to their spots.
 - b. Those of us who do not feel like waking up early in the morning.
 - c. Those of us who miss playing.
 - d. Those of us who like to learn new things.
 - e. Those of us who like to play in the rain.
 - f. Those of us who feel angry.
 - g. Those of us who have been teased.
 - h. Those of us who have teased others.
 - i. Those of us who want to go to school.
 - j. Those of us planning to make friends.
 - k. Those of us who do not know what is happening in the world outside.
 - l. Those of us who feel like crying.
 - m. Those of us who love ice cream.
 - n. Those of us who want to become a movie star/ singer/ dancer/ artist.
 - o. Those of us who want to be happy.
 - p. Those of us who can speak more than one language.
 - q. Those of us who feel shy to talk with people.
 - r. Those of us who like talking with people.
 - s. Those of us who like to cheer up others.
 - t. Those of us who like to build things.
 - u. Those of us who love to dance.
 - v. Those of us who love to dress up.

- w. Those of us who like to cook.
- x. Now can all of us come to the center.
- 4. Children could also be asked to come up with statements.

Reflective questions for 6-11 year olds

1. How did you feel while doing activity?
2. Share the statements that were similar between you and some other people in this group?
3. How are we different or similar from other people we might meet in the world?

Reflective questions for 12-18 year olds

1. How did you feel while doing activity?
2. What did you notice about similarities and differences among your peers and friends?
3. How are we different or similar from other people we might meet in the world?

Additional reflective questions

1. How did you feel when you were standing outside?
2. Were there times when you wanted to come into the center but did not? What held you back?
3. How do you behave with people who are very different from you?
4. Have you been teased for being different? Share if you feel comfortable.
5. Have you been appreciated for being different?

Discuss with the children and bring out the following life skills:

Interpersonal Relationships

Each one of us is unique - we have different likes, dislikes, intelligences, qualities and experiences. Though we share many experiences, likes, dislikes, intelligences, skills and qualities with others, these are not exactly the same. We are similar, yet different. It helps us to see all that is similar between us and all that we share in spite of our differences. Keeping this in mind helps us to establish healthy, respectful relationships with others who may or may not feel the same way as us. Our differences need not divide us, we need not tease or taunt others for being different. Our differences make us strong. A group has many more skills and qualities, experiences and learnings (link with earlier activity on self awareness - strengths and resources) than a single person or people living in similar situations would have. Its like colours -what if everything was of the same colour? Diversity - our differences - make life richer, and the group stronger.

Interlinked life skills: Self awareness

Core messages:

- Each one of us is different and unique.
- Our different strengths make the group stronger.
- We can respect and celebrate diversity - our differences.

Suggested affirmations/ quotations:

“I am unique, and so is everyone else!” affirmation by Louise Hay

“A lot of different flowers make a bouquet!”- Seerat Iqbal

“All human beings share something very basic - humanity and so much more!”

Source: Adapted from “All that we Share - TV 2 Denmark”, 27 January 2017,
<https://www.youtube.com/watch?v=jD8tjhVO1Tc>

E. Effective Communication

2.13 Emotional Charades

Suitable group size: Minimum 5 children - maximum 20 children.

Age group: 12 years +

Materials required:

- Emotion cards - The facilitator could write out emotions words on chits of paper for children to pick from. See Annexure 1 for Emotion words to write or draw on chits. You could also print them out for use.

Time required: 1 - 1 ½ hour

Instructions:

1. Ask two children to volunteer from the group to leave the room. Separate instructions are given to the children who volunteer and to the group, to prepare for the final scene.
2. While the volunteers are outside, each individual in the group has to choose one emotion card and must express this emotion only through nonverbal expression (acting). Explain emotion words to the children if they don't understand them. You can use pictures which are in Annexure 1 for this purpose. Remind them of the different aspects of nonverbal communication - eye contact, the tone of voice, facial expression, gestures, personal distance, body language and posture.
3. Meanwhile, the volunteers outside are given the task of coming up with several social situations familiar to them and their friends for e.g.- eating dinner together, waiting in the washroom for your turn, while in the market, playing together, travelling in the train, practicing for a cultural activity etc.
4. Finally, when the volunteers are back to the room, the volunteer sets the scene: You're having dinner with everyone (for example). All members of the group act as if they are in the dining hall/ mess room, including expressing their chosen emotional state nonverbally. They can use their voice but only in the form of inarticulate sounds.
5. The volunteers observe their actions and try to guess how they are feeling.
6. The game can be repeated a few more times with different volunteers, emotions to guess, and social situations.

Reflective questions for 12- 18 year olds

1. How did you feel while acting?
2. What makes it difficult to talk about our emotions or feelings?
3. What are some of the things you can do or say when you notice someone is feeling upset or finding it difficult to talk about their emotions?

Discuss with the children and bring out the following life skills:

Communication, Empathy

We feel many feelings all through the day. Feelings are felt in our body - for example we may feel hot in the face when we are feeling embarrassed or shy or angry, our hands may tremble when we are feeling anxious or nervous or afraid, our eyes may fill up with tears when we feel sad or helpless, our face may light up with a smile and our eyes may shine when we feel very happy. Similarly, our thoughts and experiences affect our feelings and our body. Many of these changes in our body happen automatically. So watching people's body language closely can give us a fair idea of how they may be feeling. This then allows us to respond to people appropriately. We can join in their happiness and support them in managing their emotions. This makes our relationships stronger.

Sometimes, we don't feel like sharing our real feelings or thoughts - maybe because we feel the other person may not respect our feelings and may not support us or our ideas. We may then try to hide our feelings and say things that don't truly reflect our feelings. Other people may do the same with us. In such situations, observing and trying to understand non verbal signs could give us clues about the underlying feelings and thoughts. It is especially so when we notice that the verbal message and nonverbal behavior don't match. At the same time, it is important to remember that though non-verbal behavior can give us an idea about how the other person is feeling, it may not be indicative of the entire situation or feelings that person is going through. It is always good to check back with the person then or at a later time, rather than assume how they must be feeling or what they are thinking.

We have many feelings and thoughts. Our senses and feelings tell us what is happening around us and inside us. Sometimes we need help to manage what is happening inside us or around us. For example, if there is a fire or something breaks down around us, we may need help to deal with the situation. Similarly, if we are feeling very sad, talking about it with people who care for us can make us feel better. So it becomes important to let others know about our feelings and share some of our ideas, opinions and thoughts. Communication therefore helps build relationships and helps in problem solving. We use our body posture, gestures, facial expressions and sounds to communicate - like many other animals do. Such non verbal communication forms a huge part of communication.

We also use words to communicate. Even though non verbal behavior can give us cues about how the other person is feeling, it is not completely reliable. Similarly for thoughts. Hence it becomes important to use appropriate, clear words to communicate our thoughts and feelings. We can be mindful of our body language and words when we communicate with others. Cross checking with the other person as to what they meant to communicate and if they have understood what we intended to communicate is also a good idea. It avoids misunderstanding.

Interlinked life skills: Interpersonal Relationships, Managing Emotions

Core messages:

- Our feelings and thoughts affect our body.
- Observing body language, gestures and facial expressions can give us clues about how a person may be feeling.
- It is good to check back with people about how they are feeling and what their thoughts or ideas are, instead of assuming it.

Suggested affirmations:

“I can express my feelings in many ways!”

Source: Adapted from by Nobel Coaching, 12 May 2017, “4 Social/emotional Skills You Can Easily Practice With Teens”, <https://nobelcoaching.com/emotional-skills/>

2.14 Establishing Boundaries

Suitable group size: Minimum 5 children - maximum 20 children.

Age group: 6 years +




Materials required:

- Paper to make the 3 posters

Time required: 45 minutes (6-12 year olds); 1 hour - 1 hour 30 minutes (12-18 years olds).

