

**Curriculum on Health and Wellness of
School Going Adolescents**

Under the Aegis of School Health Programme of

Ayushman Bharat

**Theme 3: Interpersonal Relationships
(UPPER PRIMARY)**

Module 3- Interpersonal Relationships

Scheme of Content: Upper Primary (Grade 6-8)

| Learning Outcomes | Activity No. | Title of the Activity | Learning Outcomes- Activity | Time (in minute) | Transaction Method |
|--|--------------|---|---|------------------|---|
| The Learner <ul style="list-style-type: none"> • Demonstrates healthy responses to others' thoughts and emotions • Builds and nurtures harmonious relationships with friends, family and environment • Deals effectively with unhealthy relationships • Collaborates effectively towards group and team goals | 1 | Understanding Others' Emotions | The learner <ul style="list-style-type: none"> • Identifies various emotions • Demonstrates understanding of others' thoughts and emotions | 60 | Small and Large Group Discussion Role Play |
| | 2 | Practicing Empathy | The learner <ul style="list-style-type: none"> • demonstrates empathic communication under simulated conditions | 60 | Role Play |
| | 3 | Nurturing Positive Relationships | The learner <ul style="list-style-type: none"> • Becomes aware of how one relates with different people in one's life. • Identifies ways of nurturing positive relationships | 60 | Reflective Exercise Pair and Share |
| | 4 | Dealing with Unhealthy Relationships | The Learner <ul style="list-style-type: none"> • Identifies attributes of unhealthy or negative relationships • Demonstrates strategies to deal with unhealthy or negative relations | 60 | Small Group Discussion and Presentation Case Studies |
| | 5 | Ham Saath Saath Hain – Working Together | The Learner <ul style="list-style-type: none"> • Understands the importance of working together • Demonstrates skills like cooperation, coordination, communication that facilitate effective working in groups and teams | 60 | Structured Group Activity |

Activity 1

Title: Understanding Other's Emotions

Learning Outcomes

The learner

- Identifies various emotions
- Demonstrates understanding of others' thoughts and emotions

Time Required

60 minutes

Life Skills Enhanced

Empathy, Critical Thinking, Interpersonal Relationships, Creative thinking,

Resources

10 slips of paper; Five situations each written on two slips of paper

Guidance for Facilitators

- The focus of the session is on Empathy, which is about understanding other people's thoughts and emotions. Keep the discussion focussed around how different characters in the given situations might have felt. Later move the focus to how one can try to understand others' thoughts and emotions.
- Encourage the learners to think more and empathize with different characters in each situation.
- Do not over-analyse or criticize learners' answers. There are no wrong answers in this exercise.
- Demonstrate empathy in your behaviour inside and outside the class
- Make sure you have the ten slips with situations ready before you begin the session

Transacting the Activity

- Recap - Ask the learners to share some reflections, experiences about the previous theme 'Emotional Wellbeing and Mental Health'. Allow 5-6 learners to share.
- Tell the learners that we will continue to work on emotions. Tell them that we will focus on understanding others' emotions in this session.
- Divide the learners into 10 groups. Each group will get a slip of paper with a situation written on it. Learners have to read the situation carefully and discuss it in their groups. Tell the learners to write in any notebook the emotion/s that each character in the given situation could have felt. Give learners five minutes to discuss and write.

Situations:

1. Reena and Pintu came home late after playing. As they entered the house, dad said, "Reena, what's the time? Hundreds of times I have told you to be back home before dark?" Reena said, "You always scold me and never say anything to Pintu." Dad said, "Don't compare yourself to him. He is a boy!"
2. Shabana and Sarita are very good friends. Shabana is very scared of Maths. Sarita is good at Maths and always helps her before exams. The same thing happened before their mid-term exam. When the results came out Shabana scored way more than Sarita.
3. Today is Jemy's first day at his new school. The teacher asks him to sit next to Ranjan. Jemy tries to interact with Ranjan; but Ranjan does not talk to him much. During lunch break, Jemy looks at his crutches and thinks that he will never have friends. He starts having his lunch alone. That's when Suraj comes to him and invites him to join his group for lunch.
4. Parveen and Nuzhat are siblings. Parveen is four years older to Nuzhat. Some days back, Parveen told Nuzhat that she and her friends bunked school and went to see a fair. She asked Nuzhat not to tell anybody about it. Somehow, Ammi sensed it and she asked Nuzhat if she knew anything about it. When Ammi asked too many questions, Nuzhat told her the truth.
5. Balvinder was waiting in a long queue at the bus stop. As the bus came closer to the stop, people started boarding. As Balvinder was about to board, a boy came running, broke the line, pushed Balvinder aside and boarded the bus. Balvinder fell and missed the bus.

