

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

Under the Aegis of School Health Programme of

**Ayushman Bharat**

**Theme 3: Interpersonal Relationships  
(SECONDARY & SENIOR SECONDARY)**

## Module 3 - Interpersonal Relationships

### Scheme of Content: Secondary and Senior Secondary (Grade: 9-12)

Learning Outcomes	Activity No.	Title of the Activity	Learning Outcomes	Time (in minute)	Transaction Method
<b>The Learner</b> <ul style="list-style-type: none"> <li>• Demonstrates healthy responses to other's thoughts, emotions</li> <li>• Builds and nurtures harmonious relationships with friends, family and environment;</li> <li>• Deals effectively with unhealthy relationships</li> <li>• Collaborates effectively towards group and team goals</li> </ul>	1	Hamara Saath	The learner <ul style="list-style-type: none"> <li>• Demonstrates the skills of working effectively in groups and teams.</li> <li>• Expresses the importance of understanding others' viewpoints.</li> </ul>	60	Structured Group Activity
	2	Communicating Assertively	The learner <ul style="list-style-type: none"> <li>• Demonstrates ability to listen to other persons' viewpoints.</li> <li>• Expresses his/her viewpoints in an assertive and effective manner.</li> </ul>	60	Role play Group Discussion
	3	Building Harmonious Relationships	The learner <ul style="list-style-type: none"> <li>• Expresses attraction and romantic feelings positively</li> <li>• Demonstrates skills to negotiate with their parents and guardians</li> <li>• Demonstrates skills to negotiate more space and autonomy on issues of concern</li> </ul>	60	Case studies based small group discussion
	4	Resolving Conflict	The learner <ul style="list-style-type: none"> <li>• Demonstrates understanding of different approaches for resolving conflict</li> <li>• Practices skills to resolve conflict</li> </ul>	60	Small Group Discussion and Presentation

## Activity 1

**Title:** Hamara Saath

### Learning Outcomes

The learner

- Demonstrates the skills of working effectively in groups and teams.
- Expresses the importance of understanding others' viewpoints.

### Life Skills Enhanced

Interpersonal Skills, Effective Communication, Critical Thinking

### Time Required

60 Minutes

### Resources

Board and Chalk

### Guidance for the Facilitator

- The focus of this activity is on working together effectively. This activity will enable the learners to experience working together, reflect on their experience and draw learnings from the shared experiences.
- Encourage all learners to participate in the discussion.
- While having the discussion, use reflective questions and probes to prompt learners to think more deeply.

### Transacting the Activity

1. Introduce the activity saying that it's a small group activity and each group will be asked to collect certain items and record it.
2. Divide learners in mixed groups. Each group can have 8-10 members each. Ask them to sit in circles.
3. Draw the following template on the board

Alphabets	Name of Things	Name of Person who collected
A		
B		
C		
D		
E		
F		

<b>G</b>		
<b>H</b>		
<b>I</b>		
<b>J</b>		
<b>K</b>		
<b>L</b>		
<b>M</b>		
<b>N</b>		
<b>O</b>		
<b>P</b>		
<b>Q</b>		
<b>R</b>		
<b>S</b>		
<b>T</b>		
<b>U</b>		
<b>V</b>		
<b>W</b>		
<b>X</b>		
<b>Y</b>		
<b>Z</b>		

4. Ask the group to identify one observer and one writer for the group.
  - The Observer's role is to observe the group process during the 15 minutes activity.
  - The Writer's role is to do all writing work for the group. Ask writers to draw 3 columns in notebook: Column 1 - Alphabets; Column 2 - Name of the item; Column 3 - Name of person who collected the item. (they can refer to the template drawn on the board)
5. Give the following instructions to the learners:
  - Group members have to collect one item each that begins with each of the alphabets.
  - The writer for each group will need to record the collected items and the person who has collected it as per the template on the board.
  - Groups get 15 minutes for collection of items and recording the same. They have to come back in 15 minutes to remain in the game.
6. Start the game by saying 'Start'.
7. After 15 minutes, say 'Stop' to stop the activity. Once they return, ask them to settle down.
8. Ask one student or the observer from each group to volunteer for announcing the final count. Ensure that if an item is recorded, without the name of person who has collected it, it does not get included in the final count.

9. The group that has the maximum number of correct entries wins the game.
10. Ask observers from each group the following questions:
  - a) What happened in the 15 minutes of the game?
  - b) After receiving the instructions did group members spend time to plan on how to work together?
  - c) How was work distributed in your group?
11. Ask each group the following questions:
  - a) If you have to do this activity again, how will you do it?
  - b) What are your key takeaways for effective team work in your life?
12. Summarize – Once all groups respond to the questions; summarize the learnings from the activity. Tell them that for a team to succeed; it is important to have mutual trust, set clear goals, plan well and assign proper roles to each member and work with proper coordination. The group may assign a leader, or a member of the group may automatically take the role of a leader or coordinator. However, a good leader would listen to everyone in the group and value everyone's opinion and not dominate all decision making in the group. Also state the importance of collective thinking and collective action.

#### **Reflection questions**

- While working in a group, you found that one of the team members is dominating the discussion. As a team member what should you do?
- What are the three most important things to remember while working in groups?

#### **Take home Messages**

- It is important to set clear goals and have a plan of action for people to work in a group.
- Assigning proper roles and responsibilities in a group increases the ease of working together and leads to better time management.
- Mutual trust, cooperation, helping each other, effective communication is critical for effective team work.

#### **Suggested Activities**

- Design a mini-group project based on the learnings from the activity. Seek support from your teachers in its planning and execution.
- Play games which require formulation of teams. Write a note on how you worked as a team while playing the game. Discuss with your teachers.

## Activity 2

### Title: **Communicating Assertively**

#### Learning Outcomes

The learner

- Demonstrates ability to listen to another persons' viewpoints.
- Expresses his/her viewpoints in an assertive and effective manner.

#### Life skills enhanced

Effective Communication, Empathy, Interpersonal Skills, Self-Awareness

#### Time Required

60 Minutes

#### Resources:

Chits with role play situations written on them, black board and chalk

#### Guidance for the facilitators

- Before this activity; it is important to be familiar with the three styles of communications explained below. There are many ways of communicating our view points; a common categorization is as follows:

#### Passive, Aggressive, and Assertive style of communication.

- **Passive:** This is a form of communication in which a person does not share his / her wants, needs, desires or opinions. Passive communication leaves you with a feeling as if your opinion doesn't matter and you do not have a voice. It can lead to anger, frustration and other negative emotions.
- **Aggressive:** In this form of communication a person shares his / her needs, wants, desires, opinions at the expense of others. This style may make you feel better in the moment, but you may lose relationships and may have difficulty forming new relationships.
- **Assertive:** This form of communication is characterized by honesty and a direct approach. Assertive communication is the most healthy and positive style of communication that all of us should aspire to use. Being able to express our feelings/thoughts without hesitation or anger may often seem difficult but this leads to resolving many conflicts.

Three parts of Assertive communication are as follows:

- Clearly stating your feeling ("I felt sad, hurt, angry, etc.")
- Clearly stating what happened from your point of view ("I lent you my book... and you lost it")
- Clearly stating your request ("I would like you to buy....")

Following is a list of assertive responses to some prompts. This is for your reference only.

Prompt	Possible Assertive Response
You want to participate in singing competition and your friend tells you “Everyone will laugh when you sing, I think you should drop out of the competition	Thank you but I really want to participate in the competition, singing makes me happy.
Your mother is looking very upset with you and won't talk properly for some reason but you don't exactly know why.	Mother, I have noticed that you are upset with me; I want to know the reason. Can we please talk?
You are not feeling well, your friends tell you “Why are you making excuses of health, just come and play with us”	As I told you I am not feeling well so I do not feel like playing. You people can go ahead; I will join you when I feel better.
You are standing on road along with friends, your friend says “That girl is coming this way, lets tease her.” You don't want to.	Sorry but I do not like to tease girls. Besides, I feel you should also stop doing it.

- When learners work in groups to prepare the role play, spend 2-3minutes with each group observing them as to how they are thinking. Use these observations in large group discussions.
- Keep the slips with the role play situations written on them ready before the class.

### Transacting the activity

1. Recap – Ask the learners the following questions and have a quick discussion on each:
  - Why is team work important?
  - Did you apply any of the learnings from the last session?
2. Tell learners that we will learn about effective and ineffective styles of communication
3. Explain to learners that you would like six volunteers who will present 3 (scripted) role plays. Each version involves the same situation.
4. Select the volunteers and assign two learners to present each role play and give each pair a handout of one of the role play. They are to enact the role play after you explain the situation to the class.
5. Read out the following role play situation to the class:
 

***Your friend borrowed your book and lost it. You want your friend to buy a new book for you. You decide to discuss this issue with him / her.***
6. Ask first pair to enact Role Play 1 – Passive style of communication. Instruct the pair to show the right expressions, the person responding to the friend should sound very submissive and sad.

### Passive Style:

**Friend:** Hey, I am not able to find the book, I borrowed from you 3 days back. I have been searching for it, but I think I lost it.

**You:** Search for it again, please.

**Friend:** I have searched the same everywhere but can't find it.

**You:** Then what do I do? I need that book urgently.

**Friend:** Oh your book got lost. I suggest you buy a new book.

**You:** I buy that book? Okay. As you say. (submissively)

7. After the role play ask learners what they liked or disliked about how the conversation went. After learners share their thoughts, explain how this is an example of in-effective communication. That the person is not able to express her/ his feelings and expectations clearly
8. Ask second pair to enact Role Play 2 –Aggressive style of communication. Instruct the pair to show the right expressions. Both should sound and look aggressive.

***Aggressive Style:***

**Friend:** Hey, I am not able to find the book, I borrowed from you 3 days back. I have been searching for it, but I think I lost it.

**You:** What? How can you be so careless? Just go and search for it everywhere. (angrily)

**Friend:** I have searched the same everywhere but can't find it.

**You:** Listen, I need that book urgently! I don't care as to how you will get it! (angrily)

**Friend:** I am sorry for losing your book. I suggest you buy a new book.

**You:** What? Why should I buy that book? You are the one who lost it. You have to buy the book, understand? (angrily)

9. After the role play ask some learners in the class to share what they liked or disliked about how the conversation went. After learners share their thoughts explain how this is another form of ineffective communication. The person was not able to express the reason behind his/ her anger and the interaction turned into a quarrel.
10. Ask third pair to enact Role Play 3 – Assertive style of communication. Instruct the pair to show the right expressions. The person responding to the friend should sound firm and calm and the friend's response later should be apologetic.

***Assertive Style:***

**Friend:** Hey, I am not able to find the book, I borrowed from you 3 days back. I have been searching for it, but I think I lost it.

**You:** Oh. Search for it again please. Check with your friends too, maybe one of them has taken it.

**Friend:** I have searched the same everywhere, also checked with my friends but can't find it.

**You:** I am sad because I need that book urgently for the upcoming class test. I gave it to you and you lost it.

**Friend:** I am sorry for losing your book. I suggest you buy a new book.

**You:** I can see that you have tried your best to find the book. I feel upset that you expect me to buy the book. I think it is not right on my part to request my parents for extra money for this book. I request you to find a way to get the book for me.

**Friend:** I am sorry. You are right, it is my fault and I will find a way to buy the book and give it to you.



11. After the role play ask some learners in the class to share what they liked or disliked about how the conversation went. After learners share their thoughts explain how this is an example of effective communication and is called 'Assertive Communication'. The person clearly expressed her/ his feelings and what she/he expects.
12. Ask learners to think about the three styles of communication, which one they think is best, and why.

Learners will probably prefer "Assertive communication." If this is not the case, be sure to explain what you see as the benefits of Assertive communication. Emphasize that assertive communication reflects respect for everyone's needs and wishes, expressing our feelings and needs calmly, and is therefore more likely to lead to a positive outcome for everyone involved.

Point to the learners that there are 3 parts to effective communication:

- a) Clearly stating your feeling ("I felt sad, hurt, angry, upset, excited...")
  - b) Clearly stating what happened from your point of view ("I am upset that you expect me to buy the book and it is not right on my part to request my parents for extra money for this book.")
  - c) Clearly stating your request ("I would like you to apologize". Or "I would like you to find a way to buy the book")
13. Divide the class into 5 to 6 groups and distribute one chit each with the situations to each group. Ask each group to decide how they will enact assertive communication. Give 10 minutes for discussion and preparation and 2-3 minutes of role play.

### **Role Play Situations**

1. Your best friend sometimes makes rude comments about your physical appearance. You are tired of listening to such comments. You decide to discuss this with him / her.
2. You are travelling in a bus and it's a long 6-7 hours journey. A group in the bus is singing loudly and making a lot of noise. You are getting disturbed and you feel that they are disturbing others as well. You approach the group leader to talk about this issue.
3. Your good friend borrowed your notebook as he/she wants to copy some notes. When he/she returned your notebook, you found ink smudged on some of the pages, making a few notes illegible. You decided to talk to him/her about how you feel, as you will have to re-write the four-page notes.
4. You bought medicine for your mother from the medical store. On reaching home, you realized that medicine's expiry date is passed. You decide to talk to the shopkeeper.
5. You heard one of your friend making rude and insensitive comments about one of your class mate Rohit who is differently abled. You want your friend to know how you feel about the comment.

14 While one group will be presenting, ask others to observe and take notes of key messages. Once all the groups finish their presentations of role plays, consolidate the observation pointers. Conduct the discussion using the following questions:

- a. Did all groups use assertive communication? Did they follow the three steps of assertive communication? If not how else could they have communicated?
- b. Why is it important to express our feelings without hurting others?
- c. Why is it important for assertive communication to put across our point of view while respecting other's perspective?

15. Summarize the discussion, restate the importance of Assertive communication and the three components.

### **Reflection questions**

- What is the healthiest and positive style of communicating your view points to others?
- If your parents, friends, teachers are pressurizing you to do something you do not believe in, what should you do?

### **Take home messages**

- If an individual strongly believes in something and stand up for it, people are more likely to like and respect him/ her in the long run.

- At times, people tend to show their disagreement by fighting/arguing or by ignoring, keeping quiet or agreeing with everything the other person is saying against their wishes. Both these approaches are ineffective as true emotions are kept. We need to learn to communicate assertively.
- Communicating effectively is to state one's feelings and thoughts clearly without hesitation or anger in front of the other person. This is a very important skill which comes with practice.
- Effective communication helps build meaningful relationships.

**Suggested Activities**

- Reflect on incidents where you communicated in a passive or aggressive manner in the recent past. Write a script on how you would communicate in the same incident assertively. Discuss with your teachers after writing the scripts.

## Activity 3

### Title: **Building Harmonious Relationships**

#### **Learning Outcomes**

The learner

- Expresses attraction and romantic feelings positively
- Demonstrates skills to negotiate with their parents and guardians
- Demonstrates skills to negotiate more space and autonomy on issues of concern

#### **Time Required**

60 minutes

#### **Life skills enhanced**

Empathy, Interpersonal Skills, Managing Emotions, Effective Communication

#### **Resources:**

- Case studies

#### **Guidance for the facilitators**

- The goal of this activity is to look at issues and conflicts that adolescents face in various relationships. Go through the case studies beforehand and note down various perspectives and key messages in each case study so that you can highlight them during the discussion.
- Make mixed groups- include both girls and boys in all groups
- In large group discussion, ensure that learners are sensitive towards each other and they do not hurt others' sentiments.
- It is fine if more than one group receives the same case study. They should be asked to present one after the other.
- Keep the chits with the case studies written on them ready before the class.

#### **Transacting the activity**

1. Recap – Ask learners if they practiced assertive communication that was discussed in the previous session. Ask a few learners to share their experiences.
2. Divide the learners into groups of 7-8. Ask one student from each group to volunteer as a reporter for noting down the points shared by the group and later present in large group
3. Distribute one case study in each group. Give the groups 10 minutes to discuss the case study and answer the questions given below each case study

#### **Case Study 1: Peer Judgement**

Deepika and Amalia are talking to each other in hushed tones about their good friend Sangeeta. Deepika asks, "Did you hear about Sangeeta's supposed relationship with Amar?" Amalia replies, "I find it hard to believe that Sangeeta is so attracted to Amar!" Deepika responded, "I do not

know why she is behaving like a crazy person and what does this 'attraction' even mean?" Amalia replied, "I do not understand these things. I am more interested in the upcoming exams!"

**Questions for Discussion:**

- a. What do you think about Sangeeta's feelings towards Amar?
- b. Is it OK for Deepika to call Sangeeta crazy? Please give reasons for your response.
- c. Do you think Sangeeta's friends could have played a different role in this situation?
  - Key message: Having feelings of attraction during adolescence is normal. We should refrain from judging others for their behaviour. Being non-judgmental is not easy however it is important for building healthy relationships.

***Case Study 2: Positive and Negative Peer Influence***

Salman used to study all the time, whether at school or at home. He always scored good marks. He did not have any other interest or hobbies. When he joined a new school in class 11<sup>th</sup>, he became friends with Akash and Moti. Both were cricketers. Salman started to play cricket with them and discovered that he was a good spin bowler. His parents are now concerned that he is spending too much time on the playground, which may affect his studies. Parents are not saying anything to Salman but he can feel their concern.

**Question for Discussion:**

- a. Do you think that Salman's parents are justified in being concerned about his new hobby?
- b. Do you think Akash and Moti are a good influence on Salman? Why?
- c. If you were Salman, would you like to discuss this issue with your parents and how?
  - Key Message: Peer relationships can have both positive and negative dimensions. Parents / elders may get concerned about our relationships. Therefore it is important to assess their feelings and maintain a dialogue with them.

***Case Study 3: Attraction and Romantic Relationships***

Simran and Vishal live in the same neighbourhood and have been friends for many years. They are studying in class 11<sup>th</sup> in the same school. Recently Vishal sent a greeting card expressing his love for Simran. She is confused about her feelings for him. She feels that she needs more time to decide. However, Simran is worried that if she does not respond now, she may lose Vishal as a friend.

**Questions for Discussion:**

- a. If you were in Simran's place, what would you do?
- b. If you were Vishal, how would you respond if Simran told you that she needed more time to decide?
- c. Do you think Simran's and Vishal's parents and teachers can play any positive role in the above situation? If yes, what role can they play? If not, why not?

- Key Message: Attraction and romantic relationships are part of growing up. Every person should learn to assertively communicate about how they feel for their friends. It is important to accept that the other person may not have the same feelings.

#### ***Case Study 4: Body Image***

Rohan was walking in the corridor and accidentally bumped into Shyam, one of his classmates. Shyam got angry and said ‘chashmish, can’t you see properly?’ Other classmates also joined Shyam in teasing Rohan about his thick spectacles. Rohan was upset and could not concentrate on his studies due to constant teasing by his classmates.

#### **Questions for Discussion:**

- What are the reasons for Rohan to get upset and not being able to concentrate on studies?
- What would you do if you were at Rohan’s place?

- Key Message: The way we feel about our body and appearance forms our body image. It also effects our self-worth and self-confidence. It is important to understand that we all look different but we all have our unique and special characteristics. We should refrain from teasing others based on their looks and if are recipients of such comments we have to focus on our uniqueness, our strengths and specialness.

#### ***Case Study 4: Cross Generation Relationship***

Aman is 15 year old. His friends have planned to go for a movie and they are insisting that Aman joins them. Aman is quite excited about this outing. When Aman talks to his father to seek his permission, he refuses saying that Aman is not old enough to go out with his friends. Aman storms out of the room and stops talking to his father. Both are unhappy about this situation. Aman wants to convince his father but does not know what to do now?

#### **Questions for Discussion:**

- If you were Aman, what would you do?
- Whom do you agree with Aman or his father and why?

- Key Message: It is not necessary to agree with your parents or anyone else on everything. However, it is important to learn to express our thoughts and feelings assertively in a clear, honest and respectful manner without putting down either themselves or the other person.
- While the learners are discussing in their respective groups, observe each group carefully.
- Once the learners finish group discussion, ask the reporter to share the points/views shared by the group. If there are different views, all of them should be reported.
- Once the groups finish sharing their points, ask some of these questions to help learners to reflect further.
- What are the issues that you find difficult to talk to with your parents or teachers?
  - Do you think it is necessary to agree with your parents all the time? Why?

- b. How can you express your thoughts and feelings to your parents, friends and teachers?
  - c. Is it acceptable to get attracted and have romantic feelings towards someone?
- 4. As a facilitator, build perspective around key messages during debrief for each of the cases. Keep noting down key points on board to summarize at the end.
- 5. Inform learners that sometimes they may face issues in interpersonal relationships that are difficult to cope with and they need help. They can always approach a peer-leader or counsellors in the adolescent friendly health clinics provided under the RKSK program.

### **Reflection questions**

- How can we strive to build healthy and harmonious relationships?
- Who can we approach when we want to share our challenges or problems in life?

### **Take home messages**

- During adolescence; individuals develop a sense of identity and their views about issues. Disagreements with parents and other adults, can lead to conflicts. Adolescents should learn to resolve such situations by expressing their thoughts and feelings with respect and honesty.
- Having feelings of attraction during adolescence is normal and peers should not judge their friends for it.
- During adolescence, relationships with peers keep changing with time and context. It is important to understand the dynamics of each relation.

### **Suggested Activities**

- Maintain a diary to express some interactions having positive and negative impact on you for one week. You can share your experiences with your friends, parents, teachers, relatives. While writing down the experiences reflect on 3 points:
  - a. Whether these experiences are positive or negative?
  - b. Was I able to regulate my emotions? How could I have dealt with it differently?
  - c. Whom should I approach for help?

## Activity 4

### Title: **Resolving Conflict**

#### Learning Outcomes

The learner

- Demonstrates understanding of different approaches for resolving conflict
- Practices skills to resolve conflict

**Time:** 60 minutes

#### Life Skills Enhanced

Critical Thinking, Interpersonal Skills, Empathy, Problem Solving

#### Resources:

- Story to build scenarios for group discussion
- List of Scenarios for group discussion
- Chart-papers (optional)
- Sketch pens

#### Guidance for the Facilitator

- There are five different approaches to dealing with conflict – **Explode, Avoid, Pretend to Ignore, Attack and Work Together to Find a Solution.**
  - Explode: You focus on your feelings about the situation and get extremely angry.
  - Avoid: You try your best to avoid the conflict situation.
  - Pretend to ignore: You don't say what you are thinking or feeling because you don't want people to get upset.
  - Attack: You make sure that you hurt the other person before they have a chance to hurt you.
  - Working together to find a solution: You try to solve the problem through dialogue and discussion.
- Steps in resolving conflicts:
  - **Observe:** Look at the other person carefully, the facial expressions, gestures, etc
  - **Listen and Acknowledge:** Pay attention to the words, tone and facial expressions to understand what the other person is saying. Nod or respond to communicate that you are listening and have understood what is being said. Nod your head or say 'hmmm', 'okay', 'right', etc.
  - **Ask to clarify:** Try to confirm your understanding by stating the other person's point in your own words, e.g., you are saying that you felt very sad at that point, or, are you saying that you felt neglected? It is difficult to find solutions without knowing what the other person thinks/wants. One way of knowing this is by asking questions. However, one must ask questions in a way that doesn't offend the other person.



- **Communicate:** After hearing and understanding, it is important to share our own feelings to make the other person understand how their behaviour impacts us. Clearly communicate your thoughts and feelings about the situation to the other person.
- **Come to a Consensus/Common ground:** Work with the other person to find a solution to the given situation to resolve a conflict.
- **Action:** Take action, which is agreed by both the parties.
- **Build relationship:** Once you have resolved the conflicting situation, make efforts to build relationship with that person. This will prevent future conflicts.
- Encourage all learners to participate in group discussions.
- While learners work in group, observe them carefully and provide support and assistance, if the learners require any.
- Make sure you have the scenarios ready before the class.

### Transacting the Activity

1. Recap– ask learners if they have any learnings from the previous sessions to share. Is there anything that they did differently after the last session? Encourage a few learners to share.
2. Tell learners that today the session is on managing conflicts. Ask learners what do they do normally when they have a conflict with a friend or an adult? Make a note of some of their responses on the board
3. Divide learners into five groups. Narrate the following story to all the learners

### Story

The School Principal has decided to conduct elections to select school representatives as 'Head Boy' and 'Head Girl' from this year onwards. For this purpose, the learners who are interested in contesting the elections have been asked to campaign in school for votes. Learners from all grades and sections can vote and elect their representatives in a democratic way.

Raman has been dreaming of becoming the Head Boy of the school. However, he is feeling threatened by another boy, Karan, who is quite popular in school. So, he decides to approach some of his friends in other classes to get the votes of majority of the learners in the school. Saurabh, his friend from another section, promises to get Raman the necessary support from his class.

However, when the election takes place, Raman does not get elected. One of the major reasons for his defeat is the lack of support from the other sections, including Saurabh's class. Raman is very upset with the result and is particularly angry with his good friend, Saurabh for not helping him.

4. Tell them that each group will get a different scenario. Assign the following 5 different scenarios to 5 different groups and ask them to read the scenarios and discuss the given questions. Give each group 10 minutes for that.

**Scenario 1: Explode**

Raman approaches Saurabh after the results of the elections. He is clearly very upset. He raises his voice and says that he is very hurt because Saurabh did not support him. He thought that Saurabh was a good friend but he lied to him and did not help him! He storms off without giving Saurabh a chance to respond.

**Points for discussion:**

- a. When Saurabh shouted at Raman how do you think Raman felt?
- b. What could be the outcome of this interaction? How do you think it could end?

**Scenario 2: Avoid Conflict**

Raman is walking towards the class and sees Saurabh in the corridor. Raman quickly turns around and walks in the opposite direction. He tells himself, "its better if he does not see me. Then I don't have to talk to him about the problem."

**Points for discussion:**

- a. What do you think Saurabh felt when Raman avoided him?
- b. What could be the outcome of this interaction? How do you think it could end?

**Scenario 3: Pretending to ignore**

Raman greets Saurabh and starts talking to him about various other things (about studies, sports and other general topics). He does not mention his feelings about what has happened. They have a pleasant conversation.

**Points for discussion:**

- a. What could have stopped Raman from expressing his feelings to Saurabh?
- b. What could be the outcome of this interaction? How do you think it could end?

**Scenario 4: Attack**

Raman begins speaking from across the classroom to Saurabh. He speaks loud enough that other people can hear what he has to say. He accuses Saurabh of being a liar and cheater. He says that he realizes that he was wrong to trust Saurabh.

**Points for discussion:**

- a. Is it right of Raman's to accuse Saurabh of being a liar?
- b. What could be the outcome of this interaction? How do you think it could end?

**Scenario 5: Work together to find a solution**

Raman approaches Saurabh. He says that he thinks that Saurabh did not try to convince his classmates to vote for him even after promising him about the same. Saurabh then explains his side of the story that he tried his level best to convince his classmates to vote for Raman. But his classmates thought that Karan would be a more competent and deserving candidates. Saurabh

explains that he feels sorry about it and Raman realises that Saurabh is equally upset about the final results.

**Points for discussion:**

- a. What do you think about this conversation?
  - b. What could be the outcome of this interaction? How do you think it could end?
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5. Once they finish sub-group discussion, call each group to present to the large group. Give them 3 minutes for presentation. After each presentation explain the relevant approach to dealing with conflict – **Explode, Avoid, Pretend to Ignore, Attack and Work Together to Find a Solution.**
  6. After all presentations and explanations are completed generate a discussion based on the following questions:
    - a. Why do conflicts occur?
    - b. How do conflicts impact us emotionally?
    - c. If you are not able to express your true feeling in a conflict situation, how does it impact you?
    - d. Which approach did you find most effective and why?
  7. Compile all key ideas on board and conclude the activity with key takeaway messages.

**Reflection questions**

- Which is an effective method for resolving conflicts?
- What could be the best way of expressing your views, thoughts in a conflict situation?

**Take home messages**

- If conflicts are not resolved it can harm relationships with others.
- Working together to find a solution is the best approach to resolving a conflict.

**Suggested Activities**

- Think about a conflict that you could not resolve. Write a note on how you could have resolved it. Using the note, try to resolve the conflict, if that is still possible.