



L  B

LIFE SKILLS ADVANCEMENT BOOTCAMP

For LAB Stars

WELCOME TO LAB

At Medha, we believe that the first important milestone on the bridge between education and employment is Life Skills! (The other two being, employability skills and employment opportunities.) When a Student Relations Manager enters a classroom to deliver the training of LAB – he/she bears the proud badge of LAB Star! In 30 short hours, a LAB star strives to help his / her students to:

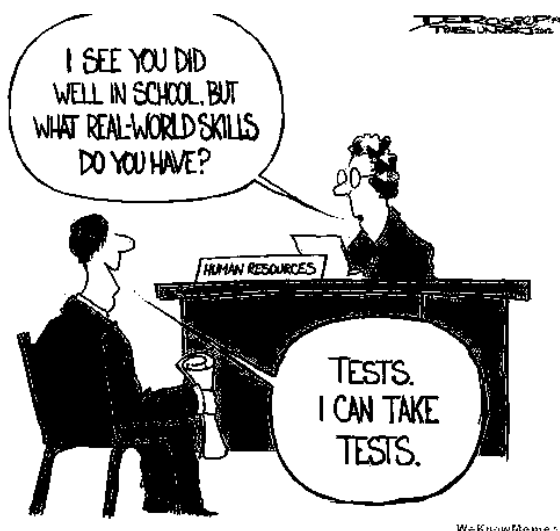
Create a voice for themselves: Every student has his/her own opinions, ideas, questions – while some of them find it easier to voice these, others struggle. In a LAB class, students find a fear-free environment to express themselves.

Build ownership of their actions: We encourage students to 'not follow order / instructions'. Instead, we enable them to find their own reasons for taking up tasks and responsibilities.

Take informed decisions: Our students learn to investigate facts and separate them from opinions before arriving at their decisions. For example, a student will not enroll in a CA course because of what they have 'heard' about CAs – they will enroll (or not) after investigating the extent of the syllabus, future prospects of a CA etc. and comparing it with their own strengths and aspirations.

Effectively deal with the outside world: Students learn to build powerful collaboration with the peers and authority figures in their lives.

And thus, as LAB stars, you will find the unique opportunity to create a strong foundation for the student's journey towards employment.



Team Medha
407 Rajinath Road, New Hyderabad, Lucknow, UP

THE LAB JOURNEY

DAY 1	<i>The Experiment Begins</i>	Students Look Within , by: Acquiring an overview of the Mecha program Sharing their expectation from the program	Page 10
DAY 2	<i>Story of my life I</i>	Students Speak Out , by: Learning to craft the stories of lives with a positive outlook Getting feedback on public speaking skills	Page 14
DAY 3	<i>Story of my life II</i>		Page 29
DAY 4	<i>Me to We: Step 2 - Trust</i>	Students Face the World , by: Learning to build trust and understanding with others on their team Practicing non-verbal communication	Page 22
DAY 5	<i>My superpowers</i>	Students Look Within , by: Identifying personal strengths	Page 28
DAY 6	<i>Our superpowers</i>	Students Look Within , by: Celebrating diversity in teams Share their strengths as a team	Page 35
DAY 7	<i>Designing Dreams</i>	Students Face the World , by: Visualizing their life for the next 2-years	Page 39

DAY 8	<i>Decoding dreams</i>	Students Face the World , by: Identifying obstacles on career journey, and ways of overcoming them	Page 39
DAY 9 + 10	<i>Once upon an ... island</i>	Students Speak Out , by: Learning how to deliver facts influentially	Page 46
DAY 11	<i>'They' say, I am</i>	Students Look Within by: Identifying labels and stereotypes attached to individual identities	Page 50
DAY 12	<i>My Unique Identity: My actual ADHAAR</i>	Students Look Within by: Identifying roles attached to the individual identities Identifying the roles / labels that they wish to discard	Page 55
DAY 13	<i>Me to We: Step 2 - Working as a team</i>	Students Face the World by: Building collaboration in team through collaboration	Page 59
DAY 14	<i>The impossible sale</i>	Students Speak Out by: Selling the unsellable Learning do's and don'ts of a group presentation exercise	Page 63
DAY 15	<i>Storytelling</i>	Students Speak Out by: Telling a story, as a team Practice do's and don'ts of a group presentation exercise	Page 68
DAY 16	<i>Pick a side</i>	Students Speak Out by: Experiencing diversity of thought	Page 72

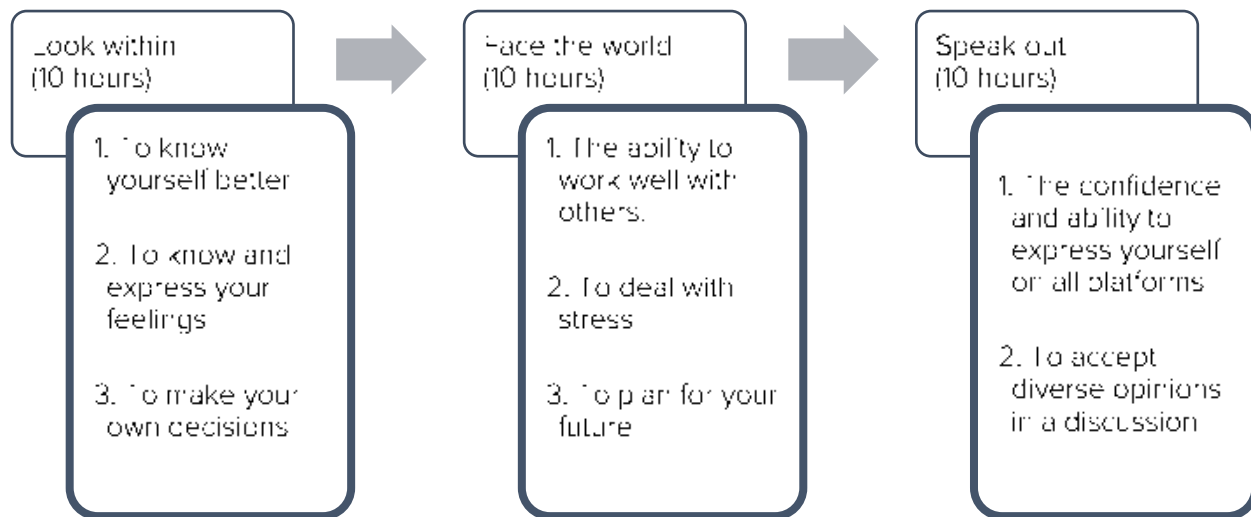
DAY 17	<i>Know and express your feelings</i>	Students Look Within by: Learning new words to express emotions Practicing free expression of emotions	Page 78
DAY 18	<i>Now or Never I</i>	Students Look Within by: Understand procrastination Map out a plan to become productive	Page 84
DAY 19	<i>Now or never II</i>		
DAY 20	<i>Social issues</i>	Students Speak Out by: Discussing socially relevant issues Recognize areas of improvement as a discussion participant	Page 95
DAY 21	<i>Word Play</i>	Students Speak Out by: Using their imagination to discuss abstract topics	Page 101
DAY 22	<i>Decide – what’s right, what’s not</i>	Students Look Within by: Reassessing their personal priorities and values, by discussing some stories involving a ‘dilemma’	Page 107
DAY 23	<i>Take aim, trouble shooter!</i>	Students Look Within by: Thinking of a sustainable solution to common problems of adolescent life	Page 114
DAY 24	<i>Me to We: Step 3 – Doing more, with less</i>	Students Face the World by: Working as a team, to be resourceful (achieving best possible results from limited resources)	Page 119

DAY 25	<i>Negotiation Skills I</i>	Students Face the World by: Identifying the common sources of stress	Page 124
DAY 26	<i>Negotiation Skills II</i>	Students Face the World by: Identifying common symptoms of stress Learning about healthy ways of coping	
DAY 27	<i>Dealing with Stress I</i>	Students Face the World by: Understanding stress in terms of cause and control Map out a plan to deal with stress	Page 132
DAY 28	<i>Dealing with stress II</i>		
DAY 29	<i>Me to We: Step 4 – Problem solving</i>	Students Face the World by: Problem solving, as a team	Page 139
DAY 30	<i>The Experiment Continues</i>	Students Look Within by: Recalling their LAB journey Sharing their learnings from the training	Page 143

THE LAB OVERVIEW

WHAT

LAB uses a unique framework to build a positive relationship between the student and his / her environment. It focusses on three major life skills, as defined by the World Health Organisation (WHO), namely - Self-Awareness, Interpersonal Skills and Communication Skills that are further broken down into more specific and defined objectives.



WHY

Medha evaluates the success of its program on the parameters depicted below.

Life Skills Advancement Bootcamp like all other Medha trainings, is only the first step taken by the students on their journey from education to employment. The training aims to provide life skills, which form the basis of any future employability training in or out of the classroom. The 30-hour LAB training directly impacts the highlighted component of the framework.

Medha prepares
**Youth for life
after school**

By increasing access to Employment	By providing the skills of Employability	By enhancing Life skills
Jobs	Resume writing and interview skills	Self-esteem and confidence
Internships	Career awareness and planning	Ability to create and communicate
Greater opportunities in the formal sector	Increasing digital literacy	Ability to work in team

LAB OVERVIEW

HOW

It's simple really. The plan for each day, and its rationale is outlined in this book. Your job is to decide how to execute each plan in your classroom – while doing so, please keep in mind:

LAB is not:	LAB is:
Prescriptive	LAB is a Foundation Course (Preparatory in nature)
Career Counseling Cell (We don't tell you <i>what</i> to decide, we tell you <i>how</i> to decide)	LAB works inward direction (earning what's inside)
Parenting. Never say no! Let students discover themselves/help them reflect whenever they go wrong.	LAB is limitless
A regular classroom (LAB is not taught, LAB is experienced)	LAB is for life (not a job, career or till a certain age)

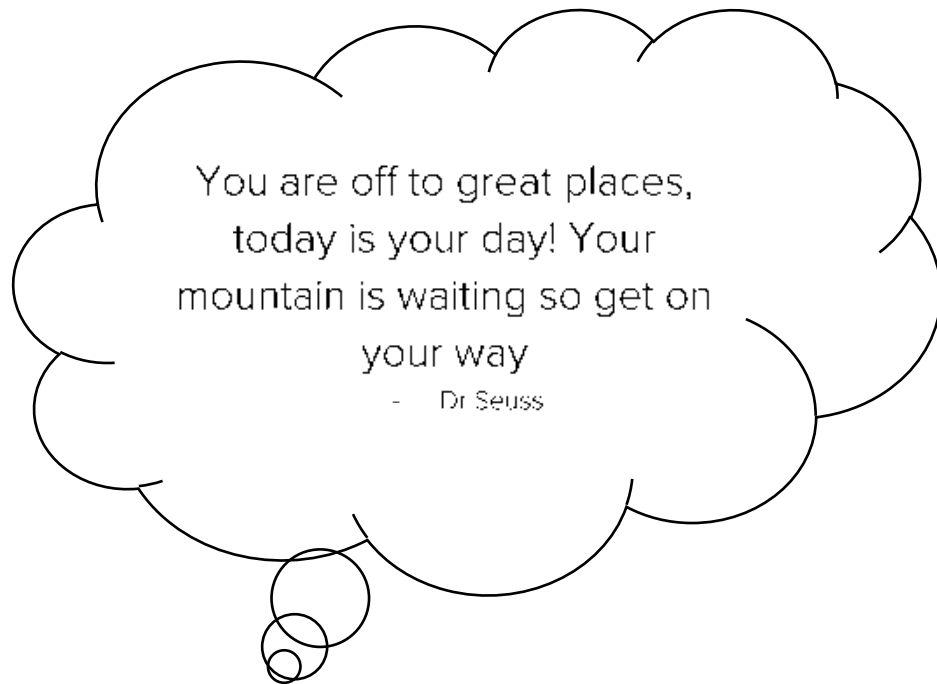
BEFORE YOU BEGIN, REMEMBER

GREAT THINGS COME OUT OF *PATIENCE*

WE DON'T LEARN BY DOING, *WE LEARN THROUGH REFLECTION* OF WHAT WE
HAVE DONE

ENERGY IS CONTAGIOUS, POSITIVE OR NEGATIVE ALIKE

THERE IS *NO INNOVATION AND CREATIVITY WITHOUT FAILURE*



DAY 1:

THE EXPERIMENT BEGINS

STUDENTS WILL BE ABLE TO
ACQUIRE AN OVERVIEW OF THE MEDFA PROGRAM
SHARE THEIR EXPECTATION FROM THE PROGRAMS

GET READY

When you step into a LAB classroom, you do not step in as a 'soft skills facilitator'. You step in as a LAB star! Some LAB stars prefer to make a boisterous impression, others prefer a calmer approach. Each star has his/ her own style of interacting with the class. Whatever be your chosen style, please take care that your body language, words and tone convey the following message:

1. You are not the students' 'teacher', you are not there to teach them the 'right' kind of behavior. (If possible, discourage the students from addressing you as 'sir / ma'am', They can call you 'coach!')
2. During LAB, students will get to know themselves and their strengths and weaknesses better through activities and games.
3. LAB classroom is a safe space for each student - here, nobody passes hurtful remarks, nobody makes fun of others and nobody (including, you!) doles out 'advice'.
4. The responsibility of maintaining this 'safe space' lies with both you and the students.

KEEP IN MIND

1. **The clock:** There is always a lot to do on day 1 of the training. Completing the session within 60 minutes will be a challenge, unless each activity is carefully planned, keeping in mind the class's strength, time expected to be taken up by grouping activities, availability of space etc.
2. **The materials:** For this session, you will require some coins (details are in the gameplan) - it might be a little difficult to gather enough coins, but nothing is impossible for the LAB star. To keep your activities fun and engaging, always be prepared with your material for the class.
3. **Expectation setting:** Today, you must convey to the students that they must feel free to share their ideas in the class, and must lend an attentive ear to their peers as well.

THE SESSION WENT WELL, IF:

We do not expect much on day one, only this:

The students smiled a lot: The classroom was a happy place – the students smiled and enjoyed the session.

Students participated in the activity: You encouraged the students to participate, and refrain from talking too much about the program / yourself on day one.

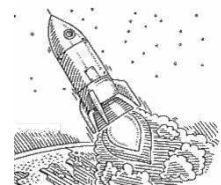
You were prepared with material: Do not show up on the first day of the class without the material required, including the Medha survey or any other material needed as per the Gameplan.

Discover more:

Listen: Unwritten (Natasha Bedingfield)

Read: poets.org > If, by Rudyard Kipling

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO
ACQUIRE THE OVERVIEW OF THE MEDHA PROGRAM
SHARE THEIR EXPECTATIONS FROM THE PROGRAM

Gameplan

Extra Material: Coins of different years, my first and last day at Medha, expectation setting chart, day one –
handout.

20 mins	Context Setting Matching pennies	None
30 mins	Session Activity Hang it up	-
15 mins	Wrapping Up My first day at Medha + Reflection	-

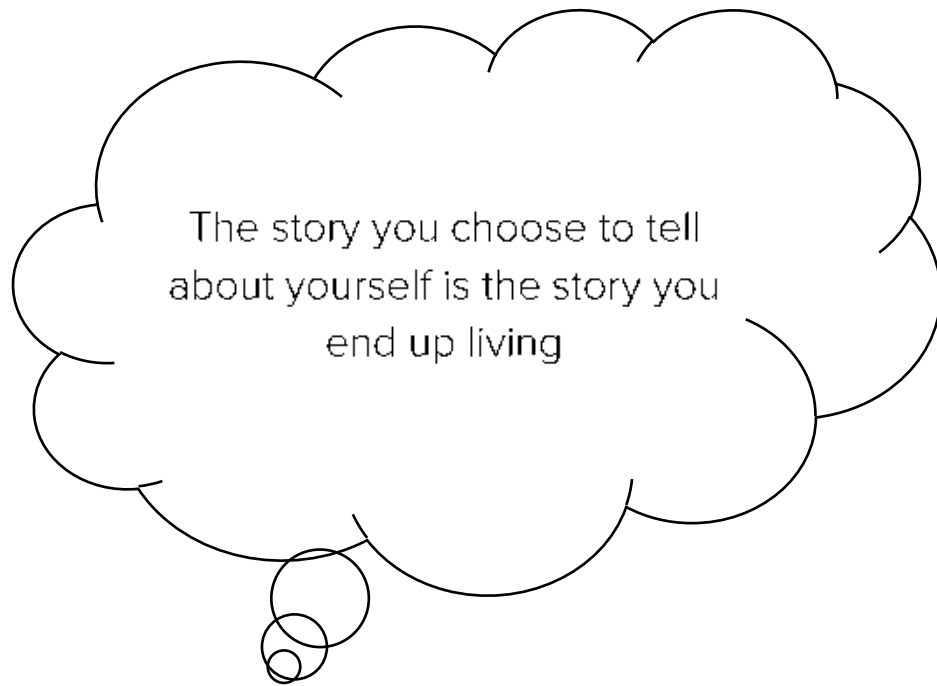
SESSION GAME PLAN

20 mins	Context Setting: Matching Pennies	Energiser
5 mins	Introduce yourself, and welcome the students	Ensure you have coins from 1995 and beyond since any year previous to this would be irrelevant to our age group
15 mins	Gather coins of different years and keep them together in a box. Pass the box to all students and ask each of them to pick up one coin. Next, ask students to find a person who has the same / previous / next year coin as theirs. Once they've found a partner, they need to introduce themselves to each other and share a story/incident that happened the year on their coin. Each student should speak to at least one other student.	Do NOT ask the students to share their stories in the large group, that will take up too much time

30 mins	Session Activity: Hang it up Divide students into groups of 5-6 Place the labels of three sections – Look Within, Face the world, Speak Out in different corners. Explain each of them to students Share cards with topic names, and ask students to guess as a group – which topic falls within which section. Each group should arrange their cards. The team with the most accurate arrangement wins. Share the IAB student handout and briefly read the first session's handout with the class
---------	---

15 mins	Wrapping Up: Reflection + next steps	Reflection
	Share My first and last day at Mecha and facilitate as per instructions in facilitator's copy. Lead reflection: What? How was today? So, what? What is the goal of IAB? Now, what? What would you most like to learn in the next 30 hours? Share today's assignment: Prepare a 2-minute 'story of my life', read instructions from day 1 student handout.	

----- End of Session -----



DAY 2:

STORY OF MY LIFE - 1

STUDENT WILL BE ABLE TO:
CRAFT THE STORIES OF THEIR LIVES WITH A POSITIVE OUTLOOK
GET FEEDBACK ON PUBLIC SPEAKING SKILLS

GET READY

Do you like watching films? Do you like reading stories? If the answer to either of these questions is yes, then you must know that the protagonist in each story always faces a big problem - sometimes this problem arises due to personal shortcomings (Like in Salman Khan in Sultan ends up distancing himself from his family due to his overbearing pride), and sometimes this problem arises due to the circumstances (for example, Kangana Ranaut in Queen is abandoned by her to-be husband a day before her wedding)! But, this is usually only the beginning of the real story. The 'real' story unfolds when the characters begin to respond to the problem.

Today and tomorrow, your students will share the story of their lives with you - some of these stories may be light-hearted, and some may be full of intensely personal details. Your job, today, is to recognise and applaud the 'heroic' moments in each of these stories. For example, a student disappointed with his / her 12th marks can be complimented on his / her never-say-die spirit. A student who faces a loved one's death can be complimented for his / her emotional fortitude.

KEEP IN MIND

1. **Be attentive and sensitive:** Today, the students are overcoming their fear of public speaking to share their stories with you and the class. Keep your attention focused completely on the students who take the stage. If a student ends up sharing something sensitive, refrain from giving the student any 'feedback' on public speaking - ask the student to take their seat, and give him / her space to collect themselves.
2. **Give compliments freely:** Each student must return to their seats amidst thundering applause. No matter the quality of their public speaking, today your only job is to make them feel great about speaking on the stage.

THE SESSION WENT WELL, IF:

1. **Each student received feedback:** The trainer focused on the positives. Appreciated each student's life story and, applauded each student's effort in presenting their life story in a clear voice, and with some confidence.
2. **Students stopped 'running off' from the stage:** Students understood that they should not 'run away' from the stage at the end of their speech. They must thank the audience and gracefully leave.
3. **There were no catcalls / booing:** Students did not make snide remarks against each other. They were listening to each person attentively.
4. **Students shared 'stories' of their lives, not just introduction:** Students must be encouraged to share the story of their lives, not just the name, subjects, place of residence etc.

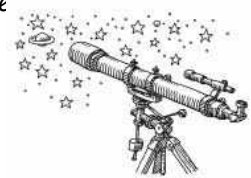
Discover more:

Listen: Say (John Mayer)

Read: theutopianlife.com > *How to Craft a Powerful Life-Narrative* by Tom Ichniowski

Your Mi

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO

CRAFT THE STORIES OF LIVES WITH A POSITIVE OUTLOOK

GET FEEDBACK ON PUBLIC SPEAKING SKILLS

Game Plan

Extra Material: Public speaking (see Assessment), Do's and Don'ts of Speaking

15 mins	Context Setting Dialogue maaro	-
35 mins	Session Activity Tell us the story of your life!	-
10 mins	Wrapping Up Reflection + self-assessment	-

SESSION GAME PLAN

15 mins	Context Setting: Dialogue maaro	Energiser
5 mins	Invite the class to join you in a large circle, in front of the classroom.	These dialogues bring students out of their shell – make it as entertaining, and easygoing as possible.
5 mins	Pass around the dialogue maaro handout and ask the class to repeat after you. Pick a dialogue of your choice and repeat it with as many different emotions as you can.	
5 mins	Invite other students to take the lead and do a few dialogues.	
35 mins	Session Activity: Tell us the story of your life!	On-spot feedback
5 mins	Context setting – set expectations, create a safe space, share the importance of telling your own story effectively.	Note: At least 8-9 students should speak today, manage time accordingly.
30 mins	Ask students to come up on stage, and make the speech prepared as assignment from day one. Give each student specific feedback.	
10 mins	Wrapping Up: Reflection + self-assessment	Reflection
	Lead reflection What? How was it? What did we learn about the art of public speaking? So, what? List common feedback points on board (min 3, max 5). Now, what? Remind students to refer to self-assessment in student handbook and assess their own performance.	Remind the students that the session will continue next day and they should complete the assignment of day 1, if it remains pending.

----- End of Session -----

TRAINER REFERENCE

How to tell the story of your own life

A better way to understand the concept is to read an excerpt from *The Power of Meaning: Crafting a Life That Matters* by Emily Esfahani Smith. (Scan to view the excerpt online)

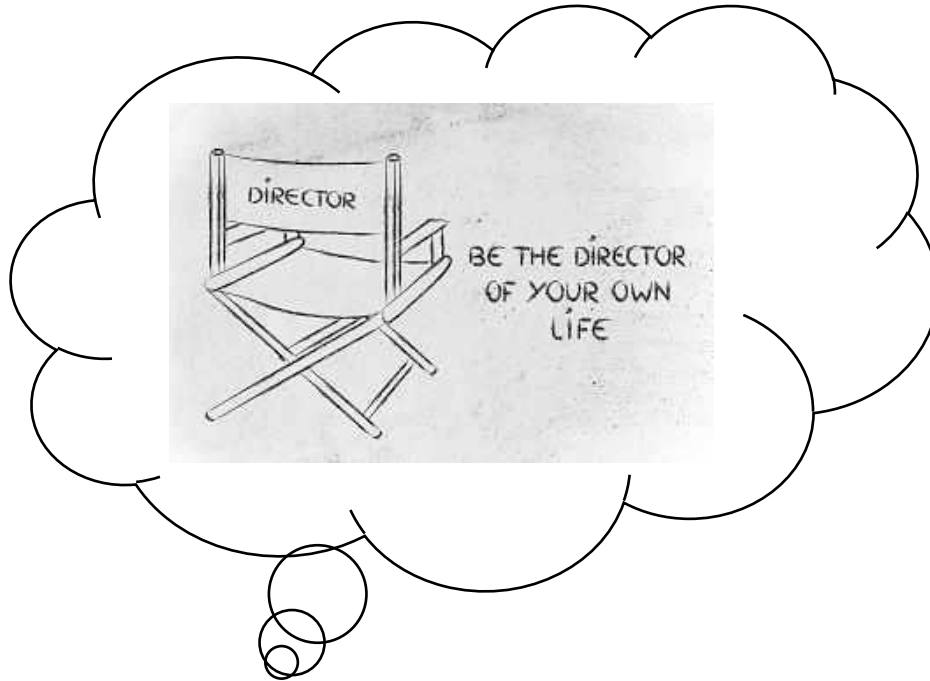


A brief summary of the article is presented here:

"What's your story?" All of us have an answer to this question - a version of the story of our lives, which have told and retold in numerous settings. Your name, place of birth, profession are just background details. The real story is the one that you have designed on your own. You have decided whether it is a comedy or a drama or a bit of both.

If you have accepted that all your failures are simply proof of your own incompetence, if you have labeled yourself "unlucky" in relationships, it is likely that your story is tragic. If you have decided that each failure has made you a stronger person, it is likely that your story is filled with inspiration and you are at peace with yourself.

Research tells us that influential and successful people mention 'growth', 'relationships' and 'key decisions' while telling the story of their lives. And, most importantly, successful people take complete responsibility for their successes as well as failures.



DAY 3:

STORY OF MY LIFE - II

STUDENT WILL BE ABLE TO:
CRAFT THE STORIES OF LIVES WITH A POSITIVE OUTLOOK
GET FEEDBACK ON PUBLIC SPEAKING SKILLS

SESSION SUMMARY

STUDENTS WILL BE ABLE TO

CRAFT THE STORIES OF LIVES WITH A POSITIVE OUTLOOK

GETTING FEEDBACK ON PUBLIC SPEAKING SKILLS

Game Plan

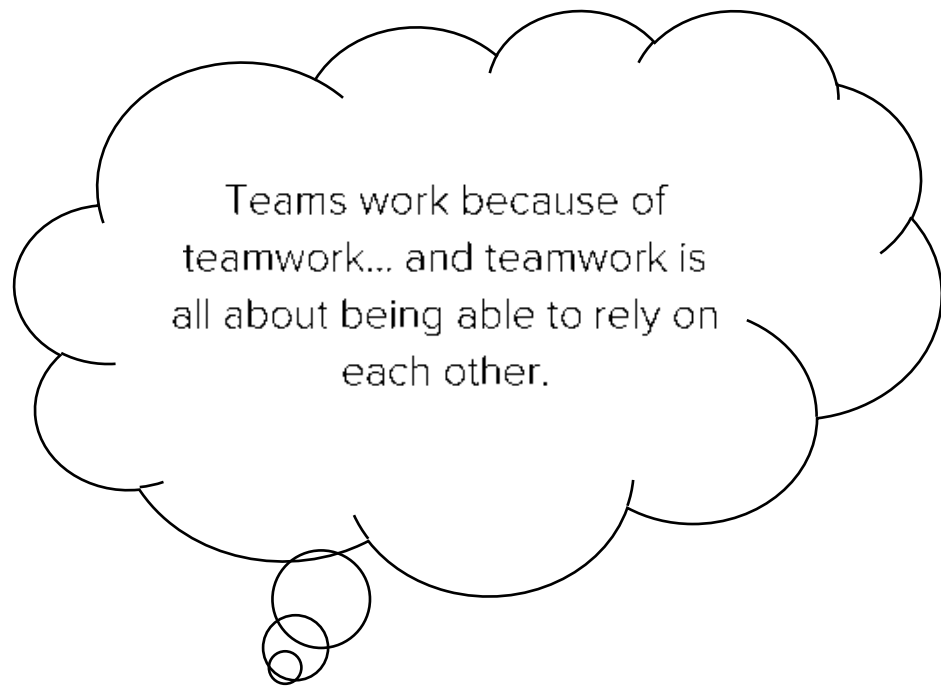
Extra Material: **None**

15 mins	Context Setting I am thankful for ...	-
40 mins	Session Activity Tell us the story of your life (contd.)	
5 mins	Wrapping Up Reflection + self-assessment	-

SESSION GAME PLAN

15 mins	Context Setting: I am thankful for...	Energizer
5 mins	Ask the students to take a minute to think of 2-3 things in their life, they think that they are lucky to have or are grateful for or are happy about.	
10 mins	Ask all the students to one-by-one share in one line what they are grateful for. Set context for today's session – today, we will continue to share our stories - in which we are the heroes!	
40 mins	Session Activity: Tell us the story of your life (contd) Invite students to share their stories. Appreciate each student's effort.	On-spot feedback
5 mins	Wrapping Up; Reflection What? How was it? What did we do in today and yesterday's class? So, what? What did we learn from this exercise? Now, what? How can we create stronger stories of our own lives? What are the experiences you would like to add to the list of our existing adventures?	Reflection

----- End of Session -----



DAY 4:

**ME TO WE: STEP 1 –
BUILDING TRUST**

**STUDENT WILL BE ABLE TO:
PRACTICE NON-VERBAL COMMUNICATION
BUILD TRUST AND UNDERSTANDING WITH TEAM**

GET READY

चलिए एक बार आपके बचपन में चलते हैं - क्या आपके कोई भाई-बहन हैं? यदि हाँ, तो याद कीजिये कोई ऐसा समय जब आपके भाई-बहन ने आपकी चुगली मम्मी-पापा से कर दी हो, या शायद कोई ऐसा समय जब आप ही ने उनकी चुगली की हो? यदि आपके भाई-बहन नहीं हैं, तो अपने स्कूल के दिनों को याद कीजिये - क्या कोई ऐसा समय था जब आपकी / आपके किसी दोस्त ने teacher से आपकी शिकायत कर दी हो? यदि इन सवालों से आपकी कोई याद ताज़ा हुई है, तो आपको याद आया होगा की उस पल में कितना बुरा लगा था .. आपको सिर्फ डांट नहीं पड़ी थी, आपका विश्वास भी आहत हुआ था। अब ऐसा कोई पल याद कीजिये, जब आपने और आपके भाई-बहन या दोस्त ने एक दुसरे को डांट से बचाया हो - वो याद खुशी भरी होगी, क्योंकि उस समय आपका एक दुसरे पर विश्वास और पक्का हो गया था - आप एक team की तरह काम कर रहे थे!

चलिए लौट आते हैं आज के समय में – आज भी, हम सब उन लोगों के साथ काम करना पसंद करते हैं, जो अपनी ज़बान के पक्के होते हैं, जो समय पर काम पूरा करते हैं, जो हमसे पूरी information share करते हैं – in short, वो लोग जिन पर हम आँख बंद कर के विश्वास कर सकते हैं! आज की क्लास में students जानेंगे की 'trustworthy' कैसे बना जाता है, और अपनी team के members की काबिलियत और समझ को 'trust' करना क्यों जरूरी है ..

KEEP IN MIND

1. **Instructions must be correct:** इस activity में students को एक खेल खेलना है, और यदि आपके instructions ही उन्हें समझ नहीं आये, तो इस खेल से वो सही सीख नहीं निकाल पाएंगे!
2. **Material must be tested and ready:** जांच ले की आँख पर बाँधने वाली पट्टी में सी कुछ दिखेगा नहीं, और आपके पास activity में माँगे गए सभी materia मौजूद हैं।
3. **It's much more than a game:** खेल इस session का सबसे दिलचस्प हिस्सा है, पर इस session का सबसे महत्वपूर्ण पहलु है – reflection. आपको ऐसे सवाल पूछने होंगे जो students को सोचने पर मजबूर कर दें की क्या वो अपने teammates पर आँख बंद कर के विश्वास कर पाते हैं? क्या वो खुद दूसरों के विश्वास के पात्र हैं, या सब लोग उनकी काबिलियत और समझ पर शक करते हैं? कैसे वो सभी का विश्वास जीत सकते हैं?

THE SESSION WENT WELL, IF

Activity finished as per instructions, and within time: Everybody understood instructions, they did not spoil the game for other teams by shouting. All teams finished on time.

Reflection yielded some answers from student's personal experience: Students को अक्सर team में काम करने का अनुभव बहुत कम होता है, या बिलकुल नहीं होता – इसलिए मुमकिन है की वो teamwork की बात आते

ही, या तो सुनी-सुनाई बातें करें, या आपकी हाँ में हाँ मिला दें! पर यदि आपके reflection के सवाल सही होंगे, तो वो अपने खुद के तजुर्बे से आपको बता पाएंगे की कब वो दूसरों पर विश्वास करने लगते हैं, और कोई ऐसा क्या करते हैं की दूसरों का उन पर से विश्वास उठ जाता है !

Students were able to identify and share the session's objective: Session की शुरुआत में आप session के उद्देश्य से संबंधित कोई भूमिका नहीं बांधेंगे – परन्तु session खत्म होने तक, सभी students को पता चल जाना चाहिए की आज का सेशन 'trust building' पर आधारित था!

Discover more:

Read: [HBR.org](https://hbr.org) > *The simplest way to build trust*

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO
PRACTICE NON-VERBAL COMMUNICATION
BUILD TRUST AND UNDERSTANDING WITH TEAM

Game Plan

Extra Material: Blind Folds, Collectibles, Chairs, buckets (optional)

0 mins	Context Setting -	
45 mins	Session Activity Caterpillar Race	Blind folds, collectibles, chairs, buckets (optional)
10 mins	Wrapping Up Reflection	-

SESSION GAME PLAN

Context Setting: None

Do not introduce the topic. Share that today, we will play a game and proceed with the session activity directly.

45 mins	Session Activity: Caterpillar Race	Activity-based
5mins	Depending on the number of students, divide them into teams of 7-10 people, maximum 3 teams.	All teams will NOT do the activity at the same time. They will do it, one-by-one.
10mins (x3)	<p>Team 1 stands in a single line and places their hands on the shoulders of the person in front of them. All participants will be blindfolded except for the person standing at the back.</p> <p>Ask all students to be quiet, and place collectibles.</p> <p>Give instructions: 1) Collectibles (objects) are placed all over the room. 2) One member of the team can see them. 3) Without speaking, he/she has to guide the team towards each object.</p> <p>Note the time taken by the first team and send in the next team.</p> <p>The team that finishes in the least time, wins.</p>	<p>This is a no-talking activity. If someone talks in a team, they are disqualified.</p> <p>Remember to change the position of collectibles for next team's chance!</p>
10 mins	<p>Wrapping Up: Reflection</p> <p>What? Ask the blindfolded members and the seeing ones to share their experiences. The challenges? And, the high points? So, what? Why do we play this game? What can be possibly learned from it? Set context – and share the concept of trust. Ask the students – do they find it easy to rely on other people? Do other people find them reliable? Do the authority figures (parents, teachers etc.) find them reliable? Now, what? How can we learn to trust more easily? And, how can we ourselves become more trustworthy?</p>	Reflection

----- End of Session -----

TRAINER REFERENCE

Trust – what, why, how?

Students require to build the trust of their peers, parents and teachers to be able to function effectively. To know some effective ways of building trust, read the article: 13 Simple strategies for building trust, by scanning the code



A summary of the article is presented here:

किसी का भी विश्वास जीतने और बनाये रखने के लिए, आपको:

1. जो कहें, वो करें: यदि आपने किसी काम को करने का वादा किया है, या फिर एक समय तक घर लौटने का प्रॉमिस किया है तो उस वादे को निभाएं |
2. अपनी बात को सही तरीके से, और सामने वाले व्यक्ति की भाषा में कहना सीखें | भाषा से मतलब, अंग्रेजी या हिंदी से नहीं है - भाषा का तात्पर्य है की किसी से भी बात करते समय ऐसे शब्दों और उदाहरणों का इस्तेमाल करें जो वो समझ पाए |
3. विश्वास थोड़ा-थोड़ा रोज़ कमाया जाता है, हर दिन अपने ज़बानके पक्के बनें, हर दिन अपनी बात अच्छे तरीके से सब के सामने रखें
4. बहुत बार विश्वास इसलिए टूटता है, क्योंकि हम जल्दी में ऐसी चीज़ करने का वादा कर देते हैं, जो हम या तो करना नहीं चाहते या फिर करने का समय नहीं रखते – इसलिए कोई भी निर्णय लेने से पहले, और कोई भी प्रॉमिस करने से पहले, सोच लें | और ज़रूरत पड़ने पर, न कहना भी सीखें ||
5. अपने हर ज़रूरी रिश्ते के साथ समय बिताएं
6. अपने मुंह मियां मिट्टू न बनें
7. अपनी भावनाओं को न छुपाएँ
8. किसी भी टीम वर्क में खुल कर भाग लें
9. अपनी गलती मान कर, माफ़ी माँगें !



How to be good at anything?

Answer:

Get practice.

Get feedback.

REPEAT!

DAY 5:

MERI SUPER SE UPAR SKILLS

STUDENT WILL BE ABLE TO:
IDENTIFY PERSONAL STRENGTHS

GET READY

‘मेधा’ का अर्थ जानते हैं आप? मेधा का मतलब है, ‘talent’। हमारा मानना है की हर student के अन्दर अपनी एक मेधा होती है, और अगर हमारे student अपनी मेधा को पहचान कर, उसका सही उपयोग कर सके – तो समझिये की हम अपने काम में सफल हो गए। अफसोस की बात यह है की स्कूल के 12 सालों में ‘मेधा’ की बात बहुत कम होती है – आपके students ये जानते हैं की वो पढाई में अच्छे हैं, या ‘weak’, वो obedient हैं या शैतान, वो short-tempered हैं या patient – पर बहुत कम students ये जानते हैं की communication, reasoning, networking, analytical thinking, leadership जैसी skills/strengths क्या होती हैं, और उनमें वो skill/strength है या नहीं। आज क्लास में पहली बार ‘कबिलियत’ और ‘personal strengths’ पर बात होगी – activity बहुत ही सरल है, पर इस activity के पीछे के उद्देश्य को पूरा करना थोडा जटिल है। आप केवल एक घंटे में अपने students को उनकी सभी skills की पूरी जानकारी नहीं दे पाएंगे, पर हमारा आज का उद्देश्य बस इतना है की वो अपनी strengths के बारे में सोचना शुरू कर दें, और फिर जैसे-जैसे training के दौरान और training के बाद भी उनके अनुभव का दायरा बढे, तो वो जान पाएं की उनके अन्दर कौनसी skills मौजूद हैं और किन skills को वो और develop करना चाहेंगे।

KEEP IN MIND

1. **Plan how will you explain strength vocab to students:** Words like communication, networking etc are difficult for students to understand. आपके इन्हें समझाने के लिए सरल परिभाषा व बहुत से उदाहरण चाहिए!
2. **Keep the energy high:** This session is more reflection-based than the other sessions, which have taken place so far. In absence of any ‘games’, your students may feel bored or low – keep sharing relevant and interesting examples to keep them engaged and high on energy.
3. **Plan the reflection:** The success of this activity is entirely dependent on how well you are able to relate students’ responses to the strengths reflected in those responses.

THE SESSION WENT WELL, IF

1. Each student is able to list, at least, 2 strengths: यदि क्लास का हर student आज के बाद अपनी कबिलियतों में बारे में उदाहरण सहित बात कर सकता है, तो यह सेशन सफल रहा!
2. Each student starts thinking about strengths they want to gain; Weakness की terminology का इस्तेमाल न करें – सिर्फ strengths की बात करें, कुछ strengths वो हैं जो हमारे पास हैं, और कुछ वो जो हम पाना चाहते हैं – students यह न सोचे की मैं ‘undisciplined’ हूँ, students यह जरूर decide कर सकते हैं की मुझे self-disciplined बनना है!

Discover more:

Read: resources.workfront.com > What skills will you need the most in the future workplace?

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO IDENTIFY PERSONAL STRENGTHS

Game Plan

Extra material needed: Stack of strengths, A5 sheets

20 mins	Context Setting Name tags	-
20 mins	Session Activity Shuffle your strengths	Stack of strengths and A5 sheets
20 mins	Wrapping Up Reflection	-

SESSION GAME PLAN

20 mins	Context Setting: Name tags	Facilitation
5 mins	Begin the session by asking students to create their name tags with 3 words written on it that describe them the most.	Example – Shireen (trainer, music, 'friendly')
10mins	Give them time to decorate their name tags and stick them on their chest/shoulder. Next, ask students to mingle and share their name tags with others talking about why they chose these words to describe them.	
5mins	Set context – the words we like using to describe ourselves are our 'strengths'. Today's session is about finding personal strengths.	
25 mins	Session Activity: Shuffle your strengths Each student must sit with a notebook and paper. Circulate the strength chips to each group and ask them to spread it amidst them. Each student makes a list of all the statements that they relate to on the chips. Ask them to choose statements that they immediately relate to. Once the students have a list of the statements, ask them to mark the ones they see as their strength with S. Take up the trainer's copy of strength student handout and lead a reflection on the points most students in your class have selected or how a set of few strengths translate in future goals.	Activity and feedback Trainer reference Trainer's copy of strengths
5 mins	Wrapping Up: Reflection What? What did we do in today's session? Why? So, what? Did we learn anything new about ourself? Now, what? How can we keep finding more strengths? How can we create more strengths? Do we have a wish list?	Reflection -

----- End of Session -----

TRAINER REFERENCE

Discovering strengths is a life-long process

Learning about one's strengths is not a process that can end in 60 minutes for anybody who is at the same stage of life as our students. Each of our students will have a wide variety of new experiences in the upcoming years, and they will discover new strengths and even some areas of improvement. Focusing on strengths - and recognizing strengths will help our students make fulfilling life choices. To better understand the habits your students can adopt to know their strengths, read WikiHow's [How to Identify your Strengths and Weaknesses](#). (scan).



A summary of the article is presented here:

अगर आप अपनी खूबियों और खामियों को जानने के सफ़र पर निकले हैं, तो आप बधाई के पात्र हैं | इस सफ़र का पहला कदम है – अपने दिन के बारे में लिखना शुरू करना | जैसे-जैसे आपकी डायरी भरती जायेगी, अपनी दिनचर्या को ले कर आपकी समझ भी बढ़ेगी और आप जान पायेंगे की आपका ज्यादातर समय किन विचारों और किन कामों में बीतता है और क्या वो आपकी खूबी का सबूत है, या फिर किसी खामी का?

साथ ही साथ, ये भी समझने की कोशिश कीजिये की आपको नज़रों में आदर्श व्यक्ति कौन है ? और उस व्यक्ति जैसा बनने के लिए आप क्या करना चाहेंगे?

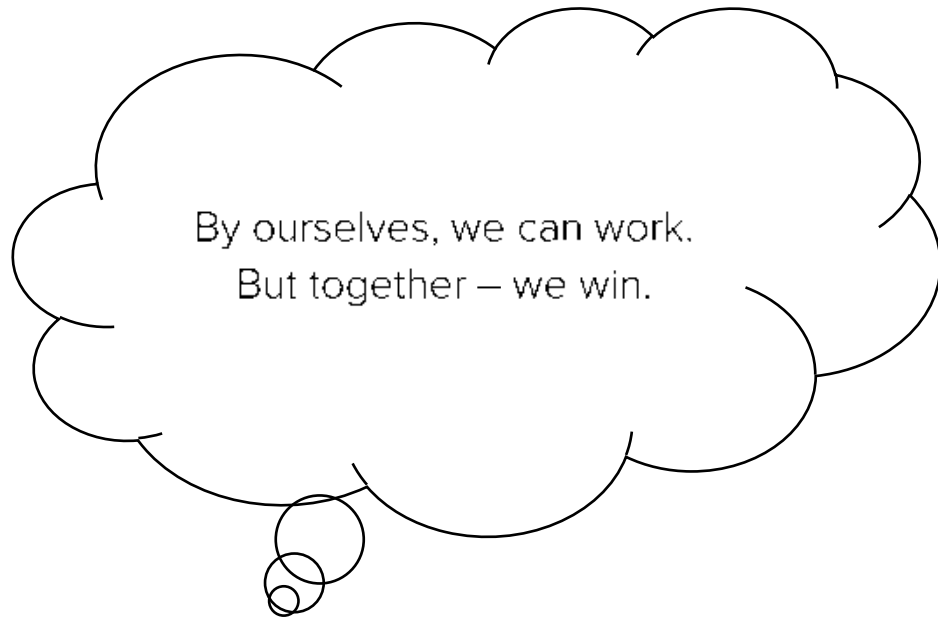
जब खुद को आप थोडा बेहतर समझने लगे तो ये जानने की कोशिश भी करें की आपके आस-पास के लोग आपके बारे में क्या सोचते हैं – अपने दोस्तों, अध्यापकों, परिवार जनों से पूछिए की उनकी नज़र में आपकी खूबियाँ क्या और क्यों और अगर आपको अपने बारे में कोई एक चीज़ बदलनी हो तो वो क्या होनी चाहिए?

ये सब करते समय बस इतना ध्यान रखें – कोई भी परफेक्ट नहीं होता, हमें बस ये जानना है की हम क्या अच्छा करते हैं – जिससे की हम उस तरह के काम कर सकें जहाँ हमारी खूबियाँ हमारे काम आएँगी | और ये भी याद रहे – जिस दिन आपको एहसास हो की आप किसी काम में बहुत अच्छे हैं, तो अपने उस टैलेंट को waste न होने दें |

Trainer's copy of strength handout

<p>समय पर पहुंचना</p> <p>Time management</p>	<p>समय पर कार्य खतम करना</p> <p>Time management</p>	<p>समूह में खेलना</p> <p>Team work</p>	<p>समूह में घूमने जाना</p> <p>Team work</p>
<p>दूसरो के मसले सुलझाना</p> <p>Counselling</p>	<p>साफ़ सुत्रा रहना</p> <p>Organised</p>	<p>बातों की वजह जानना</p> <p>Analytical</p>	<p>दूसरो की बहुत फ़िक्र करना</p> <p>Empathy</p>
<p>नियमो का पालन करना</p> <p>Organised – working in an structure environment</p>	<p>टीचर्स और बड़ो की बात मानना</p> <p>Following authority – working in an structure environment</p>	<p>टाइम टेबल के हिसाब से चलना</p> <p>Time management</p>	<p>एक डायरी लिखना</p> <p>People-centric, writing jobs</p>
<p>अच्छे कपडे पेहेनना</p> <p>Image-conscious, customer handling jobs</p>	<p>अपने विचारो को दूसरो को सुनाना</p> <p>Good communication, orator</p>	<p>सबके सामने बोलना</p> <p>Confident, customer-handling, marketing</p>	<p>मॉडल्स और ड्रॉइंग्स बनाना</p> <p>Creative, graphic design</p>

<p>चीज़ों को सही जगह रखना</p> <p>Organised / inventory management</p>	<p>लक्ष्य तह करना</p> <p>Planning / executive position / event management / all business jobs</p>	<p>पहेलियाँ सुलझाना</p> <p>Problem-solving/ Design / Development sector</p>	<p>समाज की मुश्किलों के बारे में सोचना</p> <p>Empathy / Development sector/ Journalism</p>
<p>घर का सामान खरीदना</p> <p>Organised / admin jobs / logistics</p>	<p>पुरानी चीज़ों से कुछ नया बनाना</p> <p>Creativity / design jobs / education</p>	<p>उदास होने पर रोना</p> <p>Empathetic / expressive / good facilitator / education</p>	<p>कहानियाँ सुनना</p> <p>Creative / story-telling and writing / education</p>
<p>दुसरो के लिए तोहफे खरीदना</p> <p>Empathetic / Generous</p>	<p>अजनबीओ से मिलना</p> <p>Relationship building</p>	<p>नए दोस्त बनाना</p> <p>People skills / networking</p>	<p>टीम का कप्तान बनना</p> <p>Leadership / business roles</p>



DAY 6:

HAMARI SUPER SE UPAR SKILLS

STUDENT WILL BE ABLE TO:
CELEBRATE DIVERSITY IN TEAMS
IDENTIFY STRENGTHS, AS A TEAM

GET READY

आपने Avengers (part 1) देखी है? या फिर महाभारत पढ़ी / देखी है? आप Indian Cricket team के fan हैं? तीनों में से जिस भी उद्धारण से आप सबसे ज्यादा relate करते हों, उसके बारे में सोचिये – Avengers को याद कीजिये, या फिर पांडवों को, या Indian cricket team को। हर Avenger, हर पांडव और Indian team का हर player अपने आप में एक superhero / champion है, जिसके पास अपनी unique superpower / strength है। पर जब ये सब मिलकर एक team में काम करते हैं, तब ये team कुछ ऐसा कर गुजरती है जो किसी भी एक hero/champion के बस की बात नहीं थी। Avengers अकेले कभी Loki से समय रहते Tesseract हासिल नहीं कर पाते, अर्जुन / भीम / युधिष्ठिर अकेले कभी कुरुक्षेत्र की लड़ाई नहीं जीत पाते, और Indian team का कोई भी खिलाड़ी अकेले के दम पर कोई match नहीं जीत सकता! हर hero के लिए आवश्यक है की वो न सिर्फ अपनी, बल्कि अपनी team की strength को जाने – वो जाने की किस तरह से उसकी और दूसरों की शक्तियां मिल कर काम कर सकती है। आज आपकी के क्लास के superhero भी मिल कर अपनी team की strength के बारे में कुछ जानने वाले हैं! उम्मीद है की आप और आपकी क्लास के सभी students आज बहुत enjoy करेंगे।

KEEP IN MIND

1. **It is, as always, more than a game:** The students will make a fantastic cat, and in each cat, you will glimpse aspirations and strengths of your students. It is important that you draw their attention to this, as well. Ask them relevant reflection questions and get them to share, why did they give their cat those particular set of fantastic skills.
2. **Manage time well:** Students will prepare and present the activity in teams. It is important that you control the time taken up by instructions, getting divided into teams and all the team presentations. Give students clear instruction on how much time they have to prepare and present the story.
3. **Document:** Take pictures of the fantastic cats made by your students.

THE SESSION WENT WELL, IF

Students were able to follow instructions with relative ease: आपने जब fantastic cat बनाने के instructions दिए, उसके बाद आपने हर group के पास जा कर गौर से देखा की सभी group आपके दिए instructions के अनुसार ही fantastic cat बना रहे हैं।

At the end, students were able to articulate the purpose of today's session: सेशन के अंत में आपके पूछने पर, students बता पाए की आज के session का उद्देश्य क्या था।

At the end, students were able to talk about strengths that they have only as a team, not as individuals.

Discover more:

Read: [huffingtonpost.com](https://www.huffingtonpost.com) > 10 Ways

Workplace Diversity helps your business grow

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO
CELEBRATE DIVERSITY IN TEAMS
IDENTIFY STRENGTHS, AS A TEAM

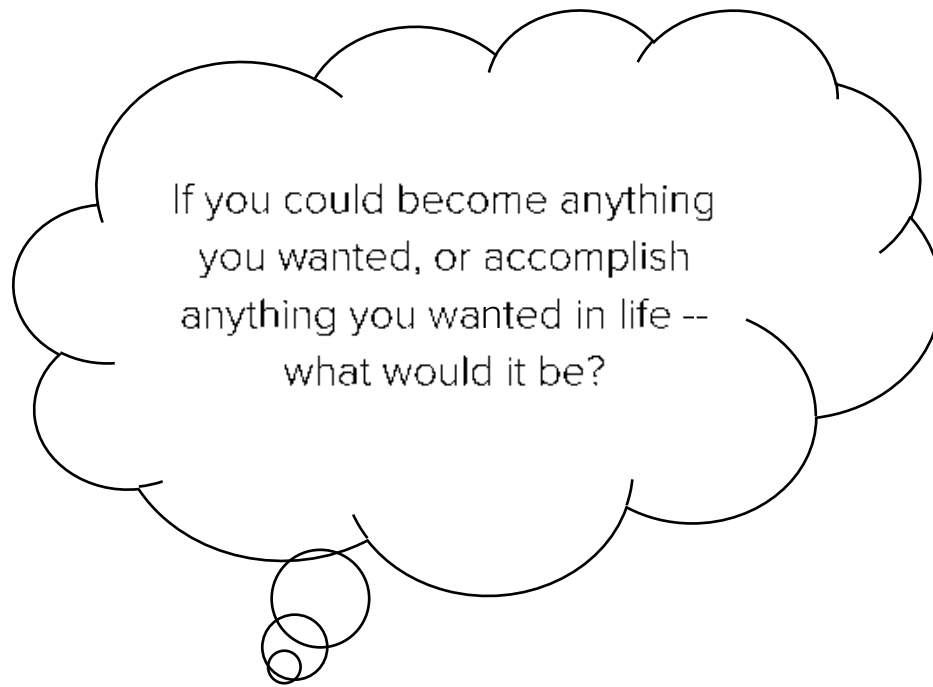
Game Plan

Extra Material: Chart papers, sketch pens

15 mins	Context Setting -	-
35 mins	Session Activity FanstastiCat	4-5 Chart (quarter size), sketch pens
10 mins	Wrapping Up Reflection	-

SESSION GAME PLAN

-	Context Setting: Skip the context setting, and directly proceed with session activity. Introduce the topic etc, at the end of reflection.	
35 mins	Session Activity: FantastiCat	Activity-based
5 mins	Begin the session by talking about a FantastiCat that you have and what makes your cat fantastic, can it fly? Can it sing and dance? Can it speak different languages? Tell them today they will also create their own fantastiCat and give it all the super qualities and powers that will turn it fantastic.	
5 mins	Divide students into teams of 5-7. Explain that each team has to create their very own fantastiCat and also decide what powers (strengths) their cat is going to have.	Let them be as creative and imaginary as they want to be by giving minimum input or directions
15 mins	Provide the teams with materials (charts and sketch pens). Encourage each member's participation and take notes during their discussions.	
10 mins	Ask the teams to present the cats they have created.	
5 mins	Wrapping Up: Reflection + next steps What? How was it? Ask each team to share their experience of creating a cat So, what? Are you too fantastic? How can you become fantastic? Now, what? What will we do after the class to imbibe some fantastic qualities? Assignment – For the next class, ask students to bring colours, glue, and thermocol.	Reflection
	----- End of Session -----	



DAY 7 & 8:

DECODING DREAMS

DESIGNING DREAMS

STUDENT WILL BE ABLE TO:
VISUALISE AND SET GOALS FOR FUTURE
IDENTIFY OBSTACLES AND WAYS TO OVERCOME

GET READY

‘बड़े हो कर क्या बनोगे?’ आपके students ‘बड़े’ हो चुके हैं, पर आज भी उनके पास इस सवाल के एक नहीं, बहुत से जवाब हैं! अगले दो घंटे का उद्देश्य बहुत ही सीधा है – आपके students के पास आने वाले 5 सालों के career plan को ले कर फिलहाल जितनी भी जानकारी है, उन्हें उसे chart paper पर उतारना है। फिर खुद ही परखना है की वो जानकारी कितनी पुख्ता है, उनका plan कितना मज़बूत है, और अपने dream को पाने / जानने के लिए उन्हें अगला कदम क्या उठाना चाहिए! ‘Future plans’ बनाना हम सभी के लिए थोड़ा scary होता है – इसलिए आपकी भूमिका इस session में यही है, की आपको इस डर को कम करना है!

आपको students को ‘fixed mindset’ से निकाल कर ‘growth mindset’ में लाना होगा। Fixed mindset में हम मान लेते हैं की हमारी परिस्थितियाँ, काबिलियत ज्यादा नहीं बदल सकते और हमें अपना भविष्य उन्हें ध्यान में रख कर ही plan करना चाहिए! For example, अगर हम अंग्रेजी / गणित में weak हैं तो हमें ऐसा ही career चुनना चाहिए जिसमें अंग्रेजी और गणित का कोई role न हो। Growth mindset में हम मान कर चलते हैं कि हम जो भी चाहें वो सीख सकते हैं, अपनी परिस्थितियाँ बदल सकते हैं, हमें बस ये चुनना है की हम दिल से क्या पाना चाहते हैं, किस तरह की lifestyle जीना चाहते हैं, किस तरह का काम करना चाहते हैं। आपको अपनी बातों और सवालों से students को खुल कर सपना देखने के लिए प्रेरित करना है – तभी आपके students उन सपनों का प्लान बनायेंगे जो उनके दिल में हैं, वरना वो सुने सुनाए ‘career option’ ही बताएँगे, और क्लास के बाद आपसे शायद मिल कर कहेंगे की ये तो पापा का प्लान, मेरा मन कुछ और करने का है।

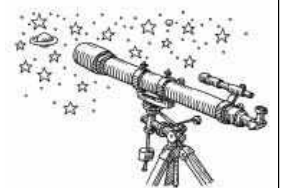
KEEP IN MIND

1. **Plan the context setting really well:** Take time to think and write the questions, which you will use to lead the visualization exercise. It is important to do it with the right energy, if you fumble during visualization students will struggle to share their true dreams.
2. **Aim for a 2-hour class:** If possible, combine 2 sessions into one 2-hour session. If that is not possible, begin day 8 (Designing Dreams) with a quick recall of what happened on day 7 (Decoding Dreams)
3. **Prepare yourself:** Prepare yourself to answer basic career queries of your students. If you do not know the answer to a), please note the queries and answer them in subsequent sessions

Discover more:

Read: betterhumans.coach.me > *The Japanese concept Ikigai is a formula for happiness and meaning*

Watch:



THE SESSION WENT WELL, IF

Students use innovative ideas to depict their future path; If the students have understood the purpose of exercise, they will utilize the rich charts etc to depict their plan in as expressive a manner as possible.

Students had many questions about career at the end of day 8; The purpose of this session is not to give students all the career-related answers, the purpose is to get them to start asking questions

SESSION SUMMARY

STUDENTS WILL BE ABLE TO
 VISUALISE AND SET GOALS FOR FUTURE
 IDENTIFY OBSTACLES AND WAYS TO OVERCOME

Game Plan

Extra Material: **Colours, glue, thermocol, waste material (old papers, etc.)**

10 mins	Context Setting Visualization	-
100 mins	Session Activity Making my own future	Chart paper (1 for each student), sketch pens (half a packet for each student)
10 mins	Wrapping Up Reflection + next steps	-

SESSION ONE GAME PLAN

10 mins	Context Setting: Visualization Begin by saying, Take a minute to think about this. Picture yourself 5 years from now. Who are you? Which city or village do you live in? What is your professional pursuit? Who are your co-workers? Who are the people you interact with the most outside of work space? What do you do in your free time? Seeing a clear picture of your desired goal. Goal setting is easy if you can visualize it. "If you can see yourself 7 year from now, 2 years from now, 5 year from now...you can identify your goals and move towards them with greater focus."	Energizer This exercise can be preceded by a pep talk or video of your choice to make the class feel positive.
45 mins	Session Activity: Making my own future	Activity-based
2 mins	Write down your visualization in points. These points are your goals for the next 2 years.	
5 mins	Give 5 mins to write.	
10 mins	Explain students the meaning of short term (1-4 months), intermediate (4 – 8 months) and long term (more than 8 months). Give students the printout of Goal Plan and ask them to categorize their goals in the sheet.	
10 mins	Now explain that you have to plan some steps in order to achieve these goals.	
10 mins	Pick and write one goal from each category from few students and then brainstorm on the action steps with class and write them on board.	
10 mins	Give 10 mins to write the action plan.	
5 mins	Wrapping Up: Reflection + next steps Ask students to complete their action plan in home if they were not able to complete it in class and to bring this Goal Plan sheet for tomorrow's session.	Reflection

----- End of Session -----

TRAINER REFERENCE

Preparation required before going to the class:

1. Ensure you understand the basic selection process followed for Banking and Finance, Government jobs (SSC / UPSC), teacher, doctor, engineer and Indian defense forces.
2. Do not readily share the answers with students – if possible, ask them to search for some information on their own. If your students do not have access to the internet, share with the career leaflets (Career Leaflets can be downloaded from Dropbox > Program Development and Impact Evaluation > LAB > Extra learning aids)
3. For more answers, use the career app: LifePage. It can be downloaded from Google Play Store.

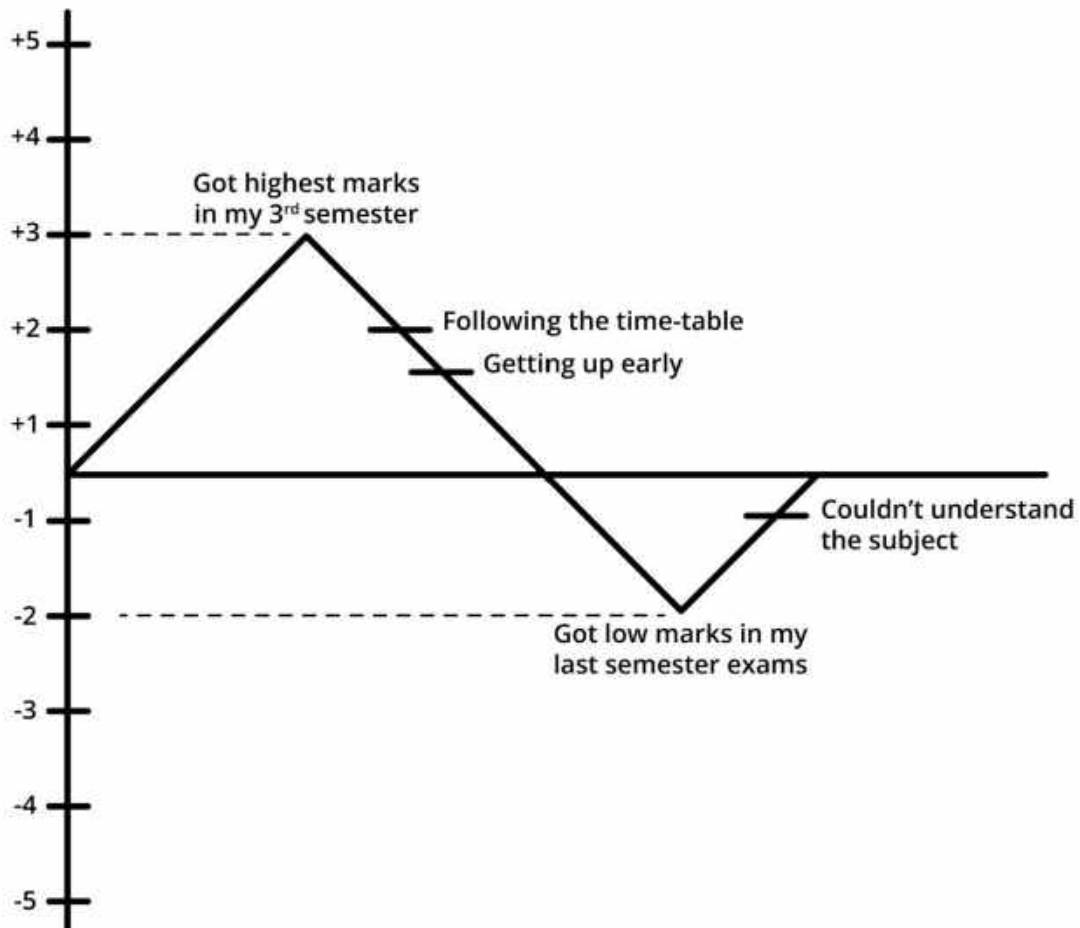
SESSION TWO GAME PLAN

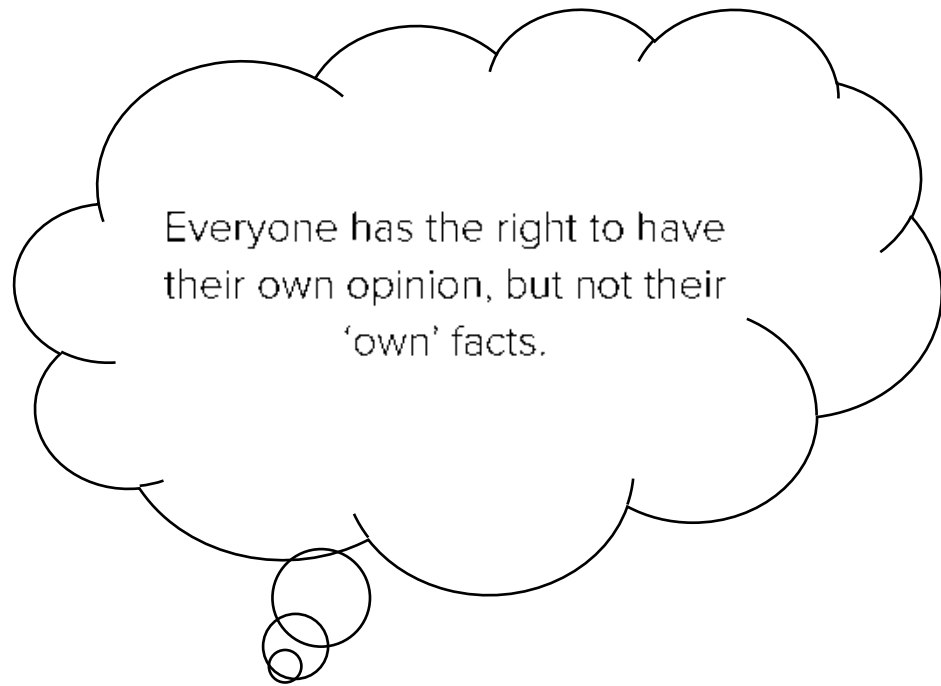
20 mins	Context Setting: The Graph Draw the graph on board while explaining. Ask students to write 1 personal achievements/wins and 1 personal failure/loss on the graph on a scale from -5 (worst loss) to +5 (most amazing achievement) according to how that event or experience seemed at the time. Connect each point creating a continuous flow from highs to lows throughout your life. Give students 5 mins to do the above. Now, ask students to identify 1 or 2 challenges during these wins and loss and write them on the graph. Give students 5 mins to do this activity. Pick and discuss few responses from the class. Now, set the context.	Energizer This exercise can be preceded by a pep talk or video of your choice to make the class feel positive.
35 mins	Session Activity: Making my own future	Activity-based
5 mins	Now, we will identify the challenges that we will face in executing our action steps that we crafted yesterday. Tell students we can identify challenges in terms of: <ol style="list-style-type: none">1. Lack of motivation2. Lack of finances3. Difficulty level of the task4. Family Problems5. Personal Problems6. Anything else that comes to your mind	Make sure to elicit the answers from students who didn't participate in yesterday's class.
10 mins	Give 10 mins to students to think and write these challenges. Ask few students to share their challenges. Now, ask them how will they deal with these challenges? Lead a discussion around this.	
20 mins		
5 mins	Wrapping Up: Reflection + next steps What? What was your takeaway from this session? Now, what? How will they use this Goal Plan?	Reflection

----- End of Session -----

TRAINER REFERENCE

Sample Graph





DAY 9 + 10:

ONCE UPON AN...

ISLAND

STUDENT WILL BE ABLE TO:
PRESENT FACTS INFLUENTIALLY

GET READY

सुनीता का सपना था की वो बड़ी हो कर CA बने। इसी सपने के साथ उसने 1st year में मेधा की क्लास जॉइन की, मेधा में आ कर उसे एक CA ऑफिस जा कर उनके काम को देखने का अनुभव मिला - उस अनुभव के बाद, सुनीता अपने घर गयी, और अपने parents से साफ़ कह दिया, “मुझे CA नहीं बनना ! मुझे MBA करना है, और उसके लिए मुझे मार्केटिंग से इंटरनशिप करनी है।” ज़ाहिर है, घर से इंटरनशिप के लिए फ़ौरन न हो गयी !

एक और किस्सा सुनिए - विनय का ! विनय कंप्यूटर में बहुत weak थे, ग्रेजुएशन के 3 साल बाद वो अपनी मन-पसंद ऑफिस जॉब पाने में सफल नहीं हुए। आखिरकार मेधा की मदद से उन्हें एक स्कूल में paid इंटरनशिप का मौका मिला, उनका stipend बहुत ही कम था, परन्तु स्कूल के administration officer ने उन्हें इंटरनशिप के दौरान कंप्यूटर सिखाने का प्रॉमिस किया। विनय घर गए, और अपने पिता को बताया, “मैं 10000रु महीने की तनखा पर, स्कूल में इंटरनशिप करूंगा !” ज़ाहिर है, विनय के घर से भी फ़ौरन न हो गयी।

जानते हैं सुनीता और विनय दोनों ने कहाँ गलती की ? इन दोनों ने घर पर आत्म-विश्वास के साथ अपनी बात कही तो सही, मगर सही तर्क के साथ अपनी बात समझाई नहीं - और वहीं पर वो मात खा गए! आज के सेशन में आप पहली बार students को 'logic' का प्रयोग करने की प्रैक्टिस कराएँगे। हमने जरिया debate का चुना है, पर हमारा उद्देश्य है अपने students को सिखाना कि किस प्रकार हम अपनी बात को logic / reason के साथ दूसरों के सामने रख कर सकते हैं।

KEEP IN MIND

1. **Clearly state rules and criteria of success:** Clearly explain to the students what is expected of them while making an argument for or against the topic, they should know the criteria on which you scored their performance.
2. **Manage time carefully:** Multiple teams will prepare and present their opinion, and you must clearly communicate how much time will they have to present. Keep some time for feedback and reflection.
3. **Give immediate feedback:** Give positive-negative-positive feedback. And, if possible, share with examples, how could students improve their argument and present it in a non-confrontational manner.

THE SESSION WENT WELL, IF

1. **All students participated, without any prompting from your end:** Students have now gained enough confidence to speak on the stage, they do not look to you to nudge and encourage them to participate.
2. **The class played the role of a good audience:** Students have developed respect for each other, and do not disrupt classmates' performance by talking amongst themselves etc.

Discover more:

Read: [wikihow.com > Make a logical argument](https://www.wikihow.com/Make-a-logical-argument)

Watch:



SESSION SUMMARY

**STUDENTS WILL BE ABLE TO
SUPPORT THEIR OPINION WITH REASON**

Game Plan

Extra Material: Projector, speaker, laptop

5 mins	Context Setting Power video	Projector, speaker, laptop
45 mins	Session Activity Halla bol	None
10 mins	Wrapping Up Reflection	-

SESSION GAME PLAN

5 mins Context Setting: Power Video

5 mins Give instructions

You are stranded on the island with nobody around.

What 2 items would you have brought with you from the ship for survival, if you knew there was a chance that you might be stranded?

You will get 5 min to think and decide. After that each student will present in front of the class why they have chosen the items.

The rest of the class may share their disagreement or question the items presented by the student and that student should defend the items for choosing the same.

Give 5 mins to think and write.

95mins Session Activity: **Khul ke Bol**

Activity-based

Give each student 2 min to present their case and 2 min for rest of the class to ask questions.

Make sure students ask sensible questions.

5 mins Wrapping Up: **Who is the winner?**

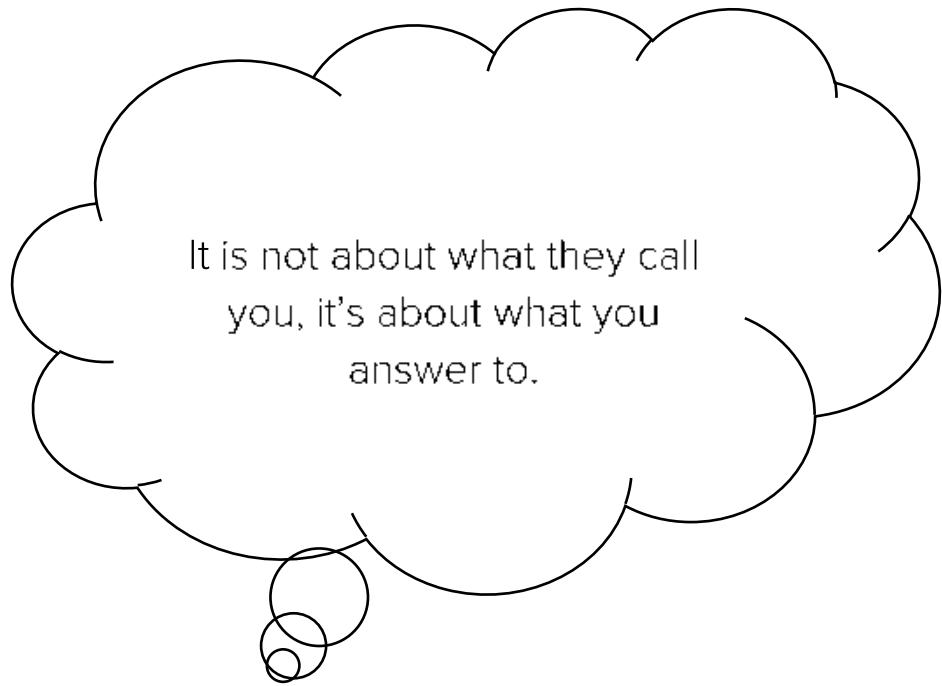
Lead the students through a reflection to understand that it is very important to prioritize things in life and respect each other's decisions and choices.

One should always give the other person a chance to explain **why** they have chosen a certain path or thing to do.

What? What did we learn from this exercise?

Now, what? How can we lead a healthy conversation to explain our opinions?

----- End of Session -----



DAY 11:

SAB KEHTE HAIN KI MAIN

STUDENT WILL BE ABLE TO:
IDENTIFYING LABELS ATTACHED WITH INDIVIDUAL IDENTITIES

GET READY

Teacher: "What were you thinking of when you read this book?"

Grade 2 Student: "I dream of something – like I'm flying, or I can be a superhero. In my mind I can be anything I want from those books."

Do you think the response remains the same as we grow older? Why do you think the change occurs?

जैसे-जैसे हम बड़े होते हैं – हमारी 'identity' आकार लेती है। हम जानना शुरू करते हैं कि हमारा 'gender', 'social status', 'religion', 'nationality', 'economic status' क्या है, और समाज हमसे किस किस तरह व्यवहार की अपेक्षा करता है। हम अपने आस-पास के लोगों से सुनना शुरू करते हैं कि हम कैसे हैं – मोटे हैं या पतले, गोर हैं या 'काले-कलूटे', समझदार हैं या शैतान, पढाई में 'weak' हैं या तेज़, आज्ञाकारी हैं या नालायक, लालची हैं या खुले दिल के। ये सुन कर, हम खुद को बताना शुरू करते हैं कि कौनसे बातें / चीज़ें हमारी हद से बाहर हैं, और क्या 'हमारे बस का है'। हम दुनिया की दी हुई परिभाषा को बहुत हद तक अपनी परिभाषा बना लेते हैं, और अपना-अपना role अदा करना शुरू करते हैं: 'आज्ञाकारी लड़की' / 'शैतान लड़का' / 'बिंदस बेटी' / 'ज़िम्मेदार बेटा' / 'अमीर, संस्कारी ब्राह्मण' / 'रईस, तहज़ीबदार मुस्लिम' / 'सीधे-साधे, बेचारे गरीब' / 'slow student' / 'sports champion'।

पर क्या हम हमेशा एक से रहते हैं? जैसे-जैसे हमारा अनुभव बढ़ता है, हमारी अपनी और समाज के बारे में बनी हुई धारणा भी बदलती है, और उसके साथ-साथ हमारी identity में भी बदलाव आता है – आज्ञाकारी लड़की घर पर बगावत कर देती है, और शैतान लड़का महिलाओं के अधिकार के लिए आवाज़ उठाता है।

आज के session में आप अपने students को 'identity' के इसी concept से introduce कराएँगे। Session का scope काफी गंभीर आर बड़ा है, इसलिए हम बात बहुत simple तरीके से शुरू करेंगे। आपके students सोचेंगे और बताएँगे कि उन्होंने अपने बारे में अक्सर दूसरों से क्या सुना है – और इनमें से कौनसी बातें उन्हें गर्व / खुशी महसूस कराती हैं, और ऐसा क्या है जो उन्हें शर्म महसूस कराता है और उसे वो अपनी पहचान से दूर करना चाहते हैं। That is 'I, This is step 1' of this discussion. इस session में बात सिर्फ 'लोगों की नज़र में मैं कौन हूँ' तक ही सीमित रहेगी / identity से जुड़ी बाकी की बातें अगले session में आगे बढ़ेंगी।

KEEP IN MIND

1. **Keep instructions clear, and if needed, make the activity easier:** Do not fixate on the word 'labels'. If students cannot recall enough nicknames, encourage them to think of anything that they are called by their family, friends, and teachers. Ask them to just list all adjectives they hear in connection to themselves.
2. **Pay close attention to non-verbal cues:** If your students are not following your instructions, they are likely to keep nodding and not say so. Pay attention to their expression, ask a student to paraphrase you, to ensure they understood your instructions.
3. **Be prepared to share personal experiences:** Share examples of things you were called growing up that you loved, and things you weren't a big fan of. You can do this sharing at the time of context setting or reflection, as per your lesson plan.

THE SESSION WENT WELL, IF

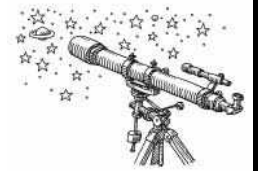
Students were able to fill the handout: Students were able to fill the sheet without overthinking it. They understood your instructions and wrote the answers.

Students were able to share a few ideas on how they can discard the labels, which they do not like: Encourage students during reflection to share a few ideas to "change your identity". If one is, for instance, called stupid – what is the right response? How can one change that aspect of their personality? Is it enough to just tell yourself that it is not true, or must you prove so to others as well? There are no right or wrong answers, the session was a success as long as students thought out loud about this – and shared ideas.

Discover more:

Read: psychologicalscience.org> *How beliefs about the self shape personality and behaviour*

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO
IDENTITY LABELS ATTACHED WITH INDIVIDUAL IDENTITIES

Game Plan

Extra Material: Session handout

10 mins	Context Setting Who am I	None
35 mins	Session Activity Labels	Session handout
15 mins	Wrapping Up Reflection	-

SESSION GAME PLAN

10 mins	Context Setting: Who am I Pin the name of a different famous person to each participant's back, so that they cannot see it. Then ask participants to walk around the room, asking each other questions about the identity of their famous person. The questions can only be answered by "yes" or "no". The game continues until everyone has figured out who they are. Set context – the questions that helped you recognize these people, are parts of what we call 'identity'	Energiser Follow the activity with a reflection on what questions the students asked to recognise the identity given to them. What were they? How did they decide to ask these questions?
35 mins	Session Activity: Know your strength, to get stronger	Facilitation + Reflection
15mins	Ask students to go through the handout, point out at the two big boxes with headings- BLACK and WHITE in TAB. F1 Tell them to think about all the nicknames they have been called and all those words that have been associated with them. The annoying ones go under Black, and good ones go to White.	For example, at home people call you "chinki" because you're the youngest, or maybe sometimes people say you're a "cry baby" because you cry too often.
20 mins	Begin a discussion around whether most of the labels/names given to them are true or only a perception of others. Ask them to review the names and move to the next table (TAB. F2). Decide which of these names truly belong to them and begin writing them again in the first section, "what you are". Next, move on to the second section which says, "who you want to be", ask students to create their own nick names.	Remind students that it is their choice whether they want to be called by these names or not.
15 mins	Wrapping Up: Reflection How do labels or such names affect an individual and his/her identity? Do we have the choice of deciding what we want to be called? How can we do that in reality? How difficult is it?	Reflection

----- End of Session -----



DAY 12:

MY UNIQUE IDENTITY – MERA ACTUAL ADHAAR

STUDENT WILL BE ABLE TO:

IDENTIFY ROLES ATTACHED TO INDIVIDUAL IDENTITIES

IDENTIFY ROLES AND LABELS THEY WISH TO DISCARD

GET READY

पिछले session में हमने बात की थी 'labels' की – दुनिया के दिए हुए नाम और adjectives. Students ने share किया था, की लोग उन्हें अक्सर क्या कह कर बुलाते हैं और उनके नाम के आगे कौन से adjectives अक्सर जोड़ दिए जाते हैं। आज बात होगी – roles की। समाज में हम सब एक नहीं, बल्कि कई roles निभाते हैं – ये manual पढ़ते समय आप मेधा (facilitator) का role अदा कर रहे हैं, जब आप फ़ोन पर online जायेंगे तो आप एक दोस्त, बेटा/ बेटा, भाई/ बहन, girlfriend / boyfriend का role अदा करेंगे। जब तक आप MBA में थे आप एक student के role में थे, और job लगते ही professional के role में आ गए हैं। शायद आप student life तक एक 'dependent' के role में भी रहे हों, पर अब आप 'financially self-reliant' बन गए हैं। Life में जैसे role बदलते या add होते जाते हैं, हमारी पहचान बदलती जाती है। Unlike labels, roles are not a matter of anybody's opinion – they are facts. Some of the roles are chosen by us (knowingly or unknowingly) and some are the ones into which we are born. जिस तरह labels को change करना हमारे हाथ में है, उसी तरह जो role हमें पसंद नहीं है – उससे खुद को दूर करना भी हमारे हाथ में है। इसके लिए पहला कदम है ये सोचना कि कौनसे role हमें खुशी / गर्व की भावना महसूस कराते हैं और कौनसे role हमें बाँधते हैं या अपने सपनों को पाने से पीछे खींचते हैं। आज की class में आप identity के इस दूसरे part – roles की बात करेंगे।

KEEP IN MIND

1. **Keep the energy high:** This is the second reflective session in a row, there haven't been any games for a while – your students may feel a little bored or low on energy. Keep the energy high – and if needed, begin the session with an unrelated energizer.
2. **Keep it simple, but serious:** Do not joke today. Keep the tone of the class serious, get people to reflect and fill the sheet.
3. **Be prepared to share personal examples:** While explaining the sheet or during reflection, you may be required to share personal examples to make the questions and instructions relatable.

THE SESSION WENT WELL, IF

During reflection, students expressed clarity around the purpose / point of today and yesterday's session: The students will be able to share 'what did they learn today and yesterday.'

The facilitator was able to summarise the reflection of both day to communicate the key objectives: Share the objective of today and yesterday's session with students at the end of the sessions.

Discover more:

Read: simplypsychology.org > Social roles

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO

IDENTIFY ROLES ATTACHED TO INDIVIDUAL IDENTITIES

IDENTIFY ROLES AND LABELS THEY WISH TO DISCARD

Game Plan

Extra Material: **Building identity (roles) day II** handout

0 mins	Context Setting -	-
45 mins	Session Activity Labels II	Handout
5 mins	Wrapping Up Reflection	-

SESSION ONE GAME PLAN

	<p>Context Setting:</p> <p>In the next hour of building identity, inform students that in today's session, we will talk about our social identity- the different roles we play in our lives.</p>	<p>Sage on stage</p>
<p>45 mins</p>	<p>Session Activity: Labels II</p>	<p>Facilitation + Reflection</p>
<p>5 mins</p>	<p>Instructions Imagine your life was a movie or a play, and you were the lead Hero. Remember the day when you were born and made your first cry, what role were you playing that time? Of a son or a daughter. Further on your 13th birthday, when you were not allowed to play football, you realised your role as a "girl". Even further when you were in school and your grades mattered, you took a role of a "sincere student". And when that cricket match was playing, and you supported your team, your's was of a patriot."</p>	<p>Remind the class of previous session.</p> <p>We acquire different roles with age in our lives and just like labels (as discussed in previous class) most of these roles weren't decided by us.</p>
<p>20 mins</p>	<p>Generate a list of roles on the board through students' prompt and introduce the activity for today. (Labels-2) Explain the first table in the activity sheet (Table 1).</p> <p>Ask students to ponder over all the roles that they have in their mind and begin placing these roles in the respective columns on the basis of how they feel about those roles. Next, ask them to move towards the next table, (Table 2).</p> <p>Again, there are two sections, namely- what you can change and what you want to change. In the first section, ask students to write the names of those roles that can be changed in a person's lifetime.</p> <p>As a last step, move on to the next section and ask students to choose roles out of the first section (what you can change)</p>	<p>Give them sufficient time to do this activity, as it will be difficult at first to list all the roles.</p> <p>For instance, a few of these cannot be changed (the role of being a son/daughter). But economic status and gender roles can be changed.</p>
<p>5 mins</p>	<p>Wrapping Up: Reflection + next steps</p> <p>What have you learned about yourself today? What are the things you can do in future to undertake the decisions you have taken today? Why is it important to be aware of these roles and how do they impact us?</p> <p>----- End of Session -----</p>	<p>Reflection</p>



DAY 13:

**ME TO WE: STEP 2 –
WORKING AS A TEAM**

**STUDENT WILL BE ABLE TO:
BUILD COLLABORATION IN TEAM THROUGH COMMUNICATION**

GET READY

आपको याद होगा, हमारी super से ऊपर skills में हमने Avengers/ महाभारत / Indian Cricket Team की बात की थी ! हमने कहा था कि इन सब Champions की अपनी कुछ खास strengths हैं, और जब ये सब एक team में काम करते हैं, तो यह team वो कर गुजरती है जो इनके अकेले के बस की बात नहीं थी। अब सोचिये इनकी bad team performances के बारे में ! क्या होता है जब cricket team में सभी लोग captain की strategy से सहमत नहीं होते - क्या होता है, जब एक batsman low run rate पर आखिरी overs में भी खेलता रहता है ? क्या होता है जब Avengers (Part 1) में Iron Man, Captain America और Thor आपस में ही लड़ जाते हैं ?

एक team को team की तरह काम करने के लिए ज़रूरत होती है - coordination की, और ये coordination आता है clear communication से ! याद कीजिये World Cup 2011 Final ? न सिर्फ team के हर member ने अपना best performance दिया बल्कि, fielding और batting के दौरान उन्होंने तालमेल बिठा कर अपने planned goals achieve किये । Avengers का Battle of New York याद कीजिये, superheroes ने अपनी-अपनी जिम्मेदारी बाँट ली थी ... Thor, Lok से Tesseract लेने वाला था, Iron Man और Hulk, Chitauri army के आते हुए सिपाहियों को रोकने वाले थे, और Captain America लोगों की सुरक्षा के लिए ground पर तैनात था।

आज आपके students पहली बार एक team की तरह काम करेंगे , ये game वो तभी जीत पायेंगे , जब team का हर member same page पर होगा और अपना 100% focus game पर रखेगा। उनकी performance को गौर से देखें, और उनके अच्छे या बुरे teamwork को note करें।

KEEP IN MIND

1. **Time the activity:** Teams will complete the activity in turns, if you do not start the session on time, and / or ask each team to complete the activity within a loted time – you will not be left with enough time for reflection
2. **Take trainer notes:** Observe the preparation the teams put in, make notes. Observe their performance, take note of the strong teamwork traits demonstrated by students. At the time of reflection, share your observations without criticizing any student by name.

Discover more:

Read: kent.ac.uk > Teamworking skills (take the assessment and know about your own teamwork ability!)

Watch:



THE SESSION WENT WELL, IF

Students shared instances of practicing clear communication in team: Students will be able to share examples of the times when communicating clearly, helped them work as a team and accomplish something.

Students could share reasons, which lead to non-collaboration or conflict: Students are able to recall instances from their personal lives, or movies or sports news, when a team failed to perform due to lack of coordination among team members.

SESSION SUMMARY

STUDENTS WILL BE ABLE TO
BUILD COLLABORATION IN TEAM THROUGH COMMUNICATION

Game Plan

Extra Material: **Trainer notes (Teamwork), half cut Pipes Marbles, bucket/ container, timer**

0 mins	Context Setting -	-
45mins	Session Activity Pipes and gutters	Power of appearance picture cards
15 mins	Wrapping Up Reflection + next steps	-

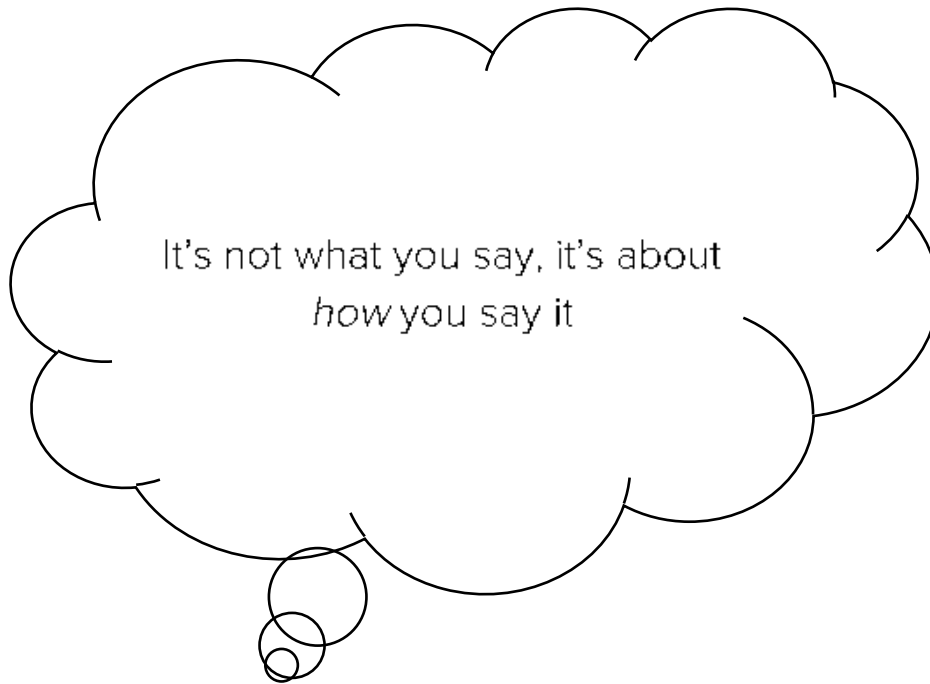
SESSION GAME PLAN

Context Setting

Do not introduce the topic or set context. Proceed with activity.

45 mins	Session Activity: Pipes and gutters	Activity-based
	<p>Divide the class into four to five groups of 6 students each.</p> <p>At each group's turn, provide them with materials.</p> <p>Using the pipes, the group has to form a path for the marble to roll all the way down to a bucket.</p> <p>Nobody can touch the marble.</p> <p>Brief the participants on the start line and the finish point and give them any extra rules you may wish to add to the task, such as: every person must carry the marble at least once.</p> <p>Give the performing group 5 minutes planning time.</p> <p>The team who collects maximum marbles in the given time wins.</p>	<p>Allow the group several attempts if you have the time and they have the motivation or keep it to one attempt and draw out the key points in people's</p>
10 mins	Wrapping Up: Reflection + next steps	Reflection
	<p>What? How was the activity? Did you enjoy it? Was it difficult to coordinate among team members? Did your team mates cooperate? Were you afraid every time you dropped a marble? Why? Was there any one person leading/guiding?</p> <p>So, what? Where else do you need to cooperate with people? Is it easy for you?</p> <p>Now, what? How to communicate better in a team?</p>	

----- End of Session -----



DAY 14:

CHAAND LE LO...

CHAAND!

STUDENT WILL BE ABLE TO:
SELL THE UNSELLABLE
LEARN DOS AND DON'TS OF A PRESENTATION

GET READY

आपके students का आत्मविश्वास बढ़ चुका है, आपने उनके दिमाग की भी बहुत कसरत कराई है – as a result, उनके पास बहुत से नए ideas हैं, और आपसे मिली 'effective communication' की tips भी हैं – तो फिर आज वो अपने communication test के लिए ready हैं, है ना ? इस test को कितना मुश्किल या आसान बनाना है ये पूरी तरह आप पर निर्भर करता है, क्योंकि आपसे बेहतर आपके students की क्षमता को और कोई नहीं जानता।

आज आपके students आपको 'चाँद बेचेंगे' और आपको judge करना है की किसका sales सबसे प्रभावशाली और दमदार था ! आप किस आधार पर decide करेंगे की किसने सबसे अच्छा perform किया?

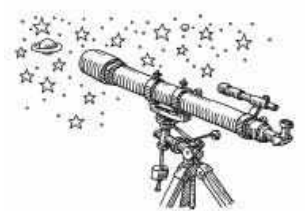
इस presentation को judge करने के कुछ मापदंड ये हो सकते हैं:

- **Audibility:** Can you hear each member clearly throughout the presentation?
- **Pace:** Is the pace of speech, or the flow of ideas too slow or fast?
- **Fluency:** Is the speech matter fluent indicating a well-rehearsed ppt?
- **Tone and Energy:** Is there sufficient variation in tone? Enthusiasm?
- **Eye Contact:** Is the presenter making eye contact or avoiding?
- **Body Language and Gesture:** Is the presenter's posture confident? Any distracting gestures?
- **Transitions:** Did the presentation transfer from one speaker to the next smoothly?
- **Structure and Cohesion:** Did the presentation have a beginning, middle and end?
- **Use of Visual Aids:** Was it a help or distraction or underused?

Discover more:

Read: medium.com > *The greatest sales deck I've ever seen*

Watch:



KEEP IN MIND

1. **Take notes:** If you plan to announce a winner at the end of this session, you **MUST** take trainer notes during the session. Write the names of each team's members while teams are prepping to present, write the areas of strength and scope of improvement against each team's name while they present, and choose a winner on the basis of your score against each parameter.
2. **Give relevant feedback:** The next session will take forward presentation practice (with a twist), so your feedback in this session will help your students improve for the next one.

THE SESSION WENT WELL, IF

Students received specific feedback: Each team received feedback on strengths and areas for improvement. They were given a specific set of actionables, using which they can improve the next presentation.

Reflection talked about what happened during prep: While you will share feedback on presentations, during reflection – it's important to make teams reflect on their preparation for the presentation – did they prepare keeping in mind the given time and resources? Did they rehearse? Did they consider ideas of all team members?

SESSION SUMMARY

STUDENTS WILL BE ABLE TO
 SELL THE UNSELLABLE
 LEARN DOS AND DON'TS OF A PRESENTATION

Game Plan

Extra Materials: **Chart papers, sketch pens (qty depends on class size)**

10 mins	Context Setting Product Group	-
45 mins	Session Activity Sales Shout	45 mins
5 mins	Wrapping Up Reflection + next steps	-

SESSION GAME PLAN

10 mins	Context Setting: Product group	Energizer + Facilitation
5 mins	Ask all students to step forward and pick a chit each from your table. Inform them that their task is to now find their team on the basis of what's written in their chit.	<i>Before the session, make the chits. An example for team of phones – smartphone, basic GSM phone, android, satellite phone etc. Similarly, team of watches, bags etc. are possible.</i>
5 mins	Set context for today's sessions. Give instruction for the session activity: 1) The students will get 20 minutes to prepare a presentation about a product from the group's category. The features of the product can be decided by the team, they should be something out of the box. 2) After 20 minutes, each team will get exactly 5 minutes to present their product in front of the class. 3) Students must remember to do both – prepare the presentation and rehearse it.	
45 mins	Session Activity: Sales shout	Activity-based
20 mins	Student design a presentation about the product of their choice	On-Spot Feedback
25 mins	Call the teams one-by-one to present their product in front of the class. Share your feedback about their performance.	
5 mins	Wrapping Up: Reflection What? how was it So, what? what did they learn from today's sessions? Now, what? List common takeaways on the white board.	Reflection

----- End of Session -----

TRAINER REFERENCE

How to present as a team?

In some ways, team and solo presentations are alike. Both rely on the same fundamentals—setting objectives, preparing, and presenting. But the similarities pretty much end there, and the recognition that you're now part of a team becomes important. To be successful, a team presentation must be a **team presentation**.

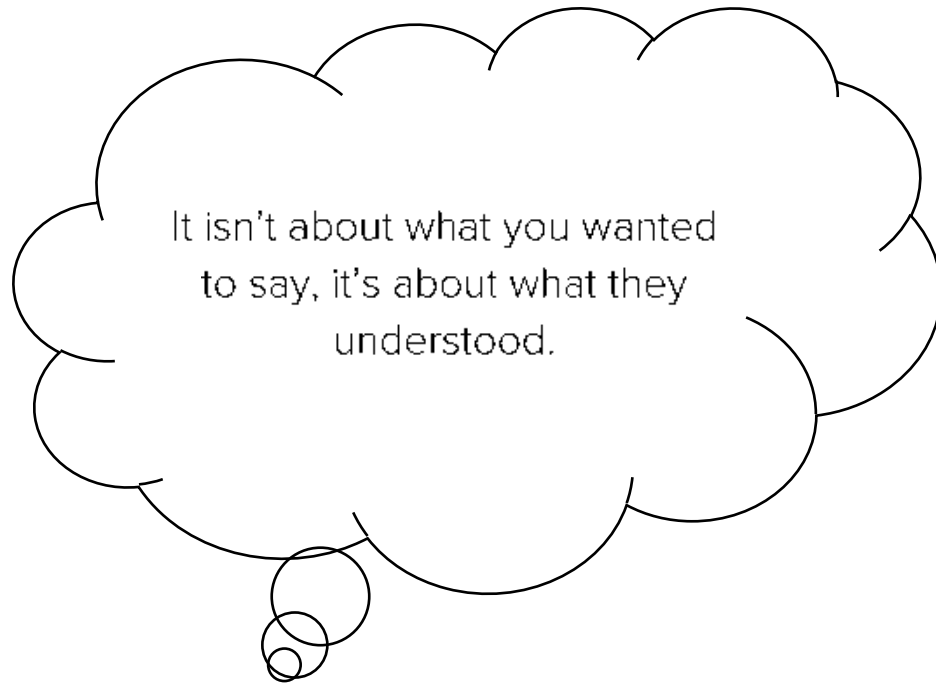
Decide the storyline of the presentation: For example, if the presentation is about 'a new smartphone' – What is the team's story about this phone? What does the team want to communicate about this new phone? They must write down in clear points everything that they desire to communicate, and then put it all together in a logical order. For example, the goals for a presentation of 'new smartphone' can be, 1) Share your phone's USP, 2) Elaborate the USP by stating what is currently available in the market, and how is your phone different from others?, 3) What are its other features?, 4) Price, 5) Availability – how can it be bought? From when?

Preparation is critical: Decide who will present what, how, etc. Rehearse, and time your presentation.

Include introductions as part of your preparation and rehearsal: Open the presentation by introducing your team – decide who will introduce everyone, or whether each person will introduce themselves. All

Focus on transitions: When one person hands over the presentation to the next person, ensure that there is a smooth transition. It shouldn't come across as awkward.

You're 'on,' even when you're not speaking: While presenting, each member of the group who is on stage should appear alert and energetic. Take care to not lounge or look bored, even when the other members of the team are presenting.



DAY 15:

KISSAGOI

STUDENT WILL BE ABLE TO:
TELL A STORY, AS A TEAM
PRACTICE DO'S AND DON'TS OF A PRESENTATION

GET READY

किस्सागोई का मतलब जानते हैं? In simple words, किस्से सुनाने की कला—किसी भी कहानी को इस तरह से सुनाना वो कहानी सुनने वाले की आँखों के सामने छा जाए।

आज आपके students अपनी communication skill को एक बार और आजमा कर देखेंगे, कल के test में उन्हें आपको convince करना था – और आज के टेस्ट में उन्हें आपको amaze करना है 😊 Your students will create and present a story from a bunch of random words. This is the opportunity to think way out of the box, to show-off everything that they have learned about owning the stage and in the process, share a memorable story.

अपने students का आत्म-विश्वास बहुत बढ़ा दीजिये, और उन्हें बताइए की आज भी आप उनको कल वाले criteria / मापदंड पर ही score देंगे, आज उनके पास मौका है - जो कल छूट गया था , उसे आज improve कर सकते हैं – आज अपनी rehearsal को वो अपना 100 per cent दें, ताकि वो performance के समय भी 100% improve कर पाएँ।

KEEP IN MIND

1. **Give clear instructions about the time:** Students should be aware of how much time will they have to prepare and present their stories. Do not allow teams to exceed the given time.
2. **Point out how students have improved their performance from previous session:** Refer to your previous session's trainer notes, and share with the students, how have they improved.
3. **Do not insist on use chart papers:** Students can present their stories by acting them out or by choosing to narrate them, they do not have to necessarily depict them on chart papers. Tell them, it's upto them to choose the medium of presentation.

THE SESSION WENT WELL, IF

Clear instructions: The instruction for the activity clearly stated to the students, what is expected of them during the activity. The instructions must NOT include a summary of dos and don'ts.

Trainer observed each team's work-in-progress:

After the students begin to follow the instructions, the trainer should go to each group and ensure everyone is on the same page.

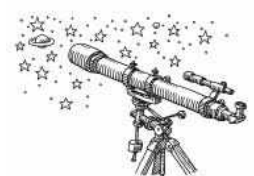
Maintaining class decorum during presentation: The class should pay attention to the team which is delivering a presentation, after the time to design presentations is over nobody should remain engrossed in making their own presentation, ignoring the other teams who are presenting.

Discover more:

Listen: *Phir raat kati (Paheli)*

Read: prweek.com > *The power of innovative storytelling in solving global crises*

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO
TELL A STORY, AS A TEAM
PRACTICE DO'S AND DON'TS OF A PRESENTATION

Game Plan

Extra Material: Chart papers, sketch pens (qty depends on class size)

5 mins	Context Setting Kissa groups	-
45 mins	Session Activity Stringing together a story	45 mins
5 mins	Wrapping Up Reflection	-

SESSION GAME PLAN

5 mins	<p>Context Setting: Kissa groups</p> <p>Divide the class into 4 groups of 6-8 students.</p> <p>Set context for group presentations – ask students what they understand by the word presentation, and share your personal experience of delivering your first important presentation.</p> <p>It is important to take time to encourage students to participate in today's session. Lay stress on the importance of speaking up.</p>	Facilitation
45 mins	<p>Session Activity: Stringing together the story</p> <p>25 mins</p> <p>Inform the students that they have 25 exact minutes to:</p> <ol style="list-style-type: none"> Make a story which must use all the key words from the chits Figure out how to present this story using either charts or any other means that they prefer Rehearse the delivery, ensuring every member in group participates. <p>25 mins</p> <p>Ask each group to stop preparing. Call them up one-by-one to present their story.</p> <p>Give specific and relevant feedback to each group who takes the stage.</p>	Facilitation
10 mins	<p>Wrapping Up: Reflection</p> <p>What? how was it</p> <p>So, what? what did they learn from today's sessions?</p> <p>Now, what? List common takeaways on the white board.</p>	Reflection

----- End of Session -----



DAY 16:

PICK A SIDE

STUDENT WILL BE ABLE TO:
EXPERIENCE DIVERSITY OF THOUGHT

GET READY

आज आपकी क्लास में एक बड़ा युद्ध होगा – a clash of core beliefs. The class will divide up into 2 sides, one side will believe one thing, and the other will believe the opposite. There might also be a few people who will be 'on the fence'/confused लोग. (And if nobody is on the fence, we suggest that you sit on it!) Get both sides to convince the ones sitting on the fence with their worldview. The purpose of the session is simple – to get your students to practice discussion and get them to experience that their perspective is just that – a perspective, not a scientific fact. To each argument, there exist two sides, and while we all make life decisions by choosing one side over the other – the other side exists, and we must always be prepared to hear them out.

Think about this: Why do people believe what they believe? Some of us believe that it's natural to eat meat and enjoy it too, others believe that it is a sin. What is true? And, how would you convince someone that your viewpoint is right? Have you ever let yourself be convinced that you are wrong, and others are right?

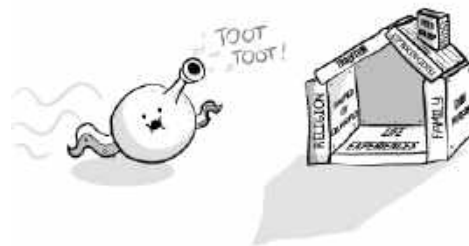
Can you question your deepest beliefs, and survive?

Source: <https://www.coursera.org/learn/psychology>

Your brain loves consistency. It builds a worldview like we build a house – the foundation, doors, walls, windows all fit together perfectly.



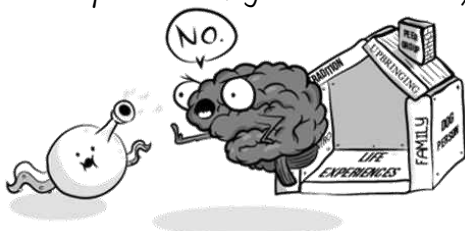
So, what do you think happens when a NEW IDEA arrives? And it's something that won't 'fit in'.



Your worldview collapses, putting you in a confused state or an existential crisis.



This is why your brain's first instinct is to protect your worldview, by rejecting any idea that challenges a core belief. (Core beliefs are the key components of your worldview.)



The backfire effect sets off – your brain tries to shut itself off from letting in any new ideas at all.



To keep an open mind, you must resist your natural instinct of rejecting new ideas. Be prepared to let your worldview change or even collapse, in the light of new information.

KEEP IN MIND

Encourage debate, discourage violence: ऐसा टॉपिक चुनिए जिस पर आपकी class में सभी का strong opinion हो! मगर टॉपिक देने से पहले discussion के rule सभी को समझा दीजिये – अगर argument के चलते किसीने किसी पर कोई personal comment किया तो immediate disqualification

Your objective is to open minds: The success of your students in life and career will depend on their ability to process new information and make decisions based on new facts, and not old opinions. Their ability to be a good team player is also dependent on their ability to work with diversity of thought. This session is their first lesson in tolerance, acceptance and keeping an open mind – steer reflection towards how to be better listeners, not how to be better debaters

Do not reveal your personal stand on the matter being discussed: Students आपसे ज़रूर पूछेंगे की आप इस topic के बारे में क्या सोचते हैं, और अगर जाने-अनजाने में भी आपने अपने नीजी विचार सब के सामने रख दिए, तो आप उनके decisions और discussion को influence कर बैठेंगे – मुमकिन है वो आप ही के जवाब को right answer मान कर खुद से उस topic सोचना बंद कर दें !

THE SESSION WENT WELL, IF

The argument heated up: Every student should have participated and assessed their performance in a discussion by the end of the fourth session

1 or 2 students switched sides: The trainer made it known to the class that changing sides is possible, and students who were convinced by other sides' argument could muster the courage to switch sides.

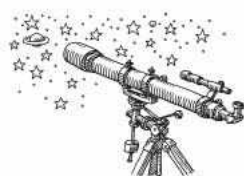
Reflection covered session's key takeaway – opinions are not facts: Apart from giving students feedback on their personal participation, take time to draw students attention to the fact that both sides had equally good points, and the nature of these discussions is such that they cannot be settled once and for all like proving scientific facts.

Discover more:

Listen: Belief (John Mayer)

Read: fastcompany.com > 4 ways to train your brain to be more open-minded

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO
EXPERIENCE DIVERSITY OF THOUGHT

Game Plan

Extra Material: **Session handout**

0 mins	Context Setting None	-
45 mins	Session Activity Find your corner	
10 mins	Wrapping Up Reflection + next steps	-

SESSION GAME PLAN

Context Setting: None

Do not introduce the topic, proceed with the activity

45 mins	Session Activity: Find your corner	Facilitation
25 mins	Trainer gives a topic to the class and the students will decide which corner to pick. Once all the students have made their choice, two teams will be formed. If there are students who cannot decide, they can make a third team (confused). If there are no members in the confused team, the trainer will declare himself / herself as the confused team.	Take notes during the argument about students' participation, body language and voice tone to provide feedback later.
25 mins	These teams will be instructed to stand facing each other. On the trainer's count, the teams have to begin their arguments first one by one and later in an open discussion. The two teams try to convince the members of the confused team (or the trainer) in favour of their arguments and make them a part of their group. Continue the discussion till there are no members left in the (confused) team, or the trainer sees that no new points are now coming from either teams.	Do not declare your personal preference – do not let the students know your personal opinion on the topic being discussed.
10 mins	Wrapping Up: Reflection	Reflection
	Why did we do this activity? What were we trying to learn out of this? What problems were you facing while speaking in a large group? Did you get enough opportunities to lay down your points? Were you nervous? Why did the discussion become an argument? Share dos and don'ts of a GD	
	----- End of Session -----	

TRAINER REFERENCE

While we want students to get into a heated argument, we definitely do not want the class to go completely out of control. So, stay away from extremely sensitive topics that incite religious or political sentiments.

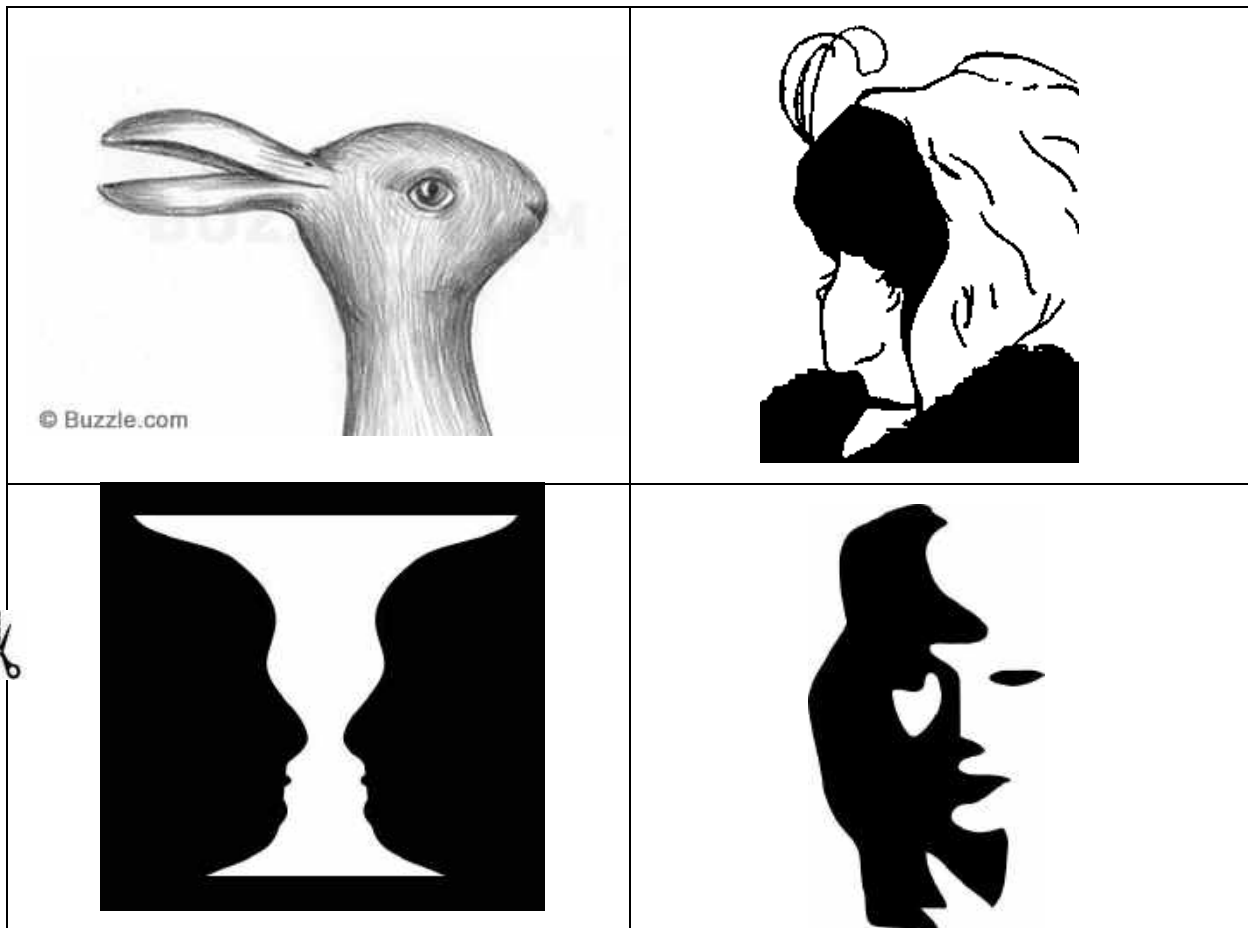
Some 'safe' topics for 'Pick a side'

Is eating meat cruelty against animals? If yes, why? If no, why?

Should there be reservation in government jobs on the basis of gender? If yes, why? If no, why? (Should 50% of all government jobs be reserved for women? If yes, why? If no, why not?)

Should the use of plastic bags, straws, paper cups, and tissues be penalized to save the environment? If yes, why? If no, why? (Should people be fined for using plastic bags, straws, paper / plastic cups and tissues?)

Share the following images, and ask the class what are they – before starting reflection





DAY 17:

DIL KI SUNO AUR KAHO

STUDENT WILL BE ABLE TO:

USE AN EXTENSIVE VOCABULARY TO DESCRIBE EMOTIONS

PRACTISE FREELY EXPRESSING EMOTIONS

KEEP IN MIND

1. **Emotions cannot be permanent:** Emotions cannot be permanent. That's why they are called emotions; the word comes from "motion", movement. Because from one moment to another we continually change. Emotions have a wide range and many a times we are not even aware of them.
2. **Emotions are triggered by stimuli:** Most of our emotions, our sentiments, our thoughts are triggered by the outside- all of these things that our mind is filled with are not ours; we are beyond them. We get identified with them, and that's the only problem.
3. **We are afraid to express:** To relax, trust, and of crying., We resist. It is difficult to show our feelings and just be ourselves because for thousands of years we have been told to repress our feelings. So much that it has now become a part of our collective unconscious.

THE SESSION WENT WELL, IF

While presenting their fondest / sad memories, students were able to use words beyond the primary emotions

The class listened to each other with empathy

Discover more:

Listen: *Haan maine chookar dekha hai*

(Black)

Read: type-a-lifestyle.com > *The Feeling*

Wheel

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO
 USE LOTS OF WORDS TO EXPRESS EMOTIONS
 PRACTICE FREELY EXPRESSING EMOTIONS

Game Plan

Extra Material: Song, Chart paper with different emotion faces.

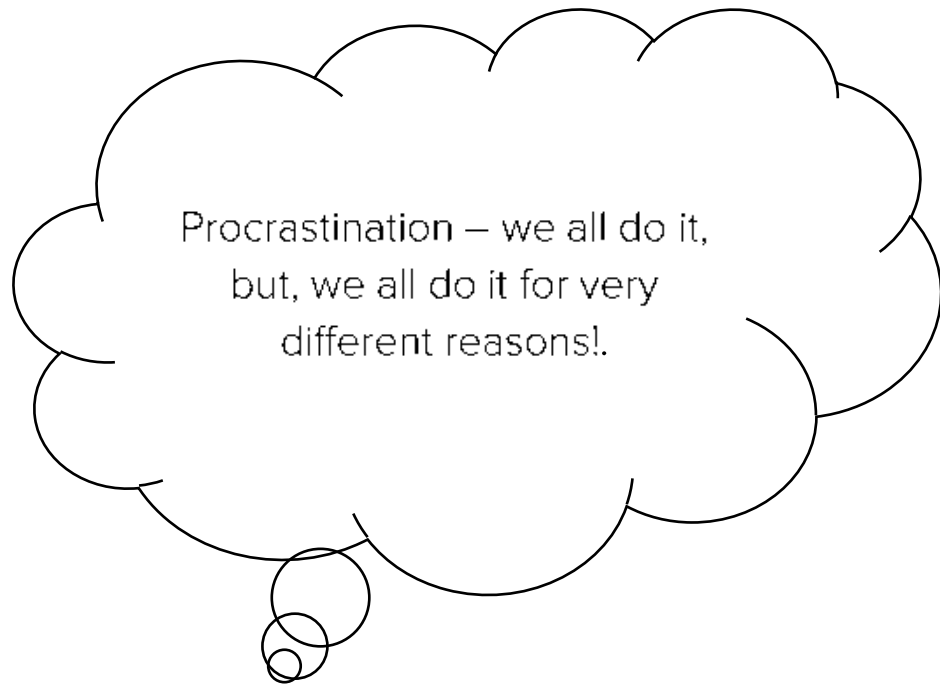
10 mins	Context Setting Sing a song	-
45 mins	Session Activity हमारी कहानी हमारी जुबानी	Emotion pictures
5 mins	Wrapping Up Reflection + next steps	-

SESSION GAME PLAN

5 mins	Context Setting: How do you feel? Identify a song before this session that majority of students will know. Sit in a circle. Tell class that today we will sing a song together. Start singing and ask the class to join you. Play the song on your laptop with subtitles (This is optional) Now ask them how they feel? Tell today's session is about your feelings/emotions	Facilitation This session should be conducted in a circle. Examples The song should be a Happy song or Inspirational song.
45 mins	Session Activity: Expressing emotions Go around the circle such and ask students to randomly pick one face. Now give instructions. Read the name of the emotion at the back of the face. You have to share a story (personal or fictional) when you felt that emotion Give 5 mins to choose an emotion and think about the story. Give 1- 2 min to each student to share their story.	Facilitation Pre-session prep: -There are total 12 faces. Depending on the strength of the class take printouts. For e.g. for a class of 30 students, take 3 coloured print outs of each face. Cut them and write the name of the emotion at the back of the face.
10 mins	Wrapping Up: Reflection What? How was the experience of sharing your story? So, what? Do you share your emotions with others?	Reflection

----- End of Session -----

NOTES:



DAY 18 + 19:

NOW OR NEVER

STUDENT WILL BE ABLE TO:
AS A TEAM, THINK OF NEW IDEAS / SOLUTIONS

GET READY

Procrastination is a mechanism for coping with the anxiety associated with starting or completing any task or decision.

It is one of the most common time waster that students do not realize and it becomes a habit. As it is a very normal thing to delay work with response like I am not in a good mood, I will do it tomorrow, It's difficult, etc.

Procrastination is not the cause of our problems with accomplishing tasks; it is an attempt to resolve a variety of underlying issues like

- Low self-esteem
- Perfectionism
- Fear of failure or success
- Indecisiveness – not able to take decisions
- An imbalance between work and play
- Ineffective goal-setting
- Negative concepts about work and yourself
- Fear of change or unknown
- Low motivation
- Peer influence
- Lack of self-confidence
- Beliefs that time pressures produce best work
- Dependency and help-seeking
- Inability to handle task



In order to avoid these issues you start giving yourself certain excuses to delay the task like

- I am bored.
- I don't have time.
- I must be perfect.
- It is safer to do nothing than to take a risk and fail.
- I should have no limitations.
- If it's not done right, it's not worth doing at all.
- I must avoid being challenged.
- If I do well this time, I must always do well.
- There is a right answer, and I'll wait until I find it.
- If I expose my real self, people won't like me.
- I will not put in my best effort so if I do poorly I will be able to tell myself that if I worked harder, I could have done better.
- I am not in a mood to do the task now.

Then you execute these excuses by doing certain activity like

- If you are bored, you start watching TV or browsing internet
- If the excuse is I don't have time then you do some very unimportant tasks like household chores or washing clothes, etc.
- If the excuse is I must be perfect then you just wait for the right time to come.

DAY 18 + 19: NOW OR NEVER

Every activity has a positive consequence and a negative consequence. The positive consequences are generally avoiding the negative emotions associated with a task or decision. While the negative consequence is not being able to finish or start the task leading to stress. This whole pattern is Procrastination.

Since procrastinating is deeply rewarding (it relieves stress), it becomes a habit. Some people get in the habit of shopping, stuffing themselves with food, drinking alcohol, smoking cigarettes, or taking drugs as their prime ways to relieve stress. Similarly, some get in the habit of procrastinating as a way to cope with

KEEP IN MIND

You want to study for an upcoming exam (TASK), but every time you intend to get started, you feel something that's probably best described as resistance (UNDERLYING ISSUE). This resistance can be any combination of boredom, frustration, fear, resentment, or any other negative emotion.

Resistance makes you feel bad. Since nobody enjoys feeling bad, you say to yourself I don't have time to study as I have more important work (EXCUSE). So, now you get involved in work like doing household chores (ACTIVITY) due to which you are not faced with the task and its associated pain (POSITIVE CONSEQUENCE), you feel better but when the exam dates approaches near you are stressed/tensed (NEGATIVE CONSEQUENCE).

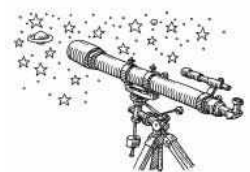
THE SESSION WENT WELL, IF

Students brainstormed: आपके feedback / instructions से आपकी क्लास को clear हो गया की, उनके discussion का मकसद है 'हल निकालना' - ना ही बेहंस करना ।

Reflection talked about both dos and don'ts of GD: यह भी ज़रूरी है की students

Discover more:

Hear: TED Talk > Tim Urban, Inside the mind of a procrastinator



SESSION ONE SUMMARY

STUDENTS WILL BE ABLE TO
UNDERSTAND PROCRASTINATION PATTERN

Game Plan

Extra Material: Objects (to serve as topics)

10 mins	Context Setting Aaram se karunga	-
40mins	Session Activity Samay samay ki baat hai	-
10 mins	Wrapping Up Reflection	-

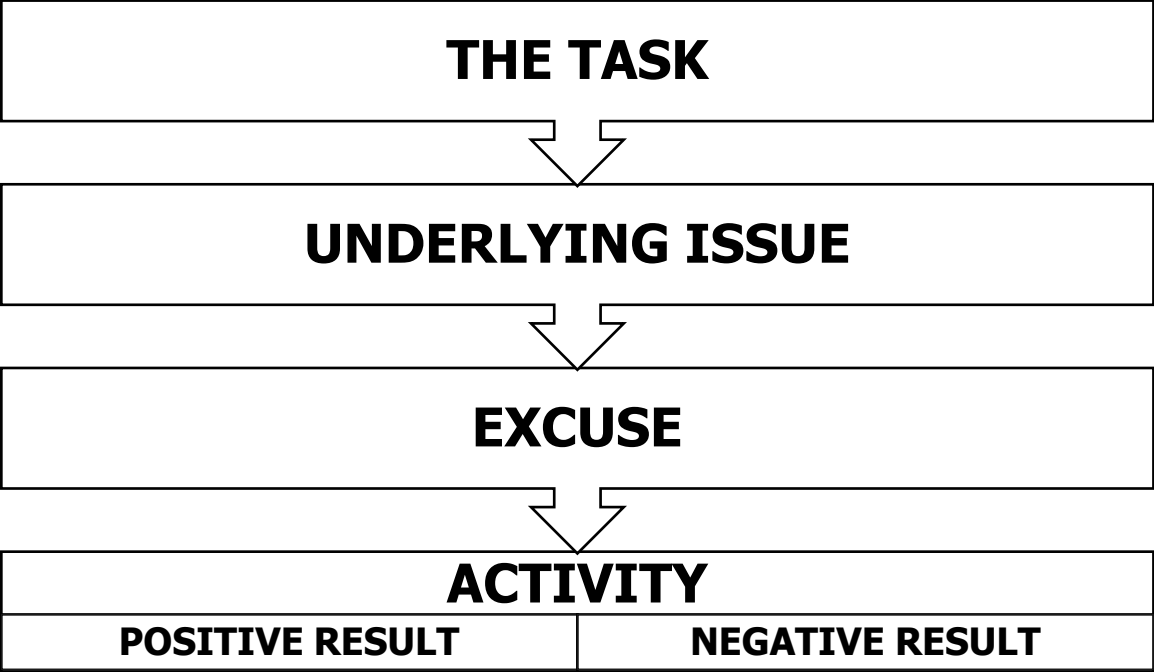
SESSION ONE GAME PLAN

10 mins	Context Setting: Problem solving - technique सब कोई ऐसे एक time के बारे में सोचो जब आपने काम को बहुत टाला और उस से आपको काफ़ी दिक्कत हुई अथवा ऐसे परिस्थितियों कि बारे में सोचिए जब आप बहुत तालमटोल करते हैं। Now divide the class in pairs and ask them to share these situations with their partners in 5 min.	Facilitation Don't use the term Procrastination. Always use the word टालना to explain this session.
40 mins	Session Activity: Problem solving	Facilitation
5 mins	Randomly ask few students to share their examples of procrastination. Now explain them what, why and how of procrastination with the help of the flowchart on the board. Ask students to copy the same on their notebook. Now guide them through the flowchart step wise and ask them to fill the boxes. Give 2-3 mins after each step to think and write.	Use the Practical example in the flowchart while explaining.
10 mins	Wrapping Up: Reflection Lead reflection What? What happened in this activity? What did you learn? So, What? Do you think it was useful? In the next sessions we will learn how to manage procrastination/ टालना and become more productive.	Reflection

----- End of Session -----

TRAINER REFERENCE

Procrastination Pattern



SESSION TWO SUMMARY

STUDENTS WILL BE ABLE TO

LEARN TIME MANAGEMENT to manage procrastination

BECOME MORE PRODUCTIVE

Game Plan

Extra Material: **Time Plan** prints

10 mins	Context Setting How long is a minute?	-
40mins	Session Activity Time plan	-
10 mins	Wrapping Up Reflection	-

SESSION TWO GAME PLAN

10 mins	<p>Context Setting; Problem solving - technique</p> <p>Make sure there are no wall clock in the class. Ask students to keep their wrist watch in their bags Now give instructions. Every student should stand and close their eyes. You will sit down when you think one minute is over. You will begin the countdown when I shout "Start"</p> <p>Now explain Even though everyone has an equal (24 hours a day or 1 minute for activity), we experience it and use it in different ways. Some of us experienced it as a short period, other as a long. Everyone manages their time in different ways. Today we are going to learn the same but with a twist which will help us to deal with procrastination</p>	<p>Facilitation</p> <p>When 1 minute is over and if students are still standing, ask them to sit down.</p>
45 mins	<p>Session Activity; Problem solving</p>	<p>Facilitation</p>
10 mins	<p>Give students the printout of The Time Plan. Now ask them to fill the time slots with activities that they do throughout the day for only Monday.</p>	<p>Don't use the term Procrastination. Always use the word टालना to explain this session.</p>
15 min	<p>Explain the concept of WHAT, WHY & HOW of The Time Plan.</p>	<p>Use the Practical example in the flowchart while explaining.</p>
15 min	<p>Now ask students to fill the slots for the rest of the 6 days based on this concept. Tell them you should follow The Time Plan at least for a week to see results. Repeat the 6 guidelines.</p>	
10 mins	<p>Wrapping Up; Reflection</p> <p>Lead reflection What? What happened in this activity? What did you learn or understand? So, what? How will it help you in your daily life? Now, what? Will you follow it for a week? What may stop you from following it for a week?</p>	<p>Reflection</p>

----- End of Session -----

TRAINER REFERENCE

WHAT?

It is a time-planning method with a twist.

Instead of scheduling time for the very thing you're procrastinating on i.e. work, you first schedule fixed commitments (e.g., sleep, lunch/dinner/breakfast, travel, bathing, household chores, college),

आत्मग्लानि/guilt-free play (hobbies, meeting friends, socializing, reading, watching TV) – and lots of it and one full day holiday per week.

In fact, you never even schedule any work. It only goes on the schedule only after you've spent at least 30 minutes of quality, focused time working. And when does it happen? In-between your fixed commitments and play.

WHY?

Instead of creating a week full of work with some play and fun, you create a week full of play and fun with some work only if you are doing it. Your time-table changes from a list of unrealistic and overwhelming expectations to a place for fun stuff and a record of your achievements.

Immediately, a few things change. Having a schedule allows you to see where your time goes, reducing feelings of guilt and self-criticism. Work becomes less overwhelming because you see clearly that you do not have as much time for work as you may have thought until now – in-between college, sleep, eating, travelling, and play, there's really only so much time left in a day to get some quality work done. It's almost like work becomes a kind of rare commodity, making it more attractive for you – you'll find yourself *wanting* to work more.

HOW?

Time plan has 5 guidelines

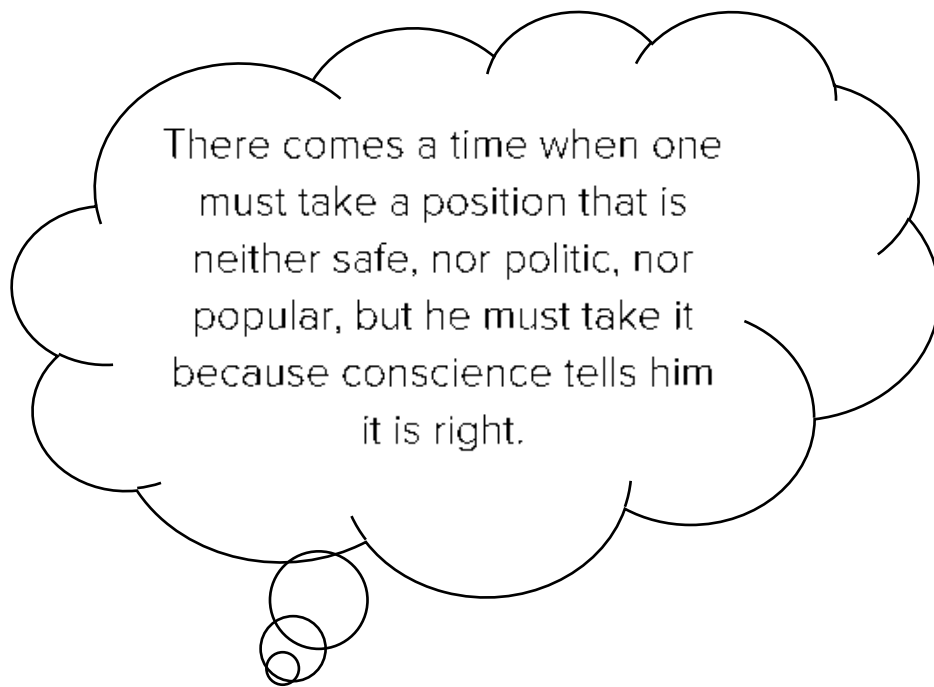
1. Schedule **only** routine tasks such as college, meals, bathing, etc. and fun activities like meeting friends, watching TV, etc.
2. Update your work on the time plan only after you have completed 30 min of quality work.
3. Reward yourself with a break/more enjoyable task after 30 min of work.
4. Keep track of the number of quality hours worked each day and each week.
5. Focus on starting a work rather than finishing it.
6. Think small and focus on the work.

Time lar template

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
5:00							
5:30							
6:00							
6:30							
7:00							
7:30							
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
11:30							
12:00							
12:30							
13:00							
13:30							
14:00							
14:30							
15:00							
15:30							
16:00							
16:30							
17:00							
17:30							

DAY 18 + 19: NOW OR NEVER

18:00							
18:30							
19:00							
19:30							
20:00							
20:30							
21:00							
21:30							
22:00							
22:30							
23:00							
23:30							
0:00							
0:30							
1:00							
1:30							
2:00							
2:30							
3:00							
3:30							
4:00							
4:30							



DAY 20:

SAMAAJ KI SAMAJH

STUDENT WILL BE ABLE TO:

DISCUSS SOCIALLY RELEVANT ISSUES

RECOGNISE AREAS OF IMPROVEMENT AS A PARTICIPANT IN DISCUSSIONS

GET READY

मेधा के लखनऊ ऑफिस के बगल वाली (मूलचंद की) चाय की दुकान में एक notice लगा है, 'यहाँ राजनीतिक मुद्दों पर बात करना मना है।' It's not a request, it's a rule – Moolchand has prohibited all discussions on politics at his shop. मूलचंद से हमना पूछा तो उन्होंने बताया, 'लोग यहाँ कुर्सी table तक उठा के फेंक देते हैं!' मूलचंद की सीख से सबक लें और अपनी क्लास में इस session के दौरान ऐसा न होने दें! समाज की समझ में राजनीतिक या किसी अलगाववादी (separatist) मुद्दे पर बात नहीं करेंगे - समाज की समझ में बात होती है समाज की परेशानियों पर। These problems can be from healthcare (access to it, quality of it and availability of funds), education (access to quality education, definition of quality education, India's struggle with literacy), environment (waste disposal, all kinds of pollution, global warming, shrinking resources of water), social oppression of women (dropping female participation in the Indian workforce, female infanticide, crimes against women, and sexual harassment in colleges and offices). We will give our students a few facts about problems that are ailing the world, and we will let them discuss in groups – what to make of these facts – is the problem hopeless? Is it solvable? If yes, how? And most importantly, what part will they play in fixing it?

KEEP IN MIND

Read up! क्लास में discuss होने वाले हर मुद्दे को क्लास से पहले एक बार, Wikipedia पर पढ़ लें - ये जरूरी है की आपको discuss होने वाले मुद्दों की basic जानकारी हो।

If asked, share facts. Not your opinion: Share the facts of the ASFR report, and the dropout rate in early education with your students, if they ask you about early education. But, no opinion. Tell them, 'It's upto them to arrive at their own conclusion, through their own research.'

Take student-wise trainer notes: When the students are having their discussion, keep your pen and paper ready – take notes on what did they do great, and what can they do better!

THE SESSION WENT WELL, IF

3 rounds of discussion happened: Manage time in a way that 3 teams get a chance to discuss their topics.

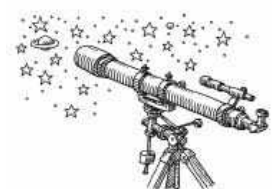
Students shared they learned new facts today: If through 3 listening / participating in 3 discussions, students found out about one new topic / a new aspect of a social problem, our work today is done.

Discover more:

Listen: Nikal Pado

Read: undp.org > sustainable development goals

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO
 DISCUSS SOCIALLY RELEVANT ISSUES
 RECOGNISE AREAS OF IMPROVEMENT AS A PARTICIPANT IN DISCUSSION

Game Plan

Extra Material: **None**

10 mins	Context Setting Recap	-
45 mins	Session Activity Social issues	
5 mins	Wrapping Up Reflection	-

SESSION GAME PLAN

5 mins	Context Setting: Recap	Facilitation
	<p>-Do a quick recap of the previous session and inform them that today they will practice another type of GDs based on social issues. Explain that the objective of such GDs is to come to consensus and find a solution as a group to the given social issue.</p>	
45mins	Session Activity: Social issues	Facilitation
5 mins	<p>Instructions: Divide students into three groups, different members this time. Remind them of the pros and cons of a GD and the feedback given to them. Each team will get 10 mins to discuss, after which trainer will provide both individual and group feedback on their performance.</p> <p>During discussion, no prompt or suggestion should be given.</p> <p>Encourage students to act as a team and not contenders and try finding an appropriate solution.</p> <p>Note down each person's body language and ideas that they contribute to the discussion. Provide feedback after every group performance.</p>	<p>It is important to manage time well, when 15 mins are up let students know they are left with only 10 mins.</p> <p>Self-Assessment: As students return to their seats, remind them to fill up their self-assessments sheets and mark areas where they have to focus for their next class.</p>
10 mins	Wrapping Up: Reflection	Reflection
	<p>What? Was today's session different as compared to the previous two? In what ways?</p> <p>So, what? What progress have you made from day 1? What are the areas you are still struggling with? How can we differentiate an argument from a discussion?</p> <p>Now, what? What other things apart from practice, can improve our participation and ideas.</p>	

----- End of Session -----

TRAINER REFERENCE

SUGGESTED LIST OF TOPICS

Crimes against women: What are they? Why do they happen? How can they be stopped?

Healthcare in India: Does everyone have equal access? How can we improve healthcare?

Urban waste disposal: Is it a problem? Why? How can it be fixed?

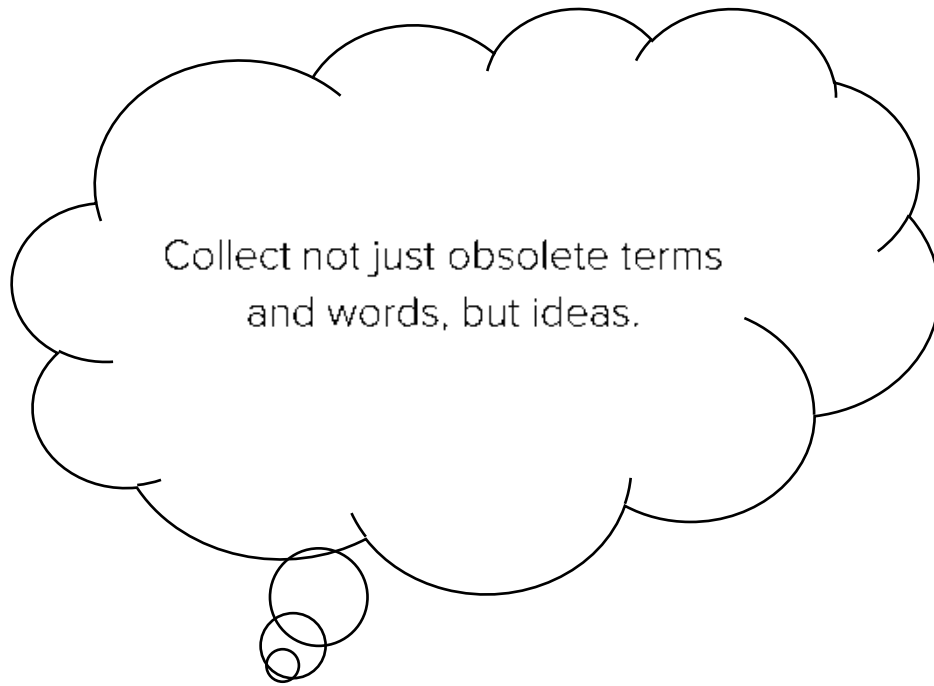
Water shortage in the world – how to address it?

Unemployment among India's youth – how to address it?

Extremism / communal violence – the causes, extent, how to address it?

Street children – how can they be given access to quality living, education and healthcare?

NOTES:



DAY 21:

WORD PLAY

STUDENT WILL BE ABLE TO:
DISCUSS ABSTRACT TOPICS USING THEIR IMAGINATION

GET READY

There are 2 kinds of thinking – convergence and divergence. Convergence के द्वारा हम सभी गलत जवाबों को eliminate कर किसी एक सही जवाब पर आते हैं - for example, कच्चे चावल किस तापमान पर पक सकते हैं? उसका एक ही सही जवाब है! Divergence के द्वारा हम एक ही काम को करने के अनेक विकल्प सोच सकते हैं, या एक ही चीज़ के बहुत से applications निकाल सकते हैं, for example -चावलों का क्या-क्या बन सकता है? इसके जवाब कई हैं - खिचड़ी, खीर, fried rice, बिरयानी etc.

In the 21st century, innovation is driven by divergence thinking – people think of unique applications of already known technology, and information. Today's game is designed to develop this kind of thinking. It's just a fun game and requires students to use their imagination to the fullest.

KEEP IN MIND

Think out of the box while preparing! Context: selling के दौरान आपको अपनी क्लास के लिए एक unique गिफ्ट ले कर जाना है - कुछ मजेदार सा चुनियेगा, जिसे वो अपनी मुट्ठी में छिपा भी सकें, और उसके बारे में बहुत सी बातें भी कर सकें।

Take trainer notes: If possible, invite a colleague for this class too, so that they too can note some observation on student's performance and share it. Today is the last day of IAB, when students will participate in a discussion selling. It's important that each one of them gets feedback on the quality of their participation, and how can they improve it.

THE SESSION WENT WELL, IF

Each student received feedback: Give student-specific feedback on the ability to participate in a discussion. Also share with them, how have they improved through the last 4 session of discussion.

Students self-assessed their growth as discussion participants: Ask students to fill their self-assessment from student material and assess their own growth as discussion participants.

Discover more:

Listen: Rugs from me to you (Owl City)

Read: [fastcompany.com](https://www.fastcompany.com) > 3 ways to train yourself to be more creative

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO
DISCUSS ABSTRACT TOPICS USING THEIR IMAGINATION

Game Plan

Extra Material: **None**

5 mins	Context Setting Recap	-
45mins	Session Activity Think out of the box	
10 mins	Wrapping Up Reflection	-

SESSION GAME PLAN

5 mins	Context Setting: Surprise Gifts Make students sit in a circle. Tell them you have a surprise gift for them that you will now pass around and each person will get to see it one-by-one. Tell them they have to hide this surprise gift from others when they are looking at it by keeping it in closed fists. Also, when the gift reaches to them, they will first look at it and appreciate it, saying a few good things about it. For eg, "Oh this is so beautiful and colourful", "This is the best thing I've got so far." Explain to them that this activity was to test how creative students can get with their ideas and energise them for the upcoming session.	Facilitation The object as the surprise gift should be something with minimum characteristics that students find difficult to appreciate, for eg- a stone, crumbled paper, bottle cap, etc.
40 mins	Session Activity: Think out of the box	Facilitation
5 mins	Divide students into 3 groups (mainly 7-10 members in each). Every group will get 10 mins to discuss on the given topic, performing one by one.	Take notes during every round of GD and provide group plus individual feedback at the end of each discussion.
35 mins	Provide an object to each group as a topic and ask them to elaborate and create a discussion around it. Do not prompt or give suggestions during the discussion. Ask audience to also take notes with you in order to learn how to give and take constructive feedback.	Refer to the list attached for the topics. Encourage them to think as creatively as possible, there are no right or wrong ways of doing it.
10 mins	Wrapping Up: Reflection What? Was today's session different as compared to the previous two? In what ways? So, what? What progress have you made from day 1? What are the areas you are still struggling with? How can we differentiate an argument from a discussion? Now, what? What other things apart from practice, can improve our participation and ideas ----- End of Session -----	Reflection

TRAINER REFERENCE

Topics that you can use are:

Fire

The colour red

The number 7

Ring

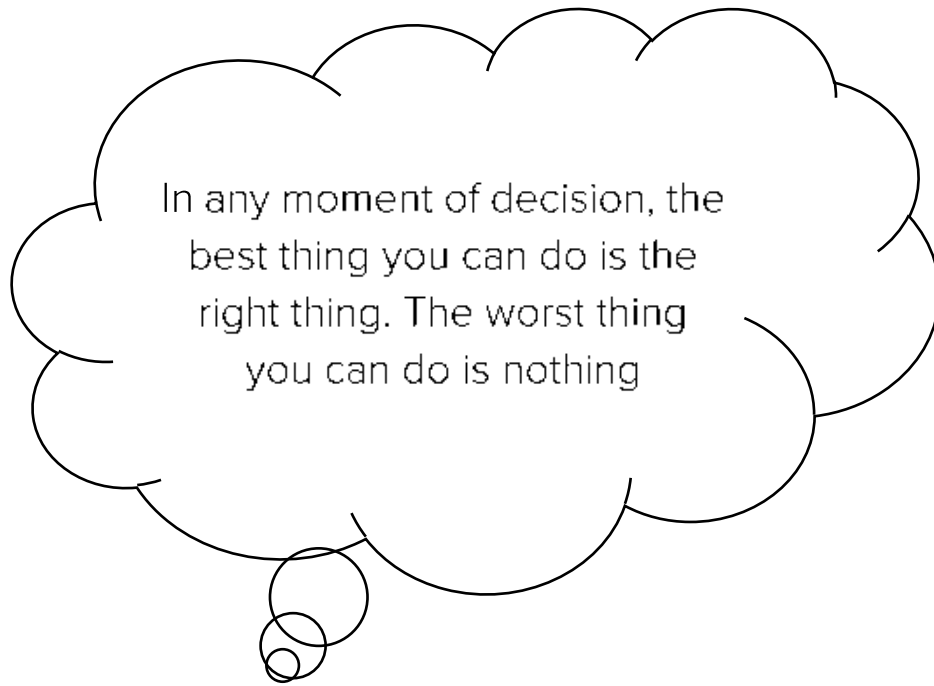
Butterfly

Paper planes

Tea

Thread

NOTES:



DAY 22:

DECIDE – KYA SAHI, KYA GALAT?

**STUDENT WILL BE ABLE TO:
ANALYSE A SITUATION AND DECIDE
CREATE OPINIONS AND EXPRESS THEM FREELY**

GET READY

‘काश - जब आप अपनी लाइफ की स्टोरी किसी नए दोस्त को सुनाते हैं, तो क्या ये शब्द ‘काश’ अक्सर उस story में आता है? The regret can be big or small – from ‘wish’ started studying a month ago, to ‘wish that I had accepted another job offer’. Most regrets are irreversible, some are not, but nearly all of them are born out of ‘poor decision making’ at the time of a dilemma. Good decisions taken into account,

1. **Our personal values:** आपको अपने hometown से दूर एक बहुत अच्छा job offer मिला है - आपको जाना चाहिए या नहीं? This depends on your personal values, if you value living with your family, you might choose to not go. If you value success in career, you will go. Our values change over time as well, and that's okay too. We may start valuing our family ties when we live away from them and seek a job closer to / in our hometown. We may start valuing success in career after living in our hometown for a long time and might start looking for a job in a metro. Do not mistake values for ‘moral science’. Values are personal, they are unique for every individual. And, there are no ‘wrong’ values.
2. **Our long-term goals:** The final exams are two months away. And you get a chance of a free 15-day travel to Goa. Do you take it? You might value travel and adventure over hard work, but if you also value financial independence which can come from a job, which in turn will come as a result of getting your degree – what would you choose?
3. **The universal good:** Since, we have to co-habit this world with other people, it makes sense to take responsibility for each other's safety. It's the only way we all can survive on this little blue planet. Good decisions do not endanger other people's existence on the planet, by inflicting violence, or causing permanent environmental damage.

KEEP IN MIND

1. **Don't prescribe, just describe!** When you are sharing dilemma situations (find details in the gameplan), take care that you do not share your own judgement along with them. Just describe the situations, do not tell them the ‘right answer’.
2. **Encourage debate, but don't drag it:** Give your students time to discuss the situation, but when the argument gets repetitive – move on to the next situation.

THE SESSION WAS A SUCCESS, IF

Fear-free environment: Students freely shared not only the responses expected, but also shared if they were bored / disinterested / confused about the session.

The facilitator was prepared with each situation: The facilitator had read the situations in advance, and was able to narrate them in class, in an easy-going and engaging manner.

Discover more:

Read: myrkothum.com > Do you know your personal values

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO
ANALYSE A SITUATION AND DECIDE
CREATE OPINIONS AND EXPRESS THEM FREELY

Game Plan

Extra Material: **Student handout**

15 mins	Context Setting Bus stop	-
35 mins	Session Activity Dear Diary	
10 mins	Wrapping Up Reflection	-

SESSION GAME PLAN

15 mins	Context Setting: Bus Stop Create an imaginary bus by laying the two ropes on the ground and in a parallel formation. Ropes should be about 10-15 feet apart. You will be the bus driver for this task and standing at the front of the bus facing the group (your passengers). Word pairs are read out by the bus driver and as the driver reads them, points to one side and the other. For example; the bus driver says, "talk" (pointing to left) and "listen" (points to right). Group members walk to the side of the bus (rope) they associate with. Pause and allow the two groups to see who chose what. Then the bus driver says "Back on the bus!" and everyone steps back on – standing in between the ropes again. The next words are given, the process is repeated several times.	Facilitation This is a perfect time to discuss the choices with the team.
35 mins	Session Activity: Dear Diary	Facilitation
25 mins	Make students sit in a circle and tell them that in today's class they are going to hear a few stories and at the end of each story, they will be asked questions. Share a series of case studies based on dilemmas with the students and at the end of every case study, reflect on what they would have done if they were stuck in a similar situation.	Keep encouraging them that there are no right or wrong answers and they should share their opinions. Do not or try to lead them in any desired direction, keep questioning as to how they came up with their decision. Let them be expressive.
25 mins	You can have 3-4 rounds of case studies depending on the time available. Make sure to have a healthy and open reflection, encouraging everyone to participate equally and enthusiastically.	
10 mins	Wrapping Up: Reflection What did we learn about ourselves from today's session? Have you faced similar situations in your life? Is it easy for you to take decisions? Who usually guides your decisions? How do we become better decision makers?	Reflection

----- End of Session -----

TRAINER REFERENCE

For bus stop activity:

Example Word Pairing:

Day/Night, Shark/Dolphin, Cat/Dog, Tea/coffee, Mountain/seaside, Triangle/Square, Read/TV, Comedy/Thriller, Run/Walk, Sun/Rain, Listen/Talk, Spend money/Save money, Math class/art class, Problem solver/problem maker, Student/teacher, Father/mother, School/college... End with Comfort / adventure, Fame / money, Success / Freedom.

Case studies:

CASE STUDY I

Sarah is a student in high school and a member of a local theater group in a nearby city. She likes school, but her passion for singing and acting is huge.

Lately there has been talk going around that some members have been exempt from auditions for the last few productions. Sarah knew in the “real world” that can happen sometimes. Some productions have such huge numbers of applicants and so it is true that the more experienced, well-known actors and singers sometimes get bumped up into the cast without having to try out. But, this was a local teen theater group and the whole idea was to give everyone a chance to prove him- or herself. She and her friends talked about the rumor and how, if it was true, how unfair it was. It’s one thing to know someone probably deserves to be cast in the production, but another to just put that person in without letting others compete for the same role. They felt close enough to their choir director to talk to him about it. He said he couldn’t imagine that applicants were being exempt. Sarah’s friends talked about going to the director, but didn’t want to risk the relationship with him. He was scary and, after all, what if he took offense or got mad? Their future chances for good roles could be compromised.

The first week of tryouts for the next musical production Sarah was called into the director’s office. He told her she was in for one of the main singing parts. She was overjoyed at first. It was the role she had wanted more than any other. It was a starring spot and would set her up for amazing roles in the future. Then, she realized the director meant she didn’t have to audition. He explained that they simply didn’t have enough time to see every performer’s audition. They knew her work and knew she was right for the role.

Sarah was conflicted. What would she say to her friends? How would she explain this to them? What’s more, the choir director agreed with her and her friends that everyone should audition. What would she tell him? She decided she would raise the question to the head director before she left his office. She asked, “What do I tell my choir director or the rest of the cast?” He replied, “They don’t need to know. This is often done with the strongest performers. Just skip the audition and we’ll take care of the rest.”

Now what was Sarah supposed to do? What if her choir director asks her how her audition went? And what about her friends? She was the one who talked about how unfair it was to do this exact thing. But, what if she insisted on auditioning? First, she might not get the role. There were over thirty kids that wanted her role. Second, the director might not want to work with her again. You can’t rock the boat and keep a good reputation with directors. Everyone knows that.

Note for the facilitator:

This is a helpful case to get students to talk about dilemmas they know are unfair when the odds are stacked in their favour. Youngsters love to talk about what’s unfair. They can do it for hours. It’s when we make them argue the other side, or come up with a personal experience where they have benefited from an unfair situation, that the discussion hits a bump in the road.

DAY 22: DECIDE- KYA SAHI, KYA GALA I?

Discussion questions:

- o What should Sarah do? What would you do?
- o What position did the director put Sarah in? Do you think it was fair of him?
- o Do you think she should tell her choir director about all this? What about her friends?
- o What do you think are the possible outcomes if Sarah were to tell her choir director? What if she were to tell her friends?
- o Have you or someone you know ever been put in an uncomfortable position by an adult where you were supposed to keep something quiet? What was the situation? Were you happy with how you handled it? Would you handle the situation in the same way again?

CASE STUDY II

Jai said good-bye to his friends and started heading for home. He was in a great mood. He had two weeks off from school for winter break and with no homework he could hang out with his friends whenever he wanted to. Things couldn't be better. He turned his radio up and smiled. As he passed the last row of stores before the street leading to his house something caught his eye at the bank. Something was sticking out of the ATM machine. As he got closer, he saw it was cash.

Jai looked around. There was nobody. No cars, nobody walking nearby. Someone must have just used the machine and then forgotten to take the money. Whoever it was, was gone now. He walked over to the machine and took the money out. Six hundred rupees. There was also a receipt sticking out.

Jai looked around again. Still no one. He could turn the money in at the bank tomorrow—it was after hours now. But, really, it was six hundred bucks! Probably not much to the customer, but it would make a difference as to how many gifts he could get for his family or new bat for his cricket.

Does it really count if you only do something like this once? Jai thought this over. It's not like he's a thief or anything. Someone messed up by leaving the cash there in the first place. He felt pretty good about taking it. It's a one-time deal. And no one ever needs to know. He put the money in his pocket, crumpled up the receipt, and walked away.

As the next song started playing, Jai remembered something his grandfather always said, "Every time you lie, you get closer to being a liar." But this wasn't the same thing. Was it? He turned up the volume and headed up the street to home.

Note to the facilitator:

There is a great scene in the film, "To Die For" where Nicole Kidman's character says, "What's the point of doing something good if no one is watching?" This case is classic because, while predictably trite, we have ALL been here. Something like this has happened in some form to all of us. And in that moment, in some sense we all make a choice to be a hero or a liar. Besides, Jai seems like a good kid, sort of like us. Does that make us want to excuse him, or does it make us feel more frustration at his choice?

Discussion questions:

- o Trace places with Jai. What would you do?
- o Would your choice be different if there had been no receipt?
- o Would your choice be different if you knew the money belonged to the bank, and not to an individual?
- o Would your choice be affected if there were other people walking by?
- o Would your choice be different if you were with friends? How so?

- o Have you ever done something you knew was wrong because nobody was watching? How did you feel when you did it? Would you do it again? Why, why not?
- o What do you think about what Jai's grandfather says about being a liar? Do you think the same principle applies to Jai's actions?

CASE STUDY III

Maya knew something was strange when her parents greeted her after school by saying, "Nice report card, Honey! We knew you could do it!" She put her school bag down and picked up the report card from the kitchen table. English: A, Math: A-, History: B-, Chemistry: A-. Maya looked again. And again.

The chemistry grade was wrong, there was no doubt about it. Fin thought back to last week. She went into the final exam with an A-, but she received a C- on the exam. She had been devastated. So much so, that she didn't say anything about it to her parents.

So, what happened? Her teacher must have either miscalculated Maya's grade, or hit a wrong key when he was entering the grades. The science final was worth forty percent of her grade. That would make her chemistry grade a B-. The real question was, "Now what?"

For better or worse, today was the first day of semester break. Maya had a week before she would see her teacher again. She had a week to figure out if she should tell the teacher about the mistake. She called her best friend. "Why should you say anything?" was her friend's response. "It was the teacher's mistake, not yours. That grade could decide whether or not you get into the college you want." Maya could see her friend's point of view. Could she live with the idea of always knowing that grade was a lie? The truth was, maybe she could.

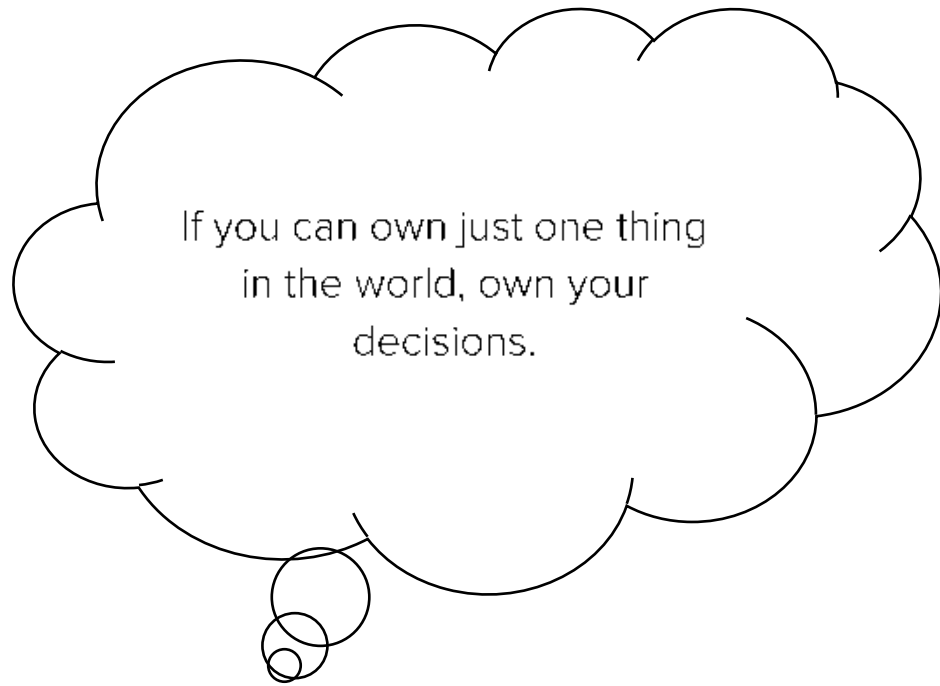
The week crawled by. By Sunday, Maya was feeling a bit more clarity around her decision, but she was still uneasy. That night at dinner she told her parents about her dilemma. She told them how she knew the "right thing" to do was probably to tell her teacher about the mistake, but she also knew how competitive grades and college applications were at her school. Despite the lower grade in chemistry, she worked hard as a student and deserved to go to a good college, and that grade would affect her overall percentage. At the same time, how would it feel to finish off the year seeing that teacher in the hallway every day, or how will it feel next year looking back on this choice? What should Maya do?

Note for the facilitator:

Students get frustrated with the current system of highly competitive tests and grades determining so much of their future. They might question the effectiveness of such a system that simply because one might not test well on multiple-choice tests, they may lose a spot in college.

Discussion questions:

- o Would this be a difficult decision for you? Why? Why not?
- o Why do you think Maya waited almost a week to talk to her parents about her dilemma? If you were in her shoes, how long would you wait? Would you tell them at all?
- o What you do in Maya's place? Explain how and why you would.
- o How would your friends' input affect your choice?
- o If you were Maya's friend, what points might you tell her that might help her make her decision?



DAY 23:

**TAKE AIM, TROUBLE
SHOOTER**

STUDENT WILL BE ABLE TO:

**ANALYSE A SITUATION AND MAKE BETTER DECISIONS
LEARN PROBLEM SOLVING AND CRITICAL THINKING**

GET READY

Decision making and problem-solving are not easy. The one reason CEOs are paid so much is that their ability to do both decides the fate of an entire company and all of its employees. So, think about it, people who excel at problem solving and decision-making are paid the most! Not the people who have the most number of technical skills, or the ones with most subject

knowledge – it is the people who think, **दो कदम**

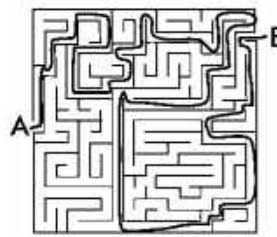
आगे! Today's session introduces students to the

concept of lateral thinking. We do not introduce the concept by calling it 'lateral thinking', we just nudge the students to think **दो कदम आगे!** Encourage the students to:

- 1) **Disregard assumptions associated with the problem statement.** For example, if I catch my sibling stealing money from my parents and I want to never let it happen again. In this situation many people assume that the money is being used by the sibling for some nefarious purpose and he/she must be stopped. Could it be that the money is being taken for some other reason? Could there be a way of ensuring the money's safety that doesn't hurt the sibling or parents?
- 2) **Think of solutions that go beyond obvious ones:** Encourage them to think out of the box. Think of disruptive ideas. Think of unusual ideas. For example, can I simply steal the money back from my sibling?
- 3) **Think of viability:** Does the solution address the root of the problem? Does it eliminate the possibility of the recurrence of the same problem in future?

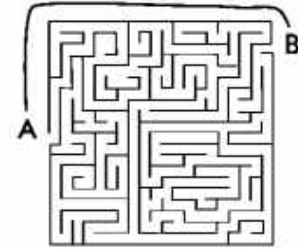
Traditional Logic

Making assumptions of what the rules are



Lateral Thinking

Disregarding 'implied' rules



KEEP IN MIND

1. **Be prepared with topics:** From the list of topics in the trainer reference, choose the ones which your students will relate to, and go to the class prepared with the list of topics.
2. **Do not share lateral thinking jargon with students:** Students need not know the framework of lateral thinking, as long as they know that they are practicing thinking **दो कदम आगे!**
3. **Time it well:** The students will discuss and present a solution, followed by rating of their solution. Ensure that upto 3 teams can participate, do not allow the discussion go beyond the assigned time.

THE SESSION WENT WELL, IF

Students were able to list solutions: Each team could come up with a solution that differed from their first thoughts on the problem. They went beyond the obvious, to get the answer.

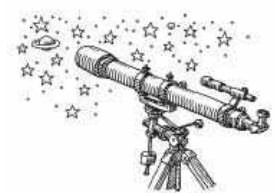
Facilitator feedback was delivered: If you judge a student's solution to not be **दो कदम आगे**, you must share with them, the reason of your judgement.

Discover more:

Read: creativecorporatculture.org >

Creative exercises to improve lateral thinking

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO

ANALYSE A SITUATION AND MAKE BETTER DECISIONS

LEARN PROBLEM SOLVING AND CRITICAL THINKING

Game Plan

Extra Material: Case studies

5mins	Context Setting Recap	-
45mins	Session Activity Do kadam aage	Case studies
10 mins	Wrapping Up Reflection	-

SESSION GAME PLAN

5 mins	Context Setting: Recap	Facilitation
	The trainer begins the session with recalling the previous day's discussion of how dilemmas are a part of our everyday, decision making. Insist on the fact, that every decision is based on an individual's judgement- What makes you feel right?	The trainer should refrain from guiding the session to clear right or wrong answers.
45 mins	Session Activity: Do kadam aage	Facilitation
25 mins	Become the judge yourself, or create a panel of students to play judges. Instructions: Each team will receive a dilemma situation, They have to discuss and find a solution – one member is in charge of writing it down, and another is in charge of reading it out loud.	
25 mins	Trainer gives a topic. Teams are given 1 minute to write down two solutions: one adaptive and one innovative. Talking is allowed between team members. The trainer calls "stop." Teams present their solutions exactly as written. Judges/ Trainer provide feedback on the decision	Refer to trainer reference to understand adaptive vs innovative solutions
10 mins	Wrapping Up: Reflection	Reflection
	What did you learn from today's session? Do you think taking decisions is easy for you? How often do you face such scenarios in your life? What steps can you take to deal with these situations in your own life	

----- End of Session -----

TRAINER REFERENCE

Adaptive vs Innovative

This activity calls on students to take both adaptive and innovative approaches to problem-solving. It enables players to see that there are at least two equally good, rational problem-solving techniques for a single problem. The assumption is that players know the difference between an adaptive solution and an innovative one.

Adaptive (Fk Kacarr Age)- Things we normally do, without much thinking

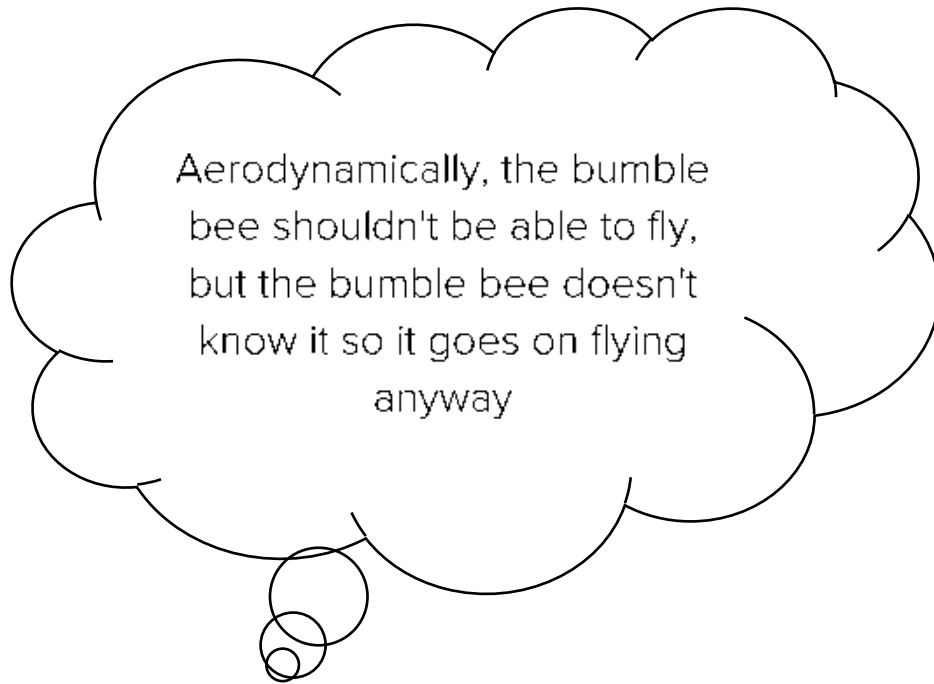
Innovative (Do Kacarr Age) - thinking beyond what we do normally, long term solutions

What is a Next-Level Solution?

1. It is a win-win solution
2. It is likely to work

Dilemma situations

1. Your friend wants to cheat from your test during an exam.
 - You “borrowed” money without asking from mother’s purse and she found it.
2. •The Principal has announced that her phone has been stolen. You remember that when you came to school this morning, you noticed that the kid whose locker is next to yours was stuffing what looked like a laptop in his backpack.
3. •Your best friend told a big lie to your teacher.
4. You are a great fan of Football and want to make a career in it but your family wants you to become an accountant. You have your exam and final match of the tournament on the same day. What do you do?
5. Your friend has shared her secret with you that she feels someone has been following her while coming to school. She is scared that if her parents will get to know, they will stop her from coming to school. She requests you not to share it with anyone. You know this secret is hurting her and will create more problems for her in future. What do you do?
6. You find a wallet containing Rs. 500. No one sees you pick it up. There is a name inside of the wallet. But, you don’t know the owner. In fact, you’re not even sure if the address is close to your house. Again, you look around and realize that nobody saw you. No one needs to know that you found the wallet. What will you do?
7. At lunch time you realize that you forgot to do your math homework. The assignment is 3 pages long with 45 computation problems to complete. Instead of eating, you start to do the assignment. A friend offers you his completed assignment to copy before class. What will you do?
8. Over the intercom at your middle school, the dean announces that a teacher’s laptop has been stolen from her classroom. If it is not turned in by the afternoon, a locker search will take place. You remember that when you came to school this morning, you noticed that the kid whose locker is next to yours was stuffing what looked like a laptop in his backpack. Do you go down to the office and share what you know with the dean? Do you find the kid and ask if he took it? Maybe he’ll give you some money (which you really could use) to have you keep quiet. How should you proceed?



DAY 24:

**ME TO WE: STEP 3 -
DOING MORE, WITH LESS**

STUDENT WILL BE ABLE TO:
AS A TEAM, COMPLETE AN ACTIVITY WITH
MINIMUM RESOURCES AND TIME

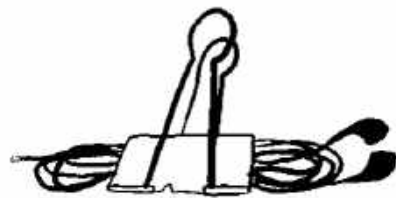
GET READY

Problem



Solution

① BINDER CLIP



Resourcefulness का दूसरा नाम है जुगाड़ - intelligent and sustainable जुगाड़! आज आपके students newspaper और tape से एक मज़बूत bridge तैयार करेंगे - पहले-पहले तो वो सोच में पड़ जायेंगे की ये मुमकिन भी कैसे है, मगर बहुत जल्द उन्हें ideas आने लगेंगे। इस game में वो team जीतेगी जो सबसे मज़बूत bridge बना लेगी! इस activity में teamwork जितना ज़रूरी है, उतना ही ज़रूरी है दिए हुए resources का सही इस्तेमाल।

As a facilitator, आपका काम है की reflection के दौरान आप teamwork के साथ-साथ 'resourcefulness' की भी बात करें - हम रोजाना के जीवन में resourcefulness के बहुत से उदाहरण देखते हैं, from breakfast made of dinner leftover to cheap rough notebooks made of recycled paper. How can we be more resourceful in our everyday lives? In life, how can we better utilize the given resources to get what we want? One of the ways to understand resourcefulness is also to learn from the lives of resourceful people like Richard Branson, Walt Disney and Narayan Murthy.

KEEP IN MIND

Mind the clock: The session activity and instructions require a minimum of 50 minutes, this leaves you with very little time for reflection. Unless you come in prepared with material, instructions – the class will either go well beyond the 60 minutes, or you will end up losing on the reflection.

Do not compromise on the material: Plan in advance to have the material for this session ready on the day of the session. Newspaper, scissors, and brown tapes should all be available in the required quantity.

Divide material equally among all teams: If any of the teams get extra newspapers or tapes, the quality of your reflection will suffer because other teams will be quick to point out that the success of a team came not from resourcefulness – but simply from having more resources.

THE SESSION WAS A SUCCESS, IF

You were able to observe each group and noted important reflection points: The facilitator was taking notes, while the teams were engaged in bridge making. You noted important teamwork traits like – was someone emerging as a strong leader? Was the team able to quickly divide tasks among themselves? Was everybody on the same page about bridge making strategy? Was everyone contributing?

Reflection included discussion on teamwork, as well as resourcefulness: The task required the students to do both – work as a team and be resourceful. Both aspects of the objective should receive equal importance.

During reflection, through probing, students could articulate their own learnings: Ask questions which make students think! Do not give leading prompts like, 'In your team, Shipra emerged as a strong leader, didn't she?' Ask, 'Tell us (the class) what happened in your team? From start to finish?'

Discover more:

Read: Economic Times > 30 lessons from life and career of NR Narayana Murthy

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO
AS A TEAM, COMPLETE AN ACTIVITY WITH
MINIMUM RESOURCES AND TIME

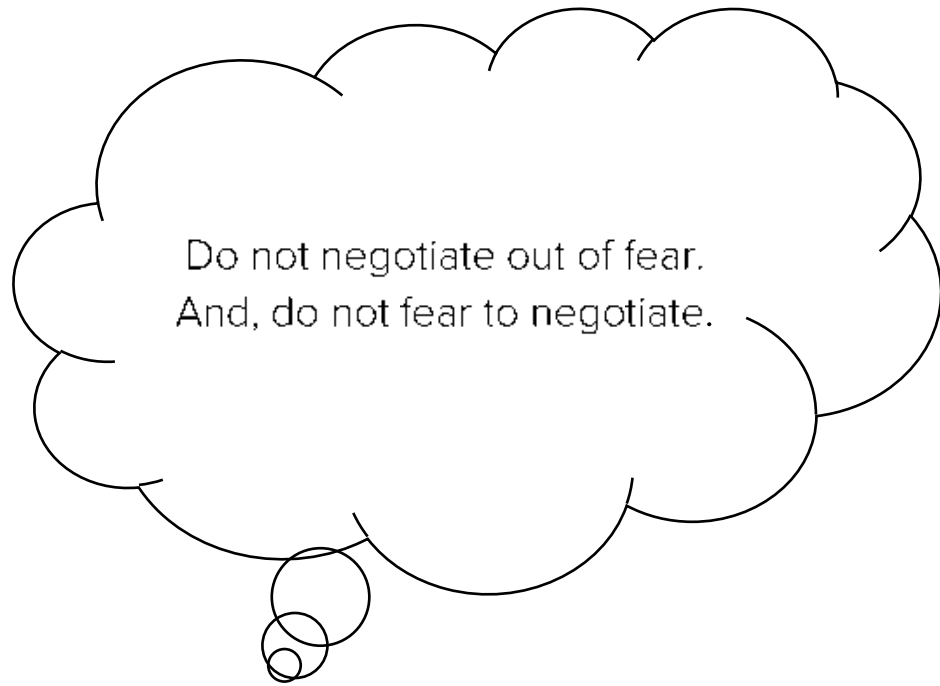
Game Plan

Extra Material: **Newspaper**, scissors, tapes (depends on class size)

5mins	Context Setting Instructions	-
45mins	Session Activity Paper Bridge	Case studies
10 mins	Wrapping Up Reflection	-

SESSION GAME PLAN

5 mins	<p>Context Setting: Instructions</p> <p>Divide the class into 5 groups. Give each group equal number of newspapers, one scissors and two rolls of tape. Share instructions: 1. In the next 45 minutes, you have to make a bridge using only the items given. 2. This bridge must meet two conditions: a) It should be heavy enough to not break under the weight of these books. (Show the books to students). b) It should be high enough and stable enough to be able to roll this ball under it (show the ball too). 3. You are NOT allowed to: a) Use any other resources apart from given items. b) Tape the bridge to the floor.</p>	<p>Note: Keep resources as equal as possible – equal no. of students in each group, and same amount of newspaper to each group.</p>
45 mins	<p>Session Activity: Paper Bridge</p>	<p>Activity-based</p>
40 mins	<p>Observe the teams as they participate in the activity. Ensure nobody cheats, but do not interfere or suggest.</p>	<p>Note: Do not allow the students to test the bridge with your books and footballs.</p>
5 mins	<p>Ask the students to stop the activity, and clean away all the litter.</p>	<p>Refer, session reference</p>
5 mins	<p>Wrapping Up: Reflection?</p> <p>How was the activity? When did you start building the bridge? Was it difficult to make a paper bridge? Was time a constraint? Can you identify key moments that led to your success/failure? Did you have a plan in mind or you started constructing and went along as and when things happened? What were the major learning's for you? To a few whom you have noted during the activity, ask them questions to reflect on their good/bad contributions. Did you have a leader in your team? Did you have more than one leader? If so, why did rest of the team follow? What did he or she do differently?</p> <p>----- End of Session -----</p>	<p>Reflection</p>



DAY 25 + 26:

NEGOTIATION SKILLS I

STUDENT WILL BE ABLE TO:
IDENTIFY SITUATIONS FROM THEIR LIFE WHERE NEGOTIATION SKILL
SHOULD BE USED
LEARN DOS AND DON'TS OF NEGOTIATION SKILLS

GET READY

Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute. It is a skill that our students need to learn especially when they are dealing with their families or elders or authoritative figures (decision makers) in a conflict situation.

These students maybe good at bargaining with a vendor or argue with friends or siblings but that doesn't mean they know negotiation skills. At this point majority of the students might not even acknowledge/understand that they should negotiate with the authoritative figures in their life if there is a difference in opinion. This is because of their conditioning from childhood of not questioning parents/elders/teachers or fear for them.

KEEP IN MIND

1. Student need to acknowledge the need to negotiate with the authoritative figures in their life.
2. Learn to engage in a healthy conversation during differences of opinion or conflict situation and negotiate their way to a better outcome rather than accepting the decision.
- 3.

Discover more:

Hear: TED Talk > Maria Ploumaki



THE SESSION WAS A SUCCESS, IF

The environment was fear-free: Students were given the space to think about what really bothers them.

Reflection ended on a positive note: The key objective of the activity of the session is show the students that stress is not a natural part of their personality the causes of stress lie outside. And they can be dealt with, somehow or the other.

SESSION ONE SUMMARY

STUDENTS WILL BE ABLE TO

IDENTIFY SITUATIONS FROM THEIR LIFE WHERE NEGOTIATION SKILL SHOULD BE USED

Game Plan

Extra Material: Role play

5mins	Context Setting What are you scared of?	-
45mins	Session Activity Ik Jhalak	
10 mins	Wrapping Up Reflection	-

SESSION ONE GAME PLAN

15 mins	Context Setting: जिस से डर लगता है।	
5 mins	Ask students Who are the figures/people in your life with whom you have problem in expressing your views or opinions? Write the situation where you faced the above problem in few lines in a small chit.	
5 mins	Give 5 mins to think and write	
5 mins	Elicit few answers from some students and write it on board. Now collect the chits from the class.	
35 mins	Session Activity: Ek Jhalak	Facilitation
5 mins	Divide the class in a groups of 4. Now give instructions Each group will pick one chit. Each chit has one roleplay/situation and you have to enact the roleplay in groups with dialogues. Each group will get 5 min to prepare and 4 min to present the roleplay. Each group member should participate in the roleplay.	Keep the chits. Use the situations described in the chits to make a case study for the next session.
5 mins	Preparation Time	
25 mins	Presentation Time	
10 mins	Wrapping Up: Reflection What? What happened in these roleplays? Does this happens in your daily life? So, what? How do you generally deal with these situations? What is the conclusion/consequence? Now, what? In the next session we are going to learn how to deal with these situations effectively by learning negotiating skill	Reflection Elicit answers from whole class and write them on board for better reflection.
----- End of Session -----		

SESSION TWO SUMMARY

STUDENTS WILL BE ABLE TO
LEARN DOS AND DON'TS OF NEGOTIATION

Game Plan

Extra Material: Case study, dos and don'ts of negotiation

15mins	Context Setting Pushy Pairs	-
35mins	Session Activity Agree to disagree	
10 mins	Wrapping Up Reflection	-

SESSION TWO GAME PLAN

15 mins	Context Setting: Pushy Pairs	
5 mins	In pairs, get each person to stand facing each other. They put their arms straight out in front of them to shoulder level and touch palms with the other person. They are going to push as hard as they can against each other so get them to stand in a way that is safe.	
5 mins	Once they have pushed and felt what it was like – keep them pushing and then tell them suddenly to stop pushing and feel how much of a relief it is.	
5 mins	Now explain, this is what happens when we are in conflict with someone. Each of us trying to ‘push’ their message home. Hence, we should be able to negotiate with others to put our points across them instead of arguing or accepting (unwillingly).	
30 mins	Session Activity: Agree to Disagree	Facilitation
10 mins	Explain the case study to the class. Now give instructions. Divide the class in two groups i.e. for and against. Each group will get 5 mins to prepare their 5 – 6 points. Each group will present their 5 – 6 points alternatively. During the presentation of each point, students have a choice to move to the other group if they are convinced and remain in their group if they are not convinced.	Use the case study that you made yesterday.
	Write and explain the Dos and Don'ts on the board. Students who don't follow it will be disqualified from the debate.	
5 mins	Give 5 mins to prepare	Refer to Dos and Don'ts in trainer reference
15 mins	Start the Debate	
15 mins	Wrapping Up: Reflection Ask students who changed/moved to other groups, why did they do so? What convinced them? Ask the same question to students who didn't change their groups. Ask students to think about a past conflict/argument/situation and what they would have done differently in that situation based on the dos and don'ts of negotiation skills.	Reflection This can be an assignment for the class or you can lead this in the same session depending on time availability.

----- End of Session -----

TRAINER REFERENCE

Session One Reflection

Lead the reflection around the consequence or result of the enacted situation. Explain them how acceptance of a situation is the last resort. As it will affect one's life in long term and makes one do things half-heartedly. If you believe in your opinion or view then you should always try to explain it to others and convince them for the same with healthy conversation. At the same time listen to others to understand their point.

Why Are We Making Case Study From The Roleplay?

These roleplays are real life situations from student's personal lives which they have experienced. Case study formed from these roleplays will help students to relate, think and participate in the session better. While forming the case study remember to elaborate the roleplay by adding few general details from your side. Below is an example how you can form a case study from roleplay.

Roleplay

I scored 90% in my 12th boards and wanted to apply for BHU in Varanasi but my parents didn't allow me to apply. They said you are a girl, you cannot live alone in a city, it's not safe therefore you should study from here i.e. Sitapur. I accepted their decision as parents are always right.

Case Study

Rita is from a small town Sitapur. She is a bright student and scored 90% in her 12th boards which qualifies her for a government scholarship if she gets selected in BHU. She wants to pursue B.A in History from BHU, Varanasi. Some of her friends from the neighbourhood are also pursuing their graduation from BHU.

She wants to apply for the course and has to pay Rs 500 for the form. Her father takes the decisions in the family. She tells her father and mother about her choice but her father says right away that Varanasi is not safe for girls hence she can not live alone there. Her father asks Rita not to apply anywhere except for the college in Sitapur as he cannot bear her education expenses if it's outside Sitapur. Rita is upset and tensed.

What should Rita do?

Should she accept her father's decision or try convincing her parents?

Give supporting statements for your stand.

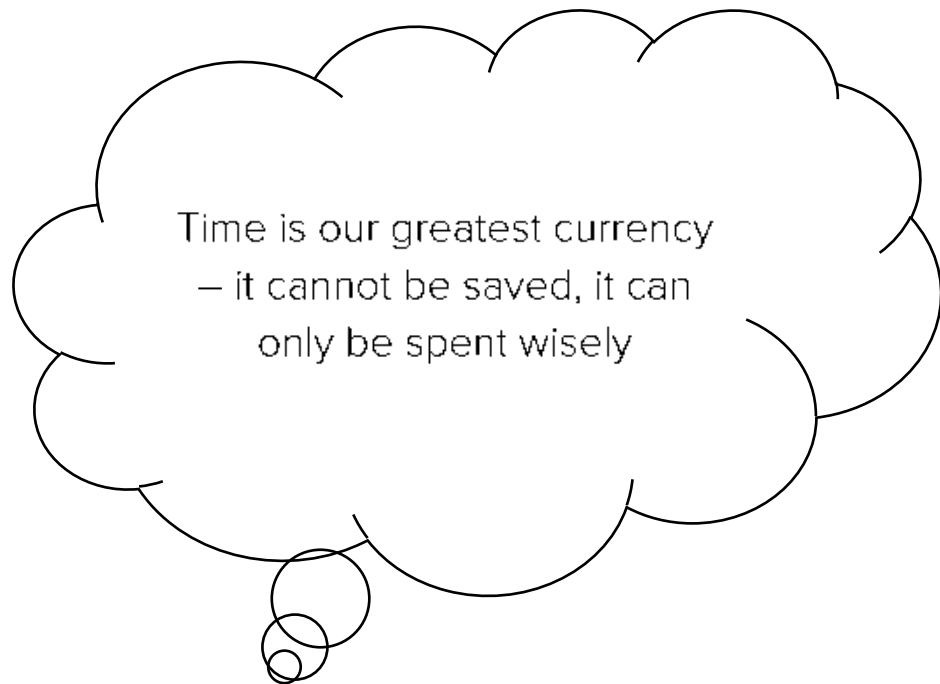
Negotiation skills

DO	don't
Stay calm, no matter what	Raise your voice
Listen to others, think and then reply	Interrupt when others are speaking
Remember this is not a fight but a conversation to convince others	Be rude while you are stating your points
Develop a friendly, trusting relationship with your opposite number	Argue but discuss
Do try to see the other's side perspective	Be afraid
Develop your points in alignment with the opposite person's personality	Accept the statements if you are not convinced
State as many real facts as you can to make your points more stronger	Use inappropriate language or gestures

Points to remember

- Always do a thorough research to collect facts that supports your opinion.
- Gain the support of those people first who can help you to influence the principal decision maker.

Keep patience and keep the conversation on.



DAY 27+ 28:

DEALING WITH STRESS

I AND II

STUDENT WILL BE ABLE TO:
IDENTIFY UNDERSTAND STRESS IN TERMS OF CAUSE AND CONTROL
MAP OUT A PLAN TO DEAL WITH STRESS

GET READY

Plenty of things can cause stress in a student's life, and there is good stress and bad stress. Good stress precedes a task — the kind of stress that can help you to get things done. For example, you may do a better job on your book report if the anxiety inspires you to prepare well before you read it to the class. But, bad stress can happen if the stressful feelings keep going over time. You may not feel well if your parents are fighting, if a family member is sick, if you're having problems at school, or if you're going through anything else that makes you upset every day. That kind of stress isn't going to help you, and it can actually make you sick.

THE FOUR STEPS STRATEGY OF EVALUATING STRESS

1. IDENTIFY THE STRESSOR

Recognize what it is that is causing the stress. Have students identify the stressors they face in their lives—things that cause stress for them. Remember even good events cause stress.

Example - Exams, Family problems, Breaking up with boyfriend/girlfriend, Fights, Having an argument with someone, Receiving an award, Results, etc.

2. IDENTIFY YOUR CONTROL OVER THE STRESSOR

This may take some thinking and some honesty. Sometimes the stressor comes from an outside force and you don't have control over it, but sometimes it is a result of choices we make on which we have control.

For example, there is nothing you can do about your parents' fighting. These are stressors that you have no control over. You have control over how you prepare for your exams, how you treat your friends and family, how organized you are; even simple things like being careful about your phone allows you to control the stress of not being in panic when you are not able to locate it.

3. IDENTIFY WHETHER YOU CAN ELIMINATE THE STRESSOR

Stressors on which you have control, you can remove them but stressors on which you don't have control, you cannot eliminate them and hence you should learn how to deal with them effectively. For example, don't delay your preparation for exams, be more careful while spending money, etc.

MINDFULNESS

If you cannot eliminate the stress, then build your skills to deal with it. The most effective and simple skill to do so is Mindfulness. It is the basic human ability to be fully present, aware of where we are and what we're doing, and not be overly reactive or overwhelmed by what's going on around us.

While mindfulness is something we all naturally possess, it's more readily available to us when we practice on a daily basis. Below are 3 simple steps to practice mindfulness.

1. Set aside some time daily – 10 min or 15 min or more whatever is feasible to you.
2. Sit with a straight back in a quiet place and close your eyes.
3. Observe your breathing as you inhale and then exhale.

DAY 27 + 28: DEALING WITH STRESS I AND II

HOW MINDFULNESS HELPS IN DEALING WITH STRESS?

You become more aware of your thoughts - You can pause for some time and think about your thoughts and not take them so literally. That way, you don't respond to your stress immediately.

You don't immediately react to a situation - Instead, you have a moment to pause and then use your "wise mind" to come up with the best solution.

You are more aware of the emotions of others - As your emotional intelligence rises, you are less likely to get into conflict.

You are better able to focus - So you complete your work more efficiently, you have a greater sense of well-being, and this reduces the stress response.

You can switch your attitude to the stress - Rather than just seeing the negative consequences of feeling stressed, mindfulness offers you the space to think differently about the stress itself.

KEEP IN MIND

1. **No prescription!** Don't tell the students what their day must look like – do not advise them to wake up early, exercise, study etc. Let them draw their own conclusions, just remind them of the common causes of stress, and ask them how they could design the day to minimize those.
2. **Keep the energy high:** The session can feel a bit boring, if not led with high energy. Encourage students to design their ideal days – days which would keep stress at bay in the short and long term.

Discover more:

Read: bbc.com > Why you should manage your energy, not your time

Watch:



THE SESSION WAS A SUCCESS, IF

Fear-free environment: Students freely shared not only the responses expected, but also shared if they were bored / disinterested / confused about the session.

Reflection: The trainer was able to lead the reflection with the mentioned questions and discuss the answers in a way that helped students to understand the objective of the session.

The session was NOT prescriptive: Keep encouraging them that there are no right or wrong answers and they should freely share their opinions in front of class.

It was light: The sessions are activity-oriented, and the environment in the class should remain light.

SESSION ONE SUMMARY

STUDENTS WILL BE ABLE TO
UNDERSTAND STRESS IN TERMS OF CAUSE AND CONTROL

Game Plan

Extra Material: **Session handout**

5mins	Context Setting NONF	-
45mins	Session Activity Boojho to jaane	
10 mins	Wrapping Up Reflection	-

SESSION ONE GAME PLAN

Context Setting - None

40 mins	Session Activity: बुझो तो जाने	Facilitation
10 mins	Divide the class in groups of 4 then divide each group in two sets A & B and make them sit/stand apart from each other. Now, give instructions.	This activity might take 30 – 40 min depending upon the cognition level of the class.
2 min	Each group will get a picture but only one set gets to see the picture for 2 min while the other set waits.	
2 min	The set that saw the picture has to describe the picture to the other set in 2 mins.	Make sure that the sets are apart once you have shown the picture till they have sketched it on board.
2 mins	The other set has to draw the picture on board in 2 mins.	
14 mins	When one set draws the picture, the other set can help by only saying the words Right/Wrong i.e. by saying RIGHT if the picture is drawn correct and saying WRONG if the picture is drawn incorrect.	
10 min	Repeat the above exercise with each group one by one.	
	The group that draws the exact picture wins. Now ask the students to sit quietly with eyes closed for 10 min.	
20 mins	Wrapping Up: Reflection	Reflection
	<p>What? What happened in the picture activity? Did you feel stress? When? What were the moments/situations where you were stressed? What? What were the factors that caused the stress? Did you have control over these factors that caused stress? If yes, what you could have done differently? Do you think you could have eliminated the stressors?</p> <p>How did you feel after you sat quietly for 10 min? What were the thoughts in your mind? Now, what? In the next session we are going to discuss the same in details with reference to stress in our lives and learn how to deal with stress effectively with Mindfulness similar to what we did today.</p>	<p>Elicit these answers from few students in the class and write them on board while leading the discussion.</p> <p>Give the homework – Ask students to think and write about a recent situation/thing that stresses them often.</p>

SESSION TWO SUMMARY

**STUDENTS WILL BE ABLE TO
EVALUATE AND MANAGE STRESS**

Game Plan

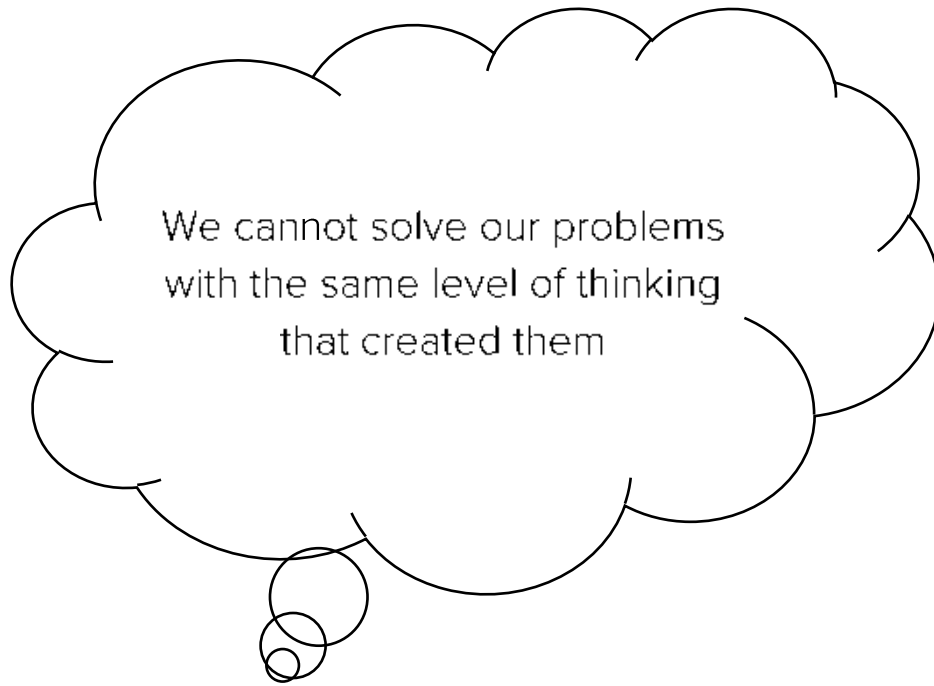
Extra Material: **Session handout**

5mins	Context Setting NOTE	-
45mins	Session Activity 4 STEPS TO MINDFULNESS	
10 mins	Wrapping Up Reflection	-

SESSION ONE GAME PLAN

2 mins	Context Setting	Facilitation
	Ask them to refer to their homework i.e. a recent situation/thing that stresses them often during today's session.	
55 mins	Session Activity: 4 Steps Strategy + Mindfulness	Facilitation
5 mins	Tell class now we will evaluate our real life stress situation that we have written with few questions.	Make sure that there is an atmosphere of complete silence in the class so that the students can think properly.
5 mins	Give instructions. I will explain you each question one by one and you will write the answer. You will get 5 min for each question	
5 mins	Identify the stressor. उन कारणो को पहचानिये जिससे आपको इस परिस्थिति में Stress होता है।	
5 mins	Identify your control over the stressor. क्या ये कारण आपके control में है? अगर हाँ, तो आप कैसे control करेंगे?	
5 mins	Identify whether you can eliminate the stressor क्या आप इन कारणो को हटा सकते है? अगर हाँ, तो आप कैसे इन कारणो को हटाएँगे?	
10 min	Elicit and discuss few answers. Tell students evaluating one's stress with these 4 questions helps to understand stress and come up with a plan to deal with it.	
5 mins	Tell class now, we will learn the technique called mindfulness to manage stress when we cannot remove the stressor.	
10 mins	Explain them the technique. Now, tell we will practice it. Start mindfulness	
5 mins	Wrapping Up: Reflection	Reflection
	Lead reflection How? How are you feeling now? The above technique will help you in stress management by making you calm and help you in rethinking your thoughts.	

----- End of Session -----



Day 29:

ME TO WE: STEP 4 – PROBLEM SOLVING

STUDENT WILL BE ABLE TO:

COMPLETE A CHALLENGE WITHIN A TIME LIMIT
BUILD PROBLEM SOLVING AND CRITICAL THINKING SKILLS

GET READY

अब तक जब-जब teamwork की बात हुई है, हमने काल्पनिक या sports-संबंधित examples का use किया है। चलिए, अब real life teamwork की बात करते हैं - आपने आखिरी बार team में कब काम किया था? Teamwork is not a standard part of the Indian education system. We do not submit a lot of group projects in school, and most of our extra-curricular activities are very closely led by teachers, giving students little or no opportunity to experience real teamwork. Only colleges with exceptionally active extra-curricular clubs give students a chance to undertake self-led projects of some kind. This is one of the reasons why most of the activities in Medha trainings are group-based – we want each training batch to emerge as a team over the course of 30 days. We want them to appreciate each other's strengths and collaborate to achieve bigger targets. This is the second last day of IAR, and while the session activity is a fun-filled way of giving students one last chance to work in teams and excel. The session-end reflection should summarise the class's teamwork experience and learnings for the entire training.

As a facilitator, आपको इस session से पहले खुद को बहुत अच्छे से तैयार करना होगा - अपनी क्लास के हर student के teamwork ability के बारे में अपने notes कलेक्ट कीजिये, और reflection के दौरान students को बताइए की as a teamplayer क्या है, जो वो बहुत अच्छा करते हैं और अपने teamwork के किस पहलु में उन्हें सुधार लाना है!

We interviewed 360 Non-medha college students from 6 districts of Uttar Pradesh. Only 28% reported experience of working in a team

KEEP IN MIND

1. **Prepare for the activity in advance:** You have to lay down a small treasure trail across campus – you can also take help of your team members, college staff (canteen, guards, admin) and Medha alumni (if any are on campus).
2. **Plan reflection thoroughly:** Teamwork is one of the takeaways of IAR, if you fail to connect today's activity to the attempt of learning teamwork throughout the training – this takeaway is likely to be lost.

THE SESSION WAS A SUCCESS, IF

The activity finished on time: The activity needs to be planned very carefully and smartly, keep your clues challenging but not too difficult.

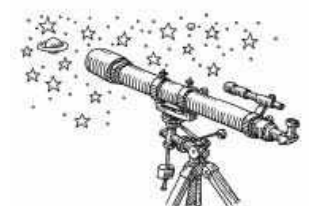
15 minutes were preserved for reflection: Keep 10 minutes for reflection Q&A, and 5 minutes for facilitator feedback.

Facilitator shared student-specific feedback on teamwork during reflection: This is hour 29, the quality of your feedback should reflect 28-hours worth of facilitator observation.

Discover more:

Read: courius.org > 7 differences between a group and a team

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO
 COMPLETE A CHALLENGE WITHIN A TIME LIMIT
 BUILD PROBLEM SOLVING AND CRITICAL THINKING SKILLS

Game Plan

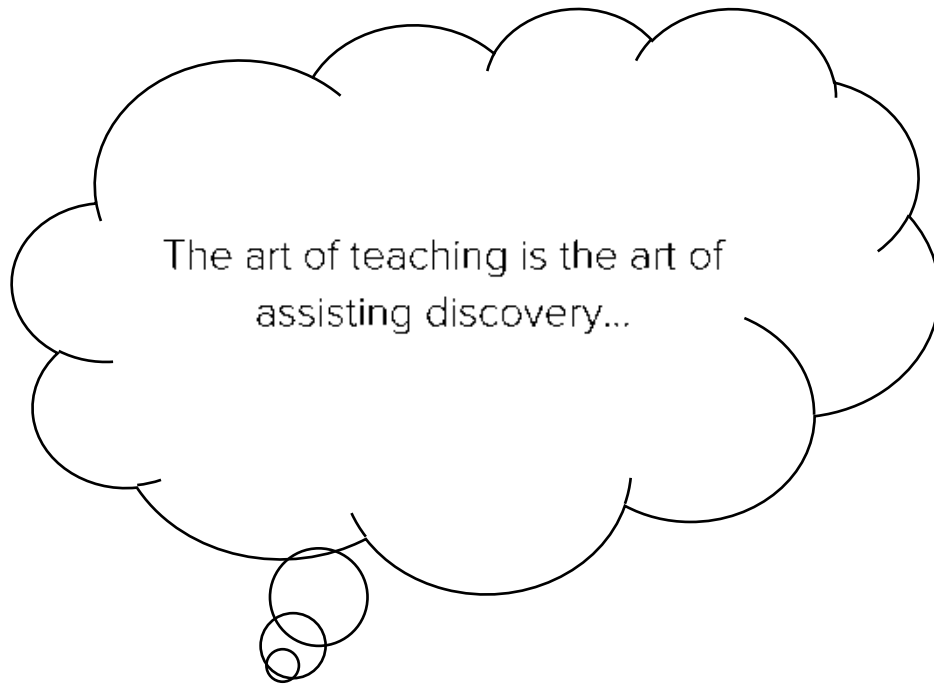
Extra Material: Jigsaw puzzles (3)

0 mins	Context Setting Session Prep	-Balloons, string
40mins	Session Activity Treasure hunt	Jigsaw puzzles (3)
20 mins	Wrapping Up Reflection	-

SESSION GAME PLAN

5 mins	Context Setting: Session Prep Preparation: Prepare clues along with puzzle pieces and hide them around the campus or school building for teams to locate them. Leave clues as riddles or simple directions. Make sure you have the same starting and end point so all students gather at the same place.	Facilitation
40 mins	Session Activity: Treasure hunt	Facilitation
10 mins	Divide students into 3 big teams. Tell them that since this is the last teamwork activity, it's going to be challenging and rigorous.	If possible, find people who can assist for this final team challenge so you can keep an eye on how the teams are performing. Guide students if you feel they are getting stuck but do not reveal the answers. Make sure you conduct this activity around areas where there are no other classes getting disturbed.
30 mins	Students have to find puzzle pieces that are hidden all around the campus and they need to collect them by following the clues in the right order. Once they have found all the 12 pieces of the puzzle, they need to assemble it to form the right picture. The team which finishes this task is the winner. Set a few ground rules: All team mates will stick together and follow the right order of clues. Nobody will pick or misplace other team's clues if they find any. The task needs energy but also focus, so control any overexcitement that could get you in trouble.	
20 mins	Wrapping Up: Reflection What? How was the experience of working in teams? Did you find it difficult to solve the given problems? So, what? What can you learn from today's challenge? Now, what? What other team challenges will you face in life? Facilitator feedback: Share teamwork feedback with each student. Which key team roles have they played, and in what ways can they improve teamwork?	

----- End of Session -----



DAY 30:

THE EXPERIMENT

CONTINUES

STUDENT WILL BE ABLE TO:
RECALL THEIR LAB JOURNEY
ARTICULATE THEIR LEARNINGS THROUGH THE PROGRAM

GET READY

आपके student आज Mecha journey के पहले milestone पर पहुँच गए हैं - अब तक आपने उन्हें पूरा space दिया खुद के बारे में जानने का, अपनी strengths को और explore करने का और नीचे चीज़ें try करने का.. आज मौका है की आप उनसे अपने observations share करें -training के आखिरी दिन आपको ऐसा 'note of appreciation' (Medhavi card) देना है, जिसमें आप उनसे उनके area of strength and improvement share कर सकें ! एक बात का ध्यान रखें - अगर आपका appreciation हल्का या insincere हुआ तो आपके students पर उसका प्रभाव नहीं पड़ेगा !

To write a strong appreciation:

1. Be positive
2. Be truthful make sure you believe what you say
3. Be as specific as possible

A good appreciation always talks about the incident, or the specific reason for which you are appreciating that person. For example, do not tell a student 'you are a strong communicator', try to mention 1 instance from the training when you felt that they displayed strong communication.

KEEP IN MIND

Preparation is the key for today: Prepare Medhavi cards – in the past, Medha facilitators have continually gone above and beyond to make Medhavi cards memorable for their students. Continue the tradition!

Invite alumni team, if possible: It is NOT compulsory to invite the alumni team on the last day of your training. BUT, it is a good way to introduce them to soon-to-be Medha alumni.

THE SESSION WAS A SUCCESS, IF

While giving feedback / reflecting / sharing, students are able to recall the specific sessions with names: When recounting their LAB journey, students were able to remember specific sessions, facilitator feedback and key takeaways from the training.

I admire the way you worked hard on _____.
It was really kind of you to _____.
Thank you for helping me _____.
I admire the way you worked hard on _____.
I appreciate your support with _____.
It was very courageous of you to _____.
I love the way you _____.
You were really patient when _____.
You showed me how smart you are when _____.
You are a responsible student because _____.
I like how you organized _____.
It was very nice of you to _____.

Discover more:

Read: medium.com > *The Power of a Compliment: How Kind Words can Change the World*

Watch:



SESSION SUMMARY

STUDENTS WILL BE ABLE TO
 RECALL THEIR LAB JOURNEY
 ARTICULATE THEIR LEARNINGS THROUGH THE PROGRAM

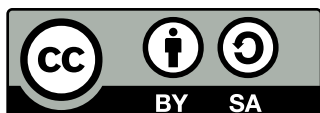
Game Plan

Extra Material: **My last day at Medha**, Chart, sketch pens

20mins	Context Setting Let's hear from everyone	-
30mins	Session Activity Yahan se kahan	My last day at Medha , charts, sketch pens
10 mins	Wrapping Up Reflection	-

SESSION GAME PLAN

20 mins	Context Setting: Let's hear everyone	
30 mins	Invite the students to share their Medha journey, so far. Share Medhavi cards with each student!	Medhavi cards are 'hand-made notes' prepared by Medha facilitators for each student on last day of all Mecha trainings – in this card, the facilitator writes a note of appreciation for students, based on their performance during the training.
20 mins	Session Activity: यहाँ से कहाँ	Reflection
15 mins	Share the 'My last day at Medha training and guide the students to fill the form	-
5 mins	Ask students if they have any feedback for you as a facilitator, or for medha's program. Is there anything, they would like us to include in LAB, or anything they would like to get excluded?	SSC stands for Stop, Start, Continue. Ask the students what they want Mecha to 'start' doing, 'stop' doing, and 'keep doing'.
10 mins	Wrapping Up: Reflection + next steps What? How was the journey? So, what? Why do you think we did these modules – from insisting on your email id on day one to the last day of mock interview – why? Now, what? When/ how do we keep in touch?	Conversational
	----- End of Session -----	



Medha

© 2018 by Medha.

Content of this publication is made available under Creative Commons Attribution-ShareAlike 4.0 license (international)

<https://creativecommons.org/licenses/by-sa/4.0/legalcode>