

TIME MANAGEMENT SKILL

After the sessions of time management skill, the students can develop an appreciation for time in their life and an understanding of its limited and finite nature. They will get a knowledge of the need of excellent time management and will be able to manage their time properly while completing any activity. They can also be calculative when it comes to calculating the amount of time they spend each day on various task.

After understanding about time management, the students can appreciate the significance of time management as a skill and will develop a drive to enhance their time management skill. They can also attempt to seek out opportunities to improve their time management skill.

After understanding various techniques of time management, the students can apply the applicative measure of 80:20 approach of time management. They can acknowledge the significance of time in managing one's life and the ability to self-train to complete tasks on time. After proper exposure of theoretical and practical aspect, the students can recognise different time management techniques and can be able to apply them effectively in their daily lives.

The proper understanding of time management as a skill can assist the students in comprehending and overcoming challenges to time management.

The teacher used the discussion method. Interactive theoretical sessions, guided instructions, role play, and simulations were used to make the sessions more participatory and fruitful.

TIME MANAGEMENT SKILL

Session No.: 01 Day: Wednesday Date: 26-07-2017 Time Duration: 40 min.

Topic- Introduction of time

Learning Outcomes

The student will be able to:

- Define time.
- Explain time management.
- Explain the importance of time management.

Theory

Topic: Introduction of time

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation),
Stopwatch

Introduction

Teacher: We all understand the value of time. We have all been aware about the necessity of not wasting time, the value of time, and the critical nature of work completed on time. Consider why this is necessary. Why should we concerned about it now, although we have so much time?

Response 1: Time is a finite resource that cannot be regained. Once it has gone by, it will never return.

Response 2: Time can be wasted, but we cannot purchase it elsewhere.

Teacher: It is critical to understand that time is both constant and eternal.

Nothing is truly irreplaceable in the face of the passage of time. Once something has passed or has been consumed, it cannot be reversed.

Three secrets exist for keeping track of time

1. Time Worth - Unlike money and stuff, time cannot be revocable or replaced; on a more serious note, time is a limited resource, and its value must be considered.

2. Budgeting -Like money, time is essential for effective budgeting. While money can be earned by hard effort and other lucky events, there is no mechanism to gain back the lost time.

3. Concentration- This is a time-sensitive factor since it can result in saving time.

Time management requires exercising control over our actions with respect to passage of time. It

refers to the capacity to manage one's affairs. In general, time management enables planning and controlling how days/hours are spent efficiently in completing a task.

Activity

Activity Name: Pebble World in a Jar

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

One small glass jar, a little sand, some small pebbles, some more giant stones, a glass of water

Instructional Objective

The students will learn how easy it is to manage things when all the tasks are planned carefully.

Procedure

Case 1

1. Ask the student to be a volunteer.
2. Place one transparent jar on the teacher's table.
3. Next, ask the student to put the water and then the sand in it.
4. Next ask the student to put different pebbles and stones randomly.

Case 2

1. Again, ask another student to be a volunteer.
2. Place one transparent jar on the teacher's table.
3. Next, ask the student to put the water and then put big stones in it.
4. Instruct the student to put the stones and pebbles in decreasing order of their size.

Observation

Observation for Case 1

All these stones and pebbles do not fit in the jar.

Observation for Case 2

The student takes the help of other students and takes adequate time, but ultimately, all the stones and pebbles get fitted into the jar.

Debriefing/Discussion with the students

This activity is a metaphor for ineffective time management. The students first tossed the stones into the jar at random, but they could not accommodate all of them. The students next attempted to group the stones (all the pebbles, sand, and giant stones), but they were still unable to fit them into the jar. Students became perplexed and attempted various methods but were unable to organize everything correctly. They approached the teacher and inquired why they were unable to complete the assignment. The teacher inquired as to whether they had exhausted all possible techniques. The teacher told them to cluster all the stones and pebbles, following which the students attempted filling the jar again and achieved some success. However, they were still unable to arrange everything in one jar. The teacher inquired as to why this might be the case. The students replied that they may not have done it right; some students asserted that it is physically impossible. Then teacher again hint them to try different probable ways to fit all the pebbles, where one group was able to put maximum pebbles and stones but still not fully. After observing this, other students also tried such combinations and got the success till maximum extent. Teacher again probed them to think more, and then again, few group members was able to place almost all things in jar, then other students also tried, and then maximum number of groups were able to place all the things in a successful way. Additionally, several students pointed out that the stones were not uniform in size, which prevented them from placing everything correctly. Later on, the teacher instructed them on how to arrange everything, and they initially placed the giant stones, followed by the pebbles, and finally the sand, all of which fit into the jar properly. This suggests that, even though we have many tasks to complete, we must work systematically as per the time. This is a perfect comparison to understand the value of time management. All three fit in the jar when the students had placed the giant stones first, then the pebbles, and finally the sand, otherwise, no other combination was working out. It further indicates that the most important tasks should be completed first, followed by medium chores and smaller ones. The students concluded that by finishing minor tasks first, it might be possible that we spend so much time on them that we cannot complete medium or large tasks satisfactorily.

TIME MANAGEMENT SKILL

Session No.: 02 & 03 **Day:** Wednesday **Date:** 26-07-2017 **Time Duration:** 80 min.

Topic- Concept of Time Saver & Waster
Procrastination

Learning Outcomes

The student will be able to:

- Explain time savers with the help of examples.
- Explain the time wasters with the help of examples.
- Explain the importance of procrastination.

Theory

Topic: Concept of Time Savers & Wasters; Procrastination

Time Duration: 30 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: What did your mother say to you when you watched television for more than four hours?

Response 1: You are wasting your valuable time.

Teacher: What can be said for an excellent boy in your neighbourhood who spends five hours a day studying.

Response 2: He is an excellent student who never wastes his time on other activities.

Teacher: Yes students, on the basis of this examples, we can say that time is typically can be divided into time savers and time wasters.

After grasping the concept of timesaving or time-wasting, it will be easy to appreciate the value of time as a resource.

Concept of Time Savers & Time Wasters

Time saves means when someone saves time and doing something beneficial for ourselves or others. On the contrary, if someone or something is a waste of time, it makes us spend time doing unnecessary things with no benefits.

Examples of Time Savers

- Managing the decision-making process, not decisions.
- At one time, concentrating on a single task.
- Establishing daily, short-term, mid-term, and long-term priorities.
- Throwing away unnecessary things.
- Not wasting other people's time.
- Keeping things simple.
- Ensuring time is set aside for a timesaving approach.

Examples of Time Wasters

- Worrying about time and putting it off, which leads to indecision.
- Creating inefficiency.
- Making implausible time forecasts.
- Errors that are not required (insufficient time to do things properly, but sufficient time to redo it, even if the first time would have been faster).
- Poor organization.
- Urgent rather than essential tasks go into lagging.

Concept of Procrastination

Time is a relatively new notion, but it plays a critical role in managing time and activities. We easily used to convince ourselves to agree doing more work later.

Teacher: If your mother tells you that you must clean your room today and you are exhausted. What would you say to convey this message?

Response 1: Will do it later!!! Will see!!!

Response 2: Will do it tomorrow!!!

Teacher: This is a typical occurrence in one's daily life.

It is referred to as procrastination. The English Dictionary defines procrastination as “to defer until later, to delay.” Its root is in two Latin words, *pro*, meaning forward, and *crastinus*, meaning ‘tomorrow.’

Thus, procrastination has nothing to do with the task's relative pleasure but the physical deferral to a later stage. Occasionally, it's because the task is unpleasant. Students were more comfortable with the work they want to do and if they don't like work, they will try that they can avoid it as much as they can. Although, they don't want to show their avoidance so can use the procrastination to avoid it for some time. Fear of the consequences, a belief that it is not the correct thing to do or a lack of

knowledge about accomplishing it, are possible causes.

Activity

Activity Name: Resistance for Procrastination

Activity No.: 01

Time Duration: 50 min.

Members Required: all the students

Resources Required

Writing material, procrastination sheet

Instructional Objective

The student will prepare self-assessment sheet which helps critically analyze themselves. This activity will help the students to understand their working pattern and utilization of time.

Procedure

1. Provide a procrastination sheet to each student.
2. The student writes four cases of time wasters (in one day).
3. Next, students to write four instances in which they procrastinated.
4. Then, they make a list of alternatives to procrastination.

Sr. No.	Cases of Timewaster	Cases of Procrastinating	Alternatives to solve Procrastinating Behaviour

Observation

The students will write cases of time wasters and procrastination.

Debriefing/Discussion with the students

This activity consolidates in the mind of the students about the concept of time wastage or time usage. Working with the procrastination sheet exposes students to a new idea to be on time. Although the students were unfamiliar with the term, the interactions and provision of the sheet generated a distinct level of interest in further learning about the topic. The students presented several instances of timewasters, such as *'I am wasting much time talking while completing the Homework (H.W.),'* *'wasting much time watching Television (T.V.),'* *'gossiping with my friends on the phone,'* and so on.

In instances of procrastination, they presented instances such as *'I did not complete my Homework until Saturday despite having received it on Monday,' 'I did not complete Formative Assessment (F.A.) of Social Science (S.S.)', 'Even till the submission date was approaching, I did not approach my teacher for permission to provide a holiday' and so on.* The teacher inquired what they could infer from highlighting these incidents and whether there was any possibility to improve. The students recorded their actions according to the teacher's directions but initially frequently stammered when asked to write how much time they squandered during the day. Students discovered that they were engaging themselves in procrastination but could avoid or utilize it. Many complained that they frequently squander their time on different non-productive hobbies. Numerous students also communicated that wasting time in some everyday activities is common because others are also engaged. However, the students could also recognize the value of procrastination through this practice.

Additionally, the students discussed how they might jot down time-wasting activities like, *squandering their time gossiping with friends when travelling home* but they could not understand how to avoid them. The primary tenet of this exercise became apparent when one realized that if one can identify a timewaster, it is automatically confronting procrastination. The students do not need to focus on procrastination if they put a strong effort into time management and effectively use their time.

Moreover, it teaches students the importance of paying attention to time wasters and the context of procrastination. It demonstrates that time is a valuable resource that must be utilized efficiently. The students finally concluded that it is quite effective to avoid timewasters at all costs and have them monitored by an individual or any student.

Procrastination sheet

Date & Day:

Name of the Student:

Class:

Name of Skill:

Name of Activity:

Session No.:

Sr. No.	Cases of Timewaster	Cases of Procrastinating	Alternatives to solve Procrastinating Behaviour
1			
2			
3			

TIME MANAGEMENT SKILL

Session No.: 04 Day: Thursday Date: 27-07-2017 Time Duration: 40 min.

Topic- Directions of Time Management

Learning Outcomes

The student will be able to:

- Explain time management as a skill.
- Describe the matrix of time management.
- Categorize each matrix of time management.

Topic: Directions of Time Management

Time Duration: 20 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: How do you define 'to be skilled'?

Response 1: Possesses a unique ability that improves with practice and can prove valuable throughout life.

Teacher: Can time management be learnt? If so, how?

Response 2: Yes, because if we learn to manage our time well, we will be able to do all our daily activities quickly and efficiently in any situation.

Teacher: Is there any other advantage to this kind of time management?

Response 3: This will relieve our stress.

Response 4: It will relieve us of tension.

Teacher: Very Good students!!! So, today we shall examine the another side of time management.

Types of People Concerning Time Management

Time management entails primarily two abilities:

Organization: Capacity to prioritize activities.

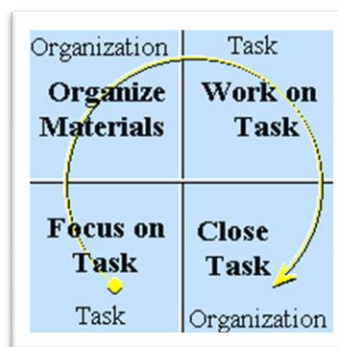
Task focus: Capacity to concentrate on the job at hand.

These two concepts form the x-axis and y-axis, as shown in the model below:



This matrix depicts four distinct personalities when it comes to time management:

- Perfectionists frequently spend an excessive amount of time prioritizing yet do not focus on the work at hand.
- Slobs are perpetually perplexed because they fail to prioritize tasks and maintain a laser-like focus on the task at hand.
- Doers maintain a laser-like concentration on the job at hand yet frequently fall short of completing necessary chores owing to a lack of prioritizing.
- Time managers prioritize their tasks to determine which chores should be completed first and maintain a constant focus on the work at hand.



To Effectively Manage Time and Work, it is necessary to

1. Concentrate on the task at hand to determine what has to be done.
2. Arranges materials to complete the assignment.
3. Utilize the supplies required to complete the assignment.
4. Utilize one's inherent abilities and instincts to complete tasks (know when to stop and what to complete) to begin the subsequent priority work (do not spend time on minor details).

Activity

Activity Name: Gap Filler as an Effective Task Completer

Activity No.: 01

Time Duration: 15 min.

Members Required: all the students

Resources Required

Writing material, daily planner, highlighter

Instructional Objective

In this activity, the students prepare a daily planner and develop a sense of accomplishment. They also learn to organize their time by finding possible gaps or “wasted” spaces.

Procedure

1. Provide a format daily planner to each student.

Sr. No.	Date/Day	Total Duration of Working hours in a day	Assigned Tasks	Time required to complete the assigned task	Time given to the assigned task	Whether the assigned task completed or not

2. The students will complete the daily planner for one week by filling the pages with every activity they are involved in, including sports, music, academics, and even social time.
3. The students need to check or mark off tasks as they complete each day.
4. The students need to mark areas each day where no assignments or activities are scheduled.

Observation

The students will complete the daily planner for one week. The students should be careful, and there should be no activity or task that is not noted on their schedule.

Debriefing/Discussion with the students (after one week)

After one week, the primary concern was whether the students observed a difference in their workload after filling the daily planner in unused time during the day. The students specified that they had made a genuine attempt to create a time-efficient schedule, which honestly aided them in determining the

plan and completing the tasks on time. The students wrote various tasks, including '*Completion of the assigned work,*' '*Studying for the unit test,*' '*Preparing for the practical music assessment,*' and '*Doing household duties such as folding laundry and filling the water tank.*' They could connect all the chores and even keep track of their using this planner. However, the students also discussed that simply recording all actions is not the sole purpose of this activity and not assisting them entirely; it also entails maintaining time track of all activities and ensuring effective administration. The teacher observed that the students had organized and tabulated all the tasks. In some cases, where it is required, the teachers suggested the students for their effective planning.

The students addressed what they accomplished and the time allotment for each activity. They also discussed how they would keep track of each task for each day. In the end part, they concluded how it aided them in proper and effective planning for executing numerous tasks; thus, prioritization became second nature. It can be concluded that after a week of following the plan, students can assess their time and can pay proper attention to check off things or to look back and see what they have accomplished.

Daily Planner

Date & Day:

Name of the Student:

Class:

Name of Skill:

Name of Activity:

Session No.:

Sr. No.	Date & Day	Total Duration of Working hours in a day	Assigned Tasks	Time required to complete the assigned task	Time is given to the assigned task	Whether the assigned task completed or not
1						
2						
3						

TIME MANAGEMENT SKILL

Session No.: 05

Day: Friday

Date: 28-07-2017

Time Duration: 40 min.

Topic - 80:20 Rule of Time Management

Learning Outcomes

The student will be able to:

- Explain the 80:20 rule of time management.
- Locate the usage of 80:20 rule of time management.

Theory

Topic: 80:20 Rule of Time Management

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students, while you maintain your daily planner, what is your primary observation?

Response 1: To complete any activity effectively, we require time.

Response 2: Not all tasks require the same amount of time.

Response 3: Each task is important, but we must complete them as part of our routine.

Response 4: Often, we waste a great amount of time.

Teacher: Exceptional students!!! Students, can you ensure that each task gets completed in specific amount of time?

Response 5: No, I have allotted sufficient time for any work in many instances but have failed unhappily.

Teacher: What could be the reason for this failure?

Response 6: With minimal work, we will achieve a good outcome.

Teacher: Yes, student!!! The effort we make, and the magnitude of the work are not necessarily equal. We must understand this point.

On this front, we are going to learn a model that will undoubtedly aid us all in comprehending time management according to the assignment. Consider it a one-way time management system.

Self-Action or One-Way Time Management (80:20 Rule of Time Management)

The 80:20 rule of time management is commonly referred to as the Pareto Principle. The rule emphasizes the rarity of balanced input-output interactions. It suggests that roughly 20% of work

effort results in 80% of job output when applied to work. Recognizing and then concentrating on that 20% is critical to making the most efficient use of time. 80% of misdirected effort produces 20% of the results.

The following are some indicators that the student spent their time appropriately:

We are at the 80% mark.

- we are completing things that others have assigned but are not required to invest in them.
- we frequently work on tagged projects.
- we devote time to tasks that we are generally not adept at.

We have reached 20%,

- we are involved in activities that contribute to the advancement of life's overarching purpose.
- we pursue activities that are always desired or that make us feel good about ourselves.
- we are performing chores that we dislike, but we are doing them because they benefit.
- we employ individuals to perform the work.

Activity

Activity Name: Safety Pins to Make Us Learn Time Management

Activity No.: 01

Time Duration: 25 min.

Members Required: Four Volunteers

Resources Required

Total 100 safety pins of 5 different colours (e.g., 20 blue, 20 yellow, 20 green, 20 pink and 20 dark blue)

Instructional Objective

This activity depicts that if the task is taken care of properly at the initial stage, there are maximum chance that it will get completed before the expected time. Effort on initial phase will have positive impact of completion of task and in that case the task might be completed prior the expected time.

Procedure

1. Select four volunteers and instruct them to follow the instructions given to them.
2. The remaining students observe the volunteers.
3. Arrange the safety pins (total 100 safety pins in five different colours; for example, 20 blue safety

pins, 20 yellow safety pins, etc.) in a queued line.

4. At random, connect two pins and mix them with the rest of the pins.

5. Repeat this act indefinitely. (After a few repetitions, the pin pairings may be picked; begin attaching the pins to them.)

6. Additionally, continue this action, and it is seen that the chain that is becoming longer has a greater probability of being picked up. The chain continues to grow in length.

Observation

The volunteers perform this activity carefully, and the remaining students carefully observe this activity. It has been discovered that the longer chain continues to become longer, and the single safety pins remain mostly single even after this act is repeated several times.

Debriefing/Discussion with the students

Due to the significant importance of the academic arena, secondary students are less likely to engage in this type of activity. In the beginning phase of this activity, it was found that the students lacked focus and were content to observe without drawing any conclusions. The students were not aware that safety pins could play a major part in learning any subject, resulting in less focus at the starting phase. All these prevailing thoughts result in a minor level of response from the student fraternity. However, coloured safety pins and working with them kept the students' interest in the activity, but on a serious note, they were unclear what conclusions could be drawn from it. In the middle phase of the activity, the probability component began to affect the longer chain as it continued to get longer while the shorter chain started grabbing the students' attention. However, they had found that each time the exercise was repeated, the longest chain got longer. When students were asked about it, many said it was an accident or just by fluke, but just a few could recall instances where it had occurred in the real world as well as in the classroom. With the reiteration of the activity, later, the students showed their most significant concern and addressed that, in any given task, the likelihood of success is significantly increased if it is completed correctly at the outset. The students also addressed that giving more time will almost always accomplish the task ahead of schedule. Finally, students can connect the importance of this practice in comprehending 80:20 rule of time management. In conclusion, the students can acclaim that they can enhance the effort and get the task done on time by approaching it with focus and determination.

TIME MANAGEMENT SKILL

Session No.: 06 Day: Wednesday Date: 02-08-2017 Time Duration: 40 min.

Topic- Concept of Urgent and Important Task

Learning Outcomes

The student will be able to:

- Differentiate between urgent and important task.
- List out urgent work of their life.
- List out important work of their life.

Theory

Topic: Concept of Urgent and Important Task

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: What do you mean by “important work” and give examples too?

Response 1: The work needs to be completed as soon as possible. I have to submit my Mathematics assignment by tomorrow.

Response 2: The work which has a particular deadline. We received an English subject home assignment that we must present tomorrow.

Teacher: Acceptable!!! Any other instance.

Response 3: Because we received a daily planner, we must use it regularly.

Response 4: Beginning next month, we will have examinations. Thus, it is critical to begin examination preparation.

Teacher: Very nice!!! Now, attempt to give an example of urgency.

Response 5: Urgent is something that must do immediately.

Teacher: Very nice!!! Try to provide an example of being in a hurry.

Response 6: If we witness an accident on the road, we must immediately call an ambulance.

Response 7: If we have the next Science class and the teacher does not arrive even after ten min., it is critical to contact the teacher.

Teacher: Is there any instance in which something is important but not urgent, and something is urgent but not important?

Response 8: While it is critical to do the home assignment, it will become necessary that I complete it before class if I do not complete it at home.

Response 9: It is necessary to wake up early but not vital that I exercise. That is, even if I do not do anything, it will be fine.

Teacher: Is there a connection between teacher and students in terms of time?

Response 10: Yes, we must devote sufficient time to critical tasks.

Response 11: Yes, anything urgent must be completed immediately, and thus we must manage our time for an urgent job.

Teacher: Very nice!!! Today's we will attempt to understand the difference in important and urgent tasks regarding time management.

Understanding the Difference between Urgent and Important

Example of Urgent and Important:

It was well displayed in front of us that it was necessary to answer the phone. If not, the ring would go off and we would not know why the caller had called. However, it might have been an automated voice notification, which wouldn't be essential.

It is necessary to visit the dentist regularly (as we are taught). If not, one may have gum disease or other complications. Visit to the dentist might not be urgent, however, it may become urgent if the visit is prolonged and it may result in a toothache.

Doing Formative Assessment (F.A.) on time is a priority and preparing for tests is important. However, if the exam preparation is not given importance, it will lead to urgent preparation during exam time.

Reading humorous emails or checking, Facebook is not an issue of urgency or priority.

This distinction between urgent and important is critical for successfully managing time and workload, whether at school, work, or home.

Activity

Activity Name: Effective Planning

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Writing material, task sheet

Instructional Objective

With such planning, the student can discriminate between an important task and an urgent one concerning time distribution.

Procedure

1. Each student receives the following page (Task Sheet).

Sr. No.	Task	Urgent/Important	Time Distribution

2. The student records a list of 15-20 tasks.
3. Later, students were instructed to classify each task according to urgent and important tasks.

Observation

The students complete the assignment by keeping track of their tasks on the Task sheet.

Debriefing/Discussion with the students

The students were instructed to fill out a task sheet as part of this activity, exposing them to something new. The students talked about their experiences as it's a good exposure for them to distinguish between urgent and important tasks. In the beginning, students were perplexed and focused more on the distribution of time for different tasks. They also exchanged their spreadsheet and, even as they talked, they clarified some important issues. And while it's true that time distribution is an important consideration for every task, no matter how urgent or important, it's also true that a proper division of time is crucial. Many students struggled initially, but by the end, most of them were successful in keeping this record going. The students found that regular maintenance of such sheets ensures that everyone completes their work on time and that no one suffers from mental fatigue. They also discussed the fact that determining which tasks are urgent versus important should be done with caution. In conclusion, the students agreed that keeping track of one's duties is essential.