- While the learners are working in small groups, create a table on the board/chart with all characters listed in the first column. Characters from the first two situations have been listed. Continue for the characters in the other situations:

| Character | Emotion/s |
|----------------|-----------|
| Reena | |
| Pintu | |
| Reena's father | |
| Shabana | |
| Sarita | |
| | |
| | |

- Once all groups are ready with their responses, ask two learners from each group to come forward. They will first read out the situation and then share the emotions that they have written for different characters in the situation given to their group. Note down the responses in the respective rows. After every situation ask the large group if anybody would like to add any more emotions to the list. Add those emotions to the table in the respective rows.
- After all presentations are over, generate a discussion with the help of the following questions:
 - i. In any given situation, did all the characters experience the same emotions? Yes/No? Give examples.
 - ii. Why do you think different characters experienced different emotions?
 - iii. In a day to day situation; how do we get to know what the other person is feeling? (Probe with questions like; How do we know someone is angry? How do we know when someone is sad?)

(Answers: facial expression, body language, what they say...)

- Explain the meaning of the word 'Empathy'. The term, 'Empathy' means understanding and sharing others' thoughts and emotions. Empathy is different than 'Sympathy'. Sympathy means feeling sad or pity for someone's sorrow or misfortune. Empathy means to be able to see things from the viewpoints of others i.e. getting into someone else's shoes; understanding and sharing others' feelings. Empathy is important because it enables us to connect with people around us and build relationships. In order to develop empathy, one needs to practice certain skills, like active listening and careful observation.
- Explain 'OLA' (Observe – Listen – Ask) as follows:
 - **Observe:** Look at the other person carefully; look at his/her facial expressions, eye contact, gestures, postures, etc.
 - **Listen:** Pay attention to the words, tone and facial expressions to understand what the other person is saying. Communicate that you are listening and have understood what is being said By nodding your head or saying 'hmmm', 'okay', 'right', etc.
 - **Ask to clarify:** Try to confirm your understanding by stating the other person's point in your own words and asking him/her to confirm or otherwise. For example, you may say ". You are saying that you felt very sad at that point. "Or "Did you feel very sad then?" Don't assume anything, ask a question to clarify or confirm your understanding. For example, you may say "Are you saying that you felt neglected?"



- Demonstrate how OLA can be used:

Say that we have seen five situations and understood that different people will experience different emotions in each situation. We also discussed 'Empathy', its meaning and the OLA model that explains how we can empathize with people. Let us look at the first situation. We have three characters in the situation; Reena, Pintu and their father. Suppose Reena comes to you and narrates the situation to you, you should be able to empathize with her. If Reena's father comes and speaks to you, he may tell the same story from his perspective. And you will have to listen to him carefully, observe his body language and ask relevant questions in order to empathize with him. Let's see how it works.

Read the first situation (Reena and Pintu). Invite a student (preferably a fluent reader) to come forward. Share the script with him/her and ask him/her to play Reena's role. You will play the role of Reena's friend. While you play the role, make sure that you demonstrate the skills in OLA.

Tell the learners that you are going to demonstrate OLA.

Reena: You know what happened that day? I reached home late with my brother and my dad shouted at me for coming home late.

Friend: (Listens and observes carefully) Ohh, is that so?

Reena: He always does that, he always scolds me. And what makes me angry is that he does not say anything to my brother... just because he is a boy.

Friend: Does that upset you more? That he scolds you and not your brother? I am wondering why he does that.

Reena: May be, he is more concerned about my safety, but it's not fair to just scold me.

Friend: (Nods) You are right. He is probably more concerned about you. Do you think he should be concerned about your brother's safety also?

Reena: Obviously! He should be concerned about his safety too and actually he should not scold us at all. We both were together and we were careful.

Friend: I see.

- Ask learners what skills they saw in the demonstration. Use a lot of probes to get them to mention how you observed, listened and asked questions when you played the role of a friend. This discussion must be focussed on what you in the role of the friend said/did to show empathy.

Reflection questions

- Why is it important to understand emotions of self and others?
- What are the skills that will help us in showing empathy?
- How do we know someone is listening to us?

Take Home Messages

- Being aware of one's own emotions and those of others around is very important.
- The term 'OLA' has been coined to represent how another person feels. These are skills that need to be developed.
- Understanding others' feelings/emotions helps individuals to become more sensitive to the other and strengthen relationships.

Suggested Activities

- Use 'OLA' in your everyday interactions at home and in school over the next few days.
- Write down your experiences and share them with other learners in the next class.

Activity 2

Title: Practicing Empathy

Learning Outcomes

The learner:

Demonstrates empathic communication under simulated conditions

Life skills enhanced

Empathy, Interpersonal Relationships

Time required

60 minutes

Resources

Eight situations written on eight separate slips of paper

Guidance for the facilitators

- The focus of this session is on practicing empathy. The learners are likely to follow your demonstration in the previous session to show empathy.
- Move around and observe what the groups are doing when they prepare for the role plays.
- During the discussion after the role plays, make sure that the focus is on the skills showcased and not on the acting ability or performance of the learners. Keep the focus on the behaviours, i.e. what was done and what was said, while showing empathy.
- For this activity; four situations from Activity 1 are being repeated from the perspectives of two different characters in the same situation. Invite the groups with the same situation to present one after the other.
- Make sure you have the eight situations written on eight slips of paper before the class

Transacting the activity

1. Recap - Ask learners if they remember what 'OLA' is. Let 2-3 learners explain the steps. Ask all learners if they practiced 'OLA'. Encourage some learners to share their experiences of showing empathy to others. Ask them if anybody else showed empathy to them and how they felt then. Appreciate them for practicing 'OLA' and encourage them to keep doing it. Tell them that they will practice the skills to 'empathize' in this activity also.
2. Make eight groups and give the following instructions:
 - Each group will get a situation.
 - The focus of the role play needs to be on showing empathy to the person who is narrating the situation. Two groups have the same situation, but the narrators are different. So, the groups need to think from the narrators' perspective and demonstrate how they will show empathy to him/her in the given situation.

- The groups have 10 minutes to prepare a role play and two-three minutes to present it in the large group.

Situations:

1. Shabana and Sarita are very good friends. Shabana is very scared of Math. Sarita is good at Math and always helps her before exams. The same thing happened before their mid-term examination. When the results came out Shabana scored way more than Sarita. You are Shabana and you want to thank Sarita for her help.
2. Shabana and Sarita are very good friends. Shabana is very scared of Maths. Sarita is good at Maths and always helps her before exams. The same thing happened before their mid-term examination. When the results came out Shabana scored way more than Sarita. You are Sarita's friend and Sarita narrates this to you.
3. Today is Jemy's first day at his new school. The teacher asks him to sit next to Ranjan. Jemy tries to interact with Ranjan; but Ranjan does not talk to him much. During lunch break, Jemy starts having his lunch alone. That's when Suraj comes to him and invites him to join his group for lunch. Jemy tells you about this incident.
4. Today is Jemy's first day at his new school. The teacher asks him to sit next to Ranjan. Jemy tries to interact with Ranjan; but Ranjan does not talk to him much. During lunch break, Jemy starts having his lunch alone. That's when Suraj comes to him and invites him to join his group for lunch. You are Suraj and you are talking to Ranjan about this incident after school.
5. Parveen and Nuzhat are siblings. Parveen is four years elder to Nuzhat. Some days back, Parveen told Nuzhat that she and her friends bunked school and went to see a fair. She asked Nuzhat not to tell anybody about it. Somehow, Ammi sensed it and she asks Nuzhat if she knows anything about it. When Ammi asked too many questions, Nuzhat told her the truth. Parveen tells you about this.
6. Parveen and Nuzhat are siblings. Parveen is four years older to Nuzhat. Some days back, Parveen told Nuzhat that she and her friends bunked school and went to see a fair. She asked Nuzhat not to tell anybody about it. Somehow, Ammi sensed it and she asked Nuzhat if she knew anything about it. When Ammi asked too many questions, Nuzhat told her the truth. Nuzhat tells you about what happened.
7. Balvinder was waiting in a long queue at the bus stop. As the bus came closer to the stop, people started boarding. As Balvinder was about to board, a boy came running, broke the line, pushed Balvinder aside and boarded the bus. Balvinder fell and missed the bus. Balvinder meets you after this incident and tells you about it.
8. Balvinder was waiting in a long queue at the bus stop. As the bus came closer to the stop, people started boarding. As Balvinder was about to board, a boy came running, broke the line, pushed Balvinder aside and boarded the bus. Balvinder fell and missed the bus. You are travelling in the same bus and the boy meets you and tells you about this incident.

3. Distribute the slips to the groups and let them work in groups. Encourage them to use the steps in OLA discussed before. Move around and see how they are preparing. Ask questions or give suggestions if the group is not moving in the right direction.
4. Invite the groups to perform their role play. Conduct a very brief discussion after every role play using the following questions (Let 2-3 learners from other groups answer each question)
 - What did the group member say or do in the role play that showed empathy?
 - What else could have been done to show empathy?
5. After all the role plays are over; generate a discussion using the following questions: (Let 4-5 learners answer each question).
 - a. How easy or difficult was it to practice empathy?
 - b. What happens when we empathize with others?
 - c. Does anyone want to share any particular insight or learning from this activity?
 - d. Based on what we have learnt today, would you like to do something differently than what you did earlier?
6. Summarize: Conclude the discussion by summarizing the main points discussed in the above discussion with a focus on the skills required for empathy and the importance of showing empathy.

Reflection questions

- What do you mean by Empathy?
- Which skills are needed for empathizing with others?

Take home messages

- Understanding the other person's point of view is very important for building relationships.
- Understanding how the other person is feeling is equally important.
- Responding to others' thoughts and emotions involves multiple skills. If these skills are enhanced it helps individuals to build positive connections with people around them, friends, siblings, parents or teachers.

Suggested activities

- Practice showing empathy to your siblings and parents
- Write your experiences in your notebook

Activity 3

Title: **Nurturing Positive Relationships**

Learning Outcomes

The learner

- Becomes aware of how s/he relates with different people in his/her life.
- Identifies ways of nurturing positive relationships

Life skills enhanced

Self-awareness, Interpersonal Relationships, Creative thinking

Time Required

60 minutes

Resources

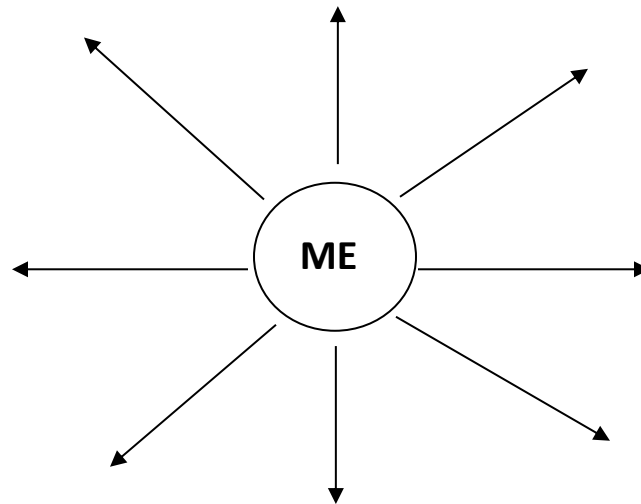
Blank sheets of paper/notepads, pen/pencil or coloured pens/crayons

Guidance for the facilitators

- The focus of this activity is on identifying positive relationships and nurturing them further.
- Create an open and trusting environment in the class. Do not ask probing questions about the relationship maps.
- Encourage the learners to maintain confidentiality about the sharing's in the class.
- Please remember that there is no right or wrong answers when it comes to which relationships are more important than others.

Transacting the Activity

1. Recap - Ask learners if they practiced empathy as discussed in the earlier session. If they have written their experiences in their notebook, invite some learners to read them out to the class (Let this sharing be completely voluntary, don't force any learners to share).
2. Write the word 'Relationships' on the board and ask the following questions:
 - What do you understand by the word relationships?
 - What is the importance of relationships in our life?
3. Encourage a few learners to share their thoughts.
4. Summarize learners' responses by emphasizing that relationships are an important aspect of our lives and therefore, we will now spend some time trying to understand how we relate with different people in our life.
5. Ask learners to take a fresh page in their notebook and write the word 'ME' at the centre of the page and encircle it. Next, ask them to write different relationships around it. These could be various people from their family, friends and community. (see diagram below for reference)



6. After the learners have completed their relationship maps, ask them to pair up with a friend. The pair is supposed to discuss the following points:
 - There are some people who make you feel good or comfortable and you think that the relationship with them is positive.
 - What is it that these people do or say that makes this relationship positive?
 - What do you do or say that makes the relationship positive?
7. In the large group, encourage the learners to reflect on which relationships are the strongest and closest for them. For example, a friend or a relative could be closer than parent for some learners. Ask the question “What actions/behaviours make relationships positive?” List the answers on the board. You may get key words like trust, encouragement, understanding, listening, helping, supporting. Continue for about five minutes or till you have a list of at least 7-8 behaviours. Read out the list or ask a student to read it aloud.
8. Ask learners to reflect on their own relationship map again and ask them to pick the three most important relationships in their life right now. Tell them that these may change from time to time. They should focus on the relationships that are most important right now. Also tell them that there are no wrong answers here and you will not ask them to share these answers with the larger group.
9. Ask the learners to reflect on their own behaviour with respect to these relationships. Ask them to refer to the list of behaviours on the board. Let them see how many of the listed actions/behaviours they demonstrate. Ask them to list the three relationships/people and select one-two positive action/behaviour that they want to practice in the near future to make the relationship stronger and more positive. They can use the following format.

| Relationship | Action points | By when |
|--------------|---------------|---------|
| | | |
| | | |
| | | |

10. Once all learners have written the action points, ask them to share it with any one friend. Allow five minutes for this sharing in the pair. Encourage the learners to take up the actions/behaviours that they have listed in their notebook and to update their friend about it. The pair can decide upon a mechanism to follow up with each other's progress in implementing this action plan. Encourage learners to remind each other and update each other on their efforts and experiences every week.

11. Appreciate learners for thinking about their relationships and agreeing to make efforts to nurture positive relationships.

Reflection questions

- How do positive relationships help us in our lives?
- What can we do to make our relationships better and stronger?

Take home messages

- Each person's relationship map is different and unique. There is no right or wrong map and it is possible that with time relationship maps change.
- Some relationships are positive and some are not
- Certain actions/ behaviours help strengthen relationships.
- It is very important to nurture positive relationships as they keep individuals inspired and happy. These relationships are also a source of strength and support in difficult times.

Suggested activities

- Follow their action plan, take up the actions that you planned to take up.
- Note down your experiences and share them with your friend.

Activity 4

Title : Dealing with Unhealthy Relationships

Learning Outcomes

The Learner

- Identifies attributes of unhealthy or negative relationships
- Demonstrates strategies to deal with unhealthy or negative relations

Life skills enhanced: Self Awareness, Critical thinking, Interpersonal skills, Problem solving

Time Required

60 minutes

Resources

Copies of Case studies

Guidance for the facilitators

- The focus of this session is on identifying unhealthy relationships and trying to deal with them in the best possible way
- Give a reference to the discussion on various relationships in the last session and strictly avoid painting relationships as black or white.
- It is important that the learners understand a difference between a not-so-positive relationship that needs efforts from both sides to make it better and a harmful relationship from which they need to keep themselves safe/away.
- Make sure the copies of case studies are ready before the session begins.

Transacting the activity

1. Recap - Ask the learners if anyone would like to share what was done in the previous activity. Revise the main learning and take-home messages with all learners.
2. Read Laali's Case Study given below.

Laali's maternal uncle comes to stay at her home from time to time. He places a lot of restrictions on Laali. When he arrives, Laali is unable to meet her friends or go out of the house. Laali becomes quiet and fearful and she almost stops talking and laughing.

3. Ask the questions given below and record learner's responses on the board/chart.
 - How does Laali feel when her maternal uncle is around?
 - How would you describe Laali's relationship with her maternal uncle?
 - How is this relationship different from positive relationships that you have experienced?

4. Congratulate learners for being able to identify some characteristics of 'Unhealthy Relationships'. Explain the following points:
 - Relationships can be both positive and negative. While most relationships contribute to joy and overall development, negative or unhealthy relationships cause emotions like fear, humiliation, and pressure and obstruct our overall development.
 - It is very important for us to learn to identify these relationships and learn how to deal with them.
5. Tell the learners to listen carefully to characteristics of unhealthy relationships and read the following characteristics slowly, asking them to give examples from their own experiences.

You can give the first example: People who do not help us: This could be a friend of yours who always asks for your help but always makes excuses when you need his/her help.

- People who never help or cooperate with us
 - People whom we are afraid/scared of
 - People who try to touch us in a wrong way
 - People who make us uneasy
 - People before whom we are unable to talk or express our thoughts
 - People with whom we feel unsafe or insecure
 - People who do not give any importance to us or our views / thoughts
 - People who hurt us physically, mentally or emotionally
 - People who give us wrong advice or ask us to do wrong things /things that harm us or others
6. Note that some learners may not understand the meaning of 'People who try to touch us in a wrong way', while you can explain briefly that "wrong way" is the way that makes us feel uncomfortable, share that this aspect will be discussed in detail in another activity.
 - Tell the learners that they will now do an activity to practice how to deal with unhealthy relations.
 - Explain to them that we should be able to assess relationships before we think of strategies to deal with them.
 - Some relationships are important for us and we may want to put in more efforts to make them better.
 - In some cases we may want to involve a third person to resolve the issues in a relationship.
 - Some relationships can be difficult and the other person does not respond to our efforts to resolve the issue. In such situations, a call has to be taken as to how far one person can go to try and resolve issues.
 - Sometimes, it may be important to give up on such relationships that continue to sap energy. If the other person dismisses all the positive efforts and threatens to harm, it is important to complain and seek help from a trusted source.

7. Make groups of 5-6 learners and give one case study to each group. Ask them to read the case study in their small group and write down what strategies a person can use to address the problem. If there are more learners in a class, two groups can work on the same case study separately.

Case 1

Laali's maternal uncle comes to stay at her home from time to time. He places a lot of restrictions on Laali. When he arrives, Laali is unable to meet her friends or go out of the house and even her meetings become very infrequent and erratic. Laali becomes quiet and fearful and she almost stops talking and laughing.

Case 2

Amandeep has speech impairment. She loves learning and likes going to school. Her only fear in the school is her class teacher, who never wanted her in the class. The teacher could not be troubled with a girl who couldn't speak. She taught the class as though Amandeep was not present. When Amandeep would score low in tests in her subject, she would often tell her that she should just stay at home.

Case 3

When Iqbal joined the school hostel, a group of senior boys started bullying him. Soon this became a routine and they started threatening Iqbal of bad consequences if he did not do their work. Sometimes they would ask him to wash their clothes, sometimes to give his snacks, to give his money etc. Iqbal feels very scared in the hostel and has started keeping quiet and losing his confidence.

Case 4

Rongden has come to stay at her cousin Sonam's house. Sonam welcomed her warmly but she wants Rongden to be with her all the time and not meet or play with other friends. Rongden wants to do other things and talk to other friends too.

8. Once all groups finish writing, ask one member from each group to read out the case and share their strategy for dealing with the situation. Ask other learners to also suggest how the person can communicate their feelings clearly and without hurting the other person. Ask the group for their opinion on suggested strategy/strategies from different groups.
9. Summarize - Once all groups have presented, summarize all the points. Speak about strategies and skills for dealing with difficult relationships, our ability to assess how important a relationship is and how far we would like to go in our efforts. For example, relationships mentioned in case 1 and 4 are important relationships and one may want to put in more efforts through discussions and negotiation, to make them better. On the other hand, relationships mentioned in case 2 and 3 can be difficult to deal with, they can be harmful and may require seeking help from a third person.

Reflection questions

- What are the characteristics of unhealthy relationships?
- How can we deal effectively with unhealthy relationships?

Take home messages

- It is very important to understand which relationships are unhealthy and to gather courage to address them.
- Sharing one's feelings clearly helps in dealing with the situation in most cases. If it is difficult to express one's thoughts and feelings with the concerned person, one may seek support from family, friends or teachers to deal with an unhealthy relationship.
- In any relationship, both the parties are equally responsible for building and maintaining healthy relations. While an individual should try to work on unhealthy relationships to make them positive, he or she should do it only if the other person responds positively.
- Some relationships may seriously be harmful and one may need to seek help from others. If the relationship is creating a lot of distress and having an impact on daily functioning, one can approach a peer leader in the community or a counsellor in the Adolescent friendly health clinic.

Suggested activities

- Look at the relationship map drawn in the previous session to see if there are any harmful relationships in that
- Think about strategies to deal with the relationships, share with a friend or the teacher if you wish to

Activity 5

Title: Hum Saath Saath Hai – Working Together

Learning Outcomes

The Learner

- Understands the importance of working together
- Demonstrates skills like Cooperation, Coordination, Communication that facilitate effective working in groups and teams

Life skills enhanced

Interpersonal skills, Effective Communication, Critical thinking

Time

60 Minutes

Resources

Seven themes written on seven separate slips of paper, chart papers, newspapers, magazines, glue

Themes: Nutrition, Cleanliness, Road Safety, Internet, Emotional Wellbeing, Stress Management, Friendship, Career choices, No smoking

Guidance for the facilitators

- The focus of this session is about working in groups or teams. Make sure that the discussion revolves around that and not about other things.
- Do not look for right or wrong answers on the chart papers
- Appreciate the creativity and keep the focus on what happened in the group rather than the outcome
- Keep all the themes, chart papers, newspapers, magazines ready before the class.

Transacting the activity

1. Recap - Ask a few learners to share their thoughts and experiences of the previous session.
2. Divide learners into seven groups
Tell the learners that you will give each group a theme and they have two tasks based on the themes:
 - a. They have to create a Collage on a chart paper using cuttings from newspapers to present the theme. No writing or drawing is allowed. Two learners from each group will present the chart paper in the class. There are 20 minutes for preparation and 3 minutes per group for presentation.
 - b. Each small group creates a Group Sculpture to portray the theme. All learners must participate. They will get five minutes to prepare and 15-20 seconds to present.

3. Each group presents the chart and then the Sculpture.
4. After all groups have presented their collage and sculptures, generate a discussion in the class using the following questions
 - a. Describe what happened in your group.
 - b. How happy are you with your Collage and Sculpture?
 - c. How happy are you with your contribution to your group?
 - d. Give examples of actions of group members that helped the group.
 - e. Give example of a behaviour that created some disturbance in the group and how the group dealt with it?
 - f. What are the elements of effective group work?
5. Summarize – Conclude the discussion by emphasizing on the importance of working with people and some enablers of effective group work, e.g. mutual trust, empathy, common goals, listening to each other, cooperation, coordination, etc.

Reflection questions

- What are some helpful behaviours in the group?
- List three important skills for effective group work

Take home messages

- Since everybody works with people most of the times, at school, at home and also outside learning to work well in groups is important.
- When people come together to work on a common goal, they have to trust each other, listen to each other, coordinate well and participate fully.
- One may not agree with everything, but one may need to go with the group in the interest of group performance.
- The skills that were practiced in the activities such as listening, responding well to others and building positive relationships are the foundations of working effectively in groups.

Suggested activities

- List situations in which you had to work with people. Write down your observations about your behaviour in the group. List three things that you could do to be a better team member. Share it with a friend if you wish to.