Instructions:

1. Divide the room into 3 parts. Tell the children that the left part of the room can be “Harsh /Harshita should take the Sweater” and the right side of the room can be “Harsh/ Harshita should not take the Sweater” The middle area can be “Harsh/ Harshita is confused”. You can write this on three papers as shown below and put in the respective parts of the room.
2. Read out the following scenario - Shweta/Shwetank and Harshita/Harsh were two siblings. Shweta/Shwetank had been given a new Sweater for her birthday. Harshita wanted to try on the dress and wear it when she went out. Harshita/Harsh asks Shweta/Shwetank “Can I take your Sweater and wear it on Sunday when I go out with my friends?”
3. Read out the following responses from Shweta/Shwetank and ask the children to go and stand on either side of the room or stay in the middle area, based on the statement they agreed with. After every statement have a discussion around what the statement means.
 - a. What made you choose to stand here?
 - b. Did this response of Shweta mean a clear absolute “Yes”?
Facilitator can explain that Harshita can take the dress only when she hears a clear “Yes” or a clear “Okay” from Shweta.
 - Shweta/Shwetank says “Yes please” (Harshita can then take the dress).
 - Shweta/Shwetank says “Stop”.
 - Shweta/Shwetank says “Maybe later”.
 - Shweta/Shwetank starts laughing.
 - Shweta/Shwetank says “uh huh”.
 - Shweta/Shwetank is *silent*.
 - Shweta/Shwetank says “I don't think so”.
 - Shweta/Shwetank says “I am busy now, ask me later”.
 - Shweta/Shwetank leaves the room.
 - Shweta/Shwetank says “Maybe”.
 - Shweta/Shwetank says “No!”.
 - Shweta/Shwetank says “Sure!” (Harshita can then take the dress).

 <p>Harsh/Harshita should take the Sweater.</p> <p>PUT ON THE LEFT SIDE OF THE ROOM.</p>	 <p>Harsh/Harshita is Confused.</p> <p>PUT ON THE CENTER THE ROOM.</p>	 <p>Harsh/Harshita should not take the Sweater.</p> <p>PUT ON THE RIGHT SIDE OF THE ROOM.</p>
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Reflective Questions for 12 - 18 year olds

1. What according to you is the activity about?
2. Would it be okay for Harshita to threaten or force Shweta? Why or why not?

Discuss with the children and bring out the following life skills:

Communication, Interpersonal Relationships (boundaries)

We live together with other people. We have our own personal belongings and then there are common things and spaces that we use. Sometimes we may want to use something that belongs to another person. It is good to express one's request clearly and also say why you want it. It is equally important to listen to the response of the other person. If it is not a clear yes, then we need to either ask the questions again, or not take the object we had requested for. If the person refuses a second time, or sounds unsure, we need not force the matter. We can step back and not go on asking repeatedly. It does not make either of us a bad person - for having asked, or for having refused. A request is not an order. The other person is free to say "yes" or "no" to a request. It is in fact respectful of us when we listen to what each person is saying. We can listen carefully to what a person is asking for - find out why they want something. Similarly we can carefully listen when a person refuses, and respect their wishes. This is called respecting each others' boundaries. We should not use force or manipulation or threats to make a person agree!

Core messages:

- We can express our needs and feelings clearly.
- We can say "No" clearly.
- We can listen and respect the feelings of the other person when they say "No".

Suggested affirmations:

"I ask, I hear a response and then take action!"
 "I hear, and I respond clearly and respectfully!"
 "I can express myself clearly!"

F. Creative Thinking

2.15 Paper Aeroplanes

Suitable group size: 10 children (other children observe).

Age: 12 years +

Materials required:

- 20 sheets (10 sheets of different colour) or 2 sets of coloured newspapers with equal number of sheets.
- Masking tape or string or chalk to draw a line on the floor.

Time required: 20 minutes

Instructions:

1. Split participants into equal groups of 4 or 5 per group. Give each group 10 sheets of A4 papers. Each group should be given a different color of A4 paper sheet. Alternatively different sets of newspapers can be given to the children.
2. Use the masking tape, chalk or piece of string to create a start line where all groups will need to stand, and a finish line, which could be at a distance of 1.5 to 2 meters away from the start line.
3. Ask each team to make paper aeroplanes with the papers they have been given, and to write their team number on them.
4. The winning team has to get the most paper airplanes across the finish line.
5. The children should be given 3 minutes to first strategize without any paper.
6. The children have 5 minutes to make the paper airplanes and get them across the finish line.

Reflective questions:

1. What did you assume in this activity?
(Note to facilitator: The main point of this activity is to focus on the fact that we sometimes make up rules in our head, even though these were not stated. In this activity, children could have just walked across, holding the paper planes in their hand)
2. Are there situations when we assume and don't ask? Talk about a situation when what you had assumed was not true. What happened then?

Discuss with the children and bring out the following life skills:

Creative Thinking, Problem Solving

Nature has given us the ability to think about things and find solutions to problems. Many problems we face have no ready-made answer. It is often required that we think freely, imagine, test out new things and new ways of doing things. This is called creative thinking. Creative thinking helps us invent new things and ways of relating with each other. Making assumptions greatly hinders our ability to think creatively and come up with new, out of the box solutions to solve problems. To think of creative solutions, we need to be open in our thinking, avoid assumptions, try what has not

been tried before, link different things together - do lateral thinking. Creative thinking leads to inventions, work of art, craft, new theories and concepts.

Creative thinking is not always about creating new machines, art or craft. We can create new ideas and concepts - like say respect for children, child rights. We may also be able to create feelings and emotions to some extent in ourselves and others by the way we interact. So creative thinking can also be about interacting with people in a different way, that we may not have tried before.

Interlinked life skills: Problem Solving

Core messages:

- We can think creatively by dropping assumptions and thinking freely.
- We can solve many problems by thinking creatively.

Suggested affirmations:

“I can think creatively!”

“I can solve problems!”

“I can apply myself and work on a solution!”

Source: “Activity-creative thinking-Paper Aeroplanes”

<https://www.trainingcoursematerial.com/free-games-activities/creative-thinking-activities/paper-aeroplanes>

2.16 Envisioning A Good Life

Suitable Group size: Minimum 5 children - maximum 20 children.

Age group: 12+

Time required: 1 hour 30 minutes

Materials required:

- Sheet of paper to draw for each child.
- Crayons or sketchpens.
- If you don't have access to crayons or sketch pens you can ask the children to use chalk and draw on the floor. Yet another alternative is to conduct the activity outdoors in a place where mud, sticks and stones are available, (if such a place is available in the CCI) and to draw in the mud using sticks, stones or their hands. Get innovative!

Instructions:

1. Children are given paper to draw each and are instructed to visualize where they would like to see themselves after a certain number of years/ after leaving the CCI. They need to draw/sketch/ make art/craft out of the given resources.

Prompts that can be given to help them draw:

- Where would you want to be?
- What would you want to be doing?
- Who would you want to be surrounded by?
- Do you visualize any internal/external hurdles/mountains that you will encounter while visualizing your future?

Reflective questions:

The reflective questions help the children explore their own thoughts and also hear one another. The children answer the questions one by one.

1. What did you visualise and make? How did you feel and what were your thoughts while doing the activity?
2. What do you see as challenges or hurdles from reaching your envisioned future?
3. How do you think you can overcome the hurdles (if any)?

Discuss with the children and bring out the following life skills:

Creative Thinking, Problem Solving, Self Awareness

We can apply creative thinking in many areas of our life - especially to setting and reaching our goals. Sometimes, we get trapped in our own assumptions about ourselves, people known to us and others in general. This may stop us from even thinking about what we deep down want to do. We may heard negative things about ourselves from people around us and we may have started to believe these to be true - things like 'You are useless' 'You can't do anything worthwhile' 'You are stupid!' However we can remind ourselves of our multiple intelligences and qualities, experiences and learnings. We can ask ourselves what we would like to use our intelligence and

qualities for - what do we wish to create? Invite children to do the Multiple Intelligence and Multiple Qualities worksheets given in the annexure.

Assumptions about others can also come in the way of being creative about finding ways to reach our goals, overcome material obstacles (like lack of money) and emotional discouragement. Assumptions like ‘People are selfish. They won’t help you’, ‘People don’t care for each other any more’, ‘People can’t be trusted’ ‘So and so are Big people. You can’t talk to them’ can prevent us from reaching out to people for ideas, material support or even moral support. Once again we can remind ourselves that these are generalizations - and are therefore not true for *all* people. Some people may have behaved selfishly or in a non caring manner - but not all people behave like that all the time! Human beings are designed to live together and support each other. We can think creatively about how to overcome obstacles and move forward towards reaching our goals - creating what we want to create.

Interlinked life skills: Problem Solving, Managing Stress

Core messages:

- Dropping assumptions about ourselves helps us move towards our goals and create what we wish to create.
- Dropping assumptions about others helps us find new, positive ways of being with other people and build our support system.

Suggested affirmation quotations:

“I am resilient!”

“I feel confident!”

“Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world!” - **Harriet Tubman**

Source: Adapted from Carolyn Boyes-Watson and Kay Pranis, *Circle forward: building a restorative school community* (2015) St. Paul, MN: Living Justice Press, p.p. 140-141., 259

G. Creative Thinking /Problem Solving

2.17 Nine Dots Activity

Suitable group size: Minimum 1 child - maximum 20 children.

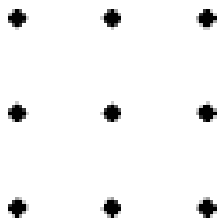
Age: 12 years +

Materials required:

- Sheet of paper to draw for each child.
- Crayons or sketchpens.
- If you don't have access to crayons or sketch pens you can ask the children to use chalk and draw on the floor. Yet another alternative is to conduct the activity outdoors in a place where mud, sticks and stones are available, (if such a place is available in the CCI) and to draw in the mud using sticks, stones or their hands. Get innovative!

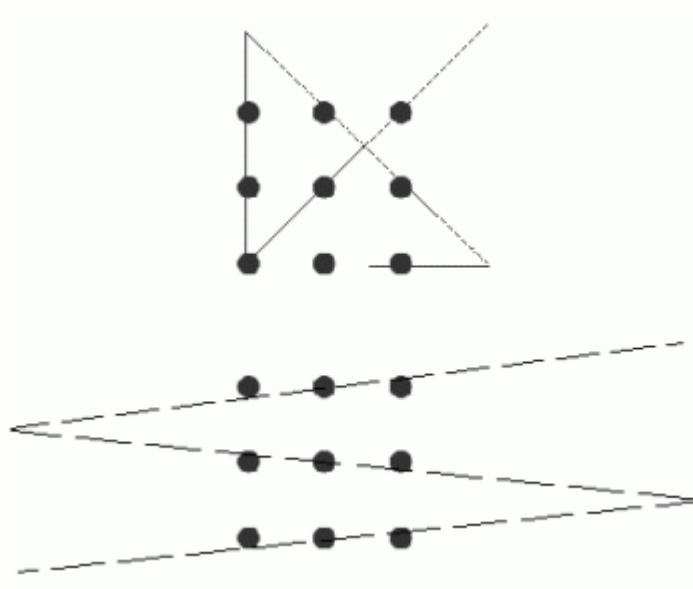
Time required: 1 hour

Instructions:



1. Ask the children to draw 9 dots arranged in a set of three dots in a row, one below the other (If children are unable to follow step 1, then Instructor to show the visual/picture).
2. The challenge for the children is to connect all the 9 dots.
3. Tell the children they have to do so by drawing 4 lines only without tracing the same line more than once and without lifting the pen/pencil/chalk and the 4 lines have passed all the 9 dots.
4. Ask them to try out as many different ways, as many times as they wish. Encourage them to think of ways they would normally not think of.
5. *Give the children a clue after they have tried for sometime : you can stretch your lines outside the dots.*

Solution: There are many ways of solving this puzzle. Using 4 lines and more challenging to use 3 lines as shown below :



Reflective questions:

The reflection question enables children to think about the activity and learn from each other.

1. Ask the children who solved the puzzle - how did you feel when you found the answer to the puzzle?
2. Ask the children who could not solve the puzzle - how did you feel when you could not find the answer to the puzzle?
3. Talk about a time when you were faced with a problem and you could not do anything about it.
4. Talk about a time when you were in a problematic situation and found a way out. How did it make you feel?

Discuss with the children and bring out the following life skills:

Problem Solving, Creative Thinking

We are faced with many problematic situations in our day to day life - some we find easy to resolve, some we find tough. For some, readymade answers exist - for some we have to think creatively - out of the box, and try something new. Believing that there is a way, and that we can find it, can motivate us to keep trying.

Here are some questions to help them think out of the box:

- What assumptions have I made? How true is that? For example - that the line should cross the dots at the centre.
- What information is missing? Where can I get it?

Interlinked life skills: Self Awareness (self motivation).

Core messages:

- Many problems require creative thinking to solve them.
- Reminding ourselves that there is a solution can motivate us to keep up our efforts.

Suggested affirmations:

“I can think of many ways of solving problems!”

“There are many ways of solving a problem!”

Source: “Nine dot Puzzle”, <https://www.artofplay.com/blogs/articles/history-of-the-nine-dot-problem>

2.18 Two Together

Suitable group size: Minimum - 3 children - maximum - 20 children.

Age group: 6 years +

Materials required: None

Time required: 45 minutes (6-12 year olds); 1 hour (12-18 year olds).

Instructions:

1. Invite the children to sit in a circle.
2. Any one child in the circle will begin the activity by randomly saying two words.
For example, a child says *'towel'*, *'broom'*.
3. Now invite any child in the circle to instantly make a sentence using these two words.
4. Instructor to prompt: Sentence can be funny, in any language, and not necessarily be meaningful - could be a movie song.
5. All children in the circle can voluntarily participate and make it fun and challenging.
6. At the end of the activity, children can applaud for one and other by clapping.

Reflective questions for 6-12 year olds:

1. How did you feel when you could not make a sentence?
2. How did you feel when you could make a sentence?

Reflective questions for 13-18 year olds:

1. What makes us give up?
2. Talk about a time when you did not give up and succeeded in the end.
3. Talk about a time when you created something that people appreciated.

Discuss with the children and bring out the following life skills:

Problem Solving, Self Awareness (self motivation), Creative Thinking

Sometimes, we are faced with difficult situations in our life. When we find that a situation or problem is tough, there are many things we can do. We can think of all the internal resources we have - our skills and capabilities and qualities. We can think of all the people who could support us. We can try new, creative ways of solving it. We can keep trying until we find a way. We can involve others and ask for their support as and when needed. Sometimes we may decide to give up and that is okay too.

Many a time, when working on a tough problem, we need encouragement - this motivates us and we keep persevering and persisting with our efforts. Reminding ourselves of our capabilities, telling to ourselves that there is a solution to every problem, appreciating ourselves for the efforts we have made, hearing encouraging words from others, finding people who want to work along with us to find a solution are some of the things that help us find a good way out that is useful and works for all concerned.

Interlinked life skills: Managing Stress

Core messages:

- We have the capacity to resolve problems - either alone or with support from others.
- Appreciating one's own efforts can keep us motivated.
- Encouragement from others and their support can keep us motivated.

Suggested affirmations:

“I can motivate myself!”

“ I am creative!”

H. Decision Making/ Critical Thinking

2.19 Building Resilience Through Identifying Spheres Of Control

Suitable Group size: Minimum 5 children - maximum 20 children.

Age group: 12 years +

Time: 1 hour 30 minutes

Materials required:

- Sheet of paper to draw for each child
- Crayons or sketchpens

Instructions:

1. Read out the following story and then use reflective questions to answer so that the discussion can be facilitated.

Ramesh's story

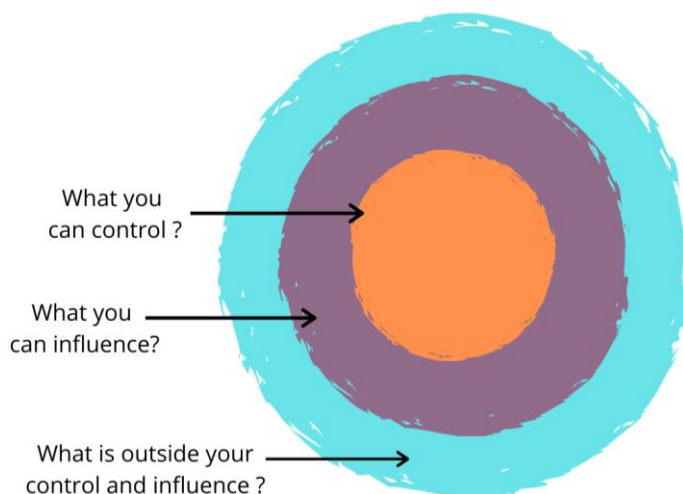
Ramesh is 16 years old and is often left alone at home while his mother works. His father was not around for most of his life. Nobody was there to listen, care and protect and guide Ramesh in his childhood. He had a younger sister who was visually impaired and so he had to take care of her and was unable to regularly attend school. Ramesh would often hang out with other boys who would spend most of their time hanging out in the marketplace. They would smoke cigarettes and sometimes play games that required gambling with money. Ramesh often joined them in these activities. Ramesh was called a “bad boy” constantly by his relatives and neighbours. Ramesh was thus frustrated and fed up with his situation. This is when he happened to meet a stranger on the road who noticed him and wanted to know why he was sitting by the street, looking so disturbed. Ramesh shared his problem with the stranger. The stranger patiently listened to him and then said, “All solutions for the problems in our lives can be found within ourselves; there are, however, some things in our life which we can control and some things in our life which are beyond our control”. After speaking to the stranger, Ramesh started to reflect on his problem.

OR

Shaziya's story

Shaziya is 16 years old and is often left alone at home while her mother works. Her father was not around for most of her life. Nobody was there to listen, care and protect and guide Shaziya in her childhood. She had a younger sister who was visually impaired and so she had to take care of her and was unable to regularly attend school. She spent a lot of time with her friends and would often get into fights with them as well as other community members who stayed close by. Shaziya was called a “bad girl” constantly by her relatives and neighbours. Shaziya was thus frustrated and fed up with her situation which is when she happened to meet a stranger on the road who noticed her and wanted to know why she was sitting by the street, looking so disturbed. Shaziya shared her problem with the stranger who patiently listened to her and then said, “All solutions for the problems in our lives can be found within ourselves; there are, however, some things in our life

which we can control and some things in our life which are beyond our control". After speaking to the stranger, Shaziya started to reflect on her problem.



Reflective questions:

1. Discuss what are the things in Shaziya's/Ramesh's life which they can control?

Responses from the children could be a range of things, for eg for Shazia her reaction to others when they called her a bad girl, how she chooses to express her frustration, how she learns skills from those around her.

There are no right or wrong responses

2. Discuss what are the things in Shaziya's/ Ramesh's life they cannot control?

Responses from the children could be a range of things, for eg for Ramesh, the fact that his father is not around much, the fact that his sister is visually impaired. There are no right or wrong responses

3. Instruct the children to draw a concentric circle on a sheet of paper and list what they can control, what they can influence, and what they cannot control. Give them 10 minutes to work on this.

4. Invite the children to share what they have identified, if they are comfortable. Ask, can you begin to tell the difference between things that you can change, and things that you cannot?

Discuss with the children and bring out the following life skills:

Decision Making, Problem Solving, Critical Thinking

We sometimes face situations in our life that make us feel frustrated, helpless or angry. We may feel that we have no control over anything. This may make us feel worse. Expanding our view and looking at our wider life, and keeping our goals for the future alive can keep us motivated. We can look at things that we do have control over - like our thoughts, what we say or do and how we think about things, what we are doing with our time, what we are learning etc. We could focus on what we can do, where we can bring a change for the better. This would make us feel in charge - that we have some agency over our life. We could remind ourselves of our various skills and qualities - our internal resources, and our positive relationships. This can build our confidence in our ability to make it through tough times. This is called resilience.

When we feel stressed, our own internal thoughts or actions and the actions and behaviour of others around them can add to or reduce our stress. We do not control other people's thoughts or actions. So we can't prevent them from saying or doing what they are doing. But we can think about it differently in our heads. If what they are saying is disturbing, we can ignore it - meaning we can let it go, not react to it. We can think that this person only knows this way of behaving. It's their problem, not mine. It's not my job to try and change them. They can't really insult me because what they are saying or doing is reflecting on their behaviour, not mine. People's actions and behaviour tells us about their personality, their experiences and learnings - not mine. Thinking such thoughts could help us deal with the situation better and not get overwhelmed with agitation or stress.

Interlinked life skills: Self Awareness (self motivation)

Core messages:

- We can identify things that we have control or influence over and focus on these.
- Our internal resources are our strengths - they make us resilient.

Suggested affirmation/ quotations:

“The goal isn't to get rid of all your negative thoughts, feelings, and life situations. That's impossible. The goal is to change your response to them!”

Source: Adapted from Carolyn Boyes-Watson and Kay Pranis, *Heart of Hope: A Guide for Using Peacemaking Circles to Develop Emotional Literacy, Promote Healing & Build Healthy Relationships*, Living Justice Press (2010), Resilience Circle.

2.20 Point of View

Suitable group size: Minimum 10 children - maximum 20 children.

Age group: 12 years +

Materials required: None

Time required: 40 minutes

Instructions:

1. All children stand in the centre of the room/place.
2. Mark out to areas in the room. On one side of the group mark the area as 'Agree' and on the other side of the group mark the areas 'Disagree'. Mark the area between these two as 'Neutral'.
3. Instructor reads out the following statements
 - a. Children should decide what clothes to buy for themselves
 - b. Each and every child should be encouraged to participate in sports
 - c. Children should express their views to their elders
 - d. Children can set up a *panchayat*.
4. Ask each group to explain why they are on the respective side. They have to try to get more people on their side by giving more information, putting forth their point of view. The children can change sides after hearing each other speak.

Reflective questions for 12-18 year olds

1. Ask those children who changed sides, why they changed their side.
2. Talk about a time when you made an important decision.
3. Talk about a time when a decision you made turned out to be 'wrong' or did not give you the result you were looking for. How did you feel? What did you do then?
4. What is your take away from what you have heard today in this activity?

Additional questions

5. What would you need when making an important decision?

Discuss with the children and bring out the following life skills:

Decision Making, Critical Thinking

As we grow older, we begin to think for ourselves and begin to form our own ideas and opinions about various things and topics. We begin to make decisions about various important and sometimes not so important things. It's good to check what we are basing our decisions on. Do we have enough information about the topic? Is the information factual - real and true? scientific? Who is the source of this information? How reliable and credible is the source? Is it a personal belief? Is it based on one person's or a couple of people's experience? How can I get more reliable information? Whom can I ask for advice? Who is knowledgeable in this area? What do I hope to achieve through this decision? Have I thought about it from all angles and perspectives? How will this decision affect me and others involved? Will the outcome be what I truly desire? Is it in line

with my goals and values? Does it trample on someone else's rights?

We can be open to changing our views and opinions based on new relevant information we receive. Once we have gathered enough information, we can choose a course of action - that is, make a decision and act on it. Sometimes our decision may result in something completely different from what we had expected and hoped to achieve. In that case, we need to make a new decision about how to deal with the new situation. There is no point in blaming ourselves or others for the earlier decision. We can learn from the experience and move on.

Interlinked life skills: Self Awareness

Core messages:

- It is good to gather reliable information before making a decision.
- Our decisions can be in tune with our values and rights, and the rights of others.
- It is okay to change one's opinion based on new, credible information.
- If a decision does not bring forth the desired result, we can learn from the experience and move on.

Suggested affirmations:

"I can take care when making decisions!"

"If things don't go well, I can learn from the situation and move on!"

I. Coping with Stress

2.21 Coping with Anger

Suitable group size: Minimum 5 children - maximum 20 children.

Age: 12 years +

Materials required: Positive Self talk worksheet

Time required: 15 minutes (for a group of 20 children), the rest can sit and watch.

Instructions:

1. Read out the following story and then use reflective questions to answer so that the discussion can be facilitated.

Firoz's story

Firoz was a 14 year old boy who lived with his grandparents. He had to run away from home as he didn't enjoy staying with them. Firoz was now staying in a children's home with thirty other children. Firoz had made new friends in the home but he would often get into arguments with the other children over different things. One day, Firoz and Satish were waiting for the toilet to be free so they could use it. As soon as the person from the toilet came out, Firoz and Satish went into the bathroom and had an argument over who would use the toilet first. Satish used abusive language towards Firoz's family. This made Firoz very angry. He punched Satish and also the door of the bathroom. Firoz also hurt his hand and was very angry about the incident.

OR

Laila's story

Laila was a 14 year old girl who lived with her grandparents. One day Laila ran away from home because her grandparents were not allowing her to go to school to study. Laila was now staying in a children's home with thirty other children. She had made new friends in the home but she would often get into arguments with the other children over different things. One day Laila and Ankita were waiting for the toilet to be free so they could use it. As soon as the person from the toilet came out Laila and Ankita went into the bathroom together. They had an argument over who would use the toilet first. Ankita used abusive language towards Laila's family. This made Laila very angry and she punched Ankita and also the door of the bathroom. Laila also hurt her hand and was very angry about the incident.

2. Ask the following reflective questions. Give each child the opportunity to answer these questions.
 - a. Who was affected in this incident and how were they affected ?
 - b. What do you think caused the anger?
 - c. Could anything have been done differently?

- d. Read out the Positive Self-talk sheet (next page). Facilitator can distribute it to the children. Children can then be invited to share what are some of the techniques they have used to calm themselves down when they experience anger.

3. A printout of the document on the next page could be put up in a place where the children can read it.

Discuss with the children and bring out the following life skills:

Managing Stress, Managing Emotions (constructive anger)

We often experience anger. Anger could be brought on by various events - for example when we don't get what we want, when someone behaves in an unjust unfair manner, when someone breaks a value we hold, when we lose something valuable, when we are taunted or made fun of etc. It's okay to feel angry. But how we express anger, how we behave - what we say or do when we are feeling angry is important. In the heat of the moment we often end up calling people names or hitting them or breaking things. This could lead to newer, bigger problems. Our aim would be to set things right, to get the other person see what is not okay, which value or right of a person is being violated. This is called expressing anger in a constructive manner. We can do this when we are feeling calm. We can learn calming techniques. We can learn to describe the problem situation and not call people names or label them or abuse them.

Core messages:

- It is okay to feel angry. We can learn how to express it in a constructive manner.
- We can learn how to calm ourselves.

Interlinked life skills: Communication, self awareness

Suggested affirmations:

“I can express anger in a constructive manner!”

“I know ways of calming myself!”

What are some of the things I can tell myself when I feel angry?

Facilitators can share these statements with the children and discuss what other statements could be added to the list. Children can be encouraged to consider applying this when they experience anger.

Source: “Self talk for controlling anger”, <https://cornercanyoncounseling.com/wp-content/uploads/2015/05/Self-Talk-for-Controlling-Anger.pdf>

1. It's okay to feel anger. However, at this moment I need to keep calm.
2. Is this person/situation really worth getting into trouble for?
3. People can look at things differently than I do and that is okay. We don't always have to agree with each other.
4. I don't need to prove myself in this situation. I can stay calm.
5. It's impossible to control other people and situations. The only thing I can control is myself and how I express my feelings.
6. I am in control of how I feel and I have the choice of whether to be angry or not.
7. If people criticize me, I can listen without getting defensive or angry. It is their opinion - it is not necessarily the truth about me.
8. My anger is short-lived. This is not how I will always feel.
9. It's okay that I'm feeling angry. It's how I handle it that counts.
10. Is there another way of letting the other person know what I am feeling?
11. I know anger is not a solution to the problem. What can I do to solve this problem?
12. What will the consequences of my behaviour be?
13. What would someone I look up to do in this situation?
14. This may be a big deal for me right now. Will it matter that much after some time has passed?
15. How can I make the situation better for myself without hurting the other person?
16. I can choose to not feel angry right now. I have control over my feelings. Adapted from <https://cornercanyoncounseling.com/wp-content/uploads/2015/05/Self-Talk-for-Controlling-Anger.pdf>

2.22 Peacefully Disagreeing With One Another

Suitable group size: Minimum 5 children - maximum 20 children.

Age: 12 years +

Materials required: None

Time required: 15 minutes (for a group of 20 children), the rest can sit and watch.

Instructions:

1. Read out the following story and then use reflective questions to answer so that the discussion can be facilitated.

Sunand's story

Sunand is 15 years old. He has left school and is now helping his father in the oil shop. He has an older brother and a younger sister. Since Sunand has started helping his father in the oil shop, he thought he could take care of himself and hence made decisions for himself. But his mother, who was a home-maker, often disagreed with Sunand, and kept arguing and fighting with him everyday. Sunand once threatened his mother that he would leave the house and go fend for himself. His father provided for the home but did not interfere as he was mostly travelling and spent the evenings with his friends. The following are some of the situations which caused tension between Sunand and his mother, because they both held different points of view:

OR

Rekha's story

Rekha is 15 years old. She has left school and is now helping her father in the oil shop. She has an older brother and a younger sister. Since Rekha has started helping her father in the oil shop, she thought she could take care of herself and hence made decisions for herself. But her mother, who was a home-maker, often disagreed with Rekha, and kept arguing and fighting with her everyday. Rekha once threatened her mother that she would leave the house and go fend for herself. Her father provided for the home but did not interfere as he was mostly travelling and spent the evenings with his friends.

The following are some of the situations which caused tension between Rekha and her mother, because they both held different points of view:

1. Sunand/Rekha watches movies till late night and is unable to wake up early in the morning to open the oil shop.
2. Of late Rekha/Sunand is spending her/his evenings with a group of boys/girls who are much older than her/him.
3. Rekha/ Sunand goes out with her/his group of friends and comes home very late at night.

4. Rekha/Sunand has grown her/his hair long and coloured it. Her/His neighbours keep telling her/his mother how growing and colouring hair is not in their culture and that she/he looks rowdy.

Reflective questions

1. There must have been times that you had disagreements in your life. Share the feelings you had when you disagreed with someone?
2. What do you usually do when you disagree with someone?
3. Looking back, do you think you could have expressed your disagreement differently? If yes, how?
4. According to you, can you peacefully disagree if there were disagreements with somebody?
 - If Yes, explain how?
 - If No, share, why?

Discuss with the children and bring out the following life skills:

Managing Stress, Communication (respectful disagreement)

As we grow older and start becoming more independent, we begin to think for ourselves and start making decisions about what we want to do with our time, who to make friends with, what to wear, where to go, what goals to pursue etc. Our views may be different from the opinions and views with our family members or other people in authority or even our friends. This could result in disagreements. We often begin to argue about whose view is right, who is wrong and the person in authority may start enforcing their views on us. No one likes being controlled! So we could look at how to express our views in a way that is respectful and at the same time brings out our thoughts and feelings clearly. This can be done when we and the other person are feeling calm. We can suggest 'I would like to discuss this with you and understand your point of view. Can we talk about this tomorrow?' We could choose our words carefully and keep our tone of voice normal. We could listen to the other person's point of view completely, without interrupting them. We could listen to understand - not prove them wrong. In this way both parties would feel heard and understood. In such an environment it may become possible to find a way out that works for both parties.

Interlinked life skills: Self awareness, Interpersonal Relationships

Core messages:

- We can disagree in a peaceful, respectful manner.
- Understanding each other's concerns can help us find a way that is acceptable for both parties.

Suggested affirmations:

I can find ways to disagree with others with respect!”

“I can disagree peacefully!”

“Each person is entitled to their beliefs and opinions!”

“I don’t control other people!”

“What people say or do reflects upon their personality, experiences and learning!”

“I will not worry about things I cannot control!”

Source: Adapted from Oakland Unified School District Restorative Justice, *A Circle a Day - 170 Scaffolded Questions* (2015).

2.23 Imagine

Suitable group size: Minimum 5 children - maximum 20 children.

Age group: 12 years +

Materials required: None

Time required: 20 minutes

Instructions:

1. Ask students to spread out and find a place in the room where they can stand comfortably and swing their arms without touching anyone.
2. Ask the children to keep standing in the same place till the end of the exercise. They must not move their feet at all.
3. Once everyone has found a place, ask the children to stretch their arms together to the left as much as they can.
4. They should now make a note of where their left little finger is pointing in their mind. For example, it may be pointing to a mark on the wall behind them.
5. Now children should relax their arms loosely by their side and close their eyes. Eyes should remain closed till the end.
6. Ask the children to imagine a scene you will describe as below:
 - a. “You are totally relaxed. It is a holiday. You are walking in the street. It is quiet and a cool breeze is blowing gently. It is early morning. The birds are flying across the sky. There are many trees on either side of the street. There are yellow flowers blooming in the tree. Butterflies are fluttering from flower to flower. You hear music playing nearby. You see a puddle, jump in it. The sun is shining brightly. It is cool. You feel totally relaxed and peaceful”
7. Tell the children to continue to keep their eyes closed and swing their arms as far to their left as they can with their arms outstretched. Tell them to open their eyes and mark the spot.
8. Now invite children to sit in a circle or semicircle to debrief and reflect.

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

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

Reflective questions

1. How did you feel after doing this activity? [Prompt only if the children do not say anything: Do you feel calm, Do you feel ok....relaxed, nice, good].
2. What helps when you are feeling stressed? These could be things you say to yourself or do.
3. What makes your stress worse? These could be things you say to yourself or do.
4. What are your stress busting activities - what activities make you feel relaxed?

Discuss with the children and bring out the following life skills:

Managing Stress

When we feel stressed, our own internal thoughts or actions can add or reduce our stress levels. Similarly, the actions and behaviour of others around us can add to or reduce our stress. Different people do different things to manage their stress and feel better. These could be constructive and helpful - like singing, playing a game or exercising, breathing deeply or talking with a friend. Sometimes our coping mechanisms could be problematic. In such a case, we could seek support from people we trust and learn stress management techniques.

Note to the facilitator: A child may say that they harm themselves to deal with stress. The facilitator can acknowledge that and say “I see. That helps you cope.”

Self-harm is a coping mechanism, not to be confused with suicidal behaviour. The intention behind self-harm is to find some relief from the distress that the person is experiencing. Self-harm indicates that the child is under stress and needs support in dealing with it. This support is best provided by an experienced counsellor.

Interlinked life skills: Self awareness, Interpersonal Relationships

Core messages:

- We can become aware of what thoughts and behaviours help us calm down and reduce our stress.
- We can learn constructive coping mechanisms to deal with our stress.

Suggested affirmations:

“I know how to calm myself!”

“I will not stress about things I cannot control or influence!”

Source: Adapted from Enfold Proactive Health Trust, *Facilitating Life skills with adolescents* (2019), Managing Stress Module 3.

J. Critical Thinking

2.24 Finding the Root and solving problems

Suitable group size: Minimum 5 children - maximum 15- 20 children.

Age group: 12 years +

Materials required: None

Time required: 1 hour

Instructions:

- Divide the children into two groups. Group one thinks of how to solve the problem of not being able to play. Group two thinks of how to solve the problem of feeling bored.
- Have the group ask and answer the following questions :
 - What is the main cause of the problem?
 - Who is affected by the problem?
 - What is likely to happen if the problem is not addressed?
 - What are possible solutions within their control that they can do or ask for?

Ask the children to come back into a larger circle with all the children and invite the children to share the problem and solution they came up with together.

- Ask the children to reflect on the role and functioning of the Children's Committee and how they can constructively communicate their problems and discuss the same within the Committee as well as with the staff to find workable, practical solutions.

Discuss with the children and bring out the following life skills:

Critical thinking, Problem solving

In our life we face many situations that require us to stop and think and do things differently - because things are not working smoothly, and some problem has arisen. For some we find solutions easily. Others may require us to think more deeply about the root cause of the problem, think of it from different angles, gather information and take inputs from various other people. This is called critical thinking.

Steps in problem solving involve -

- a. Describing the problem clearly, b. understanding how it is impacting us/people involved,
- c. Brainstorming, discussing and coming up with solutions/ options that may work - preferably, jointly with the persons affected by the problem.
- d. Consider all the options - how would each affect the people concerned?
- e. Choosing a course of action
- f. Looking back and discussing if the chosen course of action worked or it did not. Did it have the desired result?

Often when a chosen course of action does not bring the result we have planned for, we begin to blame ourselves or others involved in the process. Instead, we can learn from the situation and work together again to deal with the new situation. Look at it as a fresh problem to solve!

Conclude the session by helping children engage with their own sense of agency, encouraging them to exercise their right to be heard and participate in decisions concerning them during their stay in the CCI, especially during this time.

Interlinked life skills: Self awareness

Suggested affirmations:

“I can work to solve problems!”

“I can find solutions to problems that are in my control!”

Source: Adapted from “Creativity and Critical thinking for Secondary High schools!”

<https://www.slideshare.net/yvetundemacaulay/creativity-critical-thinking-life-skills-training-for-high-school>

Section 3. Applying Life Skills In The Context Of Covid 19

As a staff or volunteer working in CCIs you can facilitate separate sessions with children in each of the two age groups, on how to deal more effectively with the COVID-19 pandemic. However, be conscious of the fact that the children may have already had an overload of information and orientation to this topic. Plan the session in advance, and prepare yourself so that you present yourself as cheerful, despite the anxieties or other work-related burdens you may be shouldering at the time. Schedule the session at a time when the children too are rested. Include fun activities and facilitate it in a manner that children do not get overwhelmed.

Pose various questions that would help you assess what children know, their beliefs and fears, and their attitudes towards the pandemic. Engage with the children from a strengths-based perspective to help them become more aware of their own inner resources, and to unpack what life skills they have in dealing with the pandemic. Consider conducting suitable icebreakers and life skill activities to build these respective life skills, drawing from suggested activities included in Section II.

Do refer to the Guidelines for Child Care Institutions under the Juvenile Justice (Care & Protection of Children) Act in the context of COVID-19 and information on COVID-19 available at <http://enfoldindia.org/reports/papers-guidelines-and-publications/> and the ‘COVID 19, Be careful, not fearful’ booklet by AIIMS, New Delhi (<http://dhemajijudiciary.gov.in/AIIMS%20COVID-19%20Information%20Booklet.pdf>) to answer children’s questions about the pandemic. Consider also referring to and adapting activities mentioned in the UNICEF publication - ‘Psychosocial Support for Children during COVID-19, A Manual for Parents and Caregivers’, available at <https://www.unicef.org/india/reports/psychosocial-support-children-during-covid-19>

Some suggestions for how you could facilitate discussions on life skills and COVID-19 with the children, and also enable them to build the life skills that could help them deal more effectively with the pandemic are given below.

Managing emotions, Coping with stress, Conflict resolution:

COVID-19 could be affecting each one of us in different ways - how is it affecting me? Some sample questions are given below.

Reflective questions:

- What do I feel about this situation? I may have different feelings at different times brought on by news about the virus. Am I feeling stressed, anxious, afraid, sad, fairly okay?
- What can I do when I feel like this? What are some constructive ways of dealing with my anxiety/fear/stress?
- What can I do to feel safer? What are my doubts and fears about this disease? Which caring adult could answer my questions and help allay my fears?

- What am I grateful for? Who can support me? Who makes me feel better?
- What stress busting activities work for me?
- Can I think differently? Can I focus on what is within my control rather than on things that are not and try to feel better?
- How can I keep myself engaged and happy in this situation, despite the changes and challenges?

Self- Awareness:

Each one of us has a different inner sense of how capable we feel when faced with a difficult situation. How aware am I of how confident I feel about handling the situation created by COVID-19? Sample questions are given below.

Reflective questions:

- Which of my inner qualities can help me deal with this situation more effectively? For example - being disciplined - washing hands often. Being mindful - not touching my face.
- Which of my talents could I use to help me and others in this difficult situation? For example singing, dancing, creative writing, story telling, mimicry, etc.?
- What myths/assumptions have I made about COVID-19 that need to be clarified/busted? How can I develop a more positive mindset so that I can overcome anxiety?
- Can I focus more on my sense of resilience? Can I get into a daily practice of giving myself positive affirmations such as 'I have strengths', 'I can adapt', etc., so that I can develop the ability to better cope with this pandemic?

Effective communication:

Communication is important when we want to talk about difficult feelings and situations - like in the current situation of COVID-19 spread. How aware am I of my communication skills?

Reflective questions:

- How can I clearly express my thoughts and feelings regarding the situation created by this virus?
- Who are the people (adults or children) whom I can talk to and share my feelings?
- How can I actively listen to and better understand the thoughts and feelings of others?
- How can I be more observant and understand the non-verbal messages that others are communicating, especially those who are more introverted, fearful, depressed or uncommunicative for whatever reason?
- Which words, phrases and non-verbal behaviour are hurtful and stigmatizing, that we need to be sensitive about and refrain from using during this time?
- Would we, as a group, like to create communication materials - posters, sayings, slogans - that could help us deal with the situation better?

Empathy and Interpersonal relationships:

Strong relationships and being sensitive to each other's feelings can help us deal with tough situations. How do I feel about connecting with others?

Reflective questions:

- How can I use my sense of compassion and caring for others to strengthen my relationship and emotional connections with other children?
- How can I be more sensitive to the staff who look after me despite the challenges they face during this time?
- How can I support other children who may be feeling fearful, stressed or sad because of physical distancing and other reasons? What would help? what would hurt?
- How would a person who gets the infection feel? How would I feel towards someone who gets the infection?
- How can we learn to accept our differences if any, build connections and strengthen our relationships in this situation?

Decision making, problem solving, conflict resolution:

This virus has created a worldwide problem. How can we as children respond to this problem?

- Where can we get scientific information about this virus and understand how its spread can be reduced, so that we can make decisions that would help all the children and staff deal with this situation in the CCI more effectively?
- How can we proactively contribute to keeping this home clean and safe? What can the Children's Committee do to improve the conditions in the home?
- Are some conflicts arising among us because of the stressful situation we are all in? How can we resolve these peacefully? Can we come up with a plan for how we can resolve conflicts when they arise?

Critical thinking:

Thinking about an issue from different angles helps us deal with it better. How can we think critically about COVID-19?

Reflective questions:

- What is COVID-19? What have you heard about this disease?
- How did it start?
- What is different about this virus?
- How does it spread?
- How can the spread be limited? How can we protect ourselves?
- What happens when a person gets infected by this virus?
- What are the signs and symptoms of the illness?
- How is it being treated?
- Is the infection very severe? Is the course of the illness the same in adults and children?

- What are some of the myths about this virus?
- What have we assumed about COVID-19?

Discuss with examples, how critical thinking (thinking logically, gathering facts, thinking about things from different perspectives, in different ways) has helped governments, scientists and doctors help control the spread of the disease and find new ways of treating patients.

Creative thinking:

Thinking about problems in creative ways, finding ways to feel happy and connected with people helps us deal better with difficult situations. How creative can we be - individually and as a group? Some sample questions are given below.

Reflective questions:

- How can I think out of the box about how to keep myself and others engaged and happy?
- What creative activities can we do as groups and individually to reduce stress caused by COVID-19?
- What activities - like singing, dancing, drawing, arranging things, playing, theatrical activities (acting, mimicking,) asking and solving riddles or ways of thinking about things makes me happy? Makes others in my group happy? What can we do together that makes us all feel engaged (not bored!), happy and playful?

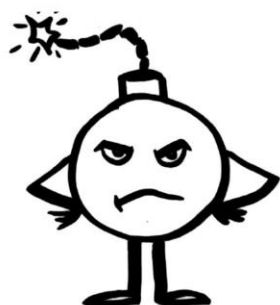


Source: University of Colorado Boulder

https://www.colorado.edu/hr/sites/default/files/styles/medium/public/article-image/who_do_i_want_to_be_0.jpg?itok=820Gdttc

Annexure 1 - Emotion Cards²³

Please cut out each of these emotion cards separately for the purpose of the activity.



Angry



Anxious



Ashamed



Bored



Confused



Curious



Disgusted



Disappointed



Enraged

²³ These drawings have been made by Preethi Sunallini, Life Skills And Personal Safety Facilitator, Enfold Proactive Health Trust



Excited



Happy



Humiliated



Irritated



Lonely



Peaceful



Scared



Sad



Strong



Surprised

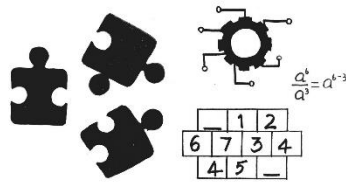
Multiple Intelligences (Pictorial worksheet)

We have several different kinds of intelligence. Each one is important and as useful as the others. These intelligences are developed naturally to different levels in different people. We can develop our intelligences further by practice but it is almost impossible for a person to develop all intelligences to their highest level.

Intelligences make us good at doing different things. Tick the intelligences you have:



1. Good with words



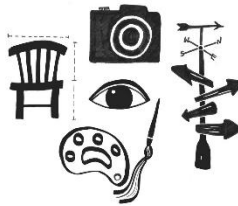
2. Good with numbers



3. Good with music



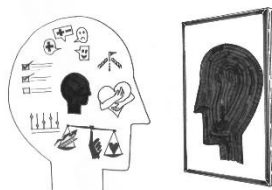
4. Good with body movements



5. Good with art and craft



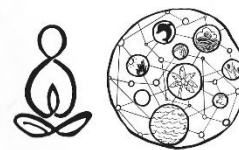
6. Good with others



7. Good with self



8. Good with nature



9. Good with being
aware of the universe

(credit for illustrations - Preethi Sunallini R)

Multiple Intelligences (Self-assessment worksheet)

Scientists believe that we have various kinds of intelligence. Each intelligence is important and as useful as the others. These intelligences are developed naturally to different levels in different people. We can develop them further by practice but it is almost impossible for a person to develop all intelligences to their highest level.

Intelligences make us good at doing different things.

Check out your true unique mixture of intelligences. 3 statements are given under each intelligence. Tick the statements that are true for you. Count the number of ticks and write it next to the intelligence in the space provided.

Good with Words: Linguistic Intelligence _____

1. I like to read newspapers, books, magazines.
2. I like to write stories, riddles or poems.
3. I can learn a new language easily.

Good with numbers and science: Logical/ mathematical intelligence _____

1. I can count numbers easily in my head.
2. I enjoy logic puzzles.
3. I like to find out how things work, the reasons for various things.

Good with arrangement and placement of objects: Spatial Intelligence _____

1. I like to draw, paint, or doodle and make posters.
2. I am good with following and giving directions to reach a place.
3. I enjoy paper folding to make objects / craft.

Good control over body movements: Bodily Kinesthetic Intelligence _____

1. I enjoy dancing/ taking part in dramas/theatre.
2. I use my hands and body a lot while talking.
3. I like playing outdoor games.

Good with Music: Musical Intelligence _____

1. I play a musical instrument.
2. I can tell when a song is not in tune.
3. I like to make my own musical beats by tapping or humming.

Good with people: Interpersonal Intelligence _____

1. I make friends easily.
2. I can easily make out when someone (example friend/ family member) is feeling sad.

3. I know how to cheer up my friends, family members and support them when they are feeling low.

Feeling good about myself: Intrapersonal Intelligence _____

1. I like myself /I think I am confident and intelligent.
2. I am happy with my body.
3. I do my studies, household work/ work allotted to me by myself without being told.

Love for Nature: Naturalistic Intelligence _____

1. I like planting, watering and taking care of plants or pets.
2. I like to help animals that are hurt or sick.
3. I am interested in learning about different plants / birds / insects, etc.

Belief in universal power: Spiritual Intelligence _____

1. I think my energy is a part of the universal energy.
2. I wonder about Soul/Spirit.
3. I wonder about God.

You may not have got the same number of ticks for each of the intelligence. This is because in each one of us, some intelligences are naturally better developed than others. We enjoy doing work/ jobs related to these intelligences. Think of intelligences that are developed in your friends, in your family members.

Each and every intelligence is useful, and equally important for the society to progress. We can further develop those intelligences that we find difficult, by practice, but only to a certain extent. It would be almost impossible for a person to develop all intelligences to their fullest potential.

We live in groups. In a group, different people are good at doing different things. In this way, there is a greater possibility that everything gets done well! No one person is required to do everything!

Our Traits (Worksheet)

How to use this worksheet:

This worksheet can be done individually - by adults as well as children - as well as in groups.

Before giving out the worksheet, explain: each one of us has many traits - or qualities. Tick the ones you think you have. Remember, being a cheerful person does not mean that you have to be cheerful all the time. If you feel that on the whole you are a cheerful person, tick 'cheerful'. Same goes for all traits listed below. Think of more adjectives we use to describe the behaviour of people/ yourself - add these to the list below.

If the worksheet is being done in a group, ask participants to not influence or discuss or look into each other's worksheets. This part of the exercise is to be done individually.

Cheerful	Impulsive	Honest
Aggressive	Self- centered	Serious
Shy	Careless	Punctual
Confident	Mean	Thoughtful
Submissive	Brave	Frank
Competitive	Arrogant	Determined
Peaceful	Mean	Cooperative
Argumentative	Playful	Enterprising

Discussion

Ask the participants to count the number of traits they have ticked. They need not call out this number. It's for their reflection.

Explain the following points:

- “Sometimes we are very strict with ourselves and don’t want to tick a trait that we feel we aren’t exhibiting all the time. We can't be showing all traits all the time anyway, so it's okay to tick a trait even if you show it occasionally.”
- “Sometimes we are not aware of our own qualities and as these are demonstrated in our behaviour, others may be more aware of them. You could ask a close friend or a caring adult to point out your qualities.”
- “Sometimes, we don't want to tick qualities that we consider to be ‘negative’.”
As a facilitator share authentically what you feel are your own qualities (what you may consider as positive and negative) and how these have helped you, would put the participants at ease with their ‘negative’ qualities.

Ask: Why do we have so many traits/ qualities? Take responses from participants.

Point out how our traits help us survive, solve different problems and live together in a group.

Different situations, different problems require different ways of behaviour. Hence the need for so many traits!

Ask: Are some traits bad and some good? Take responses from participants

Point out how we often consider some traits to be undesirable - for instance aggression or impulsiveness, manipulativeness or even self centeredness. In fact, in different situations, different qualities come in useful. Like intelligence, no trait is better than the other.

Can you think of situations where each trait would come in useful? For example, a child may have to disobey an older person (considered as "bad behaviour") in order to not succumb to abuse being inflicted on them. In a situation when there is threat of violence, one may use manipulation to be safe and avoid injury. As a facilitator refrain from being judgemental and moralistic. Infact, it may be a good idea to perhaps even share an example from your own life where you were compelled to behave in a particular way because that was what was required in that situation.

Ask: Are some qualities found only in men and some only in women? Take responses from participants

Point out how we often consider some qualities to be manly and some to be feminine. This is not true! This worksheet can be used in another way to demonstrate this. Ask participants to write M (for masculine) or F (feminine) or N (neutral) against each trait. Next ask them to tick the qualities they think they have - even a little bit. Next ask them to check if they have ticked any

trait which does not match their gender. To force people to show only some of their qualities and not others is unfair. It is restrictive, and prevents the person from fully expressing their capacities.

Do all of us have all the traits? Take responses from participants.

Yes - though it may not seem like that! Point out that we have the capacity to demonstrate all the qualities - even if just once, even if for a short period of time. For instance you may not have ticked punctual or calm - but if you were asked to be punctual just once, or be calm for 1 minute, could you do that? Most probably yes. We have the capacity to demonstrate, behave in all the ways mentioned in the worksheet. If we think back, we have probably done this already at some point in our life.

If time permits, you could ask participants to share about a time they demonstrated a trait that made them feel proud of themselves.

Can we develop our qualities? Can we alter our behaviour patterns? Take responses from participants.

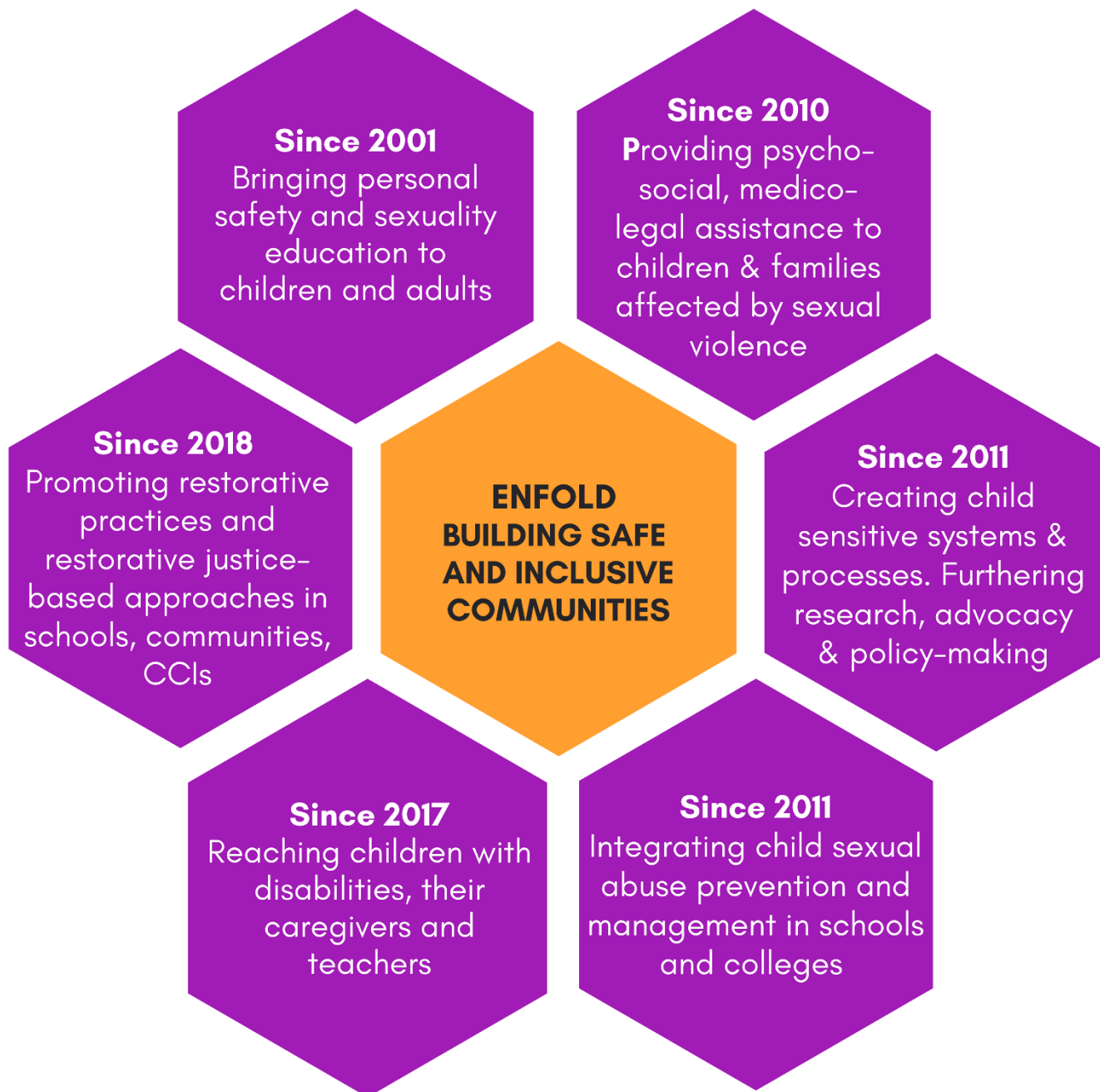
For sure some qualities are better developed than others in each one of us, and we can also develop our qualities further by practice! Point out that while all qualities are necessary for our survival, we can learn to use them appropriately. Context matters. Aggression / being self centered/ is not a negative trait - its use is very much required in certain situations, but using them to resolve issues with friends may not leave me with many friends!

Working on my traits/ qualities:

Qualities are like our invisible tool box - like a carpenter's tool box. **Being aware** of all the tools that I have is the first step. Becoming aware of which tool I tend to use by **default** is the next step. Which tool I use as 'force of habit' often depends on what comes naturally to me, what I saw people around me use in such situations when I was growing up, tools that people in my environment seem to use etc. Next I can learn to pick and choose the tool I want to use. I may be using that tool in some other situations anyway. Now I can be **purposeful** about it.

So, becoming aware of one's behaviour is the first step - identifying which trait I am bringing out in my behaviour, then I can consciously work to alter that, bring in some other, more appropriate trait. I may be using that behaviour - say with my friends. Now, can I use it with my siblings?

We can slowly alter the way we behave, with practice and patience. None of us are 'this way only'. There isn't any set you, there isn't any set me! We can be kind to ourselves in this journey - to be better versions of ourselves :))



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