Therefore, every student should be aware of the critical nature of urgent and significant tasks. The students need to distinguish between urgent and important tasks, which isn't always easy yet vital for time management.

Task Sheet

Date & Day:

Name of the Student:

Class:

Name of Skill:

Name of Activity:

Session No.:

Sr. No.	Task	Urgent/Important	Time Distribution
1			
2			
3			

TIME MANAGEMENT SKILL

Session No.: 07 & 08 Day: Thursday Date: 03-08-2017 Time Duration: 80 min.

Topic- Analysis of Task Matrixes

Learning Outcomes

The student will be able to:

- Explain task matrixes.
- Locate each task matrix.
- Illustrate different tasks in task matrixes.

Theory

Topic: Analysis of Task Matrixes

Time Duration: 30 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

For this case, a grid or priority matrix is used to categorize the tasks:

Health is critical. Simply because one has a lot to do does not negate the need to exercise, take a ten min. stroll, or make time to eat well. It would be beneficial not to put physical or mental health on the back burner to favour more ‘essential’ pursuits.

The term “urgent” refers to tasks that cannot be deferred. Teachers’ phone calls and deadlines are unavoidable. The reality is that unexpected events will occur, necessitating immediate action.

The term “non-urgent tasks” refers to tasks that do not require immediate attention. They may involve making phone calls, watching television, socializing, time management, and goal setting.

Quadrants I or II contain activities that contribute to the vision and goals.

On the other hand, time spent on ordinary WhatsApp or Facebook messages and phone calls, attending meetings, and watching television may not be critical to achieving personal and academic goals, lie inside the time management matrix’s **Quadrants III and IV**.

Significance of task matrix concerning time management

	URGENT	NOT URGENT
IMPORTANT	Quadrant I: Urgent & Important	Quadrant II: Not Urgent & Important
NOT IMPORTANT	Quadrant III: Urgent & Not Important	Quadrant IV: Not Urgent & Not Important

Source: Stephen Covey, *The Seven Habits of Highly Effective People* The matrix, also known as Eisenhower's Urgent-Important Principle

Quadrant Details

- **Quadrant I** – *Critical deadlines with a high degree of urgency.* The first quadrant covers urgent jobs and duties. For example, the students need to prepare for the first paper which is scheduled for the next day; the students need to complete the classwork during the respective period itself.
- **Quadrant II**- *Long-term plan and growth.* The second quadrant is crucial for non-emergency items. This quadrant can be utilized to plan for the long term and for the tasks that are important. For example, the examination was scheduled to be held after 2 weeks and students must start preparation of all the subjects as it is important. The students need to complete the Diwali assignment before the Diwali vacation ends.
- **Quadrant III**- *Urgent distractions.* The third quadrant is for urgent yet non-essential work. This quadrant highlights to reduce or even eliminate the duties which do not contribute to productivity. Delegation is also a choice in this circumstance. For example, one needs to attend the landline call although one does not know who is calling; one might need to go to the principal's office although one might not know what happened.
- **Quadrant IV**- *Low- or no-value activities.* The fourth and final quadrant concentrates on minor chores and duties i.e., on things that are neither critical nor urgent. At all costs, these time wasters should be removed. For example, gossiping with friends during free time, wandering in the school during recess time, or while waiting for parents to pick up and wandering near school.

Activity

Activity Name: Time Management via Matrixes

Activity No.: 01

Time Duration: 55 min.

Members Required: all the students

Resources Required

Writing material, matrix sheet

Instructional Objective

The students will be able to plan their time effectively. Different situations help them understand the matrix, which helps them put their task in different quadrants depending upon the need.

Procedure

1. Give a matrix sheet to each student.

Sr. No.	Task	Quadrant I/II/III/IV

2. The student creates a list of 10-15 Task Sheets (*which they mentioned in the Task sheet, although they can also add more or alter the task.*)
3. Subsequently, students will be requested to categorize each work according to the Quadrant theme as I/II/III/IV.

Observation

The students complete the assignment by keeping track of their tasks on the Matrix Sheet.

Debriefing/Discussion

This activity involves the development of a matrix sheet. In the initial phase of this activity, the students face many issues in categorizing the tasks into different quadrants, and they were confused. Although they conveyed that they understood the quadrants, however they had never done such a task earlier and so this exercise was new for them. Later, the students put conscious effort and were successfully able to fill all the quadrants. The students gave several examples, *such as 'Completing the Formative Assessment within two days,' 'Submitting the notebook in 5th period (urgent & important),' 'Preparing for skit competition,' 'Completing the group assignment (not urgent & important),' 'Observing the fight in another classroom,' and Having discussion for fun*

(*not urgent & not important*). They shared that they became more aware of every task they performed in their daily lives with such a sheet. They confessed that they were not aware of categorizing the tasks, especially by the quadrant method. They further elaborated that this activity teaches them to be more conscientious about completing tasks on time. While completing the task, they were aware how they could focus their efforts on spending quality time. The students elaborated that if this sheet is prepared carefully then one will face no difficulty managing one's time and not lag in accomplishing the task at hand. The students were also concerned that if they were clear about each quadrant, there would be no unfinished task, and no one would get pressurized due to task incompleteness. The students also discussed that it is critical to comprehend each quadrant, even if it is not simple and that it would need special efforts to observe the importance of each quadrant.

Matrix Sheet

Date & Day:

Name of the Student:

Class:

Name of Skill:

Name of Activity:

Session No.:

Sr. No.	Task	Quadrant I/II/III/IV
1		
2		
3		

TIME MANAGEMENT SKILL

Session No.: 09 **Day: Friday** **Date: 04-08-2017** **Time Duration: 40 min.**

Topic- Techniques of Time Management

Learning Outcomes

The student will be able to:

- Explain the techniques of time management.
- Discuss the quit gate model.
- Elaborate on rescheduling techniques for time management.

Topic: Techniques of Time Management

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: What are your thoughts on time management?

Response 1: Time management is critical for all students.

Response 2: While this is not an easy task, everyone must complete it.

Response 3: Time is a valuable resource that we must value highly.

Teacher: Yes Students, Very Good!!!. Now we will discuss various time management techniques, as time is a limited resource and multiple techniques can benefit each student.

There are two techniques for Time Management:

1. Technique of Rescheduling
2. Quit Gate Model

Rescheduling Technique

It is a straightforward, simple-to-follow strategy that is also extremely useful. Different instances could be like:

- In the morning, review the day's job schedule and reschedule them all by a half-hour.
- Prepare to meet all engagements as per the new schedule, and then proceed. Thus, even if one is 15-20 min. late, one should be ten min. early for an appointment.

This strategy can be used to efficiently complete tasks.

Quit Gate Model

This model demonstrates how to execute the first technique correctly. Assume a student is required to report to school at 7:00 a.m., has rescheduled the time to 6.30 a.m., and has prepared accordingly. If the distance between home and school is ten min., leave the house by 6:40 a.m. To make this more pleasant, prepare at least 45 min. in advance; dress appropriately and bring the necessary school notes and books, as well as any other resources. Then proceed with other activities such as reading a newspaper, jogging, and finally, to school on time. Following that, exit the house and close the door.

Each student will always be on time if they adhere to this.

Activity

Activity Name: Complete Task on Time

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Deck of cards

Instructional Objective

This activity teaches students the benefits of planning and delegating to manage their time successfully. The objective is to work as efficiently as possible to complete the mission. In this activity, each team is competing against other teams, with the winning team completing the task in the least amount of time.

Procedure

1. Each team's table is stocked with cards. (All cards must be neatly arranged in rows).
2. Each team have five min. to plan their strategy and do any necessary practice.
3. Team members use any available resources in the room to assist them with the task.
4. After the five min., teams were asked to submit an anticipated time estimate for completing the task.
5. The game consists of three rounds; the objective for each side is to improve their time as the game progresses.

(Important Instruction- the objective is to accomplish this work as quickly as possible without speaking to anyone.)

Observation

The team members will work as per the instructions provided.

Debriefing/Discussion with the students

Even though it appears to be a simple game, it requires genuine effort on the part of the students. The students agreed that even though the instructions were clear in the first round, they became disoriented and couldn't finish the task in the allotted time. When the teacher asked the students if they understood the instructions, they agreed, but they weren't familiar with such activities and took some time to actually understand it. In the second round, the students completed the task correctly and performed admirably. For the first round, more time was utilized, while the same amount of time was appropriate for the subsequent rounds. All teams completed the second round task successfully, compared to first round, while in the third round, teams were quite comfortable completing the task. Students also agreed that as teams become familiar, the task becomes less challenging to achieve till third round.

The students addressed that the repeated efforts of the members and their efforts when they are done aid in the task's completion. On the whole, this activity helped students become more aware of the emotions they were experiencing but couldn't express verbally.

TIME MANAGEMENT SKILL

Session No.: 10 Day: Wednesday Date: 09-08-2017 Time Duration: 40 min.

Topic- Barriers to Time Management Skill

Learning Outcomes

The student will be able to:

- Discuss the barriers to time management
- Point out the barriers they face while managing their time.

Theory

Topic: Barriers to Time Management Skill

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: If time management is so crucial for students, why is it so difficult?

Response 1: Because we frequently avoid it.

Response 2: We often overlook it.

Response 3: I have a lot of items, which causes me to become confused.

Response 4: We never discussed it in class, so I'm not sure.

Teacher: All right, students!!! Do you believe we must understand the barriers to time management, and if so, why?

Response 5: Yes, for us to deliberate.

Response 6: Yes, for us to manage our time successfully.

Response 7: If we understand the obstacles, it will be much easier to appreciate its significance.

Teacher: Yes, students!!! Taking these issues into consideration, today, we will discuss barriers to time management.

Barriers to Time Management Skill

- **Failing to Maintain a To-Do List** - The key to efficiently use To-Do List is to prioritizing the activities on the list. Students may employ the A-F coding scheme (A for high priority items, F for very low priorities).
- **Failure to Establish Personal Goals** - Personal goal setting is critical for effective time management. When students know where they want to go, they can manage their priorities,

time, and resources to get there. Goals also assist in determining what is worth spending time on and what is merely a distraction.

- **Failure to Prioritize** - It can be challenging to prioritize, especially when confronted with a stream of seemingly essential chores. However, it is critical to prioritize work efficiently.
- **Failing to Manage Distractions** - If want to be in charge of the day and do the best work possible, it's critical to understand how to manage distractions and interruptions successfully.
- **Procrastination** - It occurs when individuals abandon duties on which they should be concentrating right now.
- **Working Without Breaks** - It is not good to work for eight-ten hours at a stretch, especially if one has been working for a while. Nonetheless, no one can concentrate on producing high-quality work unless they allow their brains to rest and recharge.
- **Ineffective Task Scheduling** - Students might maximize their time by scheduling high-value tasks during peak hours and low-energy tasks (such as returning phone calls and checking email) during downtime.

Activity

Activity Name: Managing the Time via Peer Solutions

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Bowl, chits, writing material

Instructional Objective

This practice assists students in resolving issues that have an unfavourable impact on time management.

Procedure

1. Assign each student a unique number (but instruct them to keep it confidential).
2. Allow students to write five pending tasks on a sheet of paper that they have been assigned but have not yet completed.
3. Instruct them to fold the paper in half, write their given number on it, and place it in the bowl.
4. Now, at random, enable the student to choose any folded paper (not to select their own paper).
5. Allow them for five - ten min. and urge them to explain how they intend to finish the pending

tasks listed on the folded paper they received.

6. Fold it again, place it in the bowl, and let students choose their folded paper (as they only know their number, they can readily collect it).
7. Permit them to read the solutions provided by another student.

Now, instruct students to submit responses to three questions:

- *Are the proposed solutions valid?*
- *Are the solutions reasonable but inapplicable to your situation?*
- *Is the solution comprehensive in terms of resolving all outstanding work?*

Observation

The student will perform the activity carefully and jot down the observations.

Debriefing/Discussion with the students

The primary focus of this activity was on the students' pending tasks and maintaining privacy. The students had scribbled their pending tasks on piece of paper and were told they would receive solutions, but their names were not disclosed. Following the answers, the students discussed how, in some cases, they have viable solutions, but they require additional effort to implement. One student stated that while the answers were valid, they did not apply to any specific solution. The students also discussed that it might not go in their favour even if they got the solutions. The discussion that prevailed after this activity is that there is no thumb rule that all the solutions are valid in all situations, but one thing is sure that everybody must be positive for every opinion and try to incorporate it in their situations. Few students initially expressed reservations about the answers but later discovered they were genuinely feasible.

Further, they agreed that they could seek assistance from others to find answers. The students also shared that they can quickly develop potentially beneficial solutions by methodically debating such issues. Students can monitor their progress through this activity by keeping track of their procrastination. It demonstrates that completing each task on time is not easy, but they can overcome numerous time management obstacles with enough concern, exposure, and a willingness to accept solutions.

TIME MANAGEMENT SKILL

Session No.: 11 & 12

Day: Thursday

Date: 10-08-2017

Time Duration: 80 min.

Topic- Strategies for Time Management Skill

Learning Outcomes

The student will be able to:

- Explain different strategies for learning time management skill
- Allocate time for different tasks.

Topic: Strategies for Time Management Skill

Time Duration: 25 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students, what are your thoughts on time management?

Response 1: We must consider different methods of time management.

Teacher: Is it necessary to be aware of other methods? If yes, how to be aware of those methods?

Response 2: To understand that time is not an issue, but how we manage our time is; therefore, we must understand how to manage our time efficiently.

Teacher: Well, at this point, we will attempt to understand time management skills, which will assist in appreciating the value of time management.

Strategies for Learning Time Management Skill

Time management is the prudent use of one's time to excel in all facets of life. To win respect at work, it is critical to do the right thing at the appropriate moment. Individuals who do not respect time will never make an impact and will never take it seriously.

There are several time management strategies that are necessary:

- **Remain Organized** - Organizing important books and notebooks enables to be located quickly and saves time on fruitless searches. It is required to keep workstation free of stacks of junk and mounds of paper. It is good to maintain good organization of stationery and personal belongings such as cell phones, cash, and wallets.
- **Acquire the ability to prioritize**- There should be proper formulation of Priorities. When students report to work, they should create a "Task Plan" or "To-do" list. It is required to make

a list of all the tasks they intend to do in a single day and categorize them by priority and urgency. For high-priority tasks, immediate attention is required. It is better to avoid beginning the day with tasks that do not require instant attention.

- **Be Consistently Punctual and Disciplined** - Being on time enables to complete task ahead of schedule. It is required to make a concerted effort to complete task on schedule. it is not advisable to put tasks and work on hold, and do not wait until the last min.
- **Assume Responsibility for Work** – It is required to take responsibility for studies and learn to accept errors. If students receive something, it is their responsibility to complete it within the allotted period. It is good to maintain a certain level of focus and concentration on work and do not squander time in gossiping.
- **Maintain a moderate attitude** - Nobody can work the entire day. It is required to allocate time for every task in the daily schedule. The students should avoid becoming overburdened.

Activity

Activity Name: Time allotment for each Activity

Activity No.: 01

Time Duration: 55 min.

Members Required: all the students

Resources Required/required

Writing material

Instructional Objective

This exercise has a significant impact on how activities are presented and the time necessary to accomplish them. Additionally, it implies that everyone has a unique perspective on the allotted time for each action.

Procedure

1. Divide the class into five teams (10-12 members in each team).
2. Instruct the team to write 15-20 activities.
3. The team has to discuss and allot the timing to each activity.
4. Now, discuss these activities and their timing with other teams.
5. Moreover, other teams try to contradict it, and the respective team has to justify allocation of different timings for different activities.

Observation

The student conducts the task with caution.

Debriefing/Discussion with the students

As this is a team activity, students must work supportively. The students shared that writing the 15-20 daily activities was not tricky initially, but allocating the time was difficult. It implies that, while all tasks may be equivalent, the amount of time spent on each assignment may vary. As per the instructions provided by the teacher, the students engaged extensively with all team members to determine the appropriate task and the time required to complete it. The students demonstrated various activities, including *'Completing the Science assignment assigned to them (30 min.)'*, *'Preparing for assembly (15 min.)'*, *'Completing the numerical in Chapter 6 (mathematics) (40 min.)'*, *'Cycling to the stationary (2 kilometres away) (30 min.)'*, *'Driving the bicycle to school (3 kilometres away) (20 min.)'*, and finally *'Preparation for the singing competition (40 min.)'*. Additionally, it was observed that although the students initially encountered difficulties, they eventually developed a sense of cooperation and completed tasks within the allotted period. In the later phase, the focus was on debating both the activity and the time assigned by a team. It was discovered that even when two teams performed the same action, their time allocations were not identical. In many instances, other team members contradicted the time duration of various activities. It resulted in an argument between team members, and the allotted time was given justification. An agreement was arrived at during the later phase, but many others also disagreed. This debate requires considerable time and effort, as the justifications must be appropriately presented.

It implies that it is critical to understand the perspectives of others. Another essential aspect is whether the time allotted for each activity must be strictly adhered to. Since everyone does not receive the same amount of training time, it is critical to understand time management considering individual differences. It implies that time management is crucial for each task, and it may be the same for two individuals or may be different.

TIME MANAGEMENT SKILL

Session No.: 13 Day: Thursday Date: 24-08-2017 Time Duration: 80 min.

Topic- Time Management Tips for Students

Learning Outcomes

The student will be able to:

- List down the tips for time management.

Topic: Time Management Tips for Students

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students, what is important concern for you? Give some examples.

Response 1: To study well.

Response2: To achieve good marks.

Response3: To complete all work on time.

Teacher: Do you think if you can manage the time correctly it would solve your problems?

Response 4: Yes.

Teacher: So, students, let's study about some tips for the time management

Time Management Tips for Students

- **Set a goal** – The students need to write down the plan to be completed in the upcoming two years. They can set an objective on its own gives a sense of direction.
- **Plan the studies** – The students need to understand what is essential to complete and needs to be done first. They should go through the syllabus carefully, prepare a task plan as per the weightage for each subject. They should look at what issues should be covered in a single day against specific time slots.
- **Do SWOT Analysis-** There is no harm in writing about the weaknesses. It is required for the students to understand which areas need to work hard upon. They need to remove all sources of distraction from the study area. They should avoid keeping magazines, comics, novels, C.D.s, and video games in the study.
- **Include some relaxation time as well-** No individual can study continuously at a stretch.

Every student need time to unwind and rest.

- **Ascertain that study place is adequately lighted and ventilated** - It is required to understand that dark corners promote a sleepy feeling and make it hard to concentrate on studies and eventually leading to wastage of time.
- **Identify the “Best Time” for Study** - Everyone has high and low attention and concentration periods. It is required for each student to recognise that whether they are a “morning person” or a “night person.”
- **Use Distributed Learning and Practice** – The students need to study in shorter time blocks with short breaks between them. It keeps from getting tired and “losing time.” This type of study is efficient because the brain still processes it while having a break.
- **Ensure sleeping time** – The students frequently use sleep to manage their “bank” time. When students require a few additional hours to study or socialize, they can sleep. It reduces the effectiveness of their time. It is not an effective method of time management.

Activity

Activity Name: Effective Tasks with Good Time Management

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Writing material, effective planner

Instructional Objective

Through this activity, the student will become a more effective planner with effective time management.

Procedure

1. The students were instructed to keep a record of their daily activities. As directed, the students should list what they do and how much time they spend on each activity.
2. After mapping out the entire day, they can begin analyzing the data, and they are needed to categorize the activities based on the various roles they play:

Sr. No.	Task	Time spends on each task	An Individual	A student	A family member	A friend

- Next, they add up the hours spent in each role and determine whether the amount of time spent in each area of life corresponds to how they want to divide their time.
- They must select tasks for which they think they have spent inappropriate time and investigate the actions and justifications. The second step is to identify areas where they would like to commit additional time to that task such as homework, discrimination homework, tuition, and school. They attempt to create a paper timetable that could aid in recognizing time allocation for various tasks.

Observation

The students jot down all the observations and reply carefully.

Debriefing/Discussion with the students

It is an activity that can help students to appreciate the value of each role they play in their lives. Until now, students have developed an ability to articulate the task they perform daily. Now, the emphasis is on effective time management concerning different roles played by an individual. Along with efficient time management, paying close attention to their roles is critical. The students highlighted that while this sheet requires time to begin, however if appropriately maintained kept, no one falls behind at any point in their lives. The students initially discussed the role amongst themselves and concluded that it was relatively typical, but they soon realized that it had unique characteristics that required their attention. The students specified numerous tasks, such as *'Completing the Hindi project, for which they enlisted the assistance of family and friends.'* In another instance, *'students wrote the activity as a group assignment, mentioning their roles as group members, friends, and students.'* The students demonstrated a variety of activities, such as *'Conducting home chores as a family member, an employee, or a volunteer, but not as a student.'*

Similarly, *Completing the Formative Assessment and completing Homework where there was no role involvement of family member* was also mentioned. Another example is the ‘*organization of a group for a school occasion in which the student (committee member) participated as students, group members, and individuals.*’

Additionally, the students highlighted the need to maintain a routine; otherwise, the impact gets lost and restarting it requires more efforts. Further, it was observed that while students were fully aware of their role as a student, they needed additional effort in other functions, leading to the conclusion that different positions, their associated tasks, and time duration required conscious efforts. The students gained knowledge and an understanding of the importance of other duties associated with their function after completing the assignment assigned to them. It is impossible to be an effective time manager of all tasks unless and until they are themselves sensitized. Students can balance their ability to work with their available time with this practice. They might seek redress for work that is not finished as per the schedule.

Effective Planner

Date & Day:

Name of the Student:

Class:

Name of Skill:

Name of Activity:

Session No.:

Sr. No.	Task	Time spends on each task	An Individual	A student	A family member	A friend
1						
2						
3						

GOAL SETTING SKILL

After the sessions to develop goal-setting skill, the students can develop an appreciation for the value of goal planning in their lives and a sense of the critical nature of reaching one's life goals. They can sensitize themselves to achieve a range of goals in various situations and make them capable of balancing the accomplishments of several goals.

With an understanding of different types of goals, the students can acknowledge their goals in terms of short and long terms. They can self-motivate themselves and others to achieve them. Through realistic goal planning, they can strengthen their ability to work on their objectives and raise their conscious effort toward completing their various tasks. With an elaborative thought process about goal setting theory, the students can improve their ability to accomplish their goals on time and acquire an interest in learning about the practical application of goal-setting theory in their daily lives.

With regards to SMART goals, students can evaluate their importance compared to other types of goals and appreciate their importance. Students can comprehend the procedures involved in goal setting techniques and can expand their understanding towards the phases included in goal planning strategies.

With a considerate understanding of theoretical and practical aspects, the students can develop a sense of self-awareness about goal setting by utilizing a variety of ways. They can understand the importance of a variety of strategies that were necessary for efficient goal setting. In a nutshell, the students can get a consolidated understanding of the attributes necessary for goal achievement and can become more aware of creating futuristic goals for a more secure and prosperous future. The teacher used assignment method, discussion method, guided instructions, case-based learning, and role plays for making the sessions more practical and interactive for the students.

GOAL SETTING SKILL

Session No.: 01 & 02

Day: Wednesday

Date: 06-09-2017

Time Duration: 80 min.

Topic- Definition of Goal

Learning Outcomes

The student will be able to:

- Define the goals.
- Explain the importance of goals in day-to-day life.
- Specify the importance of a goal.

Theory

Topic: Definition of Goal

Time Duration: 25 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students, please close your eyes and carefully listen to all these questions.

For today, what is your objective? For today, what task is still pending? How are you going to work for the pending task? How will you plan for the upcoming test?

You will try to secure a percentage in the second term results.

How high do you intend to score?

Do you have a preliminary strategy to secure such a significant percentage? For all such questions, the answer decides your small goals for that big goal.

Now you can open your eyes and can share your experiences.

Response 1: I want to be a painter, and I need to work hard.

Response 2: I want to secure the highest marks in class.

Response 3: I want to represent our school in a volleyball match.

Response 4: I want to give a present to my sister on her birthday.

Response 5: I want to complete my all Homework on time.

Teacher: Outstanding students!!! These all are goals or things you want to complete for the time being. Now will try to understand the fundamental meaning of a goal.

According to the Oxford Dictionary, "The goal is a desired outcome imagined by a person or a group and followed by an attempt to achieve it." A goal entails preparations and participation and

the desired outcome, which will ensure that the ambition is fruitful. It implies that the student has to set a target to get the first rank or get good marks in tests and then work accordingly.

Top-level athletes, prosperous business people, prominent celebrities, academics, and achievers still set their goal in all fields. It focuses on knowledge acquisition and helps to manage time and the tools available so that life can be more effective.

Importance of Goals

Goals are important in terms of:

1. Growing self-confidence, and if students want to finish their work with more imagination, they will consider their skill and expertise to find various strategies to make it innovative.

For instance, if you want to finish your Formative Assessment before Sunday, you have to work harder on Saturday to complete the entire work before Monday to help you achieve everything you set out to accomplish.

2. Serving as an energizer, as if the student wants to do more innovation with any assignment, the student needs to work on it instead of thinking about quality time.

3. Shift attention to goal-relevant operations, away from goal-irrelevant operations can help save time and resources.

4. Activating the intellectual skills and techniques helps deal with the problem at hand, such as doing Mathematics because the student might not be comfortable doing it when watching Television, whereas it would be easy to do art even while watching Television.

Additionally, more meaningful goals motivate individuals to exert tremendous effort, whereas less meaningful goals motivate individuals to exert less effort. Some goals are long-term, while others are short-term, and others are the focal point of life.

Activity

Activity Name: Write-Up of Goals

Activity No.: 01

Time Duration: 55 min.

Members Required: all the students

Resources Required

Different goal cards, writing material

Instructional Objective

The students attempt to comprehend the significance of each goal. Everyone was required to work

on every goal until it was completed.

Procedure

1. Provide one set of “Goal Cards” for each student.

i) *Personal Goal Profile* ii) *My Goals for this week.*

Sr. No.	Major Goal for a week	Short-term Goals

2. The students were given ten min. to complete it.

3. One by one, each student writes one of their major long-term goals for a week and one significant goal they intend to attain shortly.

Observation

Students carefully write their goals.

Debriefing/Discussion with the students

Students were instructed to write down their goals. At first, the students were quite excited because it appeared simple for them, but later, they discovered that defining the goals was not as simple. While writing the goals, it was clear that they included most of their studies and home assignments. Some examples given by students include, ‘*Completing the Formative Assessment in Hindi,*’ ‘*Preparing for the unit test,*’ ‘*Preparing for a cricket competition,*’ and ‘*Preparing for the scientific Olympiad as a week’s fundamental goal.*’ However, students indicated their short-term goals as follows: ‘*I want to do my homework till late evening,*’ ‘*I want to play cricket for two hours to develop my batting style,*’ ‘*I want to sleep for three hours in the afternoon due to my health,*’ and ‘*I want to focus on numerical.*’ It reflects that academic excellence or academic workload is the primary concern for any student during their time. The students discussed further that while it is simple to write down a goal on a goal profile card, they were unsure about how to complete it. The students agreed that developing such a habit is beneficial; it undoubtedly assists and motivates us in achieving our goals. After debriefing, it was acknowledged that goal setting is not a one-time event; its accomplishment and preparation for success significantly impact its fulfilment.

Goal Card

Date & Day:

Name of the Student:

Class:

Name of Skill:

Name of Activity:

Session No.:

Sr. No.	Major Goal for a week	Short-term Goals
1		
2		
3		

GOAL SETTING SKILL

Session No.: 03 & 04 **Day:** Thursday **Date:** 07-09-2017 **Time Duration:** 80 min.

Topic- Kinds of Goal

Learning Outcomes

The student will be able to:

- Explain the types of goal.
- Discriminate between the various types of goal.
- Compare the types of goals.

Theory

Topic: Kinds of Goal

Time Duration: 25 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Kinds of Goal

While understanding the meaning of a goal, depending on the demands and conditions, it is essential to consider various kinds of goals in our lives on different occasions.

There are distinct kinds of goal, such as:

1. **Short-term Goals**
2. **Long-term Goals**

Short-Term Goals

When fulfilling the goals, it may help to feel more inspired, and they are also a way to get closer to those primary goals that might seem very difficult to reach or very distant in terms of accomplishment. *For instance, you want to get the first rank in class, the short-term goal is to secure maximum marks in first-term exams as well as in all Formative Assessments.*

A short-term goal is an aim that would be met in 12 months or less time period.

Examples are:

- *Take an assignment.*
- *Complete the Formative Assessment (F.A.).*
- *Writing self-composed poem.*

A short-term goal is something that the student would like to achieve in a short period of time.

Long-Term Goals

Everything that intends to be achieved in the future is a long-term goal. The achievement of these objectives takes time and preparation. It is not something that one can do this week or this year. Typically, these goals are at least many years away. For a profession, long-term goals are essential. *For instance, you are good at sports and want to pursue your career in sports, for which you have to work hard from the start.*

Here are examples of goals that can take many years to accomplish:

- *School graduation*
- *Plan for securing good marks in boards*
- *Create own company*
- *Securing decent marks*
- *Getting admission in a good school*
- *Having a decent career*

Activity

Activity Name: Listing Goals in Long Term Goal Sheet

Activity No.: 01

Time Duration: 15 min.

Members Required: all the students

Resources Required

Long term goal sheet, writing material

Instructional Objective

This activity assists students in recognising the importance of long-term goals. Additionally, it supports students in determining the lifelong goals they wish to accomplish.

Procedure

1. Instruct students to create a long-term goal.
2. Allow them to examine what they need to accomplish in *five years, one year, and six months* to achieve long-term goals.
3. Allow students to record their behaviours on the below-mentioned long term goal sheet.

Long term Goal-			
Sr. No.	Actions to be taken		
	Next Six Months	Next One Year	Next Five Years

Observation
The students meticulously write the goal and actions.
Debriefing/Discussion with the students
<p>Students were instructed to begin with a single primary long-term goal and write down the various tasks necessary to accomplish that long-term goal in this activity. The students highlighted that it was difficult to choose one long term goal and then a short-term goal because they were not used to doing it. The students set six-monthly goals like <i>‘Finishing music classes,’ ‘Adequately studying for the first semester exams,’ ‘Preparing for the Republic Day parade,’</i> and <i>‘Completing the first level of karate classes.’</i> For the annual goals, students listed <i>‘Achieving good grades in all courses,’ ‘Preparing for state-level football competitions,’</i> and <i>‘Learning to swim,’</i> while for the five-year plan, they listed <i>‘Obtaining admission to a good college’</i> and <i>‘Maintaining good grades in college to obtain a decent job.’</i> Additionally, one student demonstrated the desire to play cricket at the national level.</p> <p>While completing the activity, the students discussed how selecting a specific goal and then distributing the short-term goals appeared to be simple tasks; but they were not that easy. Many students stumbled when deciding on a long-term goal, but they also tried to observe their goals and jot them down in the long-term goal sheet.</p> <p>A few students even admitted that while it is not easy to prepare such documents, they agree that it is undeniably beneficial for every student once they get used to it.</p> <p>It demonstrates that while having a good thought process is possible when developing a long-term goal, carrying it out is not. Practice of such activity must be maintained, and acts must also be defined in time periods.</p>

Long term Goal Sheet

Date & Day:

Name of the Student:

Class:

Name of Skill:

Name of Activity:

Session No.:

Long term Goal-			
Sr. No.	Actions need to do		
	Next Six Months	Next One Year	Next Five Years
1			
2			
3			

GOAL SETTING SKILL

Session No.: 05 Day: Friday Date: 08-09-2017 Time Duration: 40 min.

Topic- Directions of Goal Setting

Learning Outcomes

The student will be able to:

- Define goal setting.
- Explain the importance of goal setting.
- Discuss the directions of goal setting.

Topic: Directions of Goal Setting

Time Duration: 20 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Directions of Goal Setting

Goal setting is a method of mental preparation that can improve an individual's devotion to achieving a personal goal. Setting goals is a robust mechanism for dreaming about the perfect future and encouraging ourselves to turn vision into reality. The goal-setting method allows one to choose where to proceed in life. The student will know where they have to focus energies by knowing precisely what they want to accomplish.

Importance of Goal Setting

Teacher: Student, do you think goal setting is important? If yes, why?

Response 1: So that I can get what I want.

Response 2: I can work on the tasks which I need to complete.

Response 3: I will have time for all things, if I am organised.

Response 4: I will get time for all things as I will be planned.

Response 5: I can think about what I will do now and what I will do later on.

Response 6: I can properly utilize the time.

Teacher: Excellent observations!!!

Students, regarding this aspect, goal setting process gains paramount importance.

It is separating out what is essential, or it is a diversion from what is irrelevant.

Importance of Goal Setting

- Having a short or long-term goal will make it easier for a student to work harder, focus on the assignment, and resolve setbacks.
- It helps to concentrate on more important things of life and stimulates towards achieving goals.
- Targeting on goals act as a motivating mechanism since it generates a gap between actual and planned outcomes.

Finally, the setting of goals is motivational, and the more goals are set and attained, the more is the development of self-confidence.

Activity

Activity Name: Prioritise Goals through Goal Cards

Activity No.: 01

Time Duration: 15 min.

Members Required: Five volunteers

Resources Required

Goal cards

Instructional Objective

This practice assists students in recognising the importance of long-term goals. Additionally, it aids students in determining the lifelong goals they wish to accomplish.

Procedure

1. Choose any five volunteers to participate in the activity.
2. Each student should get a deck of 15 “Goal Cards.”

Instruct the students on the proper placement of the cards:

- On the left, arrange the cards with the goals in which the students are disinterested.
- On the right, arrange the cards with the goals they wish to complete between now and retirement.
- In the middle pile, place the cards with goals they are undecided.

Now the volunteer student has three piles: **No, Perhaps, and Yes**

3. Instruct the students to sort their cards into three piles and count the number of cards in their right-hand or Yes pile.
4. If they have more than ten cards in a pile, direct them to divide it into two piles: Necessary goals and non-essential goals.
5. Continue rearranging their decks until they have whittled it down to the top five goals.

6. Ask the volunteers students to rate their top five “Goal Cards” in order of importance.
(1, most important; 05, least important)

Observation

This activity is carried out by five volunteers, while other students keep a close eye on it.

Debriefing/Discussion with the students

The primary concern in this activity was the clarity of the goal. Students have previously grasped the significance of goal setting, particularly short and long term. Now, the focus is on determining which goals are critical and not, and so forth. Out of the goals that were mentioned, the goals that didn't have priority were, *'I want to be a Bollywood actress,' 'I want to play all day today,' 'I want to be a champion at dancing,' and 'Do all my work (Homework) in the school itself.'* On the right pile, the few goals cards were, *'I want to earn a good living in the future,' 'I want to be a good singer,' 'I want to do well in final tests,' and 'I want to finish all my Formative Assessment by this weekend.'* The middle pile had goals such as, *'I want to work overseas,' 'I want to read extra on Sundays,' and 'I want to practise for competitive examinations.'* The students agreed that they believed it was simple to distinguish between required and non-required tasks during this activity. They also discussed how all do not share the same goal and that everyone must exercise caution while working on the goal. It is critical to emphasize its significance for accomplishing the goal, which is well demonstrated by this activity. As a result, it can be concluded that each goal must be crystal clear in the individual's mind.

GOAL SETTING SKILL

Session No.: o6 & o7 Day: Friday Date: 22-09-2017 Time Duration: 80 min.

Topic- Concept of Goal Setting Theory

Learning Outcomes

The student will be able to:

- Explain the Goal-setting theory.
- Categorise principles of goal setting.

Topic: Concept of Goal Setting Theory

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Concept of Goal Setting Theory

Teacher: Students, until now, we understood the concept of goal and its importance, and today we will try to understand the theory linked with goal setting.

Locke and Latham gave a well-developed, goal-setting theory of motivation. The theory emphasizes the significant correlation between goals and performance. When goal are precise and demanding, used to assess performance, are connected to feedback on outcomes, and build engagement and acceptance, the most successful performance seems to follow.

Principles of Effective Goal Setting

- **Clarity** - A simple, observable purpose is more realistic than a loosely specified one. For the most successful goals, a detailed completion schedule is required.
- **Trial** - To inspire to work for the goal, the goal must have a decent difficulty level. When we have challenging goals to accomplish rather than simple ones, we usually work harder. Challenging goals ought to be achievable/reachable but not so challenging that they will be stressful.
- **Suggestions** - If it becomes hard to get more than ninety marks by studying for 15 days, changing the goal's complexity mid-way through the timeline is more accessible than giving up altogether. The two closely related components, monitoring, and feedback are essential to complete the goal-setting process and set well-defined and challenging goals. Monitoring performance is monitoring one's actions, checking production, outcomes, etc. *For instance,*

you are saying you will be safe above 90%, although you are not doing any hard work. There is going to be less chance of scoring it then. Regular monitoring is also required for the completion of the goal.

- **Goal Acceptance** - Efficient goals need to be acknowledged and embraced. Accepted goals achieved by engagement appear superior to assigned goals. There is enough evidence to suggest that individuals who set their goals and have won them perform better than those who are told what their goals will be.
- **Relevant Goals**- The goal must be as precise, straightforward, and observable as possible. Clear goals, such as “give the best,” “do better,” or “work harder,” are often general goals. “It is much more precise to offer a goal of getting marks between 80 and 90 or getting a rank between 1 and 5 than ‘try as hard as one can’ or ‘try to do better than last year’ or ‘try to get a better rank.’

Activity

Activity Name: Chair Matching Game

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Cards

Instructional Objective

Through this activity, the students learn the value of collaboration and the importance of completing tasks consecutively.

Procedure

1. Divide the class into ten teams (5-6 members in the team).
2. Provide these three directions to the students:
 - Arrange all the chairs in the room in a large circle and invert all of them.
 - Arrange all the chairs in the room in pairs.
 - Ascertain that each member of the group has read the instructions.
3. Instruct the teams to carry out the directions given. If any team stops at any point, inform them that there is a solution that allows each team to execute their instructions concurrently successfully.

Observation

The student attentively completes the activity.

Debriefing/Discussion with the students

Although the students listened attentively to the teachers' instructions, they became disorganized and confused once the activity began. The teacher then instructed them to create a plan and work. Later on, the students were asked to maintain their composure, devise a plan, and then carry it out. The students discussed the team's disorganization and lack of exposure to such events. This made comprehension and execution of the activity challenging. However, once they developed a plan and organized the tasks to be completed sequentially, they effectively carried out the activity.

Additionally, the students agreed that such activities require adequate exposure and that team members should follow clear instructions. They also discussed how setting a goal is not a copyright protected aspect of individual work, though it is required in team activities where all team members must contribute to achieving the goal.

They stated that during the final phases, it was entirely collaborative. Initially, teams compete against one another; but in the later phase, they can work cooperatively to accomplish their goals. The final configuration of the chairs is a large circle with pairs of seats reversed, demonstrating the plan's flawless execution that is also in sequence. This indicates that the first step in any endeavour should be to establish a goal. Goal setting requires clarity of the process. Testing was required because it is not always possible to complete the work immediately.

GOAL SETTING SKILL

Session No.: 08 & 09 Day: Wednesday Date: 04-10-2017 Time Duration: 80 min.

Topic- Steps in Goal Setting Technique

Learning Outcomes

The student will be able to:

- Explain the steps in goal setting technique.

Theory

Topic: Steps in Goal Setting Technique

Time Duration: 25 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Student, according to you, how can we set goals?

Response 1: We can plan the things and work on it.

Response 2: I am not sure; I can start writing it on a piece of paper.

Response 3: I think and write it on a piece of paper.

Response 4: I plan and do as per my plan.

Teacher: Student, you must have observed that everybody is proceeding directly to the goal formation, but today, we will understand the various steps involved in facilitating the goal setting process.

Major steps include:

Step-1 Setting of the Lifetime Goals

Step-2 Setting of the short/long term goals

Step-3 Staying on Course

Step-1 Setting of the Lifetime Goals

The first step in establishing personal goals is to decide the need of life and how to accomplish it. The overall perspective that forms all other aspects of decision-making is provided by setting life goals.

Try to set goals in any of the following categories (or in other categories of your own, where these are important) to offer comprehensive, balanced coverage of all essential areas in life:

- Career - What degree do you want to achieve in your career, or what do you want to

accomplish?

- Financial - How much, at what point do you want to earn? How is this connected to the goals of your career?
- Education - Is there any information you want to acquire? What data and skills would you need to be able to accomplish those goals?
- Artistic - Do you want to achieve any artistic goals?
- Attitude - Does any aspect of your attitude hold you back? Is there any part about the way you handle yourself that upsets you? (If so, set a target or find a solution to the problem to strengthen your behaviour.)
- Physical - Do you want to accomplish any athletic goals, or do you want good health during your old age? To do this, what steps are you going to take?
- Pleasure - How would you like to enjoy yourself? (You need to make sure some of your life is spent for you!)
- Public Service - Would you like to make the planet a better place? If so, how?
- Personal Development - Deals with goals that may not necessarily be linked to the particular areas mentioned above, but they deal with becoming a better person through self-development.

It is required to spend some time brainstorming these things, and then choose one or more goals that best represents what each group wants to do. Then start cutting down to have a limited number of fundamental goals.

Step-2 Setting of the short/long term goals

Setting a two-year plan with smaller goals after setting the life goals to completely achieve the lifetime plan. Then develop a one-year plan, a six-month plan, and a gradually simpler. One-month plan that can help achieve lifetime goals. Then, building of a regular To-Do list of things to work towards the life goals to be done today.

The simpler goals may be to read books or novels early and collect data to achieve higher-level goals. It allows enhancing the consistency of target setting and its realism.

Step-3 Staying on Course

It is required to keep the procedures running through reviewing and modifying the To-Do List regularly once settled on the first set of goals. It is necessary to review the longer-term plans regularly and change them to reflect changing goals and experiences.

Activity

Activity Name: Setting Short and Long-term Goals

Activity No.: 01

Time Duration: 55 min.

Members Required: all the students

Resources Required

Effective goal setting sheet, writing material

Instructional Objective

This exercise aids students in developing a vision of the type of person they wish to view from these various perspectives, and it helps make their goal more tangible.

Procedure

1. Instruct the students to create modest goals for each lifetime goal.
2. They must prioritise a job, family, social, and personal life when making goal setting strategies for each area of life.

Long term Goal-

Sr. No.	Short term Goals				
	Family	Education	Financial	Fitness	Career
1					
2					

Observation

The students meticulously write their goals.

Debriefing/Discussion with the students

The activity presented here focuses on long-term goals with the importance of adjoining the different aspects like family, education, etc. The students discussed that earlier while writing the goals, they were exclusively working on themselves. However, now this exercise put helped them with an outlook of thought process where the concern is not only one individual, but the whole society and the people residing in the society that impact them. Even the students agreed that such an exercise helps them to be sensitized about different aspects of their goals and its actual impact on everyone. One of the students' long-term goals was *to earn a good living in the future*, and in order to achieve this; they presented their short-term goals as *working on education and*

development on the job front. Another example is a student who *wrote to become a good businessman, with the short-term aim of supporting a family business, studying in the commerce stream after tenth grade, attempting to save money and understanding the value of money, and so on.* They also addressed that it's not only working for a single goal, but also its prioritization and other tasks in the daily life impact a lot. They readily accepted that accomplishing the goal is not a significant issue if the student is clear at all levels. The student fraternity also emphasized maintaining the sheet after writing the goal.

The students also discuss that even though they write all details now, during the execution part, there could be several additional facets that they would comprehend after examining this sheet. For e.g., long term goal needs to be long, and it is required to develop of various tasks that facilitate the accomplishment of it. In conclusion, it can be observed that this exercise allows the students to form their goal and work on it with complete dedication. Over here, all the goals were effectively described to allow the students to be clear about their assignments.

Effective Goal Setting Sheet

Date & Day:

Name of the Student:

Class:

Name of Skill:

Name of Activity:

Session No.:

Long term Goal-					
Sr. No.	Short term Goals				
	Family	Education	Financial	Fitness	Career
1					
2					
3					

GOAL SETTING SKILL

Session No.: 10

Day: Thursday

Date: 05-10-2017

Time Duration: 40 min.

Topic- Concept of SMART Goals

Learning Outcomes

The student will be able to:

- Explain the techniques for setting effective SMART goals.

Theory

Topic: Concept of SMART Goals

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students, as explained write the below stated goals as long term and short term.

Here are some examples as

Case 1- I want to secure 90 % in first term exam

Case 2- I want to complete my Formative assessment this week

Case 3- I want to help my mother at home

Case 4- I want to go picnic with my family this Sunday

Case 5- I want to be a pilot

Case 6- I want to go to Mount Abu.

Teacher: Are all these goals? If yes, then write about their features, especially in terms of time

Response 1: Yes, it can be as in Case 1, the student wants to secure maximum marks in the next six months

Response 2: Yes, as in Case 4, the student is talking about Sunday

Response 3: Yes, as in Case 2, the student is talking about the week

Teacher: Good students. Now any characteristic of Case 5?

Response 4: In Case 5, the student is thinking about the long-term goal.

Response 5: For Case 5, the student needs to work extremely hard

Teacher: Outstanding students!!!

So, one thing is clear that this involves at least one aspect based on its existence in any form of goal. Today, we have tried to understand how to write the goal with many practical aspects.

Writing SMART Goals

S.M.A.R.T.'s purpose is specific, measurable, achievable, relevant, and time bound.

1. **Specific:** Goals should be simplistically written, and what they are trying to achieve should be clearly described. The specificity of the S.M.A.R.T. model is what, why, and how.
2. **Measurable:** Goals should be measurable in order to have concrete proof for their achievement. The entire goal statement is typically a metric for the project, but some short-term or more minor metrics are incorporated into the goal.
3. **Achievable:** Goals should be achievable; they should be slightly stretched, so that they are enough to feel challenged about but well to be achievable. To achieve the goal, one must have the necessary knowledge, skills, and abilities. It is necessary to plan the steps carefully and create a timeline that helps to carry out specific steps.
4. **Relevant:** Goals have to be relevant and need-based. They should not be outdated and disconnected with the lives of the individual and the society at large.
5. **Time-bound:** Goals should be related to a timeline that induces a tangible sense of urgency or contributes to a conflict between the present reality and the goal's vision. The goal is unlikely to achieve a relevant outcome without such tension.

To achieve individual goals related to education, research, and family goals, the idea of writing S.M.A.R.T. goals is truly relevant.

Activity

Activity Name: Setting SMART goals

Activity No.: 01

Time Duration: 15 min.

Members Required: all the students

Resources Required

SMART goal setting sheet, writing material

Instructional Objective

This activity indicates that merely setting goals would not work, it requires to be effective in terms of SMART goals.

Procedure

1. Direct the students to discuss their desired outcomes and prioritise them.
2. The student next compares their top goals to SMART criteria:

(Are goals specific, quantifiable, attainable, realistic, and time-bound?)

Goal Statements	Resources			How to measure	Timeline
	Key person	Resources Required	People who can help		
Goal One:					

These are the questions that students must answer:

- 1. How should we recognise or celebrate our accomplishments?*
- 2. How will we hold ourselves accountable for accomplishing each goal?*
- 3. How can we maintain focus on our goals?*

Observation

The students meticulously completed goal setting sheet.

Debriefing/Discussion with the students

The focus of this activity is on SMART Goals. While instructing, the teacher emphasized the importance of SMART goals. Students were not having difficulty describing their goals up to this point, but they showed concern when listing resources and measuring them. They discussed how it took time because they could not achieve clarity on learning outcomes, and *until* they analyzed and maintained the sheet. Students set SMART goals such as, '*Completing all Social Science assignments by Saturday*', '*Spending two hours each day preparing for music examinations,*' '*Cycling for two hours to achieve physical fitness,*' '*Eating a balanced dinner by 7:00 p.m.,*' and '*Drinking a minimum of five litres of water each day.*' Additionally, the students stressed that SMART Goals could be used for long-term goals. They also discussed its significance, emphasizing on the resources, which are the true essence of this sheet. While discussing the sheet, it was discovered that students had mentioned numerous resources, indicating that each goal requires effort from all dimensions and that each goal plays a unique role in an individual's life. The significance of a simple goal is also emphasized strongly here. Additionally, the students noted that it is easier to say but difficult to do until the plan is fully developed and that such planning enhances the goal's effectiveness. To conclude, it implies that each goal setting is critical and must be accomplished.

SMART Goal Setting Sheet

Date & Day:

Name of the Student:

Class:

Name of Skill:

Name of Activity:

Session No.:

Goal Statements	Resources			How to measure	Timeline
	Key person	Resources needed	People who can help		
Goal One:					
Goal Two:					
Goal Three:					

GOAL SETTING SKILL

Session No.: 11 & 12

Day: Friday

Date: 06-10-2017

Time Duration: 80 min.

Topic- Techniques for Setting Effective Goals

Learning Outcomes

The student will be able to:

- Explain the techniques for setting effective goals.

Theory

Topic: Techniques for Setting Effective Goals

Time Duration: 20 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Need of Techniques for Setting Effective Goals

Teacher: Let's start the class with a story:

Raman is a ninth standard student. He is having his exams during the subsequent months and has a study plan. He plans to study for six-seven hours daily and secure 90% marks, as he had obtained only 55% in last term. He thinks that he had studied for two-three hours last time and got 55%, so if he studies for six-seven hours daily; he would secure around 90% marks and starts sitting with a book.

Now please observe his situation very carefully and answer a few questions.

Teacher: He secures 90% in any case. Can we say it with surety? If yes, why; if no, why not?

Response 1: No, because just by sitting, he won't be able to secure 90% marks.

Response 2: He might sit, but he might not be reading.

Response 3: He can secure if he studies also.

Response 4: He can secure if he takes his studies seriously.

Teacher: Well, student, If he secures 40%, what could be the reason?

Response 5: He was sitting and wasting time.

Response 6: This is his intellectual level.

Response 7: He aimed a little high. He should aim for higher percentage.

Response 8: He might not be able to study the way he wants.

Response 9: He might not do well during the exam.

Response 10: He didn't understand the topics which were hard.

Teacher: If he was clear on his aim and worked accordingly, the result could be different.

Response 11: Yes, in spite of all hurdles, he was good in his scores.

Response 12: Yes, then he is more systematic.

Response 13: He is more realistic in his aim.

Teacher: Excellent observations!!!

Today, we will understand the realistic techniques that could help set effective goals.

Techniques for Setting Effective Goals

- **Set motivational targets** - Setting goals should be inspiring making sure they are crucial, and it is valuable to achieve them. A secret to achieving goals is inspiration. It is required to set targets in life that are linked to high priorities.
- **Develop goals in writing** - A goal becomes real and observable by writing it down. When writing, use the word "would" rather than "would like to" or "can." *For instance, 'I can improve my grades by 10% this year through hard work,' not 'I would like to reduce my mobile use for a while.'*
- **Create an Action Plan**- Occasionally, this step is overlooked and not considered. The students become so focused on the task at hand that they neglect to plan for all necessary measures along the way. One can monitor progress towards the goal by writing out individual steps and then marking them as complete. It is imperative to understand if the goal is comprehensive and challenging or long-term.

Activity

Activity Name: Prepare Up-To-Date Goal Sheet

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Up-to-date goal sheet, task obstacles listing sheet, writing material

Instructional Objective

This practice assists students in developing a better understanding and proficiency with the process of goal formulation and achievement.

Procedure

1. Instruct the students on the following:

- Describe one primary long-term goal. (Include a deadline in addition to accomplishing this primary goal.)
- Create a list of at least five actions or tasks, referred to as short-term goals, that they must complete accomplishing the primary goal. After each short-term goal, include the date by which the student intend to fulfil it.

One major long-term goal-		Date:
Five short-term goals		
Sr. No.	Goal	Date

2. List at least one potential obstacle that might arise as you pursue each short-term goal.

Sr. No.	Goal	Potential Obstacle

Observations

The student completes the exercise with extreme caution.

Debriefing/Discussion with the students

Students were asked to complete two task sheets. Students found it easy to write one long-term goal and two short-term goals throughout the activity, but writing obstacles was a slightly challenging. After completion, the students discussed an essential task of this activity which required special attention. They also emphasized the importance of maintaining such sheets regularly to develop long-term goal and ensure their completion. A few students also acknowledged that while setting a

long-term goal is a single step, working on short-term goals and considering obstacles are thought-provoking steps that require a significant amount of time. The students had written long term goals like, *'I want to become a doctor,' for which short term goal written by a student was 'I will opt for science stream in standard XI Science,' 'I will opt for biology in standard XI science,' 'I will prepare for NEET examination,' 'I will try to secure more than 80 % in every examination,' 'I will take admission in Aakash institute.'* For this, the student had presented the obstacles as, *'I might not get good marks in NEET as my physics is not good,' 'I might not be able to secure good marks in standard XII,' 'I might not be able to pay the fees of the semi-government institute (if I secure less marks).'* In another example, the student stated that *'I want to play football at the national level,' for which small-term goals were, 'I will practice every day for two hours,' 'I will join a football club,' 'I will take proper care of my diet,' 'I will take care of my fitness,' 'I will focus on my ability to run.'* For this, the obstacles presented were, *'I might not be able to afford the fees of a football club,' 'I might not be able to get time for practice due to studies especially during board exams.'*

Additionally, the students pointed out that such activities require regular practice and, only with time, proper modification is possible. This practice teaches us that each goal necessitates unique attention. Additionally, it demonstrates the importance of each goal. There is a demand to work out the short-term goals with every long-term goal. It is essential to recognize the critical nature of short-term goals. Additionally, time is critical, as time constraint is one of the most challenging aspects of goal setting.

Up-To-Date Goal Setting Sheet

Date & Day:

Name of the Student:

Class:

Name of Skill:

Name of Activity:

Session No.:

One major long-term goal-		Date:
Five short-term goals		
Sr. No.	Goal	Date
1		
2		
3		
4		
5		

Task Obstacles Listing Sheet

Date & Day:

Name of the Student:

Class:

Name of Skill:

Name of Activity:

Session No.:

Sr. No.	Goal	Potential Obstacle
1		
2		
3		

GOAL SETTING SKILL

Session No.: 13

Day: Wednesday

Date: 11-10-2017

Time Duration: 40 min.

Topic- Essential Attributes for Achieving the Goal

Learning Outcomes

The student will be able to:

1. Explain the attributes that help in successfully achieving goals.
2. List down their future goals.
3. Compare their goals achieved in the past to their future goals.

Topic: Essential Attributes for Achieving the Goal

Time Duration: 20 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Since we have understood the various concepts related to goal setting, can we say that now we have mastered goal setting?

Response 1: We can try but we may not perform well every time.

Response 2: Yes, I have.

Response 3: No, I still need more practice.

Teacher: Ok, students, if you think we need more practice, or we are not good every time or you think you need to practise it more, do you think getting to know about essential attributes of setting the goal, could be beneficial to us.

If yes, why, and how?

Response 4: Yes, it would be helpful as goal setting is a lifelong process, so knowledge of such attributes would help us constantly.

Response 5: Goal setting is not too easy, requires good practice.

Response 6: If we knew attributes, it would help us at every phase.

Teacher: Yes, students, as we understood that goal setting needs practice and proper guidance, the knowledge and understanding of essential attributes would help us in every aspect.

Essential Attributes for Achieving the Goal

Directing Course - Two paths concentrate on all goal-setting activities; one course goes

backward, and the other goes forward. It is not all about taking the straight and narrow path because it would restrict growth and development as an achiever. *For instance, you have to back out from something sometimes to get something big, too. We have left our hobbies for final examinations several times.*

Striving - The ability to exert effort is part of being committed - mentally or physically. The specific example of an effort that is physically expended would be hard work. The realisation that nothing can be done without raising even a finger can open eyes to the importance and positive results of hard work.

Persistence - Persistence is what would be needed when it seems like all attempts will fail. Persistence is a virtue, but it should be objectively or rationally implemented.

Importance - The goal must be meaningful as a personal matter (to the person individually) and to the surrounding individuals beginning with family, friends, relatives, etc.

Activity

Activity Name: Goal for the Future!

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Writing material

Instructional Objective

In this exercise, the student sees what they have done recently and compare it with what they want to do.

Procedure

1. Instruct students to jot down ten things they have done during the last seven days on a piece of paper. It does not have to be in any specific order; only whatever comes to mind to characterise what they accomplished during the previous seven days. (Allocate five min..)
2. Later, instruct students to write down what they hope to accomplish in five years. (Allocate five min..)
3. The students were then tasked with comparing the two lists. In an ideal world, what people did yesterday would align with or contribute to their future goals.

Following this task, consider the following:

- What did you think of this exercise?
- What are your thoughts on how you spent your day and on your goals?
- Are you satisfied with your comparison?
- What needs to be altered?

Observation

Students carefully carry out the activity and write responses.

Debriefing/Discussion with the students

Students are required to jot down their goals in this activity. At the start of the activity, students began writing their goals because they were now familiar with the concept of knowing their goals and presenting it on a sheet of paper. Additionally, they admitted that they do many things and have many goals but frequently waste time and do not work as hard as necessary to accomplish those goals. Several students also stated that they had worked diligently over the last seven days to accomplish the goals, but they need to be continued. Additionally, the students discussed how much exercise is necessary to maintain a goal-oriented mindset. They discussed and agreed that it is critical to maintain a constant focus on our objectives, not just today but for the remainder of our lives. The students had stated a few examples (last seven days) as, *'I had completed my Mathematics exercises, 'Prepared for my Science unit test,' 'Visited the shop,' 'Brought the groceries for my mom,' 'Brought the medicines for my grandfather,' and so on.* Moreover, the students had presented few examples (future five years), like, *'I will secure good marks in board exams,' and 'I will take Science stream in standard XI,' 'I will opt for Biology in standard XI,' 'I will get admission in Indian Institute of Technology (I.I.T.),' 'I will do pharmacy to help my father in his pharmaceutical shop' and so on.*

Additionally, two-three students admitted that they had worked for the previous seven days but couldn't recall anything, prompting them to reconsider their actions. Few students were also happy as had developed necessary extensive planning. Several participants expressed their intention to develop and review new strategies during the discussion regularly. The critical nature of setting goals and ensuring their proper execution necessitates realistic planning. Thus, it implies that, while recalling what people have done may be more difficult, they should keep track of anything significant. It provides a more accurate picture of their activities and a more apt comparison to their goals.

COMMUNICATION SKILL

As a result of the communication skill sessions, the students can understand the nature of communication and the way to use it in daily life. They can develop an interest in honing their communication skill. After gaining an intensive understanding of the communication process, they can develop an awareness and insight of each component of the communication process, the nature of each phase, and its relevance in everyday life.

Developing the interaction skills with different people, the students can learn how to interact with a range of people and comprehend different interactive methods in which people communicate. They can understand different kinds of communication and the value of one-way and two-way communication in their daily conversations, irrespective of formal and informal talks. The students can appreciate the various modes of communication used in daily life and develop a motivation to enhance their communication skill.

The students appreciate the importance of verbal and nonverbal communication in everyday life. They can understand the importance for non-verbal communication and understand its significance in daily life. They can relate the relevance of listening skill as a component of communication skill and can cultivate a cognizance towards the critical nature of effective listening skill to be a good communicator. The students understand the barriers and their effect on the overall development of communication skill. They can be aware of impediments to acceptable communication competence and their adverse impact. After understanding the different barriers, they can overcome these hurdles and develop in themselves good communication skill.

The pedagogy used here was discussion method. Experiential learning, game-based learning, and case-based learning were used to provide better exposure to communication skill to the students.

COMMUNICATION SKILL

Session No.: 01 Day: Wednesday Date: 28-06-2017 Time Duration: 40 min.

Topic- Meaning and Concept of Communication

Learning Outcomes

The student will be able to:

- Define communication.
- Explain the importance of communication.
- To demonstrate good communication skill.

Topic: Meaning and Concept of Communication

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation),
images of various emotions on flashcards

Introduction

Teacher: Students, isn't it true that everyone in this world talks the same way?

Response 1: No, everyone has a unique way of talking.

Teacher: Could you please elaborate on this?

Response 2: Yes!!! Different individuals have distinct tones, languages, ways of demonstrating their actions, and communication modes.

Teacher: Is the context critical in determining all of these distinct languages, attitudes, and speeches?

Response 3: Yes, circumstances cause us to speak differently. If I am upset, for example, I will not talk properly with anyone. On the other hand, if I am in class, I will talk in a proper manner.

Teacher: Conjure up a world devoid of interaction for the time being!!! You have a fantastic concept, but sharing it is not possible. What are your emotions going to be?

Response 4: I am going to feel terrible and bad.

Teacher: As you can see, it can become difficult to put in words when you have a powerful desire for something. Life would be monotonous and lifeless, and it would be pointless to continue living on this planet.

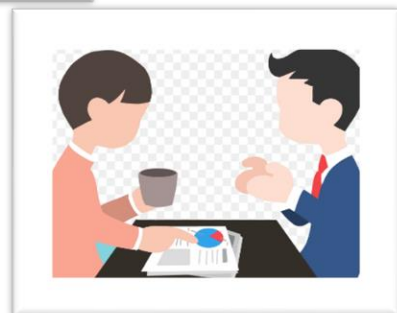
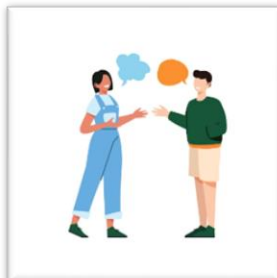
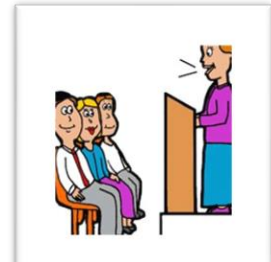
Not only between humans but other living beings also communicate with each other. It is a necessary component of living beings and is related to touch. According to Webster's Dictionary,

communication carries the same connotation as that of sharing or ‘engaging.’ Communication is defined as “the sending, receiving, or exchanging of knowledge and ideas,” which can be either verbal or non-verbal. It can be in the form of exchange of information and transmission of ideas or thoughts.

Significance of Communication

While it is concerned with information transmission, the data transmitted must be understandable to the receiver. Communication encompasses body language, verbal, and non-verbal presentation of thinking, speaking, and writing abilities. Individuals require a way / channel to express their emotions, share knowledge, and share their thoughts and feelings. The development of communication skills benefits all aspects of an individual’s life, from professional to social aspect (social life). It acts in terms of expression as a foundation for all actions. It permits an individual to prepare and access critical information necessary to make appropriate judgments under varied circumstances.

Flashcards



Activity

Activity Name: Chinese Whisper

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

A scrap of paper with a phrase written on it.

Instructional Objective

This exercise underlines the importance of communication in day-to-day life.

Procedure

1. Write this line on a piece of paper (sheet) - *'Morality, like art, means drawing a line somewhere'* and fold the paper.
2. Divide the class into teams (4-5 members in one team). Participants in each team must sit in a circle facing each other.
3. Each member of the team receives a folded piece of paper (sheet).
4. A participant whispers the phrase (written on the sheet) to another (their right) participant's ear. This person then speaks to the participant on their right about what they heard.
5. This is repeated until the last member of the circle writes the phrase on paper, folds it, and presents it.
6. Let all groups simultaneously execute this activity.

Observation

The process continues, and it was noted at the end that the last member of all teams wrote the phrase with mistakes / errors. As a result, the sequence of words was wrong, words were missing, and in some cases, even words were not correct.

Debriefing/Discussion with the students

Earlier in this activity, students were ecstatic and readily agreed to participate. After completing the activity, it was found that there was an error in the final phrase presented at the end. This included missing words, incorrect pronunciations, and jumbling of words. The teacher questioned each student but was unable to pinpoint the source of the error. The students shared their experience, as once they heard the phrase, some found it easy, while others became confused during the initial phase, yet they progressed with the activity. The phrases finally stated by the students were, *'Morality, art, that means drawing a line somewhere,' 'Morality, and like art, means drawing a line anywhere,' 'Modality, alike art, means drawing line anywhere,'* and *'Morality, like art, means drawing a line anywhere.'* Few students admitted that it was not an easy phrase to pronounce. Several students asserted that they made no errors and didn't take responsibility for the error that was seen in the last phase. Some students admitted that they didn't take this activity seriously and thus may have made a mistake, while others were quite confident that they could not make it because they believed it was a simple word. Following the activity, students presented their perspectives and concluded that consciousness is the primary concern for any form of interaction.

Even a few incorrect words can result in misunderstandings. Even though they acknowledged that a minor error could alter the entire meaning, it is not always easy to pinpoint the source of the error. The students recognise the value of communication and assert that the maximum possibility of miscommunication is eliminated when everyone pays attention. Finally, this activity demonstrates the importance of effective communication amongst everyone. Additionally, it demonstrates the importance of communication, as even a single sentence can contain a significant error, and improper communication can result in a cascade of fundamental problems in daily life.

COMMUNICATION SKILL

Session No.: 02 & 03 Day: Thursday Date: 29-06-2017 Time Duration: 80 min.

Topic- Communication as a Systematic Process

Learning Outcomes

The student will be able to:

- Describe the communication process.
- Illustrate communication with real-life circumstances.
- Analyse various steps of the communication process.

Theory

Topic: Communication as a Systematic Process

Time Duration: 25 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: While communicating, the most critical aspects while individuals converse could be.

Response 1: How the individual speaks.

Response 2: Languages they use.

Response 3: Information that is transmitted from one person to another.

Response 4: Both individuals.

Response 5: The significance of the message for both the individual and the group.

Teacher: Thus, one thing is clear: Communication cannot be accomplished just through the efforts of one person. It necessitates work in a variety of areas. Can we say that communication is a process? If yes, please explain why.

Response 6: Yes, since it begins with one person and finishes with another.

Response 7: It entails a variety of things as well.

Teacher: Correctly analysed, students!!!

As with the previous session, we noted that things could go wrong if proper attention is not paid. As a result, communication must be in steps.

Communication is a process, and now we will look at its procedural aspect, which is critical in order to ensure efficient communication.

The first step towards good communication is to create awareness of the communication process. Individuals who constantly engage in the appropriate form of communication would be more effective in all areas of academic development, career development, and daily routine. Effective

communication facilitates comprehension. This method when followed consistently, leads to significant learning. Additionally, communication skill follows a systemic process that an individual might leverage for improved communication.

Activity

Activity Name: Communication Process

Activity No.: 01

Time Duration: 30 min.

Members Required: all the students

Resources Required

- Laptop/Desktop, electric point, writing material
- **Documentary Source:**
<https://drive.google.com/file/d/1OdIFClvtuARooaW5C6ZaK1SUK8dcZXxm/view?usp=sharing>
Detail:
Video by Alanis Business Academy
Year: 2003

Instructional Objective

This exercise will help the students to learn and understand the communication process with the help of video.

Procedure (scripting of the video)

1. Communication is determined by the context in which it takes place, which can be physical, personal, scientific, or cultural context. Context becomes the primary feature of communication process, and so we need to first understand the meaning of context.
2. The sender/encoder is the person who sends the message. The message is influenced by the receiver's values, behaviours, talents, skills, nature, and community. The sender must communicate the meaning and ensure that the information is converted into symbols representing ideas or concepts (forms of code). This approach transforms the ideas or concepts to be communicated into the coded message.
3. The receiver must be able to decode the message. It is a sign that stimulates the receiver's reaction. Therefore, it must be ensured that the message of the sender is straightforward and clear. As per the understanding of the receiver, the sender must first decide what they wish to communicate. The sender's decision is based on what information they have about the recipients, their thoughts and more specifically what they wish the recipient to know.
4. This encoding and decoding are only possible when the message is clear and efficient to be

transmitted. The clarity of the message can be promoted by understanding the concept of medium. The medium is a way to express the message and transmit it. When selecting a medium to relay the message, the sender must be alert/conscious. Otherwise, the message may not be transmitted to the intended receiver, or it may not be delivered in the way it should have been delivered. Therefore, it is essential to choose the right and acceptable communication medium for sufficient and correct interpretation of the receiver's message.

5. The person who opens the message is the receiver. The receiver performs decoding. After choosing the right channel or channels, the message enters the decoding step of the communication cycle. The signal is sent to the brain for interpretation once the message is received and processed to add significance. Next, the receiver interprets the sender's symbols, converting the message to indicate the symbols into their collection of experiences. Effective communication is only possible when the receiver interprets the message sent by the sender accurately.
6. Feedback is a critical link in the communication system. The receiver reacts to the sender depending on the message and signals the answer. The recipient is unable to verify if the receiver has correctly interpreted the message without feedback. Thus, feedback is a crucial component in the communication process as it allows the recipient to measure the message's effectiveness.

Observation

The students observed each step of the communication process very carefully as they were instructed to write their points or thoughts after watching the video.

Debriefing/Discussion with the students

The students watched the video carefully and discussed how each step of communication is critical. Additionally, some students admitted that they understood how they went wrong during the first session's activity. The students also stated that a mistake at any level would disrupt the entire process, which could be the case during the first session, but it is challenging to identify the error because this process can occur in fraction of a second. The students gave examples such as, *'If I speak with a friend about my problems and he/she does not understand it is possible that he/she will offer me unrealistic solutions,' 'If I ask a question to my teacher in an impolite manner it is possible that the teacher will feel bad,' 'If I scold my younger brother in an extremely rude way, he will not understand and may get scared of me.'* Additionally, they addressed the fact that misunderstandings occur solely as a result of a communication breakdown. Each step is critical and

cannot be overlooked. In other examples, The students presented that, *'If I explain things clearly but use difficult words, it is possible that my younger sister (only four years old) will not understand anything,' 'Many times I have doubts, but I am unable to communicate my doubts to my teacher which is why I frequently received lower grades,' 'Several times, I was afraid to tell my mom about my mistakes, and later received a scolding for failing to explain why I covered the information.'*

Further discussion revealed that communication is not limited to speaking or conversing between two or more people; it also encompasses other facets that are not visible during direct interaction but have inherent significance. It is also not limited to one-to-one communication but affects all forms of communication. In total, the students developed awareness by learning how to communicate or interact with others. Additionally, students learned how each element of communication, from sender to feedback, is critical to understanding the process and avoiding miscommunication.

Activity

Activity Name: Role Play Explaining the Communication Process

Activity No.: 02 **Time Duration:** 25 min. **Members Required:** two students at one time

Resources Required

Props for the role play, writing material

Instructional Objective

This activity makes the students understand different communication parts' roles in different situations with the conversing technique's help.

Procedure

Portray two characters from the classroom, give them the script and tell them to enact it (given time- five min.).

Situation-1:

Hari texts Rachit, 'I am throwing a party tonight, please come when they were in class, and Rachit replied, texting, 'I am in.'

Situation-2:

Radha tells Ruhi, 'please give me your notes of today's lecture' and Ruhi replies 'sure.'

Observation

All the students observed the role play very carefully and noted down their observations like:

In situation – “n,”

Context=? Sender=? Message=? Channel=? Receiver=? Feedback=?

Debriefing/Discussion with the students

Teacher: Students, please share your answers with justification.

As all the students had participated in it, one by one every student will share only one observation.

First of all, we start with situation one

Response 1: The sender is Hari.

Response 2: Message – ‘I am throwing a party tonight.’

Teacher: Students, please try to maintain the sequence as it is a process; it is essential to follow the sequence; otherwise, it will become complex.

Response 3: The context is the emotional situation of Hari and Rachit in the classroom.

Response 4: The channel is the mobile phone.

Response 5: The receiver is Rachit.

Response 6: The final feedback is ‘I am in.’

Teacher: That was outstanding students!!!What about Situation two?

Response 7: The sender is Radha.

Response 8: Message – please give me your notes of today’s lecture.

Response 9: The context is the emotional situation of Radha and Ruhi in the classroom.

Response 10: The channel is words.

Response 11: The receiver is Ruhi.

Response 12: The final feedback is ‘sure.’

Teacher: Outstanding students!!! What is your experience with this?

Response 13: We can communicate effectively if we know and understand each step of communication.

Response 14: It is also possible that in some cases, feedback will come later.

Teacher: Good observation!!!

Response 15: We can apply it in our daily life conversation with everyone.

This small role play clarifies that the communication process is not limited to one-two talks. It is a part of daily life, wherein, we need to be precise while communicating with everyone.

This role play can help relate to one’s daily life conversations and understand the difference in the sender, message, channel, receiver, and the feedback of their communicative exchange.

COMMUNICATION SKILL

Session No.: 04

Day: Friday

Date: 30-06-2017

Time Duration: 40 min.

Topic- Directions of Communication

Learning Outcomes

The student will be able to:

- Explain downstream communication.
- Describe upstream communication
- Explain lateral communication.
- Differentiate between the various directions of communication.
- Give illustrations on different directions of communication.

Theory

Topic: Directions of Communication

Time Duration: 20 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: With whom do you frequently converse?

Response 1: My teachers, my friends, my classmates, my mother and father, and my sister.

Response 2: Mother, father, grandma, classmates, and friends.

Response 3: My uncle, mother, father, aunt, friends, classmates, and teachers.

Teacher: Superb students!!! Students, with whom are you chatting but are not very familiar with?

Response 4: Principal, peon, the aunt who lives in my area, and few relatives.

Response 5: The friends of my siblings, pupils from other sections, and relatives.

Teacher: Do you communicate the same way with everyone?

Response 6: No, we always keep a close eye to who we speak.

Response 7: With specific individuals, we feel at ease conversing, but with others, we converse only when we have work.

Response 8: With certain people, we communicate infrequently and only with their permission.

Response 9: We must exercise extreme caution regarding what we say and how we say it in specific situations.

Teacher: Students, your observations are perfect!!!

Regarding this point, we may appreciate the directions of communication.

Lunenburg and Ornstein (2008) identified three main orientations for communication:

- Downstream
- Upstream
- Lateral

Downstream Communication

It is predicated on the premise that higher-level individuals have the right to communicate with those at lower ones. This touch direction reaffirms the proper configuration. For instance, the *school principal may communicate with or pass on instructions to teachers, and teachers may communicate with or pass on instructions to pupils in the same manner*. It is referred to as downward communication.

Upstream Communication

Upward communication conveys information, ideas, complaints, and grievances from the lower level to the higher authority. By definition, it is participative. It was not emphasised previously, but the contemporary arrangement facilitates upward interaction. It is directly related to increased democratisation. For instance, *students can present their ideas to teachers and participate in decision-making*. As a result, it is referred to as upward communication.

Lateral Communication

This mode of communication can be observed amongst individuals on the same level or in the same position. For instance, *the members of the school committee (who are chosen by the teacher) operate at the same level, even though they are from various grades*. The primary objective is to coordinate and analyse the duties assigned to diverse subordinates.

Activity

Activity Name: Pass the Communication

Activity No.: 01

Time Duration: 15 min.

Members Required: Four volunteers

Resources Required

Four pieces of paper with a situation written on it, writing material

Instructional Objective

This exercise helps the students understand how to communicate and understand the manner in which they should talk while talking with higher authorities, their classmates, and understanding their teachers and school management's role for their betterment.

Procedure

1. Write four situations, each on a separate piece of paper, fold it, and put it in a bowl.
2. Next, call for four volunteers and ask them to choose one folded paper from the bowl.
3. Volunteer students will get two-three mins. (time) to plan and enact the situation written on paper.

Situation 1

I am the head boy of the school, and I want to change recess timings. To whom should I communicate, and which direction of communication will I use?

Situation 2

I am an employee of the company and want to discuss my problem. To whom should I communicate, and which direction of communication will I use?

Situation 3

I want to purchase a cycle for exercise. To whom should I communicate, and which direction of communication will I use?

Situation 4

I want to score good marks, but I have not attended classes for the last two weeks. To whom should I communicate, and which direction of communication will I use?

Observation

The remaining students will observe and listen to all the situations carefully and write their answers in the notebook, and in every situation, five students will be allowed to state their answers.

Debriefing/Discussion with the students

Teacher: Students, please share your answers for Situation 1

“I am the head boy of the school, and I want to change recess timings.”

To whom should I communicate. Which type of communication will I use?

Response 1: The head boy can communicate to the principal.

Response 2: The head boy can communicate to the supervisor or coordinator.

Response 3: The head boy can communicate even to the Physical Education (P.E.) teacher.

Teacher: Perfect!!! Now analyse and tell which type of communication?

Response 4: Upward communication.

Response 5: Upward communication.

Teacher: Very good, well please justify this answer.

Response 6: The lower authority is the head boy and needs to talk to a higher authority.

Response 7: The head boy needs to communicate to the principal, supervisor, or coordinator to form upward communication.

Teacher: Now, please share your answer for Situation 2

“I am an employee of the company and want to discuss my problem.”

To whom should I communicate? Which type of communication will I use?

Response 8: The employee can communicate with other employees.

Response 9: The employee can communicate to their manager.

Response 10: The employee can talk to the higher authority of the company.

Teacher: Students, is it possible that you can discuss any problem with a higher authority or manager instantly?

Response 11: No, then the employee can talk with his/her colleagues only.

Response 12: An employee can talk to his/her friends.

Teacher: Student, in this case, which type of communication is this?

Response 13: Lateral communication.

Response 14: Lateral communication.

Teacher: Outstanding students!!! Now, let's analyse Situation 3

“I want to purchase a cycle for exercise.”

To whom should I communicate? Which type of communication will I use?

Response 15: Talk to my mom.

Response 16: Talk to my father.

Response 17: Talk to my grandfather.

Response 18: Talk to my big brother.

Teacher: Excellent students!!! You are very quick in response. Now, what type of communication is this?

Response 19: Upward communication.

Response 20: As we are talking to our higher authority, it is upward communication.

Teacher: Excellent students!!! Let's finally analyse situation 4

“I want to score good marks, but I have not attended classes for the last two weeks.”

To whom should I communicate? which type of communication will I use?

Response 21: Talk to the respective subject teacher.

Response 22: Talk to another classmate.

Response 23: Talk to other students of the same class.

Teacher: Excellent students!!! What type of communication is this?

Response 24: Lateral communication.

Response 25: Lateral communication.

Teacher: Outstanding students!!! Now can anyone give one example of downward communication.

Response 26: For example, I am a teacher and want to discuss any point with my students.

Response 27: I am the principal of the school and have discussed with my teachers.

Response 28: The Prime Minister of India shall discuss the education system with cabinet ministers.

Response 29: The President of India shall discuss the economic state of the country with the state Governor.

Teacher: Outstanding students!!!

After analysing the responses, the students discussed how each situation has a unique meaning and that they also encountered numerous situations in their daily lives. We must be careful and deliberate in all forms of communication. How we interact with one another is a critical component of any mode of communication. If students communicate clearly, there is a greater chance of a positive response.

Additionally, it affects their interaction patterns, resulting in fewer misunderstandings.

Students can comprehend the importance of carefully considering and observing each situation while conversing with others. This communication brainstorming session assists them in determining the best person to communicate with, within each situation.

COMMUNICATION SKILL

Session No.: 05 Day: Wednesday Date: 05-07-2017 Time Duration: 40 min.

Topic- Types of Communication

Learning Outcomes

The student will be able to:

- Describe the types of communication.
- Distinguish between one-way and two-way communication.
- write examples of one-way and two-way communication.

Topic: Types of Communication

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students, whenever we communicate, minimum two persons are typically necessary.

What are we to call these two individuals?

Response 1: Sender and receiver.

Response 2: The person who sends and the person who receives.

Teacher: Very good students!!!

When we communicate, one of two scenarios occurs: Either the sender and receiver are in direct touch, or the sender transmits the message but is not in direct contact with the receiver. Communication is contextual. If the sender gives the context and the receiver answers instantly, this is referred to as two-way communication; conversely, if the sender sends the message and the receiver receives it but cannot respond to the sender, it is referred to as one-way communication.

Self-action or One-Way Communication

Here, information is carried from sender to recipient in a single direction, and the option of reversing it is not there (no direct feedback). As a result, it does not determine whether the sender and recipient are communicating correctly.

Two-way Interaction

This type of communication occurs when the person who receives a message reply back to the sender. The sender, as well as the recipient's location, are crucial in this case. The recipient provides feedback on the message, which aids in developing positive relationship between the two

individuals. When the receiver receives the email, they respond by confirming its receipt.

Activity

Activity Name: Blindfolded Mobility for One-Way/ Two-Way Communication

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Blindfolds, chairs, tables

Instructional Objective

This exercise illustrates that the efficacy of communication when it is two-way has a more significant impact; whereas communication has more applicability when the sender addresses many receivers at the same time. The message could be confusing in the Case 1 if the receiver does not give the feedback to the sender, and in the Case 2, the communication has more chances to be clear because the receiver can give feedback. This exercise will demonstrate the interaction pattern of two different cases.

Procedure

Case 1

1. Make 15-20 pairs of two unfamiliar classmates and blindfold one student of each pair with a scarf.
2. Assign one member of each pair to be Student A and the other to be Student B. In each pair, blindfold Student A.
3. Next, ask Student B to give instructions to Student A on how to walk through the class place all the chairs randomly in the room and cross the path from the back to the front door.
4. Student B must use verbal commands such as 'go forward five inches,' 'take two steps forward,' 'two steps backwards,' and so on.
5. Student A must not say anything during this process (no questions/feedback/cross-question).

Case 2

Once all members have returned to their seats, repeat the exercise with two modifications:

1. Blindfold Student B, and this time ask Student A to guide Student B to cross the floor.
2. Allow both the team members to talk to each other and engage in two-way communication throughout the whole process.

Observation

The students will do the task in the classroom, whereas other students will write their observations for both the cases (Case 1 & 2)

Debriefing/Discussion with the students

For Case 1

The students explained how they encountered numerous difficulties that led them to abandon the task. Several students claimed that, even though they completed the task, they became irritated and that the task took an excessive amount of time to complete. When the teacher allowed them to explain why such difficulties occurred, they shared that the primary reason was the restriction to ask the other student to repeat the instruction when required. Although the students acknowledged that they were initially unaware of their requirement for the command to be repeated, but since this was not permitted, it resulted in failure to complete the task.

For Case 2

In Case 2, the students were calmer and stated that they had some difficulties but could still complete the work successfully. Additionally, students acknowledged that although 1- 2 conditions such as blindfolding caused delay in the activity, the task was approachable.

In this case also, a few students were unable to perform adequately due to their inability to comprehend the orders given by another participant, which resulted in their inability to complete the assignment. Few students were satisfied with their accomplishments, while others were disappointed by leaving the task incomplete.

They discussed how simple it was to finish the task when the communication was allowed to both participants. Additionally, they noted that in Case 1, the doubt was not resolved entirely, demonstrating a lack of communication. Following this activity, students experienced an important distinction between the two states or situations, demonstrating the critical nature of communication when it occurs from both sides and how incomplete communication can result in confusion and misunderstanding.

When communication between the sender and the receiver is clear, task fulfilment appears effortless. However, one-way communication is also critical, especially when a command is sent to many receivers.

COMMUNICATION SKILL

Session No.: 06

Day: Thursday

Date: 06-07-2017

Time Duration: 40 min.

Topic- Interactions in Communication Skill

Learning Outcomes

The student will be able to:

- Describe effective interpersonal communication.
- Write the importance of interpersonal skills in communication.
- Examine the group's interpersonal skill.
- Describe the principles for effective interpersonal communication.
- Explain intrapersonal communication.
- Compare interpersonal & intrapersonal communication skill.
- Interpret the importance of intrapersonal communication skill.

Theory

Topic: Interactions in Communication Skill

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students, have you ever encountered a circumstance in which you were concerned about yourself?

Response 1: Yes, numerous times.

Student 2: Yes, I have encountered this circumstance numerous times.

Teacher: Isn't it a type of communication?

Response 3: No, this cannot be, as there is only one person engaged.

Response 4: May be, as communication occurs here as well.

Response 5: Perhaps, but I'm not sure how.

Teacher: Lets understand this.

Communication between teachers and students is one type of interaction. An interaction is an engagement that can occur on an intra- or inter-personal level communication by the students with themselves to better their work is the second type of interaction.

Inter refers to the relationship between two persons, whereas intra refers to the relationship within a person. Based on these two definitions, communication skill can be classified into two types: Intrapersonal and international communication skill.

Interpersonal Communication skill

This skill enable us to connect and communicate with other individuals and communities on a daily basis. Individuals with excellent interpersonal communication skills are often more effective in their professional and personal lives. It can be expressed verbally or nonverbally.

Complex system of Interpersonal Communication Skill

While communicating, six “persons” are involved:

- 1) Whom you believe yourself to be.
- 2) Whom you believe the other person to be.
- 3) Whom you believe the other person believes you to be.
- 4) Whom the other person believes himself to be.
- 5) Whom the other person believes you to be and
- 6) Whom the other person believes you believe him to be.

Each communication will be unique, and any communication at any moment will be unique as well. Hence it can be termed a complicated system.

Intrapersonal Communication skill

The is the type of interaction that exists within oneself. The stimulus and response are withing the same individual. It is also known as self-talk. An efficient intrapersonal communication approach can help coordinate daily tasks better. For example, *if we had a good day, we would look within ourselves with positivity.*

Activity

Activity Name: Effective Communication - A Boon

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Writing material

Instructional Objective

This exercise reflects the importance of interpersonal communication to gain knowledge and enhance social interactions.

Procedure

Case 1

1. Enable the students to sit as relaxed as possible (five members of their choice in each group).
2. Give them a topic and instruct them that they must speak something on it after five min.

3. Ask one group member to be on stage and speak what they discussed in five min.

Case 2

1. Now randomly change the groups (any five members in each group).
2. Give them another topic and instruct them that they must speak something on it after five min.
3. Ask one group member to be on stage and speak what they discussed in five min.

Observation

The students perform the activity carefully.

Debriefing/Discussion with the students

The teacher directed the students to identify the distinction between the two cases. The students discussed how, in Case 1, they felt it easier to speak on stage because they had the group of their choice, which resulted in an excellent discussion and presentation. For Case 2, the students stated that they had fewer points to discuss because they were not familiar with each other as they had new team members, which resulted in less communication and fewer discussion points.

Further discussion revealed that the students justified their positions by stating that in Case 1, they knew each other and were therefore comfortable discussing and conversing, whereas in Case 2, the team members were not friends, and thus the discussion points were not adequately discussed. Further, the students stated that in Case 2, they felt severely constrained, and the discussion points were limited to fundamental points. In Case 1, since the team formed was of the students' choice, they were familiar with one another, which resulted in healthy conversation and more points being raised during the discussion time. Some students even admitted that in Case 1, they felt free to speak and represent themselves, whereas in Case 2, they could not present their ideas due to their shyness.

This demonstrates that when students are asked to form groups independently, they retain their freedom of speech, but their social interactions are impacted when the groups are modified. Compared to groups of their choice, interpersonal communication in new groups was not found to be easy.

COMMUNICATION SKILL

Session No.: 07

Day: Friday

Date: 07-07-2017

Time Duration: 40 min.

Topic- Types of Communication- Verbal

Learning Outcomes

The student will be able to:

- Describe verbal communication.
- Differentiate verbal communication forms.

Topic: Verbal Communication Skill

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students, what are the ways in which we can communicate with others around?

Response 1: We can talk to each other.

Response 2: We can laugh, smile at each other.

Response 3: We can play games, share thoughts etc.

Teacher: good students!!! Other than these, is there any other way by which we can communicate?

Response 4: We can laugh, cry, shout etc.

Teacher: Students, animals can't use words/languages; do they also communicate?

Response 5: Yes, they also communicate via expression.

Response 6: They must be using some sign to communicate.

Response 7: Many times, humans also used to express themselves without words.

Teacher: Excellent observation!!! Can anyone elaborate on this point.

Response 8: We can communicate via expression, sign language, body movements.

Response 9: We can show our hand movements, leg movements, and body movements,

Teacher: That is a very critical analysis!!!

Students, can we say that we have a wide range of ways to communicate with one another?

Response 10: Yes.

Teacher: In light of the examples we discussed, what do you believe could be the different ways of communication?

Response 11: Words, expressions, language, write-ups, reports, news etc.

Response 12: Emojis, signs, symbols etc.

Teacher: Very good analysis students!!!

On this basis, the communication can be broadly divided into verbal and non-verbal communication.

Verbal Communication

Verbal communication is a subset of orally transmitted information which conveys meaning through spoken and written words. The sender uses words for interviews, debates, presentations, and interactions to communicate emotions, views, ideas, and opinions. The efficacy of verbal communication is contingent upon the speaker's voice, speech comprehension, volume, pace, body language, and performance of conversational expressions. In verbal communication, the feedback is immediate if its oral as both the sender and the receiver transmit and receive the message simultaneously. It is classified into Oral communication and Written communication.

Oral Communication

Oral communication entails the exchange of spoken words. It comprises face-to-face meetings, voice-over-internet-protocol (VoIP), and communication via telephone, video, radio, and television. In oral communication, communication is determined by pitch, duration, pace, and clarity of speech.

Written Communication

Written signs or marks are used to communicate through writing. It can be sent through email, mail, paper, memo, etc. The message is influenced by the terms used in written communication, vocabulary & grammar, writing style, clarity, and simplicity.

Activity

Activity Name: Eyewitness- Distorted Communication

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Props for role play

Instructional Objective

This exercise illustrates the practice that depending on the speaker, a story changes or becomes distorted.

Procedure

1. The students are divided into pairs. One student A of each pair stands outside the class and the

other student B of each pair remains in the class. Below scene is presented on the screen.

“A southbound truck attempted a right turn while a northbound sports car attempted a left turn. When both drivers realised, they were in the same lane, they honked but continued to turn without slowing down. The sports car appeared to accelerate just before the collision.”

2. Allow one student A in the classroom to read the scene but not take notes.
3. At the same time, ask the student B to stand outside the class and this member B should not know about this scene.
4. Then call the student B in the class, ask the student A to tell the scene to student B. Then let the group student A narrate the scene.

Observation

The students performed the activity and wrote their observations.

Debriefing/Discussion with the students

Students were instructed to work in pairs for this activity, emphasizing critical scene analysis. The students shared how in many instances they became confused due to the statement’s complexity in following the activity. In a few instances, students claimed that they could not present well because their team member was inept at execution, while others claimed that it was their fault because they were confused or did not pay enough attention. Some students even discovered they were not confused because they were confident that they accurately represented the scene, and the result would be positive or acceptable.

Based on these observations, the students concluded that they would become perplexed when they were unsure of what to say. They agreed that they must first be clear about what they want to say and to whom, and only then they should say/deliver it in front of others. Additionally, the students emphasized the importance of having a clear mindset before speaking in front of others. In conclusion, one can assert that the narrative presented at the outset got completely distorted. This conveys the message that a person must consider each interaction, whether at their level or at the level of others. If the intra-level interaction is correct, the risk of inter-personal communication failure reduces.

COMMUNICATION SKILL

Session No.: o8 Day: Wednesday Date: 12-07-2017 Time Duration: 40 min.

Topic- Types of Communication- Non- Verbal

Learning Outcomes

The student will be able to:

- Explain non-verbal communication.
- Differentiate the different types of gestures.
- Dramatise different forms of gestures.
- Categorise non-verbal cues.
- Define paralanguage.
- Explain adapters.
- Describe emblems.
- Illustrate with the help of illustrators.
- Categorise paralanguage.

Theory

Non- Verbal Communication Skill

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students, other than verbal communication, what could be different forms of communication?

Response 1: We can laugh, cry, shout etc.

Response 2: We can smile at each other, can give expressions to each other.

Teacher: Students, animals cannot use words/languages; are they communicating?

Response 3: Yes, they also communicate via expression.

Response 4: They must be using some sign to communicate.

Teacher: Students, in human beings, is it compulsory that they can only use words to express or communicate?

Response 5: No, many times, humans also used to express themselves without words.

Teacher: Excellent observation!!! Anyone can elaborate on this point.

Response 6: We can communicate via expression, sign language, body movement.

Response 7: We can show our hand movements, leg movements, and body movements

Teacher: That is an extremely critical analysis!!!

Students you can also observe that unless and until the child cries, a mother would never understand that her child is hungry. Crying is again a way for the child to communicate that he is hungry and needs food. The same applies when injured, where he again uses crying as a tool to communicate his pain and the urgent need for medical care.

If a child scores fewer marks in exams, parents may use 'not talking to the child' again to communicate that the parents are angry about the child's performance.

So, you can understand that commonly we can use words to express, but other than words, communication is possible. Based on this, communication can be categorised as non-verbal communication.

Non-verbal communication

Paralanguage is the vocal part of the verbal communication. People usually use paralanguage components several times a day, about which they may even be unaware sometimes. Good communicators can also measure and change how their paralanguage influences others to trust them.

There are different aspects of nonverbal communication- kinesics, haptics, and proxemics.

Kinesics

The term kinesics derives from the root word kinesis, meaning "movement," which means studying the hand, arm, body, and face.

Three main types of gestures: Adapters, Emblems, and Illustrators.

Adapters

Adapters are acts and movements that typically indicate inner states linked to excitement or anxiety. Simple self-touching actions are self-adapters, such as scratching, hair pulling, or fidgeting with fingers or paws.

Emblems

Emblems are icons that have settled on a specific meaning. For example, rolling around the index finger at the side of your head means 'he or she is crazy,' or rolling your hands over.

Illustrators

Illustrators are the most common type of movement used to demonstrate the verbal message that accompanies them. For example, *one can use hand gestures to show the size or shape of an object*. Like emblems, illustrators usually have no sense of their own and are used more subconsciously than emblems.

Activity

Activity Name: Define Your Mood

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Prompts on which different behaviour patterns were written on paper strips, bowls

Instructional Objective

This activity aims to develop insight into the non-verbal clues of different behaviours. It helps to understand the behaviour of a person in different situations. It helps develop the students' conscious efforts to understand the emotions that the words cannot express.

Procedure

1. Cut around 20 paper strips. Write down a mood or disposition on each strip of paper as guilty, happy, suspicious, paranoid, insulting, or unsafe. Fold the paper strips into thirds and set them aside in a bowl.
2. Allow the students to take one folded strip from the bowl and enact the expression mentioned on it to the class. Ask the other students to conjecture the reader's emotion by writing down their assumptions about each 'speaker'.

Observation

The students will carefully observe each enacted emotion and write their observations.

Debriefing/Discussion with the students

The primary objective of this activity was to comprehend and enact emotions through communication. The different roles which the students enacted were the mood of anger, the mood of happiness, the mood of guilt, mood of surprise, smiling mood, laughing mood, the mood of a genuine smile, and so on. The students agreed that enacting the role aided them in comprehending the mood better. Even in some cases, due to the poor acting, the students could not discern the mood. For a few students who could identify moods also, initially, it was difficult, but they improved over time.

Regarding the benefit of this thinking process, the students shared that it assured them in

recognizing others' behaviour, moods, and emotions even when they did not speak. Some students admitted that it would take much practice and increased awareness to understand others' emotions, as few people even manipulated their emotions. This act uses non-verbal cues that aid in determining the speaker's mood which would assist in better comprehension and communication.

Flashcards



SUSPICION



Sadness



Happy



INSULT



Patience



GUILT

COMMUNICATION SKILL

Session No.: 10

Day: Friday

Date: 14-07-2017

Time Duration: 40 min.

Topic- Forms of Non-Verbal Communication-II

Learning Outcomes

The student will be able to:

- Describe proxemics.
- Define territoriality.
- Write a short note on chronemics.

Topic: Forms of Non-Verbal Communication-I

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation),
images of various emotions on flashcards

Introduction

Teacher: Students carefully observe these situations.

Case 1- A teacher is teaching in the classroom and suddenly one outsider enters the classroom. The teacher talks to that person, and the students suddenly start shouting. The teacher stares at them, and so they start their self-study.

Case 2- A lady enters the shop and likes one dress. She wants to pay less, but the shopkeeper is not ready, and argument starts between them

Teacher: Students, in the Case 1, what do you, what makes students keep quiet suddenly?

Response 1: Staring

Response 2: Scolding

Response 3: Starting

Teacher: Students, can you say this is also a form of communication? If yes, then why?

Response 4: Yes, it is also communication as it involves all the steps of communication process.

Teacher: Students, there are other different forms of non-verbal communication.

Eye Contact

The face and eyes are the main focal points during a conversation. They serve several communicative functions, including controlling an interaction, monitoring interaction, transmitting information, and setting up interpersonal relations. Further, eye contact is also used to receive feedback, other non verbal signals and send information to follow the interactions.

Facial Expressions

A face is the most expressive component of the body. A smile is an essential sign of contact, and anger is a sign of discomfort. Although facial expressions are generally considered natural and universally recognizable, they are not always synonymous with an emotional or internal biological stimulus; they may serve a more social purpose.

Haptics

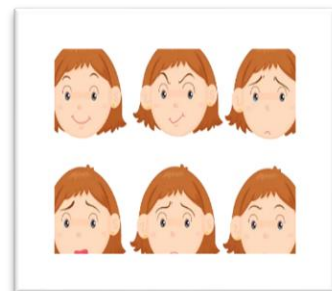
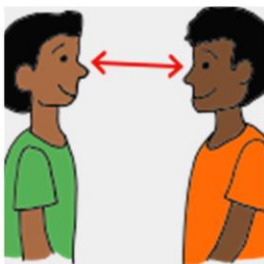
Touch, or haptics, comes from the ancient Greek haptikos, and is critical for communication and survival. Haptic communication is an area of nonverbal communication that encompasses the ways in which humans and animals communicate and interact through their sense of touch. The most refined and intimate of the five senses is touch.

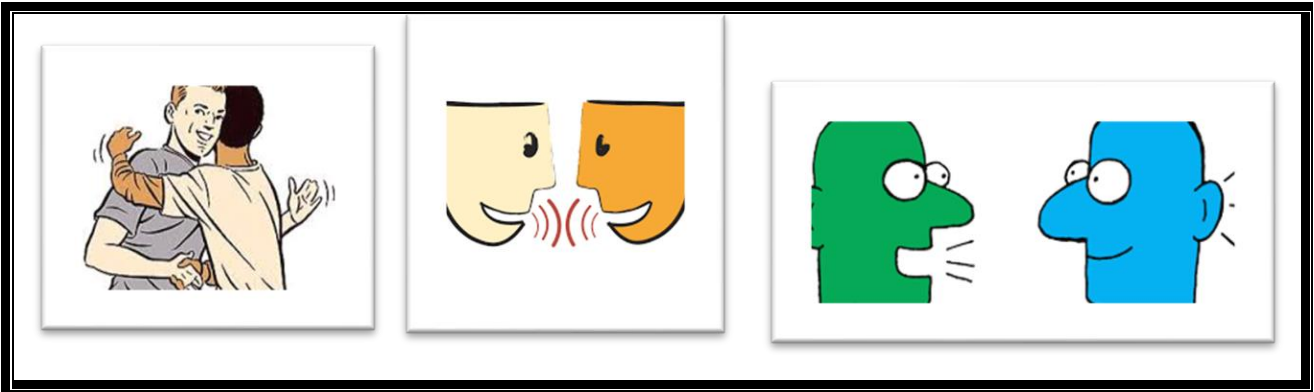
Vocalics

Vocalics is the study of paralanguage that involves the vocal qualities which accompany verbal messages, like, the pitch, tone, volume, rate, and verbal fillers. The pitch is the vibration of the vocal cords. Tone is a sound that comes out when you utter a word. Rate of speech is the number of words you speak. The rate of speech can be fast or slow. Volume is the intensity of sound. It helps convey meaning, monitor conversational flow, and communicate the pace of a message.

For example, *I am feeling soooo tired, I WANT to go as soon as possible, Whattt, How it's possible!!!! and so on.* Even babies can differentiate a higher-pitched ending sentence. One can also notice a rise in pitch while greeting someone and the fall in pitch while saying a farewell.

Flashcards





Activity

Activity Name: Organise via Non-Verbal Clues

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

A regular pack of playing cards

Instructional Objective

This activity highlights the importance of non-verbal cues to understand the real purpose of any communication. Students will understand that day-to-day non-verbal communication plays a crucial role in understanding an individual's unsaid emotions and thoughts.

Procedure

1. Mix the cards well and walk around the room to give every student one card.
2. Tell students to keep their card a secret so that no one can see another's card's type or colour.
3. Ask the students to use nonverbal communication and organize themselves into four classes according to the suit (hearts, clubs, diamonds, and spades) on their cards. They are not allowed to speak.
4. Once the students have arranged themselves into the four classes, ask them to line up as per the sequence of their card.
5. The team which first lines up in the correct order wins.

Observation

The student will carefully listen to the process and enact the suit they had got. Other students will observe the whole process.

Debriefing/Discussion with the students

Students must work with non-verbal cues in this activity. Few students were quite confident that they had correctly enacted, which is why they could identify the suit and the sequence quite easily; however, others found this exercise to be quite effective, as it allowed them to demonstrate their

strength to communicate through non-verbal cues. Following the activity, the students discussed how easy it is to communicate when emotions are adequately understood and how easy it is for others to understand when a person can express himself using nonverbal clues.

Following further discussion, the students admitted that it is simple for any individual to express and communicate effectively with the aid of appropriate gestures. In conclusion, this type of activity demonstrates how enacting emotions through facial expressions, hand movements, and gestures can be beneficial.

COMMUNICATION SKILL

Session No.: 10

Day: Friday

Date: 14-07-2017

Time Duration: 40 min.

Topic- Forms of Non-Verbal Communication-II

Learning Outcomes

The student will be able to:

- Describe proxemics.
- Define territoriality.
- Write a short note on chronemics.

Theory

Topic: Forms of Non-Verbal Communication-II

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation),

Introduction

Teacher: Is there a difference between talking to a stranger and to a family member?

Response 1: Yes, we are at ease when we are with relatives.

Response 2: When we're with family, we feel at ease.

Response 3: We avoid talking to strangers unless it is essential.

Response 4: When conversing with strangers, we are keenly aware of our surroundings.

Teacher: Do you remember being aware of your surroundings when conversing with strangers? If so, please explain how.

Response 5: We used to keep a safe distance between us.

Response 6: We communicate from a distance and in a more formal manner.

Response 7: We use more conscious body language when we speak.

Teacher: Students, as this discussion has shown, we pay attention to distancing in addition to facial and body gestures when communicating.

There are three type of nonverbal communication: Proxemics, Territoriality, and Chronemics.

Proxemics

Proxemics relates to studying how space and distance influence interaction. For starters, when we are happy and attracted to someone, we claim to be “next” to them. When we lose contact with someone, we believe that they are “far away.” Space has an impact on how people interact and behave. *For instance, ‘when two people are very close to one another, they can speak privately,’ ‘two close friends can whisper,’ ‘with strangers, we can speak safely from a safe distance,’ and*

'with family members, we can share rooms' and so on.

Territoriality

Territoriality is a desire inherent in taking up and protecting spaces. *For instance, owning a parking space for your bicycle or bike, or a seat in a classroom if we use it for an extended period of time or frequently enough. reserved bus seat, personalised water bottle, self-study room, and so forth.*

Chronemics

The analysis of how time influences communication relates to chronemics. Time can be divided into various categories, including biological, family, physical, and cultural time.

Personal time refers to how people perceive time. The way we view time depends on our mood, interest level, and other factors. Future-oriented people will spend the same time making career and personal plans, writing to-do lists, or discuss future vacations, perfect retirement spots, or what book they will read next. Natural time refers to set periods of days, years, and seasons. Physical time, particularly seasons, can affect our mood and psychological conditions.

Activity

Activity Name: Role-Play (Mime)

Activity No.: 01

Time Duration: 25 min.

Members Required: 2 students in a pair

Resources Required

Copy of script, writing material

Instructional Objective

This exercise is focused on the understanding of verbal and non-verbal communication.

Procedure

1. Divide the students into pairs (2 students in each pair).
2. Assign one student as A and another student as B. Give a copy of the following script to each student.
3. Student A will read their lines aloud, but Student B will nonverbally express their lines.

Dialogue:

A: Have you seen my book? I cannot remember where I put it.

B: Which one?

A: The murder mystery. The one you borrowed.

B: Is this it?

A: No. *It is the one you borrowed.*

B: *I did not!!!*

A: *Maybe it is under the chair. Can you look?*

B: *Ok--just give me a min.*

A: *How long will you be gone?*

B: *Geez, why so impatient?*

I hate it when you get bossy.

A: *Forget it. I will find it myself.*

B: *Wait—I found it!!!*

After the dialogue, ask Student A to guess what emotion affected the student's partner (Student B).

Observation

The students will listen to the whole conversation very carefully and jot down their observations.

Debriefing/Discussion with the students

The students expressed their responses as follows: *1. It appears student A was becoming upset and frustrated about trivial matters; 2. Student A was not behaving respectfully; and 3. It appears Student A might be having some issues with Student B, so he was not talking appropriately.* Several students suggested that it is likely that *Student B had behaved in a similar manner with Student A in the past, and now it was vice versa; and that Student A is consciously acting in this manner.* For *Student B, the responses were that Student B always behaved respectfully, Student B was aware of how to behave with others, or Student B might have known how to behave with Student A.* The students responded well since the activity was exciting, and it was challenging to convey the thoughts without using words. They explained that since they did not have enough practice with non-verbal communication, how they could not communicate with 100% accuracy compared to verbal communication. The students unanimously agreed that non-verbal communication is just as critical as verbal communication. Additionally, they noted that effective use of non-verbal indicators could instantaneously resolve a plethora of issues. The students highlighted the need for patience and how communication could become effortless when spoken appropriately and yield better outcome. They decided listening is not pleasant when someone shouts or speaks improperly. It is critical to be polite when speaking in order to have a positive relationship. Since this game has in its essence the ability to listen, developing critical listening ability also becomes essential. This game can be fun, encouraging the students to listen to one another. It will help students to interact verbally and nonverbally. It will help students understand the importance of verbal and non-verbal communication and how otherwise it can create chaos.

COMMUNICATION SKILL

Session No.: 11 & 12 Day: Wednesday Date: 19-07-2017 Time Duration: 80 min.

Topic- Importance of Listening Skill

Learning Outcomes

The student will be able to:

- Describe the listening skill.
- Analyse the importance of listening skill significantly in day-to-day life.

Theory

Topic: Importance of Listening skill

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Importance of Listening Skill in Communication

Listening is the act of deliberately hearing to what is being said. Listening skill can be described as 'the act of carefully hearing.' Listening skill are also an important part of the body language. The gestures of a good listener include eye contact with the speaker, sitting erect, and being alert.

Some obstacles may get in the way of becoming a good listener and it would be helpful to be aware of these hurdles, many of which could be unpleasant habits as mentioned below:

- Trying to listen to more than one conversation at a time, which includes having television or radio on while listening to someone speaking, being on call with one person while conversing with another individual in the same room and being interrupted by some dominant noise in the immediate environment.
- It is important that do not quickly confuse and interrupt, fiddle with the head, fingers, pen, etc., or look out of the window or focus on things other than the speaker.
- It is required to be clear that sympathizing means you are sorry for someone else's problems, while empathizing means you are putting yourself in the role of someone else.

Effective communication involves open-mindedness to other people's ideas and views, which does not mean you have to agree; however, it means you must listen and try to understand.

Activity

Activity Name: Concentrate on Listening

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Writing material

Instructional Objective

This exercise highlights the importance of listening in the chaos of the surrounding.

Procedure

1. Request each student to come to the front of class one at a time.
2. Invite the remainder of the class to raise any question (*as long as it is not too personal!*), e.g.
 - Which colour, food, or book is your favourite?
 - How was your lunch?
 - Which country do you wish to visit the most?
3. Invite five students to the stage to perform the same exercise.
4. Now ask them to sit (five students) on the stage.
5. Ask the rest of the class to form small team (five each) in the classroom. Next, ask them to try to note down some of the answers that the five students on the stage had answered. e.g.
 - Which of the student likes oasis?
 - What is Diya's favourite food?
 - Which student chose the politician as a career.
6. The group that first answers the questions gets a point / an award.

Observation

Students listen intently and attempt to provide thorough responses to help their team win.

Debriefing/Discussion with the students

It was challenging for the students to remember each response in this activity. A couple of students were angry after the task was completed since they could not answer a few questions raised from the beginning phase because they were not paying due attention. On the other hand, the other team was victorious because the team members agreed that everyone had been attentive. As several students pointed out, they frequently neglected the solutions, which created misunderstandings. Therefore, they agreed to have concentrated on the answers. Listening to the critical occurrence of a nearby in this game is essential because it is the essence of listening ability. While teaching children to listen to one another, this game was also entertaining.

Activity

Activity Name: Listen to the passage

Activity No.: 02

Time Duration: 25 min.

Members Required: all the students

Resources Required

Passage as a story or newspaper article, writing material

Instructional Objective

This activity will help students understand the importance of listening in any communication.

Procedure

1. Divide the class into two teams as Team A and Team B.
2. Instruct one of the students to go to the front of the class. Ask the student to read aloud a passage chosen by the teacher, such as a story or newspaper article.
3. Then ask the student to read it aloud again but make some mistakes/changes in words this time. Each time a change) is read out, the students have to stand up and mark it.
4. The point goes to the first team which stands up and marks correctly. Finally, total the scores, and the team that points out the maximum number of mistakes wins the game.

Paragraph

“Action is a very peculiar thing. It tends to bind the doer. We have all experienced that when we start doing some karma (action), we think we will do just a little and stop there. For this example, an unemployed person only wants a job, but he desires more paisa once he has a job. He takes on another job, but he is not content even then. Now he wants even more wealth. It goes on and on..... till he is totally entangled in a mesh of his own making with no way of breaking out of it and. A man gets bound by his own karma. This bondage results from not knowing what actions to do and the attitude they should be done. Karmas that are not dedicated to God are the ones that bind?? Therefore, karmas should be performed wholeheartedly without any attachment to the action or report card result. If an action must be performed, do it; if it must be given up, renounce it. The attitude should be one of dedication. In karma yoga, there is no place for laziness, prohibited actions, or self-centred activity. To qualify as karma yoga first, one must do one’s commanded duty, and it should be done with an attitude of dedication to somebodies God. Worship the Lord through your karma.”

Observation

The students listen to the passage carefully and try to identify maximum changes to make their team win the game.

Debriefing/Discussion with the students

Students understood the significance of each word or phrase they heard while the passage was being read aloud. Students responded that there were mistakes in usage of terms such as tends, doer, paisa, mesh, karma, renounce, yoga, bondage, duty, attitude, etc. and reported corrected outcomes. The students debated on the significance of each word in a phrase whether or not it was necessary. The fact is that they had to pay close attention to every word that was being communicated to them. According to the students, their team won the game because everyone was attentive in the class, demonstrating that students were paying close attention not only to the communication but also to the interaction amongst themselves. As a result, the students were confident enough to evaluate each word, demonstrating that listening is essential. The results also demonstrate that students were paying close attention to all the aspects of listening, which in turn helped them to comprehend the significance of listening skill as a component of communication skill.

Furthermore, the students emphasized the significance of tone and pitch, which they believed could pique their interest in listening and serve as effective attention seeker.

It can be concluded that communication necessitates sufficient attention from both the sides, of a conversation. This type of activity emphasizes the importance of paying close attention to every spoken word. It is possible to solve many problems immediately by paying close attention to the words.

COMMUNICATION SKILL

Session No.: 13

Day: Thursday

Date: 20-07-2017

Time Duration: 40 min.

Topic- Barriers to Effective Communication Skill

Learning Outcomes

The student will be able to:

- Describe the barriers to communication.
- Differentiate the different types of barriers to communication.
- Illustrate the barriers to effective communication in their daily life.

Theory

Topic: Barriers to Effective Communication Skill

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation),

Introduction

Teacher: Students, have you ever faced any problems during communication? If yes, what type of problem?

Response 1: Many times, at many places.

Teacher: Ok, now tell the situations where you have faced a problem.

Response 2: When I could not explain that it was not my mistake.

Response 3: When my teacher thought that I didn't do the homework because I was being lazy, however I hadn't done it for genuine reasons.

Response 4: I wanted to convince my friend that I was talking for her benefit only.

Response 5: When my parents thought that I was lying.

Teacher: Ok, students, so today we will only understand our behaviour in such situations.

Barriers to Verbal Communication

- Attacking (interrogating, criticising, blaming, shaming)
- "If you had done your work properly, we probably would not be in this situation, would we?"
- "Your messages" (moralising, preaching, advising, diagnosing)
- Showing power (ordering, threatening, commanding, directing)
- Shouting, name-calling, refusing to speak

Barriers to Non- Verbal Communication

- Flashing or rolling eyes, fast or slow movements, crossed arms, crossed leg, expressions made

with exasperation, slouching, hunching over, poor personal care, doodling, people stopping or avoiding eye contact, and unnecessary material fidgeting are obstacles to effective communication.

- Unorganised and haphazard thoughts also lead to ineffective communication- if any person wants something from his team members, he must first be noticeably clear about what he expects.
- During any presentation or seminar, the speaker has to be incredibly careful about his pitch and tone.

Activity

Activity Name: Barriers to Communication

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Writing material

Instructional Objective

This activity will help the students understand the situations and the barriers involved.

Procedure

1. Call one student and ask the student to read the below script.

Case 1

Nirav is a college going boy. On regular days, his exams commenced at 3:00 p.m. But his last exam was at 8:00 a.m. He had a discussion with his mom the previous night about his exams. Later, he also asked his mom to wake him up at 4:00 a.m. At that time, his mom was in the kitchen, operating a mixer and so could not hear anything. He thought his mom had heard him and went to sleep after some time without talking anything else with his mom.

On the other hand, his mom thought that his exam would be at 3:00 p.m. for which he usually woke up at 7:00 a.m. for regular revision. So, the next day, his mom woke him up at 7:00 am, and on waking up he shouted at her and got frustrated. Later on, without doing any revision and with lot of tension, he left for college. He took an auto for college and just said 'Janakpur road.' The auto owner took him to Janakpur society. He again shouted at him and got further frustrated. Then he changed to another auto which took almost 20 min. more and he finally reached the college ten min. late. As he entered the college, he found that in haste he had forgotten to bring his journal and the record book.

He felt more frustrated and was just thinking to go back home, but the next moment, he came to

know that it was his turn for the viva. With lots of frustration and worry, he entered and sat in front of the examiners. One of the examiners asked him a fundamental question, but he did not answer. He felt highly frustrated and started having angry expressions. The next question was asked regarding his project work on which he had worked for two years. He was trying to answer, and suddenly, he heard party music in a nearby area, coming from an open window, but he continued answering the questions. Although he knew the answer, he could not recall the answers perfectly and scored fewer marks.

Now ask the student to write the answer to these questions.

1. Name any one verbal communication barrier in this case?
2. Name any one non-verbal communication barrier in this case?
3. Describe any one situation where you can observe attacking behaviour.
4. Point to anyone situation where you can observe shouting.
5. Point out five such instances where you can find communication barriers.

Observation

The students will write the answers to these questions.

Debriefing/Discussion with the students

In this activity, the students must listen to the script carefully before writing their responses. The students responded to various verbal barriers in this setting, as shouting and providing inappropriate responses. Students demonstrated non-verbal barriers as expressing anger, displeasure, and running without taking care. Yelling at the autorickshaw driver, failing to communicate appropriately in front of the examiner was the response given by students for attacking behaviour? While communicating with the autorickshaw owner and expressing the frustration at his mother, shouting was observed. The various communication barriers included shouting at the mother, the autorickshaw driver, the mother's inability to listen, his inability to communicate appropriately with the autorickshaw driver, his inability to respond appropriately to the examiner, and going to the viva without proper preparation.

Most students could answer all the questions. The students agreed that they could even identify the points at which communication can go awry. They were able to see that different communication barriers can arise in a small number of situations. The students also suggested that, with appropriate gestures, it is simple for anyone to express themselves and communicate properly with others. They also acknowledged that communication barriers can cause a wide range of issues and

that if these barriers could be removed, it can result in a life that is free of problems. With the help of this exercise, we can see that communication is just as important as a person's inherent personality. It can be like a breeze to work with and understand if appropriately managed. Any obstacle can cause significant difficulty or a series of minor difficulties in communication.

EMPATHY SKILL

The students can develop an awareness of the significance of empathy in everyday life and an understanding of its critical role in maintaining interpersonal relationships. They can articulate the role of empathy in fostering positive relationships in life. With a proper understanding of empathy as an elaborative and practical skill, they can recognize the critical need to use suitable language during conversations. It could lead to learning about vague language and how it can make them uncomfortable and create an unpleasant environment.

Exposure to various aspects of empathy sensitizes the students to cultivate an interest in empathy and its appropriate use in daily life. With proper exposure to various activities and its rigorous and deep-rooted discussion, the students can develop an appreciation for the empathy attribute's relevance. They can express empathy more directly in their daily lives and develop an aesthetic interest in empathizing with others. With the appropriate insight towards empathizing behaviour, they can respect the value and appreciate the beauty of others' emphases.

The students can also recognize various barriers that were encountered while emphasizing others. They can acquire a grasp of the different impediments that may arise in their lives and can overcome these obstacles while emphasizing the value of others.

The pedagogy used was discussion and demonstration method to make the sessions interactive. Learners were exposed to Case-based learning, guided learning, inquiry-guided learning, role plays, and just-in-time teaching.

EMPATHY SKILL

Session No.: 01 & 02

Day: Wednesday

Date: 08-11-2017

Time Duration: 80 min.

Topic- Meaning and Components of Empathy

Learning Outcome

The student will be able to:

- Define empathy.
- Explain the importance of empathy.
- Give illustrations of empathy.

Theory

Topic: Meaning and Components of Empathy

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation),
Images of various emotions on flashcards

Introduction

EXAMPLES- How do you feel when someone hurts your friend?

When your mother gets angry, how do you feel?

Would you feel something if you had an accident?

In reality, all such emotions are a part of love, and they make a person an emotional being. What and how we behave with others helps us realize the emotional ties. Empathy is merely an indication of such behaviour.

Significance of Empathy

“The ability to understand and share the feelings of another person” is known as empathy. It is the art of seeing the world as perceived by someone else. When you have empathy, it means that for a given situation, you can understand what a person thinks at a given moment and know the meaning, need, or demand of the actions of other people at that time.

Example: *When I saw my friend getting confused on stage, I felt empathetic, recalling how stressful my presentation had been the previous day. I am quite sure you would have also undergone this kind of a situation several times.* Could you please remember and share those moments with us?

For every complicated term, we need to understand the basic terms. In the same way, we need to comprehend the parts or components of every idea to grasp it.

Components of Empathy

Empathy consists predominantly of three key components:

Comprehension about yourself

One must learn to empathize with themselves if want to grasp others' emotions. One need to first hear ownself. A healthy mind needs to recognize and acknowledge its own emotions which forms the basis of empathy with other. For example, *you must first yourself be motivated to be able to motivate the others*. This goes not only with empathy, but with other characteristics as well.

Understanding others

When one understands own self, one can think about others, think about others' feelings, and also understand what is happening in mind and heart. It takes careful consideration, and everyone can learn to appreciate how others think and feel with practice and dedication to thoughtfulness.

Nonverbal empathy

It becomes easier to communicate when one understands what someone is thinking or feeling. This interaction could be verbal or non-verbal (already known in the interaction). In sentences, phrases, and ideas, verbal focus can be given. A nonverbal aspect of the highlighted interaction deserves specific consideration. Depending on the situation, the experience one obtain from empathy will help to use effective nonverbal communication, for example, smiles, namaste greetings, etc.

Flashcards



Activity

Activity Name: Empathizing in a Regular Way

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

NA

Instructional Objective

The students will know how to sympathize with others and with themselves.

Procedure

1. Ask the students a few times (three-four seconds) to sit still, and the students will be instructed to reply when they have been allowed to talk.
2. Ask the students some fundamental questions about their friends and classmates to know their understanding of others.
3. The students will also talk about themselves. (*The more the students know and understand their classmates, the easier it will be to understand them.*)
4. The teacher will go around the classroom now to ask all the students to share a story about how they wounded the feelings of someone or how they hurt them and how they felt. The students will then share their stories.

Precautions

- *Students should concentrate on stories and not on the student's name used or about whom they are told.*
- *Students should not laugh at each other and tell stories.*
- *Every student should understand different circumstances to highlight or underline them.*

Observation

The students present their experiences, and other students closely observe them.

Debriefing/Discussion with the students

In this activity, the students were introduced to the concept of empathy. The students were allowed to express their feelings, and they discussed that they felt comfortable after expressing themselves. The students posed a few questions as 'What is your favourite colour,' 'When did you feel like you lost everything,' 'Which is your most frightening experience,' 'How you feel when any teacher scold you,' 'Are there any moment you feel extremely horrible' and so on. They admitted that they tried to understand others' emotions however they could not be easily understood, yet everybody's emotions must be respected. To better understand the emotions, the students discussed that we must make a conscious effort to comprehend the value of emotions. Finally, one can comprehend that student, while talking about their feelings, understand different scenarios, work out their actions, listen to other stories calmly and understand the emotions of others.

EMPATHY SKILL

Session No.: 03 Day: Thursday Date: 09-11-2017 Time Duration: 40 min.

Topic- Importance of Empathy-I

Learning Outcome

The student will be able to:

- Explain the importance of empathy.
- Describe the application of empathy in day-to-day life.

Theory

Topic: Importance of Empathy-I

Time Duration: 10 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Importance of Empathy

A significant phrase on empathy is very popular: Empathy begins with putting yourself in someone else's shoes. It is a crucial step in recognizing experiences that vary from your own.

It is necessary to consider the need for the conduct that we have currently insisted. Empathy is critical in continuing these thoughts: To grasp distinctions, establish relationships, and gain a global perspective. Empathy is crucial in recognizing global problems and those within our communities. For example, *as far as you understand your classmate, whether they feel bad or good, you will figure it out.* People who have built a high degree of empathy (think of great leaders or politicians, social workers, etc.) are excellent at handling relationships and relating to others. However, it is not just about the individuals around us. We even feel empathetic towards outsiders and people from other cultures, such as those we see on the television or read about in the newspapers. For example, *we feel empathetic for poor people, orphanage kids, etc.*

Activity

Activity Name: Empathy in One's Life: The Golden Rule

Activity No.: 01

Time Duration: 20 min.

Members Required: all the students

Resources Required

Writing material

Instructional Objective

The students understand the role of empathy in their life.

Procedure

1. Make the students sit quietly for three-four secs.
2. Allow them to stand and say unkind words for anyone without giving the name.
3. Jot down the words and phrases.
4. Let them stand again and ask how they feel if the exact words were being said to them

Precautions

- *The students will not make fun of any unkind words.*
- *It must be instructed that they will not refer to anyone in the class.*
- *They will jot down the words silently without disturbing the class.*

The teacher will illustrate the examples:

I would not want someone to say I am stupid, so I will not say, 'You are stupid' to anyone else.

I would not want someone to pull my hair, so I will not pull anyone else's hair.

I would not want someone to say mean things about me, so I will not say mean things about anyone else.

Then discuss things they would like another child to do for them and do for another child in return.

I want someone to invite me to play, so I will invite someone to play.

I want someone to tell me that I drew a great picture, so I will tell someone they drew a great picture.

Observation

The students will perform the activity.

Debriefing/Discussion with the students

In this activity, the students were required to comprehend the true meaning of the word “unkind” when it was misused. They used a few terms such as, ‘*You are stupid,*’ ‘*You are an idiot,*’ ‘*You constantly misunderstand everything,*’ ‘*You have no sense of how to behave,*’ ‘*You always create a nuisance,*’ ‘*You have always done idiotic things,*’ and so on. The students discussed how they had learned what it was like to be in a situation where no one understood their feelings. They also realized how hurtful and harmful unkind words can be and how they can spread negativity. They addressed that everyone must consider each word carefully before uttering it. The students discussed how bullying others and using harsh language can cause a great deal of pain.

EMPATHY SKILL

Session No.: 04

Day: Friday

Date: 10-11-2017

Time Duration: 40 min.

Topic- Importance of Empathy-II

Learning Outcome

The student will be able to:

- Explain the importance of empathy.

Theory

Topic: Importance of Empathy-II

Time Duration: 20 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Take a Single Feeling at One Time

Further, the value of empathy can be understood as follows:

To be empathetic, we should not judge others in haste; we need to think about the situation adequately. For building a supportive and calming atmosphere, it is essential to understand what motivates others, what makes others happy, and how best to react. Expressing our thoughts in a manner that makes sense to others allows us to consider when others want to connect with us. It is one of the fundamental building blocks of excellent social interaction.

It is essential to recognize that it would be difficult for a student who lacks empathy to build strong relationships with peers, classmates, or relatives.

Activity

Activity Name: Understanding Your Feelings

Activity No.: 01

Time Duration: 15 min.

Members Required: all the students

Resources Required

Chits, bowl, writing material

Instructional Objective

This activity will be helpful to the students in becoming emotionally conscious of their feelings, and by understanding one feeling at a time.

Procedure

1. The students will sit still and think for three-four secs.
2. Talk to the student about the sense of fear.
3. Later let the students write about the happenings on a chit of paper (when they were in fear).

4. Place all chits in a bowl, and then one student reads all circumstances one by one, and the students will give answers and solutions.
5. (What can be done in the form of an appeal? Who can a person contact in a case like this? What are you going to do if you are in this situation?)

Precautions:

- *Students will genuinely write the situations.*
- *Students will genuinely talk about the conditions and not just give responses.*

Observation

The students write authentic occurrences and sincerely provide their solutions.

Debriefing/Discussion with the students

With this unique activity the students had the opportunity to examine their sentiments and receive solutions and alternatives to the feelings they could not affirm. The students had written down their fears, such as *'Being in a dark room,' 'Being severely scolded by the teacher,' 'Narrowly avoiding an accident,' 'Being unprepared for the examination,' 'Being locked in the storeroom,' 'Falling from the staircase,' 'Witnessing sister's accident,' 'witnessing mother's injury covered in blood,' and so on.* The students listened to the situations and then provided their ideas. *'When it comes to fear of a teacher scolding, one should be cautious about completing tasks on time and give a simple explanation to the teacher when not completed.'* *'Never panic if you see your sister in an accident, seek quick treatment or first aid.'* *'If you become imprisoned in the storeroom, look around for a window and call for help or knock on the door a little to get someone's attention.'* The students talked about how it helped them see ways to deal with different kinds of emotional problems. They also admitted that it is simple to seek answers and get rid of unwanted sentiments with a conscious effort. They also pointed out that it's not always necessary to dwell on the wrong parts of life, and that there are ways to deal with various emotional problems without dwelling on the bad. With the help of this activity, students can learn what to do when faced with anxiety and conflicting information. It gives them a better idea of how they should behave when confronted with similar situations in the future.

EMPATHY SKILL

Session No.: 05 Day: Wednesday Date: 15-11-2017 Time Duration: 40 min.

Topic- Elements of Empathy-I

Learning Outcome

The student will be able to:

- Explain the elements of empathy.
- Explain the importance of one's presence while empathizing.
- Explain silent empathy.

Theory

Topic: Elements of Empathy-I

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Essential Elements of Empathy

There are three essential elements of empathy:

1. Presence - This part of empathy is about resting our consciousness and listening to the speaker attentively and carefully rather than worrying about what they say. We must think about what they want, but only after hearing what they want to say. At any given moment, listening is more like emptying your mind of thoughts and drawing your attention on things like the rhythm and sound of the speaker's words, the spaces/gaps between their words and phrases, and recognizing their nonverbal body language and communication. For instance, whenever you hear something, try to grasp it, and apply it to your life and then act.

2. Silent empathy - This part of empathy is about listening to what is essential to the speaker in silence. It is also quietly listening to or observing their thoughts, emotions, feelings, desires, and what they explicitly want or need in that situation. It is essential to let them understand and know clearly if you do not agree or disagree with what they are saying, or if what they are saying is objectively valid, and from their subjective frame of reference and experience, you are able to see their viewpoint.

3. Need Language- When you have understood a person's needs, you need to think about the interactions you wish to carry out with that person. It would be best to pause and work with the person in silence or engage in verbal conversations to reflect the needs. It would be best to listen to any requests or needs they might have from themselves or from others. It is essential to understand language in verbal conversations and non-verbal gestures.

Activity

Activity Name: Silent Empathy

Activity No.: 01

Time Duration: 25 min.

Members Required: 02 in a pair

Resources Required

Writing material

Instructional Objective

The students strive to answer questions from the speaker's perspective. It, therefore, helps to comprehend that other's issues must be understood before they are resolved.

Procedure

3. There is one talker and one listener.
4. The situation here is that the talker should give the content that requires the listener's *attention*, but the listener does not know this.
5. After hearing the content, the listener can understand their partner's content. Now the listener will solve these answers:
 - *What was their perception of the occurrence?*
 - *What was distressing about this occurrence?*
 - *What were the emotions they felt at the time of the occurrence?*
 - *What emotions are being conveyed at this moment?*
 - *What does the listener require from the speaker (which are often empathetic)?*
6. There were ten such teams (20 students), the other students observed their performance.

Observation

The students will perform the activity and observe it.

Debriefing/Discussion with the students

Students worked in pairs to comprehend each other's feelings throughout this activity. The students shared their efforts to understand their partner's emotions in a better manner. *The speaker mentioned several incidents as, 'when I was with my mother and heard a loud disturbance from the neighbour,' and 'I discovered that the lady in the neighbourhood was scolding her daughter severely for not performing domestic tasks on time instead of studying for an exam.'* *'My mother attempted to reason with that lady, but she was stuck with her daughter's behaviour to exclusively perform the household chores. Outside, her brother was playing, laughing, and taunting his sister.'* The listener stated that it is critical to stand up for the right deeds and that it is also crucial to grasp the value of everyone's priorities. The listener felt guilty and respected the talker's and the family's

efforts.

In another instance, the students said, *'I was working on the project with my classmates, and one of my friends met with an accident and could not assist us. Several team members were in support of excluding her name from the project. I also supported them, however after 1-2 days, that student presented her work and informed us that she would just come to school for assisting us with our project.'* In this scenario, *'the listener expressed the opinion that we must care for one another when they are in distress. The listener further explained that no two individuals are alike and that every individual can contribute to team activities in various ways.'* The value of teamwork was also demonstrated in this situation. The students noted that this activity taught them that while it is difficult to understand the emotions of others, they should attempt to do the same. They claimed they made genuine efforts stating that if they took an interest in every interaction, the risk of a quarrel or misunderstanding would decrease significantly. Additionally, they acclaimed that this activity taught them that not all challenges are the same.

Additionally, the students also discussed that each individual needs to be given special attention to be able to understand his/her manner and behaviour. They recognized that each emotion is unique; not all emotions require the same level of attention. Finally, it shows that an individual being can effectively grasp and think from the other's outlook and perspective.

EMPATHY SKILL

Session No.: o6 Day: Thursday Date: 16-11-2017 Time Duration: 40 min.

Topic- Elements of Empathy-II

Learning Outcome

The student will be able to:

- Explain the elements of empathy.
- Discuss the importance of elements of empathy.
- Differentiate between the various elements of empathy.

Theory

Topic: Elements of Empathy-II

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Elements of Empathy

There are two more elements of empathy:

1. **Developing other people** means listening to their needs and concerns and allowing them to grow to their full potential. People with these abilities typically reward and compliment individuals for their strengths and achievements and offer positive input for development. to encourage others to grow to their full potential, they offer mentoring and coaching. For instance, your parents, educators give you gifts or appreciation whenever you score good marks.
2. **Giving Honour** means building and growing resources for all individuals, understanding and celebration of bringing something different. Regardless of their background, people with this talent appreciate and relate well to others. As a rule, they see diversity as an advantage, recognizing that diverse teams perform far better than more homogeneous teams.

Activity

Activity Name: Effective Empathy by Understanding Emotions

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Stopwatch

Instructional Objective

The student can understand the impact of speaking and listening on empathy.

Procedure

1. Divide the entire class into pairs (2 members in each team)
2. Set the timer at 90 seconds for every team, and one team member discuss every subject while the other team member has to listen without interruption.
3. When the timer dings, the first team member will stop speaking, the other team member will summarise the words and sentiments.
4. After this, the students will talk about the experience.
5. Roll back and repeat the exercise.

Observation

The student carries out and observes the task thoroughly.

Debriefing/Discussion with the students

Students begin this activity by working in a team. Although earlier it was found to be a difficult task, later it became easier as they went along. The students provided some instances as, *'I am very interested in science subject,' 'I like to know more about space,' 'I love to see stars in the night,' 'I never fail to watch any event related to stars like formation of stars like the constellation,' 'I love to see different stars and their movement every night.'* The listener summarised it as *'the speaker is very much interested in science; thus, it might also aid him in scoring more marks in exams, the attention towards science will also draw him towards more meaningful understanding about the stars and the sky.'* The speaker will pay attention to all celestial activities and be aware of all celestial happenings. *'I can detect he might try to build his career in science with specialization in astronomy or astrophysics.'* In another instance, the student presented that *'I love to do classical dance. Earlier my family did not allow me to practice it, but my elder sister persuaded them, and later I was able to join the dance class. In the earlier days, I felt exhausted due to school, Homework (H.W.) tuition work etc., but later on, I adjusted well.'* The listeners summarized that we need to work on those activities which fill us with enthusiasm.

If we don't get appropriate help, we feel guilty and expect to be understood. Many times, another member of the family understands our moods and communicates our thought in a better manner. That's what happened here; her elder sister realized her interest and its importance in her life and persuaded her family members for the same. Initially, the students said they tried to understand; nevertheless, they began to feel like the others as time went by. They also emphasized the need to sit and listen appropriately before engaging in conversation with others. In the first example, they emphasized that it was fine, but they were more easily able to argue on the content and accepted that appropriate speaking is better after listening carefully.

The students discussed that emphasis was placed on listening since attentive listening improves productivity. This practice teaches students to communicate empathically with people they don't know well or have close relationships with.

EMPATHY SKILL

Session No.: 07 & 08 **Day:** Friday **Date:** 17-11-2017 **Time Duration:** 80 min.

Topic- Characteristics of Empathy Skill

Learning Outcome

The student will be able to:

- Categorize various characteristics empathy skill.
- Explain the characteristics of empathy skill.

Theory

Topic: Characteristics of Empathy Skill

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Empathy Skill

The Oxford Medical Dictionary describes Empathy Skill as “the ability to understand another person’s thoughts and emotions”. *The ability to empathize* does not project one’s own emotions to the other, but it makes one feel the other’s emotions as if they were one’s own. It is an awareness of another person’s emotions through recalling or by imagining *or to be* in a similar situation.

It can best be described as feeling with the person. Empathy Skill, in other words, is the ability to understand the feeling or reflection of others based on what is felt in oneself. It is the capacity for concrete representation, including the corresponding feelings, of another person’s mental state.

Characteristics of Empathy Skill

- **Dependability-** Stands alongside others to get them out of the situation and have the self-confidence to assist others.
- **Compassion-** It is important to have feeling of compassion in order to feel empathetic towards the people. For e.g. If someone is injured, we need to show.
- **Reflective Thinking-** Reflection on other circumstances helps to relate with the other’s feelings
- **Logical Thinking-** Reasoning is required to find out the solutions while empathising with others.

Activity

Activity Name: Not to Bully- Not to Hurt Anyone

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Writing material

Instructional Objective

This exercise helps to comprehend that nobody in a group ever needs to face these feelings due to bullying if they can work together to prevent and end bullying. Students realize how words of destruction can affect their friendship and relationship.

Procedure

1. Instruct the students to write how they feel:
 - *If they saw someone being bullied*
2. Students will write the answers.

Observation

The student attentively follows the directions and write down their sinful feelings in all three instances.

Debriefing/Discussion with the students

This activity addresses one of the primary concerns associated with unpleasant emotions. The students responded with a variety of opinions, such as everyone must collaborate, and disregarding anyone is not a good idea. The students provided their response as follows: *'If I see someone being bullied, I will attempt to intervene,' 'if I cannot do so, I will contact a higher authority to intervene as quickly as feasible.'* *'I can even attempt to divert them so that the bullied individual can escape.'* *'If someone has been harassed, I will seek out the culprit and get them punished by the school,' 'I will scold them, if possible,' 'I will complain to the teacher and, if possible, to their parents also,' 'If someone has been bullied, I will attempt to console them, assist them and obtain information about the culprit.'* *'I will stand by them to file a complaint to a higher authority.'* Even some students stated that they would themselves attempt to punish the culprit, although the teacher interrupted that violence is not a good idea and that they should address the issue rather than increase it. Some students suggested that a committee can be formed to ensure no bullies are inside an organization, as bullying is a flawed practice that should not be fostered. Additionally, the students indicated that bullying is not a pleasant experience for anyone and that any situation involving bullying should be avoided. It means that bullying can elicit strong emotions such as fury, disappointment, and fear. While it is acceptable to experience these sensations, it is never acceptable to react violently, intentionally injuring someone.

Activity

Activity Name: Discussing the Fear to Come Out

Activity No.: 02

Time Duration: 25 min.

Members Required: all the students

Resources Required

Bowl, Writing material

Instructional Objective

This practice fosters empathy and can be conducted when one thinks a safe and trusting atmosphere exists.

Procedure

1. Urges each student to anonymously write down their fears on paper before putting them in a bowl.
2. Circulate the bowl and take out a piece of paper from every student.
3. In turn, the students read the fear written in their piece of paper aloud and explain how the person feels.

Observation

First, the student writes his fear and then tries to comprehend the feelings (what they select from the bowl).

Debriefing/Discussion with the students

As a result of this practice, students become more aware of their problems and more receptive to the fears of others. The students expressed their concerns as *'I used to be afraid of dark regions, insects, lack of light at night, scolding from the teacher, heavy flow of water in a river, scolding from my father, and so on.'* The students took out these chits and explained that *'if someone is afraid of the dark, they might also be afraid of sleeping alone at night, they may have woken up even if there was a minor disturbance at night, they may have had terrible nightmares and woken up fearful.'* Concerning the fear of scolding, the students addressed that such students may be highly particular in their homework (H.W.) completion, they may avoid coming to school if their homework (H.W.) is incomplete, if they complete their homework (H.W.), may give genuine reasons in a highly effective manner, they may be more concerned with their academic grades and maybe scoring well overall. For fear of the mother, the student offered that their mother may be a working woman who becomes frustrated due to a heavy workload, or she may wish for the child to perform housekeeping duties instead of obtaining an effective result. They could be a recurring conflict between family members, subsequently affecting the child.'

The students were kind in their presentation of their thoughts; they demonstrated their reflective thinking while providing solutions. They evidenced their logical thinking in numerous solutions to ensure that they were practical and applicable to all.

The students put up other ideas, such as doing a little good after writing about their worries, trying to portray their anxiety, and realizing that every problem has a different perspective. On anxiety, they focused mainly on the fact that while many common fears may seem familiar at first glance, their underlying causes and outcomes might vary widely. They also emphasized the need for a specific *understanding of* each phobia, something meaningful talks and viewpoints can only accomplish. In conclusion, the students learn how empathy and fear work together to keep a person in balance through this practice.

EMPATHY SKILL

Session No.: 09 & 10

Day: Wednesday

Date: 29-11-2017

Time Duration: 80 min.

Topic- Ways to Show Empathy Skill

Learning Outcome

The student will be able to:

- Discuss different ways to show empathy.

Theory

Topic: Ways to show Empathy Skill

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Ways to Show Empathy Skill

Effective empathy involves open-mindedness towards other people's ideas and views, which does not mean you have to agree; but it means you must listen and try to understand them.

One of the most valuable qualities you can learn is to be able to practice empathy. Empathy can be a balm to the anxiety and rage in a world that spends too much time picking faults and igniting fear and anger in people. It will motivate others to lead a healthier and more satisfying life. There are different ways to show empathy:

- **Listening-** One of the best ways to express empathy to others is to listen. *For instance, if your family member insists you not go out during the rainy season, you should listen to him/her.*
- **Being judgemental-** This is a crucial step when practising empathy and mindfulness. While meeting or communicating with others for the first time, it can be challenging to withhold immediate judgment. However, this is an essential step towards being compassionate. *For instance, we always respect everyone at every funfair, school program or workshop, even if we do not know them personally.*
- **Being compassionate -** This is a crucial step when practising empathy and mindfulness. When first meeting or communicating with others, it can be challenging to withhold immediate judgment. However, this is an essential step towards being compassionate. *For instance, we always respect everyone at every funfair, school program or workshop, even if we do not know them personally.*
- **Prejudices and Stereotypes-** One way to grow and learn is to understand people unlike us. Find someone who makes you feel uneasy because they are so unlike you and get to know them. So do not entertain stereotypes.

Activity

Activity Name: Short Documentary Film

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Laptop/Desktop, electric point, writing material

Documentary Source:

<https://drive.google.com/file/d/1jswKGHAdtQKdo6tHboFtMgCtVUAVISww/view?usp=sharing>

Details:

An animated short film by Ahmed Elshraby about Animated Short Film “Watch Your Feelings.”
Presented by Ahmed Elshraby

Instructional Objective

The documentary tries to explain the *ascetic* value of relationships and the importance of feelings.

Procedure (Scripting of video)

This video features two sisters. One sister is Aly, while her younger sister is Yeni. Yeni transitioned from love to hatred and atonement during two childhood years, and the script is structured in the same three-part style as before childhood.

The three stages were described as infant stage, toddlerhood, and preschool.

Before the childhood period, both sisters were quite affectionate toward one another. Three framed wall images were included in the video, each representing a stage with the words “*I love my sister*” written on a piece of paper pinned to the wall.

In the infant stage, Aly hugged Yeni, and they shared a lovely grin in the photograph with a brown square frame.

In the toddlerhood, they walked hand in hand on a bit of grass courtyard in the sunshine in the photograph having a brown rectangle frame. Aly and Yeni were amusing and cheerful.

In the preschool level, photograph was in a brown round frame, in which they were sharing sunflowers and smiling amusedly and contentedly. It appeared in the photograph that they were affectionate towards each other, but their relationship had deteriorated during this period.

During the pre-school age, jealousy brought up hatred. Three photographs showed Aly joyful and smiling after receiving gold medal cups, but Yeni was downcast and heartbroken after receiving only green tags with the encouraging words ‘you tried.’ She was so enraged that she scribbled, “I hate you” in her diary.

Following the completion and closing of the book, these words formed five small black rolling circles that danced erratically over her journal to taunt her; three of them leapt onto the bookshelf,

causing some gold medal cups to fall out onto Yeni's hands and feet.

Suddenly, a yellow school bus pulled up in front of their house, and a small black rolling circle rolled up to the windowsill, smilingly satisfied. Aly exited the bus.

She waved to Yeni, but Yeni stood by a window, concerned, and disturbed by what she had done; she was scared to look at Aly, who had taken the letters from a mailbox and was reading them.

Then Yeni and small black rolling circles dashed toward the entrance. Near the door, small black rolling circles joined to form a demon that confronted Yeni and violently pushed her back onto the floor.

Then, Yeni hurriedly reassembled the ripped pages from her journal to obtain the words "love," "sorry," and "pardon" to implore the devil to forgive her transgressions. Finally, this demon accepted and vanished, allowing her to see Aly. She dashed to the entrance, held Aly tightly and sobbed, whispering regretful words about her conduct.

Observation

The students watch the video and jot down their observations.

Debriefing/Discussion with the students

The students attempted to comprehend the video's story. The students stated that it was clear that positive emotions always assist in addressing problems more efficiently. Additionally, they demonstrated that individuals are more prone to experience unpleasant emotions when they were in a bad mood. Additionally, the students admitted that one must be in a tranquil frame of mind to comprehend the situation and that if emotions are not well regulated, they can soon evolve into unproductive feelings. The students firmly claimed that unpleasant emotions are always the result of unpleasant feelings.

The vital and critical emotions indeed undergo psychological changes during childhood. Love was a wonderful, uplifting experience during childhood. On the other hand, if rewards for children throughout their school years are not handled delicately and tactfully, they have the potential to injure them and foster animosity and envy among children who grow up to be *indiscipline* and dangerous.

Activity

Activity Name: Give a Thought towards Showing Empathy

Activity No.: 02

Time Duration: 25 min.

Members Required: all the students

Resources Required

Writing material

Instructional Objective

This exercise enables students to show empathy in different ways in day-to-day life.

Procedure

1. Divide the class into ten teams (5-6 members in each team)
2. Assign each team three questions.
 - *How can you possibly know what another person feels?*
 - *How can you empathize in different ways?*
3. Allow teams to respond to these questions sequentially, and other teams may proceed if they wish to clarify anything.

Observation

The student conducts the task with caution.

Debriefing/Discussion with the students

The students here worked collaboratively. They discussed their perspectives and agreed that this practice teaches them how to understand others' feelings in various situations and cope with a range of emotions. *The students expressed their responses as 'if we try to put ourselves in others' shoes, we can quickly grasp their feelings,' 'if we considered how we would feel in a given circumstance, it's easy to understand their perspectives.'* For the second question, students responded that *'it is easy to identify unhappiness because the student will be dissatisfied with simple tasks,' 'unwilling to take on new challenges,' 'unwilling to work hard,' 'constantly blaming others for any mistake,' and 'lacking zeal for extra or additional learning,' and so on.* They further responded as *'the best we could do is to help them appreciate the value of each task,' 'the various ways in which they may better themselves,' and 'the various tasks that make them happy and more effective in their regular jobs.'* Additionally, *'one can direct them by asking them to interact with an expert,' 'a motivating speaker, or by allowing them to complete small tasks that inspire them.'* While the students acknowledged that it is not easy to comprehend everything simultaneously, they also stated that distinct emotions require particular attention.

Additionally, it was discussed that one cannot categorize all scenarios. It implies that it is necessary to understand the individual's position in particular circumstances to comprehend each emotion. Additionally, it emphasized the fact that each emotion carries a distinct meaning.

EMPATHY SKILL

Session No.: 11 & 12

Day: Wednesday

Date: 22-11-2017

Time Duration: 80 min.

Topic- Barriers to Empathy Skill-I

Learning Outcome

The student will be able to:

- Discuss the barriers to empathy

Theory

Topic: Barriers to Empathy Skill-I

Time Duration: 20 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Barriers to Empathy Skill

Empathy is to let someone know that others have encountered similar emotions and that they are not alone. It helps individuals shift towards resilience. Different barriers limit a person from demonstrating empathy.

1. Sympathy instead of empathy

Instead of empathy, most people shy away from those who go through suffering, sorrow, or sadness and resolve to show sympathy. People often want sympathy rather than empathy. Such individuals want people to feel sorry for them. They assume as if they are the only ones to whom this happens or that their condition is worse than that of anyone else. To affirm their uniqueness, they are searching for someone. Most individuals deal with sympathy seekers by faking sympathy only to get away from them. For instance, "I know it is not easy to lose weight because I have faced many challenges; it can also feel like a battle to lose weight". Another challenge of empathy is when others throw a 'trump card' or 'load the deck' by telling you their tale of suffering or sorrow. We waste our time and energy trying to outdo each other, competing, or continuing to tell each other, "That's nothing". *For instance, ye toh Kuch nai ... mere saath toh essa bura hua tha ...* The next challenge for empathy is the burden we place on ourselves to 'say the best thing' or 'get it right'. Empathy is about listening to emotions or having the ability to consider and accept them. *For instance, Ye galat hai ... tumhe iski jagah ...*

2. Lack of Time, Power

Lack of time and a busy schedule are the biggest challenges to establishing empathic responses in daily life conversation.

3. Poor Emotions

Pre-defined negative feelings about another person will generate an obstacle to forming an empathetic relationship. Negative feelings may without a justification by themselves become an even more significant obstacle, leading many individuals to withdraw or even attack. For example, if you do not like someone, you will never really feel good about them.

Activity

Activity Name: Understanding Other's Behaviour

Activity No.: 01

Time Duration: 35 min.

Members Required: all the students

Resources Required

Writing material, to-from Behaviour sheet

Instructional Objective

This activity is critical for creating awareness when anticipating any work from others. Before assigning any duty, we must visit their location and determine whether it would cause any discomfort or harm to their sentiments.

Procedure

1. Assign each student a little folded paper to serve as a chit. Instruct them to jot down the following three points in below mentioned tabular form:

To	From	Task (can be done in 2-3 min.)	Barriers in task Completion

2. Following that, begin picking up the chits one by one and contacting the individuals listed in the "from" column.
3. Make a list of students who are uncomfortable with the assigned work and allow them to share their experiences.
4. Allow the remaining students to complete the assigned task in five min..

Observation

The students attentively complete the exercise.

Debriefing/Discussion with the students

The students were provided with a sheet to present their viewpoints in this activity. The students discussed the importance of first understanding others and then forbidding/ preventing the

incapable ones from performing the task. *They were assigned tasks such as 'saying sorry to me, saying nice things about me, making friends with me, recommending me to the teacher, saying thank you to me, speaking to me properly, forgiving me, and forcing me to sit with her group'.*

Additionally, the students discussed that while trying to understand and anticipate the emotions of others, they should exercise caution. For those who had not completed the task; the students agreed to reconsider it.

Additionally, they also paid attention to the point that before expecting anything from others, we must first ascertain their feelings and comfort level for any task. The students suggested that it is necessary to exercise caution when delegating any assignment to another person. If the task is inconvenient, one should *again analyze oneself*.

In conclusion, this practice teaches students to analyze their own emotions, anticipate those of others and demonstrate the importance of carefully considering and analyzing before entrusting anyone with *a task*. *Sharing empathising at right time is importance*

To-From Behaviour sheet

Date & Day:

Name of the Student:

Class:

Name of Skill:

Name of Activity:

Session No.:

To	From	Task (can be done in 2-3 min.)
1		
2		
3		

Activity

Activity Name: Empathy Barriers- Documentary Video

Activity No.: 02

Time Duration: 15 min.

Members Required: all the students

Resources Required

- Laptop/Desktop, electric point, writing material
- Documentary Source:**
https://drive.google.com/file/d/1hmTODClK2zUYW9sGlkWuDgQ6_BoUH6bD/view?usp=sharing

Details:

A smart short film by Vignesh Venugopal about how simple life can be.

Concept & Direction - Vignesh Venugopal

Cinematography - Kalaiselvan

Presented by RunwayReel

Instructional Objective

This documentary reflects the importance of living a simple life and understanding others.

Procedure (scripting the video)

- The documentary demonstrates the value of remaining simple in life, empathizing with others' emotions, and assisting without revealing their identity.
- A simple school-going boy was living a simple existence in this documentary clip. On a *rainy* day, he noticed a walkway that was flooded. He noted 2-3 persons crossed it but chose to ignore it.
- This young child carefully observed and attempted to build a bridge of bricks, which could be a straightforward endeavour. Although the young child did not use that path, yet he attempted his level best at the most fundamental point. This demonstrates both his moral and empathic behaviour.

Observation

The students attentively observe the documentary.

Debriefing/Discussion with the students

After watching the film, the students understood the importance of empathy in everyday life. They highlighted how performing normal things demonstrates empathy and how a small deed can reflect empathy towards others. The video demonstrated that the young child scrutinized the situation and did not make the pity face and left it alone. Rather than that, he attempted to comprehend the extent of the threat and how it could become more dangerous. Here, he did not empathize with people and

discuss why something was wrong or how it could create a problem, but he attempted to remedy it himself. It demonstrates that as individuals, we must empathize with people somehow and take action rather than simply demonstrating pitifulness and helplessness and leaving the problem alone. Over here, the young child began working without blaming anyone. Although he appeared to be running out of time, he made every effort to find a solution. His courageous and meticulous work was warmly appreciated by the students who watched this documentary very closely. They emphasized that while we frequently make excuses about not having enough time or space, the reality is that if we want to understand somebody's emotions, we need to work on them rather than making excuses. Some students also addressed that there are times when they want to achieve something, but the circumstances are unfavourable; yet they agree that we must make a genuine attempt to mitigate the impact of unfavourable situations. The students emphasized that empathy is not a by-product of any conscious goal attainment, but a deliberate effort and that working for others without being self-centred is also a component of empathy. It means that empathy does not necessarily mean only emotional involvement; rather, it necessarily focusses on consideration for others. This film explains how a benign act can also express empathy.

EMPATHY SKILL

Session No.: 13 Day: Friday Date: 24-11-2017 Time Duration: 40 min.

Topic- Barriers to Empathy Skill-II

Learning Outcomes

The student will be able to:

- Explain the barriers to empathy.

Theory

Topic: Barriers to Empathy Skill-II

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Barriers to Empathy Skill-II

Barriers- Gender and age

Barriers to empathy include the discrimination we exhibit like, differences in gender, race, and age. These features may alter others' perceptions of an individual, regardless of whether it is warranted. More importantly, not knowing someone's language and culture often makes it difficult to understand how empathy is conveyed. For example, because boys are more assertive, even if they encounter an accident, we believe that they are just going to be okay.

Activity

Activity Name: Situation Cards to Analyze the Emotions

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Situation cards

Instructional Objective

By allowing students to develop a story and preparing them for diverse situations, this activity encourages students to comprehend various scenarios.

Procedure

1. Before beginning the activity, prepare the situation cards on gender, age.
2. Arrange the situation cards in a pile and enable students to choose one.
3. Allow them five min. to share one story related to that situation.

Observation

The students attentively complete the exercise.

Debriefing/Discussion with the students

The students in this activity use situation cards to learn that we can do critical analysis with any topic. In one of situation card, it was written that if you are in new country and you don't know the language of that country. The students mentioned that if they are in new nation, they will try to observe the landmarks, they will take aid of google translate, they will try to speak with local people with most common words and so on. In another situation card, it was written as 'if you are allowed to sit in lower class for one period. The students agree that they will not feel comfortable, but they also discussed that they would try to understand the mental position of the students of lower grade and even try to help them. Some students indicated that they will also try to focus on their own comprehension for that particular issue. Students noted that examining such situational stories educates them about various situations and their significance. Next, they discussed on how easily they could relate to the events provided. They also stressed that the more thoroughly they evaluated all situations in this manner, the less likely they were to damage anyone. It refers to students' appreciation for various scenarios they may have faced in the past or would encounter in the future. Additionally, it entails narrative analysis to comprehend the emotions of others.

Activity

Activity Name: Underpinning Negative Emotions-Empathy Barriers

Activity No.: 02

Time Duration: 25 min.

Members Required: in pairs

Resources Required

NA

Instructional Objective

This practice underpins the discussion of negative emotions and negative feelings as empathy barriers.

Procedure

1. Separate the students in pairs (around 20-25 pairs)
2. Assign one student of every pair to pretend they have been bullied and are feeling sad, while the *second* student acts as a bystander who tries various ways to make the tormented student feel better.
3. Discuss in the class the bystanders' feelings and all the topics on which they talked about with their team members.

Observation

The student attentively completes the activity.

Debriefing/Discussion with the students

During this activity, the students worked and discussed in-depth about bullying. They had discussed how they could understand the victim's emotions better when they were bullied themselves. They pointed out that feeling sad is bad for one's mental health and should be avoided at all costs. *The various topics discussed among the students included: I was bullied when I received less than a passing grade, and my teacher announced my grade in front of the entire class; I felt terrible when my father reprimanded me in front of my teacher for receiving less than a passing grade; I felt terrible when my teacher reprimanded me for failing an exam; I was bullied when I was playing in my society with older boys who teased me for my small height; I was bullied when someone teased me because of my hefty body.* Their discussion focused on the positive aspects of the situation, such as helping someone who is ill is a desirable gesture and that it is essential to understand others to be compassionate. They did, however, point out that it is difficult to aid someone unless we understand how to behave emotionally. It means that experiencing destructive emotions is not a pleasurable experience and that if we do not like being in a positive frame of mind, we must acknowledge that others do not share our feelings about the situation.

PROBLEM SOLVING SKILL

After the sessions on problem-solving skill, the students can understand the relevance of obstacles faced in their lives. They will be aware of the several types of problems that may have to encounter throughout their lives. With proper exposure to problem-solving, the students can grasp the importance of problem-solving in their daily lives and be able to approach it systematically.

After a better understanding of problem-solving, the students can internalise the importance of problem-solving and develop an interest in solving the problems effectively.

After the sessions, the students will be able to understand problem-solving as a skill and will be able to identify their strength for problem-solving. With a better understanding of various sorts of problems, they can gain self-confidence in their abilities to overcome the obstacles.

The students will be able to develop skills for effective problem-solving. The students can articulate the qualities of a good problem solver and present the ability to differentiate between competent and inept problem solvers.

The students can understand the importance of removing roadblocks to effective problem-solving.

To make the sessions more participatory and dynamic, the teacher employed discussion and problem-solving method. Learners were exposed to guided instructions, experiential learning, inquiry-based learning, and case-based learning.

PROBLEM-SOLVING SKILL

Session No.: 01 & 02

Day: Wednesday

Date: 06-12-2017

Time Duration: 80 min.

Topic - Concept of Problem

Learning Outcomes

The student will be able to:

- Define the problem.
- Explain problem-solving.

Theory

Topic: Concept of Problem

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction to a Problem

Teacher: Students, whenever we talk about situations, what could be their characteristics?

Response 1: The situation could be bad or good.

Response 2: The situation could be for a long duration or short duration.

Response 3: The situation could be for one person or a group of people.

Response 4: The situation could vary from one day to another.

Teacher: Good students. If the situation is not good, what could be the conditions?

Response 5: We are not happy and not feeling good.

Response 6: We have some problem or might be facing any problem.

Teacher: What is this so-called problem, and why do you link it with unhappiness or not feeling good?

Response 7: Because only when the problem is solved, a person can be relaxed and feel good.

Teacher: Well-trying. Students, what do you think, can you learn the skill of problem solving, will it be beneficial?

Response 8: Yes, it also makes us more effective in doing our work.

Response 9: Yes, it will be helpful to understand the importance of solutions and problems.

Teacher: Outstanding!!!

What is Problem-Solving?

Any situation where one can make a difference to improve things is a problem. The Concise Oxford Dictionary (1995) defines a problem as a “doubtful or difficult matter requiring resolution” and

“something difficult to comprehend, achieve, or deal with.”

Problem-solving is the process of using concepts, experience, or factual information to resolve a conflict or achieve the desired outcome.

Problems could include:

- *What difficulties do you encounter while studying?*
- *What kind of problems do you find particularly difficult to solve?*
- *How do you resolve family-related problems in your life?*

Activity

Activity Name: Experiment with a Problem

Activity No.: 01 **Time Duration:** 25 min. **Members Required:** all the students

Resources Needed

Writing material

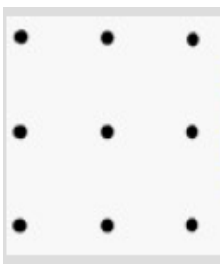
Instructional Objective

This exercise is a brainstorming activity that helps students think critically about any problem. It is an essential activity, as it is beneficial to have first-hand experience on problem-solving.

Procedure

1. Draw a square grid of nine dots, as shown.
2. Now draw four straight lines without lifting your pen off the page, and join all nine dots.

Draw a square



Observation

The students try to draw four straight lines without lifting the pen. They need to complete it with ‘n’ number of alternatives.

Debriefing/Discussion with the students

Students were allowed to solve this problem, by engaging in the activity, and experimenting with various alternatives. Several students found it extremely difficult and asserted that it was impossible to complete the activity in the stipulated time. Additionally, the teacher also provided

them with some hints. The students attempted again after receiving a hