

Social and Emotional Development



Adolescent Life Skills Series I

Developed by:

Child & Adolescent Mental Health Service Project

Dept. of Child & Adolescent Psychiatry

National Institute of Mental Health & Neurosciences (NIMHANS),
Bangalore

Supported by Dept. of Women & Child Development
Government of Karnataka

Acknowledgements

We would like to thank the Dept. of Women and Child Development, Government of Karnataka for their generous support to the Community Child & Adolescent Mental Health Service Project, Dept. of Child & Adolescent Psychiatry, NIMHANS. Without the Department's financial support and permissions to assist children in their observation home, this work would never come to be.

We owe special thanks to the superintendents and staff of the government and non-government childcare agencies--their concerns and insights enabled us to understand the psychosocial care and protection needs of children in difficult circumstances, in order to develop and implement life skills programs for vulnerable children.

We dedicate this work to the children and adolescents we worked with, in schools, hospitals and child care agencies...children whose life journeys have been arduous, to say the least, but who continue to dream, desire, and aspire to all sorts of wonderful things, and in turn have surprised, delighted and inspired us in varying instances. We trust that the time we spent with them will influence their identities and actions as they journey on—and that these life skills activities will be used with many more such children and adolescents to support them in their efforts to navigate the world they live in.

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September 2017

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About this Life Skills Series

The Community Child and Adolescent Mental Health Service Project's Work with Children in Difficult Circumstances

For the past three years, the Dept. of Child and Adolescent Psychiatry, NIMHANS has been implementing a community-based child and adolescent mental health service project with support from Dept. of Women & Child Development, Government of Karnataka. Aiming to provide direct services and capacity building in primary healthcare centres, government schools, anganwadis and child care institutions, it is based on the premise that in the Indian context, there is a vast gap between child and adolescent mental health needs and resource availability, with the few available resources being concentrated in tertiary care health facilities; and that children in difficult circumstances, who are at the greatest risk of mental health morbidity, often have the poorest access to quality psychosocial and mental health assistance.

Since its initiation, the Project has worked with children in difficult circumstances and their caregivers/ service providers to in the following ways:

i) Individual sessions, which entail assessment of the child's problem using standard check-lists and protocols; diagnosing the Child's Problem (psychiatric issue, if any) and its context/ underlying causes; providing interventions to the child, namely recognizing and acknowledging (accepting) the child's emotions, providing reassurance, framing the problem in such a way as to help the child gain insight/ understanding of the problem and its consequences, and suggesting to the child certain steps he/she can to reduce the problem/distress; providing inputs to the caregiver to understand the child's problem and how to support him/her; referring the child for depth therapeutic work (and psychiatric medication) as required to NIMHANS.

ii) Group interventions, which entail getting children to develop

Who are Children in Difficult Circumstances?

A working definition of 'children in difficult circumstances' includes children who i) are from low socio-economic strata, living within families and communities that expose them to multiple psychosocial risk factors such as physical/ sexual abuse, substance abuse, marital and family conflicts; ii) children who are orphaned/ abandoned and/or living in government and non-governmental child care institutions, including street children and children in conflict with law; iii) children with any type of (developmental) disability; iv) children infected/ affected by HIV/AIDS and other chronic/ terminal illness. These children may living with their families/ in their communities and attend government schools/ services in other types of child care agencies or they reside in child care institutions, who are tasked with providing them care, protection and rehabilitation. Whichever context these children live in, usually they have grown up in extremely difficult family situation. Their experiences at family level, in addition to financial problems, include: parental marital conflict/death or loss of parent(s), physical, sexual and emotional abuse. These experiences often lead them to difficult situations outside the home: child labour and trafficking i.e. more abuse and exploitation. While some children continue to stay home (and even go to school) and undergo these experiences, others leave or run away and thus end up in governmental and non-governmental child care institutions. There are several places where initial contact is made by agency staff with such children: they include: schools, bus-stands/railway stations, streets, raid-rescue spaces (where child labour and trafficking are carried on), remand homes/shelters/residential homes (where children may be placed by the State or Child Welfare Committee).

life skills to address various issues and experiences they have encountered (or will in the future), through the use of participatory methods such as listing and discussion, and creative methodologies such as art, story-telling and narratives, films, theatre and role play.

What Life Skills are All About

The World Health Organization (WHO) defines Life Skills as “*adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.*” Core life skills for the promotion of child and adolescent mental health include: decisions-making, problem-solving, creative thinking, critical thinking, effective communication, inter-personal relationship skills, self-awareness, empathy, coping with stress and emotions¹.

Skill Domain	Sub-Skills	Specific Skills
Communication and Interpersonal Skills	Interpersonal communication	<ul style="list-style-type: none"> • Verbal/Nonverbal communication • Active listening • Expressing feelings; giving feedback (without blaming) and receiving feedback
	Negotiation/Refusal	<ul style="list-style-type: none"> • Negotiation and conflict management • Assertiveness skills • Refusal skills
	Empathy	<ul style="list-style-type: none"> • Ability to listen and understand another's needs and circumstances • Express that understanding
	Cooperation and Teamwork	<ul style="list-style-type: none"> • Expressing respect for others' contributions and different styles • Assessing one's own abilities and contributing to the group
	Advocacy	<ul style="list-style-type: none"> • Influencing skills & persuasion • Networking and motivation skills
Decision-Making and Critical Thinking Skills	Decision making /problem solving	<ul style="list-style-type: none"> • Information gathering skills <ul style="list-style-type: none"> • Evaluating future consequences of present actions for self and others • Determining alternative solutions to problems • Analysis skills regarding the influence of values and attitudes of self and others on motivation
	Critical thinking	<ul style="list-style-type: none"> • Analyzing peer and media influences • Analyzing attitudes, values, social norms and beliefs and factors affecting these • Identifying relevant information and information sources
Coping and Self-Management Skills	Increasing internal locus of control	<ul style="list-style-type: none"> • Self-esteem/confidence building skills • Self-awareness skills including awareness of rights, influences, values, attitudes, strengths and weaknesses • Goal setting skills • Self-evaluation / Self-assessment / Self-monitoring skills
	Managing feelings	<ul style="list-style-type: none"> • Anger management • Dealing with grief and anxiety • Coping skills for dealing with loss, abuse, trauma
	Managing stress	<ul style="list-style-type: none"> • Time management • Positive thinking • Relaxation techniques

In recognition of the importance of life skills and with a view to making it accessible to all children and adolescents, the WHO² and other national initiatives advocated strongly for life skills education to be made available in schools, through training of teachers and as part of

¹ WHO, *Life Skills Education for Children and Adolescents in Schools: Introduction and Guidelines to Facilitate the Development and Implementation of Life Skills Programs*. 1997, World Health Organization: Geneva.

² Ibid.

school mental health programs³. See table below on details and specifics of life skills domains.

How and Why the Life Skills Series was Developed

This Life Skills Series consists of modules that were developed for working with children in difficult circumstances. It is based on the individual and group interventions implemented by the NIMHANS Community Child and Adolescent Child Mental Health Service Project, in various child care agencies providing care and protection to children in difficult circumstances. It was piloted, refined and revised following its use with over a 100 children belonging to various categories of vulnerable children, namely street and working children, orphan and abandoned children, children infected/affected with HIV and children affected by gender and sexuality vulnerabilities. The series was developed for use with neuro-typical (i.e. children without intellectual disabilities) children between ages 13 and 17 years. While we have piloted this largely with children's groups, several of the methods have been developed through use with individual children, in the context of depth therapeutic work in the hospital (when a child has needed specialized/ tertiary level care for mental health issues).

The reasons for developing this Series are two-fold. First, in terms of sheer numbers, there is a tremendous challenge in reaching out to address the psychosocial care needs of children in difficult circumstances. Every child comes from difficult and traumatic circumstances; each child is unique in that he/she has his/her own story, is impacted again, in unique ways. This series takes into consideration the fact that children in similar contexts have different processes and outcomes and conversely, children with the same manifest issues come from different contexts. This series helps recognizing this 'equation' to effectively construct interventions.

Second, given that all children in difficult circumstances require psychosocial assistance and, that resources are scarce, providing individual interventions to each child is not possible. Trained personnel, with the knowledge and skills on how to deal with children's issues, especially with complex and difficult problems, are especially scarce and have resulted in inappropriate and unhelpful responses to children, on the part of caregivers and child care agency staff. As a result, many children requiring assistance to deal with the difficult psychosocial contexts they are in and come from, do not receive it.

Further, most mental child health problems (except for those such as psychosis and those caused by organic factors or physiological problems) may also be viewed as life skill deficits. For instance, violent and abusive behaviours result from children's inability to regulate emotions, negotiate inter-personal relationships and/or resolve conflicts in alternative or creative ways; thus, the objective of any therapeutic work with such children will be to enable them to acquire the life skills to manage anger and aggression—in other words, to manage emotions, develop creative thinking, problem-solving and conflict resolution (life) skills. Children in difficult circumstances (as discussed above), exposed to experiences of deprivation and abuse from early childhood, develop emotional and behaviour problems which may also be viewed as being created by life skill deficits i.e. due to their difficult circumstances, children have not learnt certain life skills, and that results in emotional and

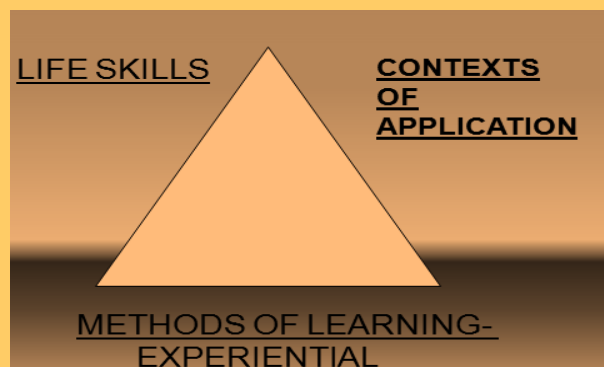
³ Bharath, S., Kumar, K. *Life Skill Education--The Indian Scene*. in *5th Biennial Conference, Indian Association of Child and Adolescent Mental Health*. 1999. NIMHANS, Bangalore.

behaviour problems. These life skill deficits, if not addressed, then exacerbate emotional and behaviour problems, increasing the risk for more serious and chronic mental health disorders. The Life Skills Series, as it uses group intervention approaches, therefore ensures that larger numbers of children receive psychosocial assistance to address their emotional and behaviour problems by helping children build the life skills that they may lack.

How this Life Skills Series is Different: Our Approach and Objectives

One aspect of psychosocial assistance to such children is curative work with children who have problems or have suffered loss and abuse; the other is preventive work, through equipping children with life skills to protect themselves from psychosocial problems. While many agencies attempt to impart life skills (and state that they do life skills group activities with children) on issues such as sexuality and relationships, they appear to follow didactic positions, adopted as a result of their personal opinions and viewpoints. This contradicts the essence of life skill promotion work—which entails that all individuals participate equally in the production of knowledge, and that this is a continuous dialogue; and that learners are the subject, not the object, of the process. What this means is that life skill development is not about articulating one's own positions and convincing the adolescent to adopt the same beliefs; it is about adopting an open stance (despite one's own experiences and personal opinions) and creating a space for debate and discussion, so that adolescents can examine and analyse an issue or situation from multiple view points and come to their own conclusions on what might be the best course of actions. In this, the use of creative methods such as stories and narratives, theatre and other art forms, help create the life situations and contexts (such as marriage, sexuality, conflict etc) that form the basis of the discussion.

Many manuals and approaches exist for conducting life skills sessions for adolescents. They are all based on the WHO definition and listing of life skills⁴. However, based on our understanding of what various agencies tell us about how life skills sessions are conducted, the content of these sessions are usually very broad and general i.e. they teach skills such as interpersonal relations or communication is



a generic sort of way without contextualizing the content to address the needs and daily realities faced by institutionalized children. Further, they do not take into consideration the traumatic nature of many children's experiences—nearly all institutionalized children have experienced some form of trauma in the form of loss, grief and abuse—and these experiences have shaped their emotional and behavioural responses, and resulted in the nature and type of life skills (or survival skills and responses) they have developed (whether positive or negative). The Project felt therefore that life skills sessions that either ignore the (present) daily realities or (past) experiences of children would not be effective.

So, while we acknowledge the usefulness of any life skills inputs given, using various themes and methods, the specific objective of this Life Skills Series is to address the above-described gaps perceived in life skills session content and methodology. Further, our approach locates life skills issues within the larger child development framework i.e. it

promotes the acquisition of life skills in accordance with children's age. as per the norms of developmental milestones.

The specific objectives of the Life Skills Series are:

- i) To allow for sharing of experiences and narratives children's daily realities and past experiences so as to take perspectives on them for the future.
- ii) To address life skills domains (as outlined by the WHO) covering the broad areas in which children need to acquire skills in order to address their situations and experiences.
- iii) To enable children to develop specific skill sets through the various creative and process-based activities.
- iv) To thus triangulate life skills, contexts of application (situations/ experiences) and methods of learning (experiential activities)--as shown in the figure above.

The domains and skills may be generic but allow for problem-specific themes to emerge. Also, unlike some manuals that advocate a skill-based approach, focussing on the learning of a life skill, this Series takes a context-based approach. This is because a specific area (such as trauma or substance use) may require the use of many life skills such as assertiveness, negotiation, problem solving, decision-making etc. Also, a single life skill such as decision-making, may apply in an emotional development context such as anxiety management, in making decisions about sexuality and relationships, or in making decisions on positive stress management versus using substances to be able to cope. Therefore, the approach taken in this series ensures that the learning of life skills is more relevant to children's real life contexts and the necessary healing and health transformations that need to occur.

Finally, the series are laid out such that they provide a detailed but minimum standard level of assistance and intervention in a systematic manner. While they may not always be a substitute of depth individual therapeutic work and other curative methods, they provide children with a holding space—a platform to express their emotions and views, share their experiences and reflect and take perspective on life situations, past, present and future.

Components of this Life Skills Series: How it is Organized for Use

Based on the above-described thinking and objectives, this Life Skills Series is developed thematically to address two types of life contexts:

Life Skills Series I: Socio-Emotional Development

Life Skills Series II: Gender, Sexuality and Relationships⁵

Life Skills Series I: Socio-Emotional Development is the first of the life skills series aims to enhance children's emotional development. More specifically, emotional development refers to ability to i) identify and be aware of one's own emotions; ii) express emotions appropriately; iii) regulate, manage and control difficult emotions (such as anger and anxiety); iv) develop empathy i.e. understand and respond appropriately to others' emotions. In essence, these modules address the emotional deprivation problems that many children in difficult circumstances have experienced and help them develop improved emotional regulation mechanisms.

Comprising of 10 modules, this series begins with an exploration of children's experiences of trauma and difficult so as to allow them to express their feelings of loss, grief, anger and

⁵ A similar but separate introduction is available in Life Skills Series II on Gender, Sexuality and Relationships—with additional information on issues and approaches relevant to the use of this activity book.

anxiety, thus creating safe (holding) spaces and opportunities for validation of children's difficult emotions (the first critical step to healing); it moves on to anxiety and identity issues, anger management and control strategies and responses of empathy and helpfulness towards others; it contains modules on conduct issues to assist children with externalizing disorders such as stealing and substance use. It contains a module on leadership and responsibilities, which may be used also to form children's committees in institutions and schools.

Each Module focuses on a single topic but which may have many aspects to its learning and understanding—as outlined in its Objectives. Therefore, each module or a single topic may consist of up to 3 to 4 Activities. Each activity first describes the **Methods** and **Materials** it will use; and then lays out the **Process** or the steps to be followed on how to implement the activity; the process is followed by **Discussion** which provides questions for discussing and processing the activity and summarizing thoughts and learning derived from the activity. While the modules are best used in chronological order, they can also be used as stand-alone modules, in case the facilitator urgently requires to address one or another issue first. This Series is accompanied by a set of materials, including film clips.

For Whom

It is recommended that this life skills series is used with all children, whichever vulnerable sub-group they belong to as emotional development forms the basis of the other life skills series. However, by definition, all children are meant to acquire life skills, so these modules are for use for not only curative purposes, i.e. to address particular problems that children may have, but also for preventive purposes i.e. to address issues that adolescents may be contending with, but that have not reached a problem or pathology level.

By Whom

This life skills series is for use by all persons who work with children, including teachers, counsellors, child protection staff, special educators i.e. persons working with children in education, health and welfare agencies.

While the life skills series lays out methods for work, for presenting issues for children's consideration and reflection, ultimately, how the activities are used are at the facilitator's discretion—they should be based on children's contexts, needs and interests. And facilitators are encouraged to be as creative as possible...the methods in this Series are not finite as they are not exhaustive; they are not intended to limit facilitators, but rather to stimulate them to be exploratory and experiment with various alternative methodologies.

So, good-luck with using this Series...and Happy Working with children!

1. Knowing Me, Knowing You

Objectives:

- Establishing rapport with children.
- Getting them to be comfortable with each other and setting group norms.
- Creating a space for children to begin engaging in emotional expression.
- Enabling children to share their life stories and experiences.
- To enable children to talk about their plans and dreams—and help them possible hurdles and difficulties as they try to reach their goals and dreams.

Activity 1.1. Getting to Know Each Other

Methods: Card Game

Materials: 'Getting to Know You' stack of cards (A set of cards comprising of questions on children's interests, abilities, talents, likes and dislikes).

Process:

- Ask the children to form a circle and get them to introduce themselves by name.
- Tell them that we will now play a game to get to know each other better.
- Place the stack of cards at the centre of the circle.
- Ask each child to take his/her turn to pick a card and read the instruction on it and respond accordingly.
- Then open out the question for other children to take turns to respond too.
- Keep going until the stack is finished.

Discussion:

- Tell the children that now that we know each other a little, and we are going to work together in the weeks to come, we need to set some group norms/ rules to enable us to better enjoy our time and to learn together.
- Encourage children to set group norms (these could include listening, respect, participation, confidentiality...).

Activity 1.2. The Feelings Wheel

Methods: Game and narrative

Materials: Feelings wheel

Process:

- Introduce the session: Explain to children that as we are going to spend the next few sessions talking about feelings and emotions, we are going to do an introductory exercise on this first.
- Show them the feeling wheel and describe what it consists of i.e. 3 wheels—the inner-most one shows feelings, the middle one shows contexts in which the feelings may occur and the outer-most is for the indicator as the game is played.
- Next, explain how the game is played: each child is to take his/her turn at spinning the 3 wheels. Check the position of the pointer on the outer-most wheel and see

which two parts it corresponds to on the middle and inner-most wheel i.e. the emotion and situation. The child must then provide a narrative of that emotion within that context. For example, if the emotion is 'happy' and the context is 'family', then the child must describe feelings of happiness that she/her experienced (at some time) in the family context.

- As each child takes a turn, recognize and acknowledge emotions felt by the child without being judgemental or giving advice.
- Encourage the children to do the same for each other (by explaining that we are here to listen, understand and respect each other's feeling and not to be critical about them).

Discussion:

- Thank the children for sharing their emotions and experiences.
- Ask children how they felt while sharing various types of emotions.
- Tell them how it is important to express and share feelings with each other—ask children to share their views on the benefit of sharing feelings (how they may strengthen understanding and friendship, generate feelings of empathy etc)
- Summarize the various types of emotions children reported feeling in different contexts, emphasizing that:
 - Everyone has feelings.
 - We have different types of feelings in different situations.
 - It is ok to have feelings even if they are difficult ones such as sadness or anger.
 - What is critical is how we express and manage our feelings in ways that are comfortable to us— so that by and large we are happy/ satisfied/ able to go about our work and play—and to others—so that we are understanding and considerate towards them and not hurtful of their feelings. (And these are some of the issues we are going to work on in subsequent sessions).

Note: Often when an individual child shares experiences about an emotion and context, other children are eager to share their narratives about the same. This may be encouraged—as the aim of the game is to get children to share their feelings, experiences and narratives.

Activity 1.3. My Journey, My Story

Methods: Mapping and narrative

Materials: Picture of: i) mother holding a baby (1); ii) train (1); iii) children's institution (1); iv) train station (6 per child) (see below); chalk, coloured pens/ pencils for writing; a large space for children to move about.

Process:

- Explain to children that our lives are like a train journey—we start at a specific point and travel through many places, meeting different people...various events happening to us during the course of the journey...as we move to our destination. While currently we are still travelling on the train of life and may not yet know what our ultimate destination is or what we want it to be, we still are at a certain place with

certain people now—like being at a station. Between where we started and where we are at now, we have stopped at various stations—these may have been places or events that may have happened to us...so we may have stopped at many kinds of stations...small ones, big ones, important ones, happy ones, sad ones. What we will do now is to tell stories about our journeys and the stations we were at one the way...starting from when we were born or whatever you remember as your earliest memory, until now.

- Place the mother-baby card in one corner of the room, explaining to children that this is where everyone's story starts—'when you were born'.
- Place the children's institution card at the farthest corner of the room, explaining to children that 'this is where you are now'.
- Use the chalk to draw a railway track on the floor (in a winding, meandering way) to connect the two picture cards already placed.
- Along with the children move to the starting point, the mother-baby picture card and place the train on the tracks near the starting point.
- Ask children to think of the first station they remember after they were born (the starting station). Ask them to then share (with the group, one by one):
 - The name of the station, their age (if they know it),
 - What happened at the time/ in that space,
 - Why they remember it/ why it was an important station for them.
- When the children are done, move a little distance along the tracks to station 2 and do a similar sharing (along the same lines).
- Repeat the above process until every child has reached the (current) destination.
- During the narratives, children may be encouraged to ask each other any questions they wish or to acknowledge each others' experiences and feelings—the facilitator may do the same.

Note 1: Some children may have more stations and some may have less. Those who have more may be allowed to continue until they finish—the objective is to allow every child the chance to narrate his/her story and to feel that he/she has been heard.

Note 2: Depending on the group size and the length of children's narratives, this activity may require 2 to 3 one-hour sessions for completion.

Discussion:

- Thank the children for sharing their experiences and discuss the following:
 - How we may have had different types of journeys...some have been happy, some difficult and sad. Often there is a balance of some sort—of happy and sad experiences—we have both in our lives.
 - Despite some very difficult journeys and stations, we have managed to cope—though when we think about them sometimes, we still feel sad.
 - Now we are in a safe space where there are people to help us cope with some of the difficult journeys and stations of the past.

Alternative Method:

If the children have difficulty thinking of or remembering life events (stations), the facilitator may ask them to talk about a station as follows:

- A sad station in your life (what happened? How do you remember feeling? Who else was there?)

- A happy station (what happened? How do you remember feeling? Who else was there?)
- A difficult or traumatic station (what happened? How do you remember feeling? Who else was there?)
- A station of success and pride (a time where you did something and you felt you had been successful, you felt proud of your achievement...)

For children in conflict with the law i.e. in the observation Home, it might be useful to discuss the two stations they were at just before coming to the OH (present station); and to discuss how they got there i.e. is there a connection between the last two stations and the earlier ones? Sometimes we arrive at stations by chance...other times, there are certain decisions we make/ actions we take, due to which our life journeys change course (our train changes tracks) and we end up in certain stations. Can you think of whether this may have happened to you? (This is to enable children to reflect on some of the recent events that may have led them to come into conflict with the law).

Activity 1.4. Our Dreams

Methods: Film screening and discussion

Materials: Film 'Hejjegalu'—It's about the struggle of a girl who tries to reform her father who has earned a bad reputation by misusing bank money by playing cards and gambling. How does she do it?The story revolves around Chaithra, a school going girl, who is fed up with the behaviour of her father Kodanda, a pigmy collector who misuses bank money and spends it on gambling. His harassment becomes unbearable to the family. He also goes to jail for not returning loan borrowed from his friends. But the intelligent Chaithra, fights against all odds and wins Rs 30,000 in a talent competition. To mend her father's ways, she decides to clear the loan taken by her father by this amount. Moved by her gesture, Kodanda's relatives, friends and neighbours interfere and reform him. How do they do it?The story revolves around Chaithra, a school going girl, who is fed up with the behaviour of her father Kodanda, a pigmy collector who misuses bank money and spends it on gambling. His harassment becomes unbearable to the family. He also goes to jail for not returning loan borrowed from his friends. But the intelligent Chaithra, fights against all odds and wins Rs 30,000 in a talent competition. To mend her father's ways, she decides to clear the loan taken by her father by this amount. Moved by her gesture, Kodanda's relatives, friends and neighbours interfere and reform him. How do they do it?It's about the struggle of a girl who tries to reform her father who has earned a bad reputation by misusing bank money by playing cards and gambling. How does she do it?

Note: You may use any other film that has motivational themes.

Process:

- Introduce the session: We have discussed some of our feelings and experiences. So, today we will talk about our dreams and plans...some of them may be far down in the future, some may be more immediate. Before we have this discussion, I have an interesting film for you to watch...about a girl/ child, like you, with many plans and dreams...but also with a lot of obstacles...just as we all have when we are trying to

achieve our dreams. Let us see how she overcomes some of her problems and difficulties in order to achieve her dreams.

- Screen the film.

Discussion:

- How was the movie?
- What did you like most about the movie?
- The scene you liked best...that is unforgettable for you?
- Chaitra did many things at home, in her life...what were all the different things she did?
- What were her dreams?
- What all did Chaitra do in order to win the 1st prize?
- How was the Chaithra's childhood...her school days?
- What quality do you admire most in Chaithra? Why?
- What do you think about the family and what was the relationship of the child with her parents and sister?
- When the father lied, how did Chaitra feel?
- How did she feel when her parents were absent on her prize day?
- How did Chaitra feel when she heard that her father was imprisoned?
- How did Chaithra manage to get her father released? What or the ways and means she used?
- Why did Chaitra feel the need to help her father? (Although he treated her badly/ made her feel hurt, she still helped him...why?)
- What are some of your dreams?
- What are some of the hurdles and difficulties you face as you work towards your dreams? (These may be people, events, feelings...)
- What qualities and actions of Chaitra's do you think you could use (or are using) to achieve your dreams?
- Tell us about one dream/ plan you have already achieved...no matter how small or big...what were the difficulties involved and how did you manage to be successful?
- Summarize the discussion and tell children that as we move on in our work together, we will be talking more about our dreams—not only in terms of things we want to do but also the kind of people we want to be...in order to achieve our goals, there will be hurdles (as some of you have shared)...we will look more at how to resolve some of these difficulties and problems so that you can be more relaxed and happy and achieve your dreams and plans more easily.

2. Dealing with Difficult & Traumatic Experiences

Objectives:

- To create a space for children to express sadness, hopelessness and other feelings related to loss, grief and trauma issues.
- To enable children to recognize the impact of traumatic events on themselves/ others.
- To help children identify ways to cope with traumatic events and difficult feelings through relaxation and perspective-taking.

Activity 2.1. Talking about Difficult and Traumatic Times

Methods: Listing, Story building, Action/Demonstration

Materials: Chart paper and pens (for listing)

Process (A):

Introduce the session:

- Tell the children that we talked about various types of feelings in the previous session, and that we watched a film and spoke about our goals and dreams...that we discussed how certain difficult events or feelings can get in the way of our achieving our goals.
- In this session, we are going to focus on some difficult feelings—namely sadness and hopelessness...as a result of which we sometimes feel de-motivated and feel that it is difficult to reach our dreams.
- Explain difficult feelings (like sadness, anger, helplessness, hopelessness) come from difficult and traumatic experiences that many of us have had...these experiences make us feel this way...and not all of us have been able to express these difficult feelings. In this session, we will talk, in general, about the types of loss and trauma that children suffer and how they feel about them and how they try to cope with them.
- Ask children to list different types of loss and trauma experiences that they know of—their own experiences or those of other children they know, are both ok to share.
- Next, ask them to rank these experiences in order of most traumatic to less traumatic experiences (in case there are many, you can ask them to pick the top 3 and the bottom 3).

Process (B):

- Get the children to sit in a circle (in case they are not already) and tell them that we are going to build a story using some of the experiences discussed. Explain how one person will start the story...and the next person continues, follows by the next and so on. The idea is for each child to add to the story in terms of what happens next. A suggested beginning for a story is: 'Once upon a time there was a girl called (ask the group to suggest a name)...she was 13 years old. She lived in...'
- After the story is built (or a good part of it is told), facilitate a discussion on the story as follows:

- What was particularly difficult or traumatic for the girl?
- How do you think she was feeling?
- Present the impact of the trauma on her using verbal and non-verbal methods i.e. get children to use actions and emote. (What would other people observe? How might they know that this girl is troubled?)
- Who helped her cope and how?
- What could you say or do to make her feel better/ comforted?

Discussion:

- How and why it is important to express difficult feelings or what happens if we do not do so.
- Discuss the internal and external impact of traumatic events.
- What did we learn about ways in which people can cope with difficult feelings and be comforted? How would you use these in the future?

Activity 2.2. Managing Traumatic Memories

Methods: Visualization, art, narrative, guided imagery, trust games

Materials: Paper and crayons/colours

Process (A):

Introduce the session:

- Last time we talked about difficult and traumatic situations in general, and the impact it has on our feelings and behaviours. We also talked about how and why it is important to express our feelings about these issues. In this session, we will talk a little about experiences of loss and grief and try to understand our feelings better—so that we also move on to finding ways to deal with these feelings...so that we can leave behind the difficult feelings and be happier.
- Remind the children of group norms—of respect, confidentiality and trust. Ask them that if something important and difficult is shared by someone in the group, and someone else talks about it to others outside, later on, what might be the feelings of this person? What might happen to feelings of group trust and friendship? (Get children to make a pact if necessary to maintain confidentiality).⁶
- Ensure that you tell them that not everyone may feel comfortable to share some of their experiences and that is alright too—we know that they may be thinking about them as we talk.
- Ask children to close your eyes and think of a traumatic time/event in their life.
- Ask them to imagine the event/ time as an image (not a narrative/ not in words)...like a still photograph.
- Now, ask them to draw it.
- Then, ask them to describe it—either to yourself or the person next to you.

⁶This is suggested because it has often been observed that children bring up sensitive issues discussed in the group session, later on, especially when they have disagreements and fights.

Discussion:

- Discuss the following questions:
 - What sort of images and feelings came back to you?
 - Was it easy to express the emotions you felt?
 - What or who helped you at the time?
 - How did the issue resolve? How did you overcome your trouble?
 - What else could have helped?
- Strategically convert children's responses into coping mechanisms—by pointing out how they have used disclosure, social support, and problem solving strategies to cope.
- Thank the children for sharing their views and experiences; summarize the coping strategies and tell the children how much we have all learnt about ways to cope with difficult feelings and traumatic experiences.

Process (B):

- Tell the children that talking about difficult experiences and feelings is not easy...and when we think back to things that happened in our families that were unhappy or people who hurt us, although it may have been some months or years ago, we may still feel upset about it. It takes a lot of courage to go back to those feelings and experiences and share/ discuss them with our friends as we have done today...your openness and sharing is a mark of your courage and the trust you share within this group. So, before we close, let us do an activity to relax our minds and bodies...so that we leave behind, in this room some our difficult feelings and experiences...and when we go from this session, we feel lighter in our minds and stronger in hearts.
- Ask children to relax/ lie down and close their eyes as you take them through a guided imagery journey (see below for a suggested narrative for guided imagery).

Example of Guided Imagery for Relaxation

Sit back in your chair...or lie on the floor and close your eyes. There is an energy that is entering your body...it is a light purple colour; it enters your body like a cloud, through your toes, moving through your feet, up your legs, your thighs...through your abdomen and into your stomach...as the energy moves up your body, it is slowly pushes out the difficult feelings...all the sadness, anger and hopelessness you may have felt. It continues to move up through your heart...and here, the purple energy becomes magical...it makes you feel suddenly stronger and more determined to achieve your goals despite your frustrations and difficulties. And then when it moves up through your neck, to your head and brain...this magical energy helps you look into the future.

You see yourself some years from now...you stand tall and strong, a determined person...in the profession you want to be...doctor, teacher, engineer, fashion designer, police [*as discussed by the children*]. You are a good worker, a successful professional. Everyone depends on you...and knows that you are good.

You also have many friends, people who love you. Not all of them may be the family that you grew up with though some may be...there may be many others, new people you have met along the way...people you spend time with now, you have a relationship with now. As you see them, you remember other times that were not easy...but you know that time is past now...you have moved on and overcome your difficult feelings...to happy times, to success.

Now, slowly the energy brings you back to the present, to the room where we started our journey...it has removed the difficult feelings from your mind and body...so that as you return to the room, you feel stronger, knowing that your troubles are in past times, that there is a future you are going to create, one with happiness and success in it. Open your eyes and slowly stretch and relax your body...

Process (C):

- Tell the children that we spoke about our difficult and traumatic memories and we also did an activity where we imagined our future. We have previously discussed that there will be hurdles and difficulties, small and big, as we attempt to achieve our goals. In addition to our own strength and determination, we also have other people in our lives who may help us to achieve our dreams. In order to have other people's support and help, we need to be able to trust them—and we need to also be trustworthy so that they know that they can depend on us for help. Let us play some games to understand how trust works and how it helps us to deal with difficult feelings and experiences.

1st game:

- Select one child who is blind-folded and sent out of the room. (No further information provided to this child for now).
- Ask others in the room to grab some objects, such as chairs, books, bags etc and place these randomly across the room to act as hurdles.
- Tell the children in the room that the blind-folded child who will now enter the room should be guided (physically and through verbal instruction) to move across from one end of the room to the other, crossing all the hurdles.
- Now, do it!

Discussion:

- Ask the blind-folded child how he/she felt?
- Ask children why this child did not ask for blind-fold to be removed and agreed to walk across the room?

2nd Game:

- Select one child who is blind-folded.
- Ask him/her to stand on a table or bench and fall freely.
- Ask the other children to stand around the table/bench and ensure that this child does not fall/ is protected and unhurt.

*Alternatively, if there is no bench/table available, ask children to stand in a circle and get the selected child to be in the centre of the circle and free fall. The others need to ensure that he/she does not get hurt or fall to the floor.

Discussion:

- Ask the blind-folded child how he/she felt?
- Ask children why this child did not ask for blind-fold to be removed and agreed to free fall?
- Discuss the issue of trust in relation to coping with traumatic experiences:
 - We need to be able to trust other people and believe that they will help us and protect us.
 - When we have had difficult experiences and are coping with difficult feelings, it feels good to know that we have friends who are there for us...that we belong to an institution, where everybody cares about us and wants to help when we are in trouble or distress.

- We are not saying to trust anyone at all—it is about trusting the right people...knowing who we can trust—people who live with us, who are our friends, who may have had similar difficulties and understand how we feel.

Activity 2.3. Moving On, Feeling Stronger

Method: Perspective-taking and discussion; film screening and discussion

Material: paper and crayons; film ‘Stanely Ka Dubba’

Young Stanley and his friends would have a great time at school but for a bunch of surly -- and greedy -- teachers who insist on sharing their tiffin. Life becomes even more difficult when the Hindi teacher forces Stanley to get his own tiffin box -- something he never does -- or stop coming to school. Can young Stanley meet the challenge? More importantly, why doesn't he bring his dabba....? This film is about the resilience of a child who comes from an experience of loss and grief.

Process (A):

- Close your eyes and think of a happy time in your life—it could be an experience of success, joy, strength....
- Imagine the event/ time as an image (not a narrative/ not in words)...like a still photograph.
- Now, draw it.
- Now describe it—either to yourself or the person next to you.

Discussion:

- What sort of images and feelings came back to you?
- Was it easy to express the emotions you felt?
- Discuss how we can use these positive images to feel comforted and to be stronger:
 - Visualize happy times when you feel overcome with memories of loss and trauma.
 - How and why this works: If you fill your mind only with sad memories, they become bigger and bigger and occupy the entire mind space...like when you blow a balloon—the air fills the balloon and occupies the entire space. So instead, if you fill your mind with happy memories, that is what will occupy the greater space in your mind.
 - Happy memories counter difficult memories—if you think them when you are sad, they will help you displace or push the sadness out of your mind.
- What else can we do to feel comforted when we are sad? (Remind the children of their coping strategies...and ask for more suggestions).
- Discuss maintaining a balance of memories and emotions:
 - No one is saying one must never feel sad or think of the difficult memories; some experiences are very hard and they are bound to come back to us from time to time and it is ok to feel sad about them.
 - But there is a choice we need to make about balance: how much time are we going to spend thinking about the difficult memories? Are we going to allow them to make us dysfunctional?

- Or can we spend some time thinking about them/ feeling sad—keep a space in your mind for them—without allowing it to occupy all your mind space?
- If we are unable to maintain this balance of good and bad memories/ difficult feelings, how do you think it could impact us? Our school work/ future dreams/ professional ambitions/ interpersonal relationships?

*If children do not wish to draw, simply have them share their narratives of happy memories.

Alternative Activity:

Ask children to recall the story/ stories they built in the session where we started discussing difficult experiences and feelings. Ask the children to re-tell this story in such a way that it has a happier ending i.e. they can use some of the perspectives and techniques they have learnt to manage difficult experiences and feelings to lead up to a different or happier ending.

Process (B):

- Screen the film ‘Stanely Ka Dubba’.

Discussion:

- How was the movie? What did you like most about the movie? The scene you liked best...that is unforgettable for you?
- What were some Stanely’s difficulties?
- Who was your favourite teacher in the film? Why? (Did the children tell her things they did not tell other teachers?)
- What was the relationship between Stanely and his friends? Did they help and support him?
- If he had not had these friends, what would Stanely’s life have been like? What can we learn from this movie about trust and friendship?
- It is only in the end that we learn that Stanely lives with an uncle who treats him badly and that he has no parents...how does he manage to hide all this from everyone? Why does he do it?
- Did Stanely love and miss his parents? How do we know that? How does he cope with his feelings of sadness that his parents are no more? (Discuss how he keeps the memory of his parents alive each day...but in a positive way—so as to give him strength to deal with the world and his daily difficulties.)
- Many of us have lost people we love or have had difficult experiences—what are ways in which we can keep happy memories alive and draw strength from them (like Stanely did), instead of letting the loss/ difficulties make us feel sad all the time?

3. Coping with Fears and Worries

Objectives:

- Enabling children to express their fears and worries.
- Helping children identify the degree of fear and worry they experience and to distinguish between issues that cause more or less fear/ worry.
- Helping children manage and control anxiety through relaxation and identity exercises.

Activity 3.1. How We Wear our Worries Outside

Methods: Mask-Making, Picture description

Materials: cardboard paper, scissors, crayons/ colours thread or ribbon

Process:

Introduce the session:

- Explain that everyone has various types of fears and worries and in this session, we are going to examine those that we have.
- Explain that we our fears and worries have different intensities—for instance, we may feel terrified (extremely fearful) about some things, we may feel quite worried about other things; at the same time, there are also some things we feel confident about.
- In this session, we will discuss our worries/ fears and also some initial ways to manage them.
- Ask them to imagine how they would 'wear their fears and worries outside'—what they would look like if they were i) terrified; ii) worried; iii) confident.
- Provide children with the requisite materials and ask them to create a mask to wear for each of the three fear-worry feelings.
- When the children are ready with their masks, ask each child to share their feelings about being terrified/ worried/ confident: "I feel terrified when...", "I feel worried when...", "I feel confident when..."
- Next, ask them to list/ give examples of what things (that may be useful or necessary) they find themselves unable to do when they are terrified or worried. For example, "when I am worried, I simply cannot concentrate on my school work..."
- Lastly, do a listing of how we experience anxiety...what do we feel in our bodies (physical symptoms of pain/ discomfort/ black-outs/ fainting) and what do we feel in our minds?

Discussion:

- Provide explanatory model for anxiety:
 - Some people get so anxious that they are unable to deal with the situation, so they may either not be able to do the things they need to do or even run away from the situation that is causing them anxiety.
 - Others have headaches/ body ache/ fainting—these are all the result of their anxieties... the places in the body where the anxiety decides to live. Actually, they

have no fever or illness—the body responds physically to anxiety. How does this happen? Because there is a mind-body connection or relationship...

- Explain the mind-body relationship (suggested examples below):
 - Example 1: What happens when some children become very tense about an exam? They sweat, their hands shake and they have butterflies in their stomach, stomach ache etc. These physical symptoms do not occur by themselves or in isolation...but they also do not occur because these children have any physical ailment (is the child actually sick? No.). They are caused by an emotion—emotions of worry, stress, anxiety.
 - Example 2: If you have pizza, coffee, ice-cream, sandwich and then tea, all together, one after another, what would happen? Your stomach would hurt. Similarly, if we put a lot of things into your head...think excessively about things...what would happen to it? It would hurt.

Activity 3.2. Worry Stories

Method: Story-building

Materials: Pictures of children in in different anxiety-provoking contexts

Process:

- Ask the children to divide into small groups (of 3 to 4 per group).
- Give each sub-group a picture and ask them to create a little life story about the character(s) in the picture based on the following questions:
 - What do you see here? What is happening? Story...?
 - What is the child thinking or feeling?
 - How does he/she behave because of his feelings/ situation?
- Ask each sub-group to present their story in plenary.

Discussion:

- Ask the children to comment on the story i.e. make observations, offer alternatives etc.
- After they present the story, ask the children to share some of their fears/worries... their stories. [Be sure to acknowledge and validate their emotions as they do so!]

Activity 3.3. Managing Our Worries

Methods: Relaxation techniques

Materials: None

Process:

- Explain that there are some simple ways in which we can manage ourselves when we feel very anxious or worried. These activities will help us to reduce our feelings of anxiety and to calm.
- Tell children that activities that we enjoy doing can be used to distract ourselves, when we feel anxious—example, drawing, dancing, listening to music, gardening,

cooking etc. At times when we feel worried, using these activities will help our attention stay focussed and keep our mind off the worry issue...and that is how we will not feel as distressed as we would if we keep thinking about the worry issue.

- Ask children what some of their favourite activities are and which ones they could use during times of worry...go around the group and get children to name them.
- Next, tell children that there are certain other ways to help us to reduce our feelings of anxiety and to calm us... we will now learn and practice these techniques...demonstrate both techniques outlined below.

(i) Relaxation Technique 1:Deep Breathing

- Close your eyes and sit up straight.
- Place your hand on your lower stomach/ abdomen.
- Close your mouth and breathe deeply through your nose—you should feel your hand moving outwards as your stomach/abdomen moves outwards (you are taking in lots of air...as much as you possibly can).
- Slowly breathe out through your mouth—open your mouth and expel all the air you took in.
- Do this several times...like 10 to 20 times or more until you feel begin to feel calmer.

(ii) Relaxation Technique 2:Guided Imagery

- Ask the children to either sit comfortably or even lie down if there is adequate space.
- Tell the children that you are going to take them on an imaginary journey...that as you speak, they just need to focus on their bodies and go with you to another place and imagine all the things you are going to talk about.
- You are free to develop any imaginary narrative—see below for an example of one.
- When the guided imagery narrative is complete, ask children how they felt/ if it felt relaxing.
- Explain to children that they can use imaginative journeys at times of great anxiety, to enable them to 'leave' the situation (that may be too overwhelming at times) to 'go somewhere in their minds' and calm down.

Discussion:

- Why we use relaxation techniques—to feel better, to calm down, to reduce anxiety.
- When to use guided imagery/breathing techniques i.e. when they feel their anxiety rising.
- What methods have we learnt today to help us cope with our fears and worries? When should we use them?

An Example of a Narrative for Guided Imagery

Close your eyes and relax in your chair. Sit in a comfortable position...take your shoes off if you like. Let your hands and legs loose, relax your body muscles. Let slow, relaxed energies flow from your head, down to your neck and shoulders, your arms, your hands and finger-tips...from your neck down to your chest, stomach and abdomen...to your thighs, knees, legs...your feet and toes...until you feel your body relax and quiet. We are now going to leave this room and go on a little journey, away from here...we are walking out of this room, down the steps and out of the building and up the path that leads to the street...and there on the road where the trees are, your feet lift off the ground and you slowly begin to fly...higher and higher and higher, until you pass the branches and are at tree-top level...and then you are above the trees. You move higher until the trees and buildings are far, far below you and they grow smaller and smaller in the distance.

You float along the clouds...you can reach out and touch them, soft and warm and light...feel the sunlight streaming through the clouds to touch you...and so you fly on and on until suddenly you come out of the clouds and find yourself descending, slowly, gradually...you can now see the tree tops again as you pass them by and fly lower and lower until your feet touch the ground. Then you find that you are in a beautiful garden and your feet are on a soft green carpet of grass. You walk along a while and see the flowers...roses lilies and some unusual ones you'd never seen before...in colours bright and pale...pink, red, orange, yellow, sunset colours, white, mauve and blue...a lovely mix of sweet fragrances reaches you. You can hear the birds chirp and the rustling of the breeze through other fruit trees...mangoes, coconut, chikoo and guava. You decide to sit under the mango tree...your favourite fruit...and you eat a delicious, juicy mango...now you lick the juice that's running down your elbow...and as you look around for a place to rinse your hands, you see a beautiful lake.

You are standing on the soft, white sands by the backwaters of the lake...your feet sink into the sand as you make patterns with your toes. When you reach down to touch the water, it feels wonderfully cool and clean. The water is so clear that as you look down at it, you can see all the way down to the bottom of it...and you can see lots of coloured fish...big fish, small fish, tiny fish...orange, red, spotted, silver and gold, some swimming quickly, others quietly floating or asleep. The water feels so good that you dip your feet in it. Then you slowly begin walking away, back into the garden, letting the breeze dry your feet and hands.

Now it's time to go back home. You feel your feet lift off the ground and begin to fly...upwards, higher and higher, past the tree tops, back into the clouds, where now the sun is no longer yellow...the pinky-orange rays of the setting sun reach you through the clouds...still soft but tinged purple and blue now. It's evening and the light is beginning to fade. After a time of flying, you slowly begin to descend...gradually you come lower and lower until your feet are firmly on the ground again. You find yourself once more under the tree on the road outside the hospital building. You walk slowly back towards the building, enter the child psychiatry block and walk up the stairs, down the corridor and back into the room where we are now. Relax, stretch and when you are ready, you can open your eyes.

Activity 3.4. Who am I?

Methods: Paper-pencil task

Materials: Paper cut-outs of human figures (1 per child—boy or girl cut-out according to sex of child)

Process (A):

- Introduce the session: *“In the last session, we talked about our fears and anxieties and how we can respond to them. In this session, we are going to examine little more deeply about them to understand the amount of space they occupy in our lives—and then find some ways to understand and think about them”.*
- Explain the idea of identity: *“What or how we think of ourselves makes a difference to how good we feel about ourselves. What we think about ourselves is based on what people tell us or our experiences. Identity is our sense of who we are. If we are seen as uncertain or if we lack the confidence to do something, we may think of our identity as anxious (I am an anxious person). However, people’s impressions and some experiences do not make one’s entire identity. Here we will learn to do activity to experience ways of seeing oneself, which will make our identities strong and capable”.*
- Give each child one paper figure and explain that ‘this is you’.
- Ask the children to use pencil/ colours to show the amount of space each of the following occupy of your identity i.e. divide the paper figure into 3 parts, telling children that this that represents you.
- Ask them to write in the following (on different parts of the paper cut-out—for example: roles on the head. Qualities on the upper body and fears and worries on the lower body):
 - i) Your roles (as a student, as a family member, citizen of the country, friend...)
 - ii) Your qualities and talents (things you are good at, special gifts you have, characteristics)
 - iii) Your fears and worries(It would be useful to demonstrate an example paper figure to them for clarity).
- Ask children to present their figures in plenary.

Discussion:

Draw from their paper figure representations and ask children to consider and comment/ respond to the following points:

- Identity is not just what people tell you about yourself—it is how you perceive yourself.
- Identity is not just what you don’t manage to do i.e. your worries, fears and failures.
- Identity is also your roles, your gifts, your talents, your efforts, your perseverance...
- Identity is your ability to overcome the challenges you face.
- Remind children of the balloon example from earlier sessions (on dealing with loss and trauma)...if you allow your worries and fears to grow bigger and bigger, they will fill your entire identity and not allow you to be so many other things you can do or be.
- The idea that ‘I am bigger than my fears’.

Process (B):

- Tell children that we are not saying not to worry at all—there is no one in the world who has not got fears and worries. But in the light of the above discussions on anxiety, we are now going to consider how to balance out and counter our fears and worries using our confident thoughts and our positive identity thoughts.
- Ask the children what they understand about balance and a balanced life. And introduce the following ideas:
 - Balance is about stability and equilibrium.
 - It takes all perspectives into consideration (such as a balanced view).
 - It means managing your time in such a way that we do a variety of activities on a daily basis, in a structured way, ensuring that each activity has adequate time (having a daily routine/ time table reduces anxiety and fear of unpredictability).
 - The idea of a balanced diet can also be explained to the children.
- Show them a picture of a balance scale. Tell them that they are to put their fears and worries on one side. To reduce the weight of the fears and worries and prevent the balance from tipping over to this side, what would they put on the other side? (i.e. confident thoughts/ positive identity attributes)
- Each child given a picture of two parts of the balancing scale...children are asked to write in their roles and talents/ qualities on one picture and their fears and worries on the other.
- Ask them to hold one picture in each hand and stand on one foot...point out how they are maintaining physical balance.
- 'If the worries/ fears get very heavy, then we get bent over to one side...and may fall' (demonstrate it to the children).
- The children may then be asked to present their balance in plenary and explain how they intend to manage their fears and worries in such a way that they ensure the balance of life.

Discussion:

- Summarize what was learnt about managing anxieties, including all the ways in which we can process and respond to them.

4. Peer Relationships

Objectives:

- Enabling children to build social and interpersonal skills.
- Helping children to strengthen their peer relationships and differentiate between positive and negative peer influences.
- Getting children to cope with negative peer pressure and develop the ability to be assertive.

Activity 4.1. Trust Building Game

Methods: Game

Materials: Scarf or handkerchief (for blind fold); Table/ bench/chair

Process:

- Tell the children that we spoke about our sad and difficult experiences and some ways in which can cope. Although we will always remember people we love and feel sad about being separated with them, one of the ways we can feel better is to make new friends and build new relationships. When we have other people we can be friends with and talk to, and we know that we have their help and support, we can feel less sad and solve some of our difficulties. In order to have other people's support and help, we need to be able to trust them—and we need to also be trustworthy so that they know that they can depend on us for help. Let us play some games to understand how trust works and how it helps us to deal with difficult feelings and experiences.
- Select one child who is blind-folded.
- Ask him/her to stand on a table or bench and fall freely.
- Ask the other children to stand around the table/bench and ensure that this child does not fall/ is protected and unhurt.

*Alternatively, if there is no bench/table available, ask children to stand in a circle and get the selected child to be in the centre of the circle and free fall. The others need to ensure that he/she does not get hurt or fall to the floor.

Discussion:

- Ask the blind-folded child how he/she felt?
- Ask children why this child did not ask for blind-fold to be removed and agreed to free fall?
- Summarize the issue of trust in relation to coping with traumatic experiences:
 - We need to be able to trust other people and believe that they will help us and protect us.
 - When we have had difficult experiences and are coping with difficult feelings, it feels good to know that we have friends who are there for us...that we belong to an institution, where everybody cares about us and wants to help when we are in trouble or distress.

- We are not saying to trust anyone at all—it is about trusting the right people...knowing who we can trust—people who live with us, who are our friends, who may have had similar difficulties and understand how we feel.

Activity 4.2. Images of Friendship

Method: Visualization

Material: None

Process & Discussion:

- Ask the children to sit in a circle.
- Tell them to close their eyes; instruct them as follows: “When I say the word ‘friendship’, what images come to your mind?” (Visualize friendship).
- Ask the children to open their eyes and share the images that came to their mind during visualization.

Activity 4.3. Reflecting on Friendship

Method: Film screening

Material: ‘I am Kalam’ film (you may screen any other film containing themes of friendship).

Process:

- Screen the film and then discuss it.

Discussion:

- How was the movie?
- What did you like most about the movie?
- The scene you liked best...that is unforgettable for you?
- Why did Kalam/Chottu’s mother bring him to Bhati Bhai?
- Who all are there in Bhati’s hotel/Dhaba? How did Laptan treat Kalam/Chottu?
- Who lives in the Mahal? Whom does Kalam/Chottu meet in the Mahal?
- When Laptan sends Kalam/Chottu outside in the night, what does Kalam/Chottu plan to come back in the room?
- What is Kalam/Chottu’s dream, why does he want to study? (‘I want to wear a tie and become famous’)
- How does Chottu get his name Kalam? Why?
- Who is Kalam/Chottu’s friend?
- What does Kalam and Prince do when they are together/ How do they spend time together?
- Who is Lucy? How does she treat Kalam?
- How does Laptan take revenge when he comes to know that Kalam had tricked him to believe about ghost?
- Whose friendship is true Kalam’s and Laptan’s or Kalam’s and the prince’s? Explain.

- How do Kalam and the Prince help each other? What kind of friendship do they have?
- What is Kalam accused of? What happens next?
- When Prince comes to know about Kalam being accused what does he do? How will he fight for him?
- Where does Kalam go? Why? What is his dream?
- How does the Prince feel when his friend goes missing? What does he do about it?
- Who all go to search for Kalam? Does Prince go?
- When Kalam is found and they all get back what does the king decide about Kalam, what should he do?

Activity 4.4. Things We Do with Our Friends

Method: Pile sorting, perspective-taking

Material: Pictures of beneficial friendship behaviours and harmful friendship behaviours

Process:

- Place the pictures randomly on the floor space and have the children sit around them.
- Explain to children that some pictures show beneficial friendship behaviours--those behaviours activities that would further friendships and cause no harm to anyone; other pictures show harmful friendship behaviours—those behaviours and activities that may cause problems to self and others.
- Ask children to look at each picture and do the following:
- Discuss and debate whether each picture is a beneficial friendship behaviour or a harmful friendship behaviour.
- Sort the pictures into 2 piles: beneficial friendship behaviours and harmful friendship behaviours. (Place them in two separate piles on the floor face-upwards, in such a way that all pictures are clearly visible).
- Tell children that there isn't a right or wrong answer or placement of cards—it is about how they perceive the picture and the justification they are able to provide for their decision.

Discussion:

- When the pile sorting is complete, ask children to provide reasons for their decisions i.e. why they placed certain pictures in the harmful versus beneficial category.
- What might the consequences be for each friendship behaviour? (Discuss these in detail, particularly with regard to the harmful friendship behaviour cards).
- What do they conclude (from this activity) about friendships and peer relationships?
- Tell children that there is nothing wrong with having many friends or with having fun—everyone loves having a good time and why not?? But the issue is how we make decisions about what we do with our friends...by examining the consequences of certain actions and activities...and then deciding whether or not it would be beneficial to us (i.e. will it hurt or harm others or myself?) to go ahead and do it.

Would pleasure a certain activity provides us in that moment be alright in the future too (a few hours later, some days or weeks later...?)?

Activity 4.5. Deciding Who Our True Friends Are

Methods: Viewing film clips and perspective-taking

Materials: Film clips on peer influence (developed by the Community Child & Adolescent Mental Health Service Project).

Process:

- Introduce the Session: *“As we have discussed, friends are an important part of our lives. We all have friends and love to have friends, do things with them...we do fun things with friends that we don’t do with other people. There is nothing wrong with having friends or with having a good time. But given what an important role friends play in our lives, we need to be able to select our friends...what kind of people do we want to be friends with? Which friendships may actually lead us to trouble? That is what we will discuss in this session”.*
- Screen each of the clips (below), followed by a brief discussion on the clip.

Film Clip	Questions for Discussion
1. Going to School	<ul style="list-style-type: none"> ○ What is happening here? ○ What was special that day? What were the plans of the three friends for the day? ○ What did they tell Arjun when he said he needs to go to school/ prepare for his exams? ○ What did the three friends say to Arjun about enjoyment and how did they try to convince Arjun to go with them? ○ What did Arjun do finally? ○ Are these 3 friends true/real friend?
2. Party Scene	<ul style="list-style-type: none"> ○ What do you see here? What are they doing? ○ How do they welcome Arjun to their group? What did they tell him? ○ What did they tell Arjun about smoking and drinking to convince him? ○ Did Arjun drink/smoke? Why do you think he did so? ○ What might happen next? ○ Are these real/true friends?
3. Real Friend?	<ul style="list-style-type: none"> ○ What do you see here? ○ What is Arjun telling Vishnu about the other friends? What fun are they talking about? ○ What does Vishnu tell Arjun about having fun? ○ What trouble had the three friends gotten into and what had happened? ○ What was Arjun’s response? ○ Did Vishnu convince Arjun to go to school with him instead of going with the three friends? How did he do that? ○ Is Vishnu a real friend?
4. Is stealing Fun?	<ul style="list-style-type: none"> ○ What do you see here? ○ What were the 2 friends talking about? What was their desire? ○ What did the friend say about riding this bike what might happen? ○ Did the 1st friend convince him? What did they do? ○ They wanted to ride a bike that is fair, but is this the way to ride a bike? ○ What might happen next? ○ Is he a real friend (considering that he stole a bike for his friend)?
5. Finders Keepers	<ul style="list-style-type: none"> ○ What did Rakesh and Geetha find on the streets? ○ According to Geetha what all could they do with that money?

	<ul style="list-style-type: none"> ○ What was Rakesh's response to Geetha's suggestion? Was Rakesh right? ○ What would you do if you find a purse/mobile on the street? ○ Is Rakesh a real/good friend?
6. No option but to steal?	<ul style="list-style-type: none"> ○ What do you see here? ○ What was Maya's problem? ○ What were the suggestions of Rani to solve Maya's problems? ○ What did Rani say to convince Maya? ○ What might happen next? ○ What else could they have done? ○ Is Rani a real/good friend?
7. Is violence the best way?	<ul style="list-style-type: none"> ○ What do you see here? ○ What were the true friends discussing about friendship? ○ What had the boy in the blue shirt done to the friend? How did he want to take revenge? ○ What did the friend decided to do – to help him to hit him? Why? ○ What did you see in the second scene? What did he tell him to convince his friend to not fight? What was the alternative he suggested? ○ Are there any alternatives which you would like to suggest? ○ Who is the real friend- friend in the 1st scene or 2nd scene?

Discussion:

- What is a true friend? Or what qualities would a true friend have? (Go around the circle and have each child name one quality or characteristic of a true friend).
- So, based on the above activity, which group of pictures, do you think, represent 'true friends'? Why?
- Is it important to have many friends or true friends?
- Everyone likes to have friends, everyone likes to be liked...to be popular. What kind of people would you wish to be popular amongst?
- Let us look back at some of the friends you may have had, or still continue to have...who amongst these might be a real friend and why? Can you think of someone you now know, and whom you now feel may not be a real friend and why?

A real friend...

- ...will share and help you with your problems.
- ...will make time to be with you and do fun things.
- ...never force you to do something you don't want to do.
- ...will negotiate and meet you half way on issues that you may both disagree on.
- ...will never make you do something that will get you into trouble.
- ...will be there for you in good times and bad, not just when he/she needs something from you.

Activity 4.6. Saying 'No' to Friends

Methods: Role play

Materials: Film clips used in previous activity and/or situations wherein children find it hard to say 'no' to their friends (they can list any that the film clips did not touch on)

Process:

- **Introducing the Session:** In the previous session, we discussed how to choose our friends. Even when we have done so, sometimes our friends ask us to do things that may be inappropriate or harmful to ourselves or to others...but because these are good friends, we find it difficult to say 'no' to them. Has that ever happened to you?

[Allow children to share situations in which they wanted to say 'no' but felt pressured to say 'yes']. Today, we are going to learn ways in which to say 'NO' to friends who ask us to do things we are not comfortable with.

- Divide children into sub-groups of 3 to 4.
- Ask each group to role play a situation wherein they are being pressured by their peers/best friends to engage in a particular behaviour or action such as stealing/ substance use/playing truant from school...and show how they would say 'no' to the friend. (What they say needs to be convincing i.e. not just 'no, I won't do it—it needs to include why they do not want to do it, what might happen if they do...)

Discussion:

- In what situations or contexts does it become important to disagree or say 'no' to friends?
- What happens when we are unable to say 'no' at times?
- Sometimes it is a very close friend who might be asking you to do something you don't want to. This friend also helped you when you were in trouble—when you needed money/ when your mother was ill...how to respond in such a situation?
- What are some of the ways in which we have learnt, for saying 'No' to our friends?
- Does saying 'no' always have to be done in a direct manner? [Discuss with children how some friends can be difficult to convince, so instead of talking to them and trying to convince them, they can use other strategies to avoid or get out of a potentially difficult situation: 'hey, I really need to go home now...my mom's waiting for me...' or 'I am busy today, so I really need to go...may be I will meet up with you another time'.

5. Anger Management

Objectives:

- To help children develop an awareness of situations of provocation and the ways in they respond or express their anger.
- To enable children to examine the usefulness of their responses and discuss alternative ways of expressing anger and responding to conflict or problem situations.

Activity 5.1. When I Get Angry

Methods: Listing, Role Play

Materials: Paper and pens

Process:

Introduce the session: *All of us have a world of emotions. There are feelings that make us feel good—like happiness and peace. And then there are some uncomfortable feelings such as fears, sadness and anger. Anger is a feeling that most of us experience at some time or the other. We feel angry for many reasons, such as people not behaving properly with us, when we do not get what we want or when we feel unfairly treated. We also show our anger in very many different ways, either verbally or with actions or with aggression. Anger affects us physically and emotionally. It affects our relationships. If we learn better ways to deal with our anger, we would not only feel calm and in control of the situations, we would also feel healthy. In this session, we are going to examine the reasons/ situations in which we get angry, how we respond, the consequences of our anger and ways to manage our anger better.*

- Do a listing and analysis exercise to examine anger in the following manner (you may draw up and use the framework below):
 - Get the children to generate a list of situations and reasons for anger.
 - Ask them how we respond to each situation/ time when we get angry.
 - Ask them to demonstrate or act out anger actions/ expressions.
 - Ask them to state the consequences of each response...what happened next or as a result of the response?
 - Then, ask them to evaluate the responses in terms of whether the consequences (to themselves and/or to others) were helpful or not.

Situation/ Reason for Provocation	Anger Response	Consequences	Response Helpful or Not?

- Now ask children to look at those responses that they judged to be unhelpful and suggest alternative ways to i) express the anger; ii) resolve the issue/ conflict.
- Ask them to demonstrate or act out the alternative ways to resolve conflict situation.

Discussion:

- During the process, point out strategies to manage anger—such as walking away, going to sit in a quiet place on your own until you feel calmer and ready to return to the situation, letting the other person know you are angry verbally (instead of physical aggression)...
- Also point out conflict resolution strategies such as negotiation, persuasion, seeking external/ additional help and intervention from caregivers or teachers.

Activity 5.2. Resolving Conflict and Solving Problems

Methods: Story telling and analysis, theatre

Materials: Story Stems and picture cards

Process:

- Introduce the session: *“Last time, we discussed some ways of managing anger (ask children to remind each other of some techniques of conflict resolution). In this session, we are going to go a step further and see how we can use these methods in actual life situations, to resolve problems and conflict”.*
- Divide children into sub-groups.
- Give each sub-group a story stem/ set of cards, with along a set of questions for discussion.
- Ask them to use the cards:
 - To build the story.
 - To prepare a role play with the situations outlined in the questions i.e. they can act out their responses to the questions.
- Request each small group to take turns to act and present their role play in plenary.
- Ask the others to comment and provide alternative endings for the stories so that the group enacts various types of consequences and solutions.

Discussion:

- What are some key things we learnt about anger and conflict resolution today?
- Do you think that being angry is wrong?
- What are some situations in which anger can be helpful?
- Summarize some key issues to include the following points:
 - There is nothing wrong with feeling angry—everyone feels angry at some point or the other.
 - The issue is how we channelize that anger and resolve conflicts and problems in ways that are effective i.e. beneficial to ourselves and others.
 - There are also times when we feel angry when we or others are unfairly treated. It is important to feel anger in contexts of injustice because it shows that we care about what is right, what is just and about other people’s feelings. If we did not get angry at such times, it would mean that we are indifferent to people’s feelings and injustice.

Story Stems for Anger

Story 1. John had worked very hard on a science project submission. The science teacher was very strict and particular and insisted on high standards of neatness and organization. John had stayed up late every night for nearly three weeks to make the project perfect. On the day of the final submission, he walked into the school yard, carefully carrying his completed project. He slipped on a step and the project folder fell from his hands; it flipped open to the first page. As he bent down to pick it up, Rahul, his classmate, ran past and stepped on the project folder, leaving a large muddy shoe-mark on the page that was open.

Questions for Discussion:

- Do you think Rahul did this on purpose?
- Should John be angry with Rahul?
- How could he show he is angry? Which do you think would be the best way to show his anger?
- Should John have it out right there? And what should he do?
- Should John be understanding/ helpful about it? If so, how should he respond?
- What happens next?

What happens next/ how should John respond if:

- Rahul laughs and says: 'Haha, you lose!'
- Rahul apologizes profusely and says: 'Hey, I am so sorry, I was in a tearing hurry as I was late for class...I just didn't see your fallen project.'
- Rahul apologizes profusely and says: 'As I was running, I saw your project fall and was rushing to pick it up when I tripped...'
- Rahul just looks at John, looks at the project and says nothing. He just moves on.

Story 2. Satish loved to play soccer. He was a fiercely competitive player. He never missed practice games and he always played in his school team. One time there was an important soccer game organized by the sports coach. It was critical because it was the final round of selections for a soccer tournament that the school was participating in. Those selected would therefore get to play on the school team, in a state-wide school tournament. Satish was anxious to be selected; he had exercised and practised hard in previous weeks, to gear up for this day.

The game began and Satish chested a high pass and dribbled past three defenders. Now he had only Rahul between him and the goal post. As Satish poised to kick the ball, Rahul rushed in and tripped him. Satish fell over the ball and sprained his ankle. He doubled over with pain.

Questions for Discussion:

- Do you think the goal keeper did this on purpose?
- Should Satish be angry with him?
- How could he show he is angry? Which do you think would be the best way to show his anger?
- Should Satish have it out right there? And what should he do?
- Should Satish be understanding about it? If so, how should he respond?
- What happens next?

Now consider if each of these situations happened/ how would John respond if:

- Rahul laughs and says: 'Haha, you lose!'
- Rahul says: 'Guess you know that I had to somehow prevent you from getting that goal...so, it's fair...'
- Rahul says: 'You played a good game, really...sorry about your foot.'
- Rahul just looks at Satish and says nothing. He just moves on with the game.

Story 3. Anita, who lives in a children's institution is unable to find one of her clothing items. It was one of her favourite kurtas—a red one that she treasured because it was the last thing her mother gave her before she died. Sometime later, she saw another girl, Akhila, wearing a red kurta that looked exactly like her's.

Questions for Discussion:

- Should Anita be angry with Akhila?
- How could she show she is angry? Which do you think would be the best way to show her anger?
- Should Anita have it out right there? And what should she do?
- What do you think happens next?

Now consider if each of these situations happened/ how would Anita respond if:

- Akhila laughs and says: 'Haha, you lose!'
- Akhila apologizes profusely and says: 'Hey, I am so sorry, all my clothes were in the wash...I looked for you to ask your permission to borrow your's...but I could not find you—and I was late for school.'
- Akhila just looks at Anita, and says nothing. She just moves on.

Story 4. Ravi lives in a children's institution. One day, when he was walking down the corridor, he heard two voices—one loud and shouting and the other crying and pleading. He opened the door of a nearby room and found Kiran, a big 15 year old boy beating Adit, a small 9 year old boy.

Questions for Discussion:

- Do you think Ravi should be angry? With whom?
- How could he show he is angry? Which do you think would be the best way to show his anger?
- Should he get into the fight?
- What happens next?

Now consider if each of these situations happened:

- Kiran says: 'If you to try and protect Adit, see what will happen to you!'
- Kiran says: 'Hey Ravi, we are just playing to see who is more powerful...want to join us?'
- Kiran says: 'I had to beat Adit! He took my bat without asking me! He should be taught a lesson...'

Story 5. Usha is 13 years old and has a disability—she was born with only one arm. However, she was a talented dancer and she loved most of all to dance. One day, the school she attended received information that the chief minister was going to be visiting. The teachers were selecting and organizing a dance performance to welcome him. Usha was very excited as she always participated in school dance performances. But she was told that this time, she could not be part of the show.

Questions for Discussion:

- What do you think Usha will feel?
- Do you think Usha should be angry? With whom and why?
- How could she show she is angry? Which do you think would be the best way to show her anger?
- Should she get into the fight? With whom?
- What happens next?

Now consider if each of these situations happened/ How should Usha respond if:

- Some other children laughed at her and said: 'You don't have one arm...how can you be a dancer?'
- The teacher said: 'Of course we know that you are a good dancer...but this time, we cannot include you because the dance to look good for the chief minister? Next time, you can be part of the dance group as usual.'
- Her best friend Tanu said to her: 'If you are not dancing, I will not dance either...it is not fair to exclude you. You are my best friend.' She also said 'If they don't allow you to dance, you can complain to the chief minister when he comes for the program'.

Activity 5.3. Converting Anger into Positive Action

Objectives:

- To examine other dimensions of anger, namely the idea of justified anger.
- To enable children to understand how anger can be converted into positive or pro-social actions.

Methods: Clips on children who have suffered injustice and converted their difficult experiences into prosocial actions of courage and

Materials:

Malala: <https://www.youtube.com/watch?v=AgjN0h-N7WM>

Iqbal Masih:

<https://www.youtube.com/watch?v=UStGtNe6VJ0>

Payal Jangid:

https://www.youtube.com/watch?v=Grc_qq55kAU

Note: Some videos may be in English/ Hindi. The facilitator may have to translate the videos into the language that the group understands.

Process:

- Introduce the session: *“Anger, as we said, is not necessarily a bad thing. In fact, there are certain contexts in which anger is both necessary and valid. Let me give you an example: if you see a big, strong person bullying a young child who is weak, would you be angry? Why? [Allow children to respond]. When we see acts of injustice, we get angry...and we should get angry...because if we do not, then it shows that we don’t care, that we are apathetic to any situation of injustice. If you look at people like Mother Teresa—who fought for the cause of abandoned, disabled children, or Dr. Ambedkar who fought for the rights of Dalits and marginalized groups, why do you think they did so? [Allow children to respond]. They fought because they were against injustice...because it made them angry that poor and marginalized groups were being hurt, that they were not receiving their basic rights...but how did they show their anger? Did they take up violent actions against those who they believed were responsible for injustice? No, they led peaceful protests to help the world understand the issue, so more people could become sensitive...they set up institutions to help poor and marginalized people get help. If they had not been angry at injustice, then perhaps they would not have done anything either! So, in this session, we are going to discuss how to manage our anger in a different way...how can we use our anger so that other people, especially those who are weak and vulnerable, can actually benefit?”*
- Screen the above-mentioned youtube clips and then discuss them.

Malala Yousafzai: is a Pakistani girl, who was injured after a Taliban gunman attempted to murder her on her way to school, after which she became is a Pakistani activist for female education and the youngest-ever Nobel Prize laureate.

Iqbal Masih: was a Pakistani boy was sold into bondage by his family. He worked in the carpet weaving business since age the age of 4 years to pay off his family’s debt. He helped over 3,000 Pakistani children that were in bonded labour to escape to freedom and made speeches about child labour throughout the world.

Payal Jangid: a girl from Rajasthan, India, escaped forced child slavery and child marriage, to become the leader of the Child Parliament in her village, and fights for girls’ right to education and against child labour and child marriage.

Discussion:

- What kind of experiences did the three children you saw in the clips suffer? Was it fair/ just?
- Did they have reason to be angry?
- Were they angry and why were they angry?
- How did they express their anger?
- How could they have expressed their anger?
- Did their actions benefit others?
- What do we understand about the type of anger they experienced? Is it the same as the anger some children may feel because their parents did not buy them the video game they wanted or take them for an outing to the mall? How is it different?
- What do we understand about how anger can be converted into positive action that actually benefits others?

6. Other People's Feelings Matter

Objectives:

- To enable children to develop a sensitivity towards others' feelings.
- To use creative thinking skills to develop empathy.
- To enable children to acquire life skills relating to emotional regulation, interpersonal relations and empathy.
- To help children learn interpersonal relationship skills pertaining to empathetic responses.

Activity 6.1. Putting Ourselves in Other People's Shoes

Method: Picture Descriptions, Quiz Game

Materials: Pictures, Quiz Questions

Process:

Introduce the Session:

- Tell children that so far, we have been talking about our own feelings, how to understand and be aware of them and manage them in effective ways.
- What is equally important is how we recognize and understand other people's feelings. How we do this and how we respond to them is what makes for relationship with them.
- In this session, we will talk about other people's feelings and emotions, how we can try to understand them so we can communicate appropriately and in a helpful manner, thus making for stronger interpersonal relationships.
- Ask the children to divide into small groups (of 3 to 4 per group).
- Give each sub-group a picture and ask them to create a little life story about the character(s) in the picture based on the following questions:
 - What are these people's circumstances?
 - What might they be feeling and experiencing?
 - What are their difficulties?
 - How can they be helped?
- Ask each sub-group to present their story in plenary.
- Ask others to comment on the story i.e. make observations, offer alternatives etc.

Activity 6.2. Helpful Responses

Method: Quiz game

Materials: Statements for quiz game (see below...you may add any that you like).

- Divide the children into 2 to 3 groups or teams.
- Explain that we are going to play a quiz game. A set of statements will be provided (each team will have its turn) and they have to answer a question in relation to that

statement. The question is the same for all statements: 'If you wanted to be helpful, what would you say or do?'

- Go through the statements one by one and elicit responses from the team.
- When the team has decided on a final response, get the group as a whole to decide (through majority vote) how helpful the response was and record points for each team i.e. through a process of consensus, decide if the response was i) very helpful (10 points); ii) somewhat helpful (5 points); iii) not helpful (1 point).
- Remember what is important is for the children to generate a variety of helpful/empathetic responses—they may be allowed to try more than once to do so; encourage them to better or refine their responses as much as possible. Provide additional suggestions once in a while.

Discussion:

- What are some of the things we learnt about how to understand others' feelings?
- What are some of the things we learnt about appropriate responses to others' feelings?
- How will you use this learning in your life or everyday situations? Can you give one example of how you could do this?
- How do you think these skills of understanding others' feelings and being helpful are important? How will they help your social and interpersonal relationships?

Statements for Quiz Game

- If someone lost their purse...
- If someone lost their pet...
- If someone lost their family...
- If someone lost their rank in the exam...
- If someone got hurt...
- If someone was insulted...
- If someone was unfairly treated...
- If someone fell ill...
- If your friend was sad and you did not know why...
- If someone was HIV+...
- If someone was the son of a parent who did something wrong...
- If someone was a street child...
- Someone who's favourite toy was stolen...
- Someone who was falsely accused of stealing...
- Someone who has a physical disability...

7. Bullying and Assertiveness

Objectives:

- To value and appreciate diversity i.e. value people for their varied physical appearances/ skills/ talents/ qualities.
- To understand the dynamics of bullying and exclusion.
- To develop assertive skills, including multiple responses to bullying experiences.

Activity 7.1. The Kingdom of Inequality

Method: Group game, Listing & Analysis, Forum Theatre Technique (Rainbow of Desire)

Materials: paper, colour pencils, white board, markers

Process:

- Divide participants into three sub-groups, telling the children that we are now going to play a game.
- Explain that this is a kingdom that comprises of these three groups of individuals, and as per the rules of the kingdom, each group must play the role assigned to them.
 - Sub-group 1: comprises of people in the kingdom who are left out. They face the wall and do not participate in the activities i.e. they do not get to do anything.
 - Sub-group 2: comprises the rulers and they get to tell people what to do—if they say to jump, group 3 must jump, or if they say get down on your knees, group 3 needs to kneel. (Remember that group 1 is not to do as Group 2 says—because they are not allowed to).
 - Sub-group 3: comprises of those individuals in the kingdom, who can participate and do things. Thus, they can do as the rulers tell them and be involved in the activities of the kingdom.
- Now, get the participants to play the game (i.e. with sub-group 1 facing the wall, sub-group 2 giving instructions and sub-group 3 following instructions/ doing activities)

Discussion:

- How did each sub-group feel? (Ask individuals from each sub-group to describe their feelings—of how it was to be excluded/ to be powerful/ to be followers/ doers etc).
- Can they think of real life situations wherein three sub-group types operate? What are those? How do individuals from these sub-groups feel in real life?
- For instance, if they had to identify these three sub-groups in places such as schools or child care institutions, who would comprise these three sub-groups?
- explain to children that we are not going to talk a little more about the excluded or left-out group.
- Get the children to make a list of all the different types of people who get excluded or marginalized—such as people who are poor, people with HIV, people from lower castes or certain religions...
- When the list is ready, take each marginalized group that is listed and discuss with the children what types of experiences of exclusion/ marginalization these groups

suffer—what do people do to them to make them feel excluded? (How are they treated?)

- Next, discuss why this particular group is marginalized i.e. what is the basis on which this group is marginalized? (Is it caste, class, gender, money, lack of power...?)
- Do they agree with the logic/ basis of the marginalization? Why/ why not?
- If not, what are some possible reasons other people continue to agree with the basis of marginalization? (Discuss people's ignorance/ lack of knowledge—such as how people do not know how HIV is transmitted and so are scared and discriminate against children infected with HIV; prejudice relating to certain caste/ religion/ place...)

Activity 7.2. Accepting Diversity

Method: Picture cards and story building

Material: Picture cards of children who: i) are very short; ii) are very fat; iii) have dark skin colour; iv) have a stammer (speech defect) or a different accent; v) are highly studious—tend to read more, play less games; vi) has a parent who works as a garbage collector; vii) are poor at studies.

Process:

- Divide the children into sub-groups and provide each sub-group with a picture card.
- Ask children to build a story around the child in the picture (the protagonist) as follows:
 - What do you see in this picture?
 - What are people saying or doing to this child?
 - How do you think he/she feels?
 - What will happen next, to this child?
- Ask each sub-group to share their story in plenary.

Discussion:

- What is the basis on which people are responding to these 5 children (in your cards)?
- Skin colour, height, weight, way of speaking...why do people respond differently to such people? (Or why do they treat them differently from other people)
- Do you think it is alright to respond to people on the basis of their colour/size/abilities? Why/why not?
- Can you think of someone in your class/ institution that people make fun of because he/she is different in some way? Why do they make fun of him/her?
- Let us make a list of all the different kinds of people that people make fun of...people make fun of...?
- With reference to the list you have drawn up--should people make fun of people who are like this? Why/why not?

Activity 7.3. Can Everyone be the Same?

Method: Story building and discussion

Material: Story cards of 'Nisha's Long Braids' [without the text]; Story cards of 'The Kindest Person in Class' [without the text].

**These stories have been illustrated for use in Life Skills with younger children—wherein the story is narrated to the children. But for adolescents, the same picture cards are to be used without the text—to allow for adolescents to build the story.*

Process:

- Divide the children into two sub-groups.
- Give each sub-group a set of story cards.
- Ask each sub-group to lay out the cards on the floor, in sequence, and develop a narrative using the pictures.
- When ready, each group is asked to share their story/ narrative.

Discussion:

- What did we learn from the two stories?
- What did we learn about how we respond to people who may be different from us?
- What would happen if everyone in the world looked the same or had the same talents and qualities and the same weaknesses?
- Can you think of someone in your class/ institution that people make fun of because he/she is different in some way? Why do they make fun of him/her?
- Let us make a list of all the different kinds of people that people make fun of...people make fun of...those who are fat (as we know from Karun's story), those who may speak differently from others (as we know from Nisha's story), those who are...what else?
- With reference to the list you have drawn up--should people make fun of people who are like this? Why/why not?

Nisha's Long Braids

Nisha was new at school. She had long hair that was oiled and made into braids that hung down to her knees. Some children made fun of her:

"Here comes Nisha with two tails" they sang. Two of them even tied her braids to her chair during the math class and Nisha was in tears when she found that she could not get off her chair at break time.

"Nisha talks funny...what kind of accent is that?" said some other children.

And so, Nisha became quieter and quieter and hardly spoke to anyone at school. She usually ate her lunch alone, in a faraway corner of the playground where not many children went to play.

One day, there was much excitement at school as preparations for the school concert were due to start. The main attraction of the concert was to be a dance drama and many children were hoping to get a role in it.

"Hey Nisha, may be you can be some kind of weird tree...tie your braids with green ribbon and let them hang down may be...hahahahaha", teased one child.

"Well, you aren't even going to get to sing, that's for sure...considering your funny accent when you talk," said another one disdainfully.

So, when the dance teacher came into the school hall to begin selecting children to sing and dance in the dance drama, Nisha sank into her chair, trying to make herself as invisible as possible. "I wish I were anywhere but here," she thought. "I wish I didn't have this horrible long hair...why won't Amma let me cut it off so that I can look like the others? But Amma keeps saying that I don't need to be exactly like everyone else...and that different is beautiful! Amma just does not understand...!"

Suddenly she heard the teacher's voice say: "What about that new girl? Do you sing?"

To her horror, the teacher was looking at her. "No, no, not me," she said, not wanting to speak further lest everyone laugh at her accent again.

"Hmmm...what beautiful long hair," said the teacher. "Dancers often have long hair like your's... I wonder if you dance...?"

"A li-little," stammered Nisha.

"Well, why didn't you raise your hand when I asked at first," said the teacher, surprised. "Come forward and show me what you can do." Very nervously and hesitantly, Nisha then went to the front of the hall, amidst some jeering and laughter from her classmates. She then began to dance to the music the teacher played. After the first few faltering steps, Nisha forgot her fear, her classmates' teasing, her long braids and her funny accent. She just danced...and there was stunned silence in the hall, as she performed some of the most difficult Bharatnatyam pieces. The teacher was amazed at such talent and gave her the lead role in the dance drama.

As for her classmates, those who had teased her about her hair and accent, they came and congratulated her and apologized too. "Hey, Nisha, congratulations on getting the lead role! You really deserve it...you are a fabulous dancer," said one bully. "And we are sorry we laughed at you...we should not have hurt you so. Please let me make it up to you...let's go to the canteen and get some ice-cream," said another of the bullies.

When Nisha told her mother that evening all that had happened at school, her mother said "I told you...different is beautiful. What's the fun in everyone looking and being the same? So boring! We don't have to change ourselves to look and be like others...everyone is unique in how they look, and in the things they do...and that's why each individual is special."

The Kindest Person in Class

A large group of 5th graders were eating lunch in the school playground. It was the end of the school year and the next day was prize day.

"I am sure Geeta will get 1st prize for academics," said one child.

"Santosh the genius is sure to get the maths prize," said another.

"Meena will be best artist and John will be best singer as usual," said someone else.

"And Karun will win the prize as usual for being the fattest kid in class," laughed another child cruelly.

"Not just the fattest but also the stupidest," said another mean child, laughing loudly.

Karun looked down and ate his lunch silently. He said nothing as he cleared up their lunch corner, making sure that no debris remained. As usual, he helped Anil, the boy who had polio and had difficulty with walking, after which he helped his teacher with a heavy pile of books she was carrying.

He was used to being teased by some of the others in class, about his weight and his poor reading and writing skills. But he was very sad about it. Being fat was bad enough but to have difficulties with studies was worse and to have no talents like some of the others in class had made it almost unbearable for him.

After school, Karun walked slowly home, feeling more sad than usual because of the lunch time conversation that afternoon. He saw the new girl in class, Anita, whiz past on her bicycle and waved to her. Someone said that she was a really fast runner and a great cyclist, he thought. "I wish I were like her...maybe I would not be so fat then," he sighed.

Suddenly Karun heard a crash and a cry. Looking up, he saw that Anita had fallen down. He rushed to help her, lifting the bicycle off her leg and gently helping her up. "It hurts," said Anita, her eyes filling with tears, and pointing to her foot, which had started to bleed.

"I know it hurts...but don't worry, I will help you. Come home with me, I live nearby...and we can clean up your foot and put some medicine on it," said Karun.

When they got to Karun's house, Anita saw that although it was small, there was much noise. "Do a lot of people live in your home?" she asked.

"No, just my parents and me...and my pets", said Karun.

When they went inside, Anita and Karun were greeted by barks and meows and clucking and chirping and all sorts of animal sounds. "No, no, not now...Anita is hurt," said Karun to three dogs who came running out to greet him, two cats that rubbed against his legs, a squirrel that jumped onto his shoulder, a pigeon that had a bandaged leg and hobbled towards him.

"Why, I didn't know that you had such an array of pets", said Anita, amazed at the menagerie. "Where did you get all these different animals?"

"Karun often rescues animals that are hurt or homeless and brings them home," said his mother, who was now helping Karun to dress Anita's wound.

"Wow, Karun, what an amazingly kind person you are! And to think you never told any of us about what you do at home...I don't think anyone in school knows about this!" exclaimed Anita.

"Well, it's just that I love animals", said Karun modestly. "And I feel real sad for them when they are abandoned and homeless, or when they are injured...how can we just leave them on the street? So, I bring them home and look after them until they are well. Some of them get adopted by friends and some just continue to stay with me because they have nowhere to go."

The next day, which was also prize day, Anita told everyone at school about how Karun had helped her and about her discovery of his kindness to animals. The story of Karun's shelter for homeless and injured animals flew around the school until the headmaster got to hear about it. While Karun was sitting quietly amongst the students clapping for his classmates who won prizes for excelling in various activities, suddenly he heard his name being called: "And this year we have a new award, for the kindest person in class", said the principal. "You see, it is wonderful to be good at math or science, writing, sport, art and music and of course children deserve awards for those activities. But we believe that it is time we recognize how important it is to be kind and helpful...so the prize for the kindest person in class goes to someone whose name also means kindness...Karun—who has been unfailingly helpful to his friends. And for those of you who do not know, Karun has a very special talent...he runs a special home for injured and abandoned animals. We are very proud to have Karun in our school." There was loud applause and Anita, who sat beside Karun, slapped his back in excitement, pushing him to get up to receive his prize.

"I know it hasn't been easy to be teased about being fat or not being good at studies", his teacher said to Karun later on.

"But some things are more important...like being kind and helpful...and that's what you are, Karun", she **said patting him**.

"And if the others are smart, they will learn to be more like you instead of teasing you."

Years later, when Karun grew up, he set up a large shelter for animals that were abandoned and injured and both people and animals who came to him for help felt that he was the kindest person they had ever known.

Activity 7.4. The Teasing Thermometer

Method: Verbal Scales and narratives

Materials: A work-sheet with a ‘teasing thermometer’⁷ and space for the accompanying narrative (see below); pens/ pencils/ colour pens.

Process:

- Introduce the session: *“Teasing may be friendly and not intended to hurt. Or it may be cruel and intended to hurt someone. We will now look at what kinds of teasing we do not mind/ does not hurt us, what kinds of teasing make us feel irritated or a little annoyed, and what kinds of teasing makes us really upset and angry”.*
- Give each child a work-sheet with the teasing thermometer diagram.
- Guide children to fill out the work-sheet. (You can help those who have difficulty with writing; they can also draw pictures instead of writing).
- Ask the children to take turns to share in plenary, experiences of teasing that they would not mind/ that would irritate them/ that would make them really angry.

Note: For children who cannot write/draw, they may simply be asked to think and share their thoughts about teasing orally while the facilitator holds up the teasing thermometer work-sheet for them to see.

Discussion:

- Validate children’s experiences or feelings of being teased.
(Note: Do not be judgemental about actions that individuals place in any of the three categories. Remember that this is how they experience certain actions).
- Point out to the group the following:
 - That people may categorize different forms of teasing differently i.e. one person may feel that being laughed at is alright, but another may feel irritated by this and yet another person may actually feel very upset.
 - Thus, we are all different in how we respond to various forms of teasing—this is important to understand also because when we tease others/ joke around with them, we need to be aware that not everyone may find it funny; some may find it hurtful (even if we did not intend it that way).

Activity 7.5. How to Respond to Teasing

Method: Craft

Material: Work sheets from previous session; the Smart Pocket and cards (with responses to teasing)

Process:

- Show children the (sample) paper pocket and explain that every day, we can all carry with us a special pocket of responses to teasing—this is also called the smart pocket because the responses contained in it are clever and helps us by preventing us from feeling or being hurt.

⁷ This teasing thermometer activity is drawn and adapted from personal safety education workbooks developed by Dr Sangeeta Saksena and Dr Shaibya Saldanha, Enfold NGO in collaboration with Dr. Shekhar Seshadri, NIMHANS.

- Tell them that the pocket contains a range of responses that can be used with people who tease or bully us.
- Give each child a paper cut of the pocket, guiding them to colour it and stick the ends to form a pocket.
- When the pockets are made, provide each child with a set of responses, written on little chits/ paper-cut outs—place them in each child’s pocket.
- Ask the children to sit in a circle and place their work-sheets before them.
- Turn by turn, ask them to pick a chit out of their pocket and read it aloud in plenary. Then ask him/her to place (and stick it) against the teasing action written on his/her work -sheet. For example, one chit may read ‘ignore the people who are teasing me’—against which teasing action would the child like to place it?
- Do a few rounds of this until the children get an idea of how to match their responses to teasing actions—then allow them to continue on their own. In case they want to use the same response for more than one teasing action, give them additional blank paper chits to create copies of the response they want.

Discussion:

- Summarize the various types of responses we can provide to people who tease us.
- Did you find any of the methods particularly useful or do you think any of these methods might work better than others?
- Which ones had you never thought of before? Which ones might you try in the near future?
- Now that you have a pocketful of smart responses to dip into if you are teased, how do they feel now about being teased? Can you manage these situations? Would you be less fearful about them?
- Encourage children to take their ‘smart’ pockets with them as they leave the session, along with the work sheets and the responses, telling them that they can always dip into the pocketful of smart responses if they are teased.

Activity 7.6. A Speech on Discrimination

Method: Public speaking

Materials: Paper and pencil

*Children who are unable to write need not write their speeches—they can think for a time and then make the speech).

Process:

- Tell the children to imagine that they are each going to address a gathering of children (as chief guest) who have had experiences of exclusion/ discrimination in various ways, such as due to HIV infection or being short/ dark, or speaking with a different accent from everyone else at school...and so on.
- Based on the understanding they now have (after discussion) on how exclusion and discrimination plays out, ask them to prepare a short speech (about 3 to 4 minutes long) they would use with this gathering of children:
 - What would they say to such children?
 - What would they say to help them with their feelings of distress?

- What advice would they give them to respond to experiences of exclusion and discrimination?

Discussion:

- How were you coping with exclusion and discrimination experiences before this session/ these activities?
- What have we learnt now about exclusion and discrimination issues?
- How would you deal with them in your life now? (Examples?)
- Remind the children of some of the work done in the self-identity exercises/ Who am I to link this with some of the ways in which they can respond confidently or assert themselves in contexts of exclusion and discrimination.

8. Conduct

Objectives:

- To enable children to understand social rules about conduct, particularly pertaining to coercive behaviours and stealing.
- To enhance children's prosocial skills.

Activity 8.1. *Getting What We Want*

Method: Group game

Material: Paper, pencil & erasers, colours

Process:

- Divide children into 3 sub-groups.
- In plenary, tell them that they are going to be given a task to do—to draw a picture (any theme), but that all sub-groups will not receive the same resources.
- Tell them that: sub-group 1 will receive paper (give them the sheets of paper); sub-group 2 will receive pencils and erasers (give these materials to them); sub-group 3 will receive colours (give these materials to them).
- Next, tell each sub-group that they need to get what they need to complete their art work/ picture, from other groups but that each sub-group will receive instructions (from the facilitator) on how to obtain the materials they need.
- Call each sub-group out of the room one by one and instruct them (so that the other sub-groups do not hear):
- Sub-group 1: 'you need to get access to colours and pencils/erasers from the other sub-groups by using force—like grabbing, snatching from them i.e. without their permission.
- Sub-group 2: 'you need to get access to colours and pencils/erasers from the other sub-groups by stealing—taking stuff from them when they are not looking i.e. without their permission.
- Sub-group 3: 'you need to get access to colours and pencils/erasers from the other sub-groups by asking them politely/ requesting them...if they don't give stuff immediately, to gently persuade them or come back after a few minutes and ask again.'
- Now ask the children to begin the activity—starting with procuring the materials they need and moving onto drawing the picture. Remind them that each group must stick with the instruction provided to them earlier—without telling the other sub-groups what their instruction was.
- Allow the activity to proceed for a while. Irrespective of whether everyone was able to draw their pictures or not, stop the activity after about 20 minutes.

Discussion:

- Ask each group to share how they felt as they executed the instruction given to them (the sub-groups may now share in plenary what instruction they were given).
- How were the other sub-groups impacted? i.e. how did they feel?

- What are the various ways in which force is used? (physical—like pushing/ hitting, or verbal—shouting/ threatening...)
- Why do people/ children use force on others? (Discuss how force may be used to make other people do things we want them to/get what we want from them...)
- What are some other situations we can think of, where people use force on others?
- Is this the best way to get what we want from others/ make them do what we want them to? Why/ why not?
- Are there other ways to get what we want from others/ make them do something we may want? (Discuss asking/ request/ permission...).

Activity 8.2. Permission and Consent

Method: Group card game

Materials: Set 1: Illustrated cards depicting situations wherein permission is requested for: i) Personal Belongings; ii) Personal Space; (15 picture cards in all) iii) Joint Actions; Set 2: Response cards—those granting permission-- ‘yes, you/we can...’ and those not granting permission-- ‘no, you/we cannot’ (7 ‘yes...’ cards and 8 ‘no, cards...’)

Process:

- Explain to the group that that we have discussed the use of force and the problems with it, and we know now that most situations require taking consent and permission from others. So, now let us get some more practice when and how we how to ask someone when we want (to do) something.
- Ask the children to divide into pairs and sit in a circle (each part of a pair sits beside each other).
- Shuffle and place set 1 and 2 of the cards in two separate piles at the centre of the circle.
- Ask a pair to come forward; ask one of them to pick a card from set 1 (permission cards) and the other to pick a card from set 2 (the response pile). They can show it to everyone and read the message on each card. For example, the permission card may say ‘Please can I borrow your bicycle?’ and the response card may say ‘Yes, you can’.
- Ask the child who requested permission to now respond to the response card: ‘if your friend says ‘yes’, what would you say next?’
- Similarly, if the response card had been ‘no, you can’t’, Ask the child who requested permission to now respond to the response card: ‘if your friend says ‘no’, what would you say next? Remember that you really want to ride the bicycle...how would the situation/ conversation proceed?’

Discussion:

- Can you think of other situations (apart from what we saw on the cards) wherein we need to take someone’s permission before we do something?
- Why do people need to take permission/ consent?
- What happens if we do not take permission?
- How would you feel if people did something without your permission?

- Suppose permission is refused to you, how would you respond? What could you say or do?
- Discuss the importance of permission/ consent:
 - How taking permission from another person when we need something indicates our respect for others' feelings/ choices.
 - Why it is important to respect their feelings and choices even when they are not the same as our own i.e. in case they refuse permission.
 - How asking for permission and not going against people's wishes (when permission is not granted) helps us keep our friendships (as others do not get upset with us/ they trust us to respect their wishes) versus how going against permissions and people's wishes makes them angry and not want to be friends with us.

Activity 8.3. Making Decisions about Taking Others' Belongings

Methods: Story building

Materials: Story stems and illustrations

Process:

- Present each story stem or illustration to the children.
- Ask them what is happening in the illustration (unless you have already told the story).
- Ask children to continue the story:
 - What should Manish do?
 - Why would he decide to do that?
 - What happens next?

Note: Invite the children to share their responses even if varied—and consider the basis of decision-making/ consequences in all of them.

- Present the alternative scenarios and ask children to consider:
 - Which alternative (including child's and other two presented by therapist) do you think was the best one for Manish to have chosen?
 - Why?

Discussion:

Ask children what we learnt about how we make decisions

- When we take things that belong to others without their permission, what is that behaviour also called? (stealing)
- Why is this behaviour a problem?
- What can be the consequences of it? (with reference to specific pictures...what would happen to this girl/ boy...?)
- Other than the police catching them/ being punished, what else might be a problem for people who engage in this behaviour? (Prompt: what would other people say about them? What they have friends? Would others trust them and want to be with them? Why/ why not?)

Story Stem (A)

One day Manish was standing at the bus-stop and waiting for a bus to go to the market. It was very crowded. Among the many people standing there, he saw a young lady holding a green hand bag; from the hand bag, he also noticed a wallet sticking out—she must have forgotten to push it into her bag properly. When the bus came, people pushed and jostled to get in. Somehow Manish got in and found himself standing right behind the lady with the hand bag.

How easy it would be, he thought, to reach out and take the wallet...she would never feel it being removed as the bus was so crowded...he could use the money in the wallet to buy sweets and chips...after all, when he asked his mother for money, she had refused to give it to him. Now here was an easy way to get some money. As he looked around, and was about to reach for the wallet, he suddenly saw a policeman standing just nearby.

Some Alternatives (for Story Stem A):

Manish got scared when he saw the police man and decided that he had better not take the wallet. He was worried that the policeman would catch him and punish him. So, he waited until his stop came and got off at the market where he was going.

Or

Manish was scared when he saw the policeman but felt like he really needed to get the money in that wallet. And he also thought that since the bus was so crowded, the police man would not notice. So, he went ahead and took the wallet. Just as he was about to put the wallet into his pocket, the police man caught him by the collar and shouted: 'You thief! I saw you stealing the wallet! You have to come with me now to the police station...I will report what you did and call your parents.' Manish was forced to get off the bus and go with the policeman to the police station.

Story Stem (B)

Manish saw a new brand of chocolate that was displayed in the shop window near his house. He loved chocolate and he wanted to taste this one. When he went to ask his mother to give him some money to buy it, she said that he would have to wait until next week end as he had already eaten lots of sweets in the last few days. Manish was angry and he insisted that they buy the chocolate now. He threatened to take the money from her and buy it anyway. But his mother refused, also saying that he was not supposed to take money from her purse without her permission; 'if ever you do that,' she said, 'I will punish you.'

He sat in a corner all day and refused to speak with anyone. In the afternoon, he noticed that his mother had left her purse on the table and she had gone to rest. He opened the purse and found Rs.100 in it.

Alternatives (for Story Stem B):

Manish was about to take the money so he could go and buy the chocolate when he remembered that if he did not obey his mother i.e. if he took the money without her permission, she would punish him. So, he thought that he had better obey her, and did not take the money. He decided that he would simply have to wait until next week to try the new chocolate.

Or

Manish took the money and went to buy the chocolate, which he ate on his way home from the shop, carefully disposing the wrapper outside, so that no one would know he had taken the money and eaten the chocolate. Later in the evening, his mother called him and said that she had found Rs.100 missing from the purse. She asked if Manish had taken it. He denied having taken it. She tried to persuade him to tell the truth, saying that she knew he had taken the money. When he refused to admit that he had taken the money, she got even angrier because she said he was telling lies. She had already confirmed it was him as Manish's little sister had seen him take the money and told their mother. 'Since you stole the money and lied to me, and you did not obey me, you must be punished,' she told Manish. His punishment was that he was not allowed to go for the school picnic the next week and his play time was cut down by one hour.

Story Stem (C)

Manish was not very good at keeping class notes and the exams were drawing near. He was starting to worry about what to do and how to study and pass the exams. One day, as he was walking into class, he met his friend Rahul, who was very good at keeping class notes. Rahul was so organized and well prepared that he always did very well in the exams.

Rahul: Hi Manish...how are you? Preparing for the exams?

Manish: Arreyaar, I cannot find half my notes...and it is so difficult to prepare for these exams.

Rahul (confidently): Well, I have all my notes in place...it's never really a problem for me.

Manish (somewhat depressed): I know...we are not all like you!

Rahul: Want my notes?

Manish (surprised): Are you saying you are willing to share your notes? I can't believe it...I thought you never share your notes with anyone!

Rahul: True...I do not...and I am not sharing my notes for free...you have to do something for me...only then I will give the notes to you.

Manish: Ok...I will do anything to get your notes, yaar...just tell me and I will do it!

Rahul: You see that red pencil box there...on Akshay's desk? I want that box...it also has a new pen in it...and a magic pencil, a really nice eraser. If you steal Akshay's pencil box for me, I will give you my notes.

Manish: But that pencil box is his...I cannot steal it...what if the teacher finds out? What if I get punished by the principal? I am scared...

Rahul: Then be scared...and fail the exams...because then you are not getting my notes.

All day, Manish thought about it...whether he should steal the pencil box so that he could get Rahul's notes and pass the exam...or not...then how would he pass the exams?

Alternatives (for Story Stem C):

During lunch time, when Akshay was out playing, Manish slipped into class and took his red pencil box. He then ran quickly to Rahul, who was waiting for him behind a tree in the playground. When Manish gave Rahul the pencil box, Rahul gave Manish the notes for the exam. No one saw them.

Or

During lunch time, when Akshay was out playing, Manish slipped into class and took his red pencil box. He then ran quickly to Rahul, who was waiting for him behind a tree in the playground. When Manish gave Rahul the pencil box, Rahul gave Manish the notes for the exam. Another child from class saw them, recognized Akashay's pencil box and complained to the teacher.

Or

Manish found Rahul at the end of the day, said he had thought about it but could not steal Akshay's pencil box...not even in exchange for Rahul's notes which would help him pass the exam.

Story Stem (D)

One day, Manish was playing cricket with his friends in the school playground. He was fielding the ball at the far end of the playground when he found a Rs.500 note lying on the ground. He picked it up and wondered what to do. He had been wanting Rs.500 to buy a toy car that he had seen in the shop. He had been saving up for it through his piggy bank. However, he only had Rs.200 at present and would need another three months before he would be able to raise the savings to Rs. 500, which is how much he needed for the car. Now that he had found Rs. 500, he could buy the car immediately. But he remembers that the money is not his...

Alternatives (for Story Stem D):

Manish thinks: 'finders keepers, losers weepers' and decides to keep the money himself and buy the car he wants. But as he is putting the money in his pocket, one of his friends sees him do this. He immediately tells the other boys: "Manish is a thief...he just took some money he found lying on the ground and put it in his pocket. It is not his...Manish is a bad boy...he cannot be trusted and we should not play with him. I am going to tell teacher that he took the money..."

OR

Manish feels that the money is not his and picks it up and tells his friends: "Hey I found some money...I wonder who it belongs to?"

He then goes to the teacher and gives her the money and tells her where he found it. The teacher says: "Manish, you are a very good and honest boy...many others in your place may not have returned the money; they would have kept it for themselves. But I am happy that you are not that type of boy...and you are really upholding our school motto that honesty is the best policy."

Later, the teacher found out that Rohit had lost the money. Rohit thanked Manish sincerely for finding and returning his money: "Manish yaar, you are the best...that was my lunch money and my mother would have been very angry if I had lost it. You really are a friend...thank you!"

At the end of the day, the teacher told the whole class about Manish's honesty. "He is a great example to us all—and I want everyone to be as honest as Manish", she said. The class clapped for Manish.

Activity 8.4. Monsters and Balloons

Method: Board Game and Discussion

Materials: ‘Monsters and Balloons’ board game (see below—can be enlarged and printed for use. If printed in size 5 ftX6ft, up to 12 children can sit around it); coloured pons (as many as there are children playing); dice

Process:

- Place the game on the floor and have children distribute themselves around it in such a way that they have a clear view of the board.
(Note: If there are many children, they could even be put in teams that take their turn to play).
- Explain that the game functions like ‘snakes and ladders’—except here, there are pictorial depictions/ messages about certain behaviours.
- Similar to other board games, each child throws the dice and moves along the boxes.
- If a child lands on a particular box, the picture/ message is read and if it is an anti-social behaviour, you go ‘down’ a monster and if it is a prosocial behaviour, you go ‘up’ a balloon.
- As the children move through the game, the facilitator engages the children in questions about these pictures and messages/ behaviours:
 - Why would this behaviour make us go ‘up’ a balloon? Why is it a good behaviour?
 - Why would this behaviour make us go ‘down’ a monster? Why is this behaviour a problem?
 - What are the consequences of each behaviour (good or bad)? (And therefore why should we engage or not engage in it?)

Discussion:

- What are some of the helpful and unhelpful behaviours we learnt about through the game?
- Generally, what impact do helpful behaviours have on us and on others?
- Generally, what impact do unhelpful behaviours have on us and on others?
- At the end of the session, before closing, ask each child (by turn) to think of either 1 helpful behaviour they performed over the last two weeks (or one helpful behaviour that they plan to try out in the coming week)—appreciate them for their sharing and helpfulness.

Note: Issues pertaining to power and violence-related behaviours are covered in Adolescent Life Skills II on Gender, Sexuality and Relationships. The facilitator is free to draw on activities from there for further work on violence and aggression issues with adolescents.

9. Substance Use

Objectives:

- To facilitate development of understanding of the children's own behaviour (antecedents and consequences).
- To enable self-management skills such as money management, pursuit of healthy recreational pursuits, health care and treatment seeking.
- To enhance self esteem and motivation.
- To ensure relapse prevention, including understanding of the perceived benefits and harms, process of relapse, drug refusal skills, understanding the role of social support/family.

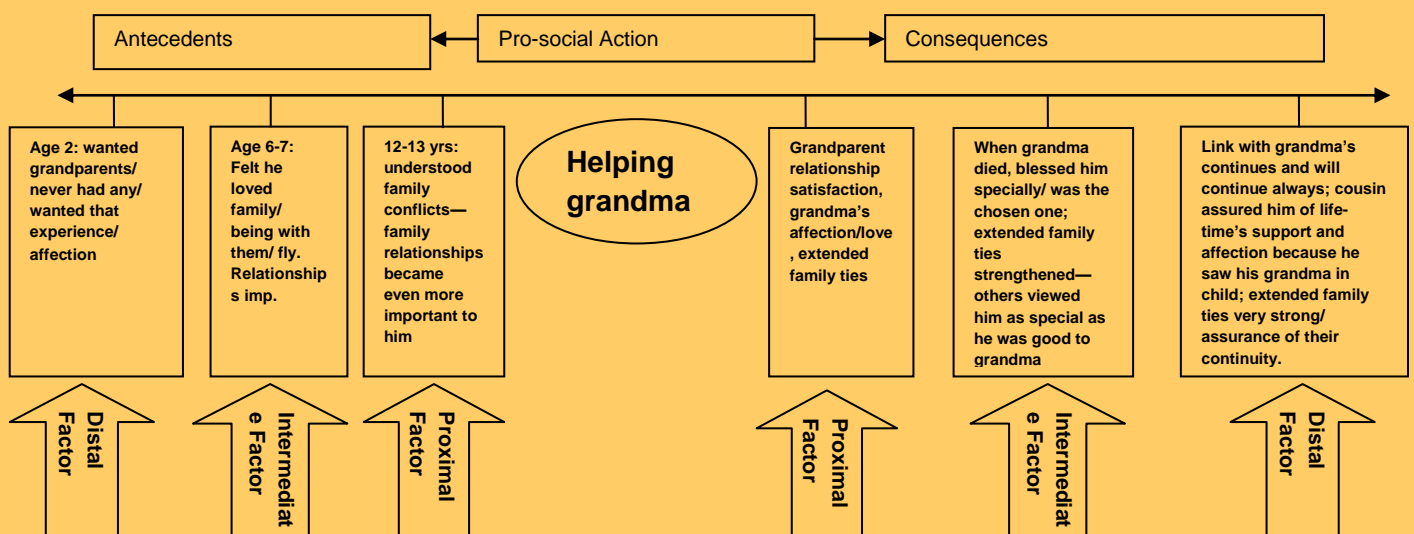
Activity 9.1. Things we Do: Reasons and Consequences

Method: Listing, mapping and discussion

Materials: paper and (colour) pencils

Process (A):

- Ask each child to list pro-social activities (activities considered good or useful) he/she has carried out (in the recent past or distant past—in case he/she cannot recall one implemented recently).
- Ask each child to select any one of these pro-social activities.
- Chart the antecedents of the activity:
 - Recall the period when this particular activity started (Where were you? What were you thinking? Your priorities? Other people around you and how they influenced you...)
 - Recall the period just before doing this activity (what were some of the reasons/ motivations for your doing this activity?)
- Chart the consequences:
 - Immediate consequences (what happened immediately after doing the activity?)
 - Long term consequences (Think about the period of 5 year down-the-line if this activity continues...)
- Ask each child to map out the activity as follows (below is an example):



- Explain to children that:
- Proximal factors are those events or issues that happened a few days before the activity/ action.
- Intermediate factors are events or issues that happened a few months before the activity/ action.
- Distal factors are events or issues that happened a few years before the activity/ action.

**If children can only recall proximal or intermediate factors, that is fine.*

Discussion:

- In plenary, ask children to share their maps and explain how they charted their prosocial activity.
- Discuss how nothing we do is random or completely thoughtless—even if it appears so, or we are not quite aware, there are always a set of factors that prompts a certain action...these may be events that occurred/ thoughts that are had long ago...and that there are also a set of consequences.

Process (B):

- Repeat the Process (A) but this time request children to think of some negative/antisocial activity including substance use (such as smoking or drinking alcohol) and chart the antecedents and consequences of the activity.

Discussion:

- What are the differences in antecedents and consequences between the two types of activities and maps that the children have created?
- Enable children to understand the chain of thoughts/ events/ decisions that lead to different types of actions on their part (positive and negative).
- Introduce the following ideas and discussions:
 - How different things we do or ways in which we make decisions have different impacts/ consequences on ourselves and others... the idea that 'what we do now is going to affect us in the future.'
 - Realization that the long term effect might be different from the immediate effects.
 - The need to start thinking of the factors that lead to initiation or continuation of any activity.
 - Everyone has a choice in indulging in or not indulging in a given activity (such as substance use...) and that they are not helpless victims of circumstances.

Activity 9.2. Happy Hands

Method: Reflection and listing

Material: None

Process:

- Show children the hand and ask them to list all the different things that our hands can do (such as playing/ writing/ hitting/smoking...)
- Enact some of the activities that can be done with the hand.
- Ask children to assign happiness scores to each activity listed (how much happiness does this activity give you on a scale of 0 to 10, with 0 being low and 10 being high)

Discussion:

- How do different ways of using your hand and the happiness you gain from that make a difference in the choices you make?
- Some things we do with our hands may make us happy but what kinds of consequences might they have to us/ to others?
- So, can we make our choices based solely on the happiness scores or must we consider other issues too?
- For which activities can we make our choices solely based on happiness scores for which ones must we consider other factors? (health/ legal consequences/ impact on others around us...)
- Discuss how it is important to:
 - To become aware of their emotions and what makes them happy.
 - Distinguish between happiness derived from negative things and happiness from pro social activities taking a longer term perspective.

Activity 9.3. Once Upon a Time...

Methods: Story-telling and narrative

Materials: Picture cards--

Card 1: Child with the family

Card 2: Child on the railway station (running away from home)

Card 3: Child with his new peer group

Card 4: Child using inhalants

Card 5: Depicting problems due to drug use –social, legal or health related

Card 6: Blank card

Process:

- Introduce the session: *“Every human being is a story and every human being has a story- story of relationships, education, story of love, work etc. Each story has many twists and turns. Let us make a story together. Each child will add a line or two to the story”.*
- Show children six pictures based on which they build a story of the life of a child who is currently living on the streets.
- Show children the first card depicting the child with the family and use the following questions to begin building the story:
 - What is his name?
 - What is his background? Who does he stay with?
 - Who are his friends? What are his likes and dislikes?
 - What are his desires? What are his circumstances?
 - What is he thinking? What are his emotions?
- Show the children the rest of the cards, from card 2 to 5 and ask them to narrate the events in the child’s life...including the child’s motivations for his actions/consequences of actions/ his feelings.

Discussion:

- How did the child feel in each situation (card)?
- Why did he do what he did in each situation (card)?
- Ask children about happiness score for each picture.

- Use the blank card (card 6) and ask the children what should happen to change the outcome to a more desirable one for the child in the story i.e. what could the child have done to change what happened in each situation?
- What thinking would each of you use to fill the blank card? What events or decisions would you want to change in your life if the outcomes were to be different/ happier for you?

*Alternatively: Re-tell the story in such a way that what happened due to which the child did not run away from home or such that his health did not suffer. The questions should focus on issues that will facilitate motivation.

Activity 9.4. Saying 'No' to drugs

Method: Role play

Materials: None

Process:

- Ask two children from the group to volunteer to do a role play where a street child is forcing another child to use inhalants (or cigarettes/ alcohol) who, in turn, is trying to refuse. The child who is being offered inhalants is already in distress due to some life situation.
- After the enactment of the role play, ask the group to offer suggestions to the child about what he could have said or done to refuse more effectively.
- Ask volunteers to re-enact the role play—this time using the suggestions given by the group.
- Re-enactment can continue until the group is satisfied or appropriate response is elicited.

Discussion:

- What is happening?
- What are the emotions?
- What are his difficulties in refusal?
- What does he need to do so that the situation ends in his favour?
- What kind of strategies can one use when one is being offered or coerced into using substances?
- What would be your reasons for refusing to use substance?

Activity 9.5. Health Management

Methods: Discussion

Materials: None

Process (A):

- Ask children to think of a role model that they have – it could be a film star, a sportsperson or anyone they admire.
- Ask them to think of the qualities or health related aspects of that person (e.g their physical appearance or nutrition). (A child could even enact this role model).
- Discuss the complete framework of other health-related

The complete framework developed usually includes...physical appearance, clean clothes, exercise, drug free life nutrition, sleep, daily routine. hygiene, clean environment

issues e.g. “what do you think must be the level of his/her physical activity?” or “what do you think he/she must be doing when he/she falls ill?”

- Also discuss non-use of drugs as one of the health-related aspects.

Activity 9.6. Understanding Substance Use as a Disease

Method: Discussion using disease analogy

Material: None

Process:

- Discuss a disease (such as malaria/ dengue or any disease that children are familiar with) using concepts of: agent, host and environment.
 - Agent: the virus or organism that is responsible for causing the disease.
 - Host: the human who gets the disease.
 - Environment: the factors that affect the host and expose the host to the agent (through which he/she gets the disease).
- Now use an issue such as substance use (smoking/ drinking/inhaling solution) as the problem or disease and discuss:
 - What is the object/ organism responsible for causing the problem or disease?
 - What kinds of people get the disease?
 - What kind of environment supports it?
 - What if the people around are such that they resist it or don't support it?

Discussion:

- How smoking/ drinking alcohol or using substance is also a disease...
- Why substance use considered a disease (because of how it affects our bodies/ actions/ ability to carry out day-to-day activities...)
- That there are medications and treatments available for people who want to stop using substances but find it difficult to do so...for example, nicotine gum is used by people who want to stop smoking; similarly, there are tablets that can help one quit alcohol drinking.

Activity 9.7. Observable Health Impacts of Substance

Method: Practical experiments and demonstration

Materials: Youtube clip-- <https://www.youtube.com/watch?v=Tiyay6MPDGw>

2 litre plastic bottle, 1 cigarette, 1 rubber band, 1-2 tissue paper/filter paper, match box, 1 old ball point pen, Water

Process:

- Introduce the session: *“As you all know we have been talking a lot about using substances such as cigarettes, alcohol, ganja etc. Today let us do a practical experiment together to see how one cigarette can affect our lungs.”*
- Tell the children that before we begin the experiment, there few safety measures which we need to take as we will be using fire. Inform the children that this should be never done without the supervision of an adult and one should be very careful while using the matches as there will be chances of getting burnt.
 - Gather all the required materials and show them to the children, naming each object.

- Then demonstrate the experiment step by step as below:
 - Take a 2 litre plastic bottle and make a hole near the base of the bottle and plug the hole with a pen with its lid. Now close the lid and fill the bottle up to 3/4th with water.
 - Make another hole in the cap of the bottle and press fit the filter tip of the cigarette in this hole. Screw on the cap on the bottle top.
 - Now light the cigarette and open the pen lid below to allow the water to flow. While the water pours out, it is going to suck air from the top and fills the bottle which is the cigarette's smoke.
 - Now remove the lid take 2 layers of filter paper/ tissue paper and tie it with a rubber band on the mouth of the bottle. Now blow out the smoke, until the bottle becomes transparent from being smoky.
 - The tissue paper behaves like a sieve when the smoke is blown out.
 - Now open the cap and you will see the nicotine- the tar.
 - This is what a cigarette does to lungs.
- After the experiment, tell the children that nicotine is a chemical which is present in tobacco/cigarettes and causes harm to our body. Smoking and tobacco use can harm every body system and lead to health problems such as heart disease, stroke, emphysema (breakdown of lung tissue), and many types of cancer — including lung, throat, stomach, and bladder cancer. People who smoke also have an increased risk of infections like bronchitis and pneumonia.

Discussion:

- What do you think now about smoking?
- Tell them how it is important to know how a substance can impact our body and how it may cause serious health issues—so that we make decisions based on information and knowledge.

**Similar discussions can be initiated on the harmful effects of other substances.*

Activity 9.8. The Great Doctor's Advice

Method: Role play

Materials: None

Process and Discussion:

- Request one child to volunteer to be a doctor and introduce him/her to the group as the 'great doctor' and one who has solutions to all substance-related problems.
- Ask the others in the group to come to him one-by-one and present their substance and health-related problems.
- The 'great doctor' is asked to give each child solutions to his/her problems—the suggestions may include those related to general hygiene, cleanliness of the surroundings, food habits, exercise, treatment seeking, sleep habits, abstinence from drug use, and advice on refraining from high risk behaviour among others (the facilitator can help and support the doctor).

Activity 9.9. Panel of Experts

Method: Game and Discussion

Material: A box with a plastic bag, ink eraser fluid bottle, 'beedi' or cigarette, an empty alcohol bottle, potato chips, book, playing cards (any other objects you wish to include).

Process:

- Ask 3 children to take on the roles of a great doctor, a municipality worker and a child leader.
- You (facilitator) play the role of a "jamoora/gypsy" and is dressed like one. Pull out objects one by one from the box and describe the observed details of each object.
- Invite a discussion on the benefits and harms of each object from the panel of three (great doctor, a municipality worker and a child leader).

Discussion:

- Ask for the opinion of the entire group of children (as the 3 children talk about the benefits and harms of each object).
- Provide a relative analysis in the end of risks versus benefits of each object.
- Invite discussions on other aspects of risks and benefits, through activities that children engage in/ objects they use.

Activity 9.10. Money Management

Method: Game

Material: Fake money bills (notes of Rs. 1000/ 500/100/50/20/ 10 denominations)

Process:

- Introduce the session: "We are going to look at ways in which we spend our money...what we buy, how much we spend and on what...so that we see what our expenditure looks like and whether there are other ways we might like to plan our spending."
- Ask a child to come forward and hand him/her a bunch of (fake) notes, telling him/her what the total amount is.
- Ask him/her to explain how he/she would plan to spend his income under various heads.
- Repeat the exercise with other children so that children see that there are many ways of using money and come up with more categories of options for spending money. [Possible options that the children could come up with are: necessary expenditure such as food, entertainment e.g. movie, saving, drug use, giving to family or friends, health related expenditure, travel, expenses for personal care]

Discussion:

- Get children to score each way of spending money on the happiness scale (0 being 'no happiness' and 10 being 'maximum happiness').
- Discuss which ways of spending are optimum or healthier:
 - Is it healthy?
 - Is it recreational?
 - Is this amount too much or too less for this category of expenditure?
 - How much will you save?
 - Why is there need to save? Where will you save?

Activity 9.11. Relapse Prevention

Method: Psychodrama

Material: None

Process:

- Ask a child volunteer to come up and explain the process of his last relapse to inhalant use or smoking (either describing an external or an internal trigger).
- As he/she is speaking, ask other children to come up front one by one (voluntarily) and:
 - Give arguments and reasons to support the child in his/her decisions and relapse (auxiliary ego)⁸, by standing behind the him/her and putting their hands on his/her shoulder.
 - Or
 - Oppose him/her (alter ego)⁹ and provide arguments against substance use by standing in front of him/her

*The facilitator may have to gently persuade the children to get them involved in the activity.

- Repeat the exercise twice - once for an external trigger and another time for an internal trigger.
- The activity can be repeated reversing the roles of the characters i.e. by getting the child who plays the role of having relapsed to be the supporter or opposer. This allows the debate to settle in the mind.

Discussion:

- What is happening in these situations?
- What are the feelings of the person who makes the choice to use substance again?
- How else could this have been resolved?
- Ask children to list possible relapse causing triggers and how they would counter them.

Activity 9.12. Social Maps

Method: Art and mapping

Material: Large sheets of paper and (colour) pens/pencils

Process:

- Use chart paper to make children draw their network maps (geographical maps) in terms of:
 - Where they get up, where they sleep, where they go throughout the day, who all do they meet.
 - Get involved in the activity with one child first and guide him through it while demonstrating to the others. (This allows the others to understand the activity and carry it out).
- Ask children to describe network in terms of :
 - Number of people met at each place
 - Various networks
 - Overlap in the networks

⁸ An auxiliary ego, also known as simply an auxiliary, is the position taken by other participants in a role-playing exercise, or psychodrama, in order to simulate particular situations for the protagonists.

⁹ An alter ego is a person's secondary or alternative personality.

- Supportive/unsupportive networks
- Hostile spaces/affirmative spaces
- Safe spaces/unsafe spaces

Discussion:

- Are the people you meet safe and supportive?
- Are the spaces you use safe, comfortable and predictable?
- The peer networks you are in...are they people who have a vision for the future? Do they engage in prosocial activity?
- Chances of substance use higher if...

Activity 9.13. Building a Strong House

Method: Game, art

Material: Wooden blocks/ building block sets (usually used for children), chart paper and colour pencils

Process:

- Ask children to construct a safe house, using the building blocks. Prompt them with certain statements such as :
 - If bricks are less/weak, what does he need to strengthen it?
 - If the shape and size of the bricks (blocks) are not suitable, what do you do?
- Ask children to list (write or draw) out on the chart paper the strengths and weaknesses of the house.

Discussion:

- Let us imagine that the building of the house is like building your life...people, situations, decisions that would enable you to build a strong and safe life.
- Brainstorm within the entire group in the end about how the safe house/safe social network helps to prevent a relapse.
- Talk about shared vision, trusting the right people, making safe choices...

Activity 9.14. What I learnt

Method: Game

Material: Photographs of sessions (if available)

Process (A):

- Re-cap all the sessions on substance abuse by:
 - Showing children flashes of photographs of scenes from each session
 - Asking children to name a movie or a song that reminds them of various sessions on substance use.

Process (B):

- Invite 2 children to create a doorway by joining their hands above their heads
- Request the children to pass through the 'doorway' after saying what they learnt, what they liked, or how long will they remember what they learnt.
- The children who form the door can ask questions such as "How will we be convinced that what you learnt will remain with you in the future", "Suppose life takes a different turn...what will you do?" etc.

10. Leadership and Responsibility

Objectives:

- Forming children committees in schools and institutions.
- Helping children to undertake leadership roles and its responsibilities.
- Providing children an understanding about systems and related ideologies such as democracy.

10.1. Leadership Qualities

Methods: Listing and discussion

Materials: blackboard and chalk

Process and Discussion:

- Tell children that over the last few months we discussed our emotions, our worries, anger problems, and other issues. We are now going to work towards a system wherein we look after each other and ensure that everyone is safe, gets what he/she needs and is happy.
- Tell them: “Every country or state or organization, as you know, has a government...essentially a system to maintain law and order, and provide people with facilities and needs, so that people can work and live comfortably”.
- Ask children to list all the different types of spaces that have leaders (and who the leader is in that space or agency). List these out, in plenary, on the blackboard.
- Next, ask children to list why we have leaders in these spaces and agencies? What is a leader supposed to do? What would happen if we did not have leaders?
- Allow children to share their thoughts on leadership in schools/ institutions/offices etc.
- Then, ask the each child to mention one quality that they think that a good and effective leader should have. List these qualities on the blackboard. [They may include helpfulness, honesty, fairness, trustworthiness, efficiency, non-violent, good communicator...].
- Discuss why each of these qualities is important to the running of a system...and what would be the consequences of a leader not having these qualities.

10.2. Forming Parties: Who we are and what we stand for

Methods: Listing and discussion

Materials: Chart paper and colour pencils

Process:

- Introduce the session: *“In the last session we discussed about the leader and leadership qualities. Today we will talk about how leaders are chosen. Ask children what they know about elections i.e. what they have seen and heard about state elections, for instance, so that you elicit their understanding on political parties and election symbols”.*

- Tell the children that just like there are parties in state or country elections, and there are leaders for each party, we will divide among ourselves into groups so that each group will form a party.
- Divide the children randomly into small groups of 5 to 6 members.
- Ask the children to do the following in their small groups (give one instruction at a time):
 - Give their party a name- one that would represent the beliefs and values of the group or party.
 - Develop and draw out a symbol for their party (like the BJP party has a lotus symbol/ the Congress party has a hand symbol)...a symbol that reflects the party's name and ideology.
 - Develop a slogan or a tag line for their party.
 - Nominate or decide on one person who will lead the party (Remind children about leadership qualities discussed earlier).
 - To prepare a brief speech that they/ their party leader will give to others/ the public about their party. (What do they stand for? What would they do if they were elected? What is different or special about their party and functioning?).

Discussion:

- Request each party to share their name/symbol/slogan and present their speech.
- Thank and appreciate all the children for the participation.

10.3. Election Day

Methods: Election/ voting

Materials: A shoe box with a slot in the top makes a nice ballot box; Sheets of paper and markers.

Process (A):

- Announce the leadership posts/roles for which elections will be held (in the next session). For example, posts may include: president, vice president, representatives or in-charge for library/ cultural activities/ sports/ hygiene & personal care/ welcoming & orientation of new children/ anti-ragging.
- Ask each party to nominate a candidate for each of the post i.e. a single party needs to nominate a candidate for president, one for sports representative, one for cultural activities etc.
- Once they are ready with the nominations, announce that it is election day and that we will now proceed to vote..

Process (B):

- Ask the children what they know about how people vote i.e. when a vote is cast by an individual, does everyone know who he/she is voting for? How is it done then? Why do we use the secret ballot method? (Discuss the basis for secret ballot—how a person has the right to exercise his/her own 'free will', that attempts to influence the voter by intimidation, blackmailing is avoided...as they are unethical).
- Tell children that our voting procedure will also use the secret ballot method; that each person will get to cast one vote for a given post/ selection.

- Request each party to share their nominee for the post of president and announce/ write these up on the blackboard. [In case there are some children who are unable to write, you can create a symbol for the names of the candidates and ask these children to draw the symbol on their chits].
- Give each child a slip of blank paper and ask them to think independently and put down the name of the person they think best for the president position (remind them of the leadership qualities discussed and ask them to consider the suitability of a candidate for a certain position).
- When everyone is ready, ask them to fold over their paper chits and form a line; and then to place their vote in the box.
- Once all the children have casted their vote for one candidate you can count the votes and announce the winner.
- Repeat the process for each post.

Discussion:

- Thank all the children for their participation and also for conducting the election process without any conflict.
- Announce all the selected candidates/winners and congratulate them.
- Ask the elected candidates to make a brief speech and take an oath before everyone. For example: 'I will fulfil all my duties and ensure that everyone in the school/institution is safe and happy. I will be fair to everyone and will never misuse my power to harm or hurt other.'
- Close the session with a discussion on the following:
 - The concept of Power and responsibilities: '...with great power comes great responsibility...you have the power and responsibility to do good things. Power gives the ability to accomplish certain things that were previously difficult to do'.
 - The importance of cooperation and everyone's cooperation.
 - That we/ the elected committee have a zero-tolerance policy with regard to violence and ragging.

Annex

List of Films for Use with Adolescents

	Film Name	Language	Theme
1.	I am Kalam	Hindi	Education/ friendship
2.	Dhanak	Hindi	Motivation/ sibling relationship
3.	Chain kuli ki main kuli	Hindi	Motivation/ bullying
4.	Stanley ka dabba	Hindi	Loss/ bullying
5.	Anmol Thasveer	Hindi	Motivation
6.	Makadee	Hindi	Coping with stress/ motivation
7.	Hejjevalu	Kannada	Motivation
8.	Kamsale Kaisale	Kannada	Creativity/ diversity/ acceptance
9.	Tutturi	Kannada	Children's aspirations & passion/ bullying
10.	Care of footpath	Kannada	Education/ motivation
11.	Chinnarimutha	Kannada	Motivation
12.	Bhajarangi Bhaijan	Hindi	Motivation/ Helpfulness
13.	Chakde India	Hindi	Motivation
14.	Hawa hawaii	Hindi	Motivation
15.	Gattu	Hindi	Motivation
16.	Bhag Milka Bhag	Hindi	Motivation
17.	Blue umbrella	Hindi/English	Stealing/ desire
18.	Children of heaven	Iranian/Persian	Resilience/ sibling relationship
19.	Nadan	Hindi	Stealing/ desire
20.	Tingya	Marathi	Pro-social behaviours
21.	Puttani Party	Kannada	Substance use
22.	Anokha Aspathal	Hindi	Pro-social behaviours
23.	Rockford	English	Residential schools/Romance & sexuality
24.	OK Janu (Ok Kanmani)	Hindi (Tamil)	Romance & sexuality
25.	Sathiya	Hindi	Romance & sexuality
26.	Wadjda	Arabic	Gender
27.	Dhanganal	Hindi	Gender
28.	Salam Bombay	Hindi	Stealing/substance use/ gender violence/ Relationship and sexuality
29.	Sathiya	Hindi	Romance and sexuality

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Supported by Dept. of Women & Child Development, Government of
Karnataka
<http://dwcdkar.gov.in/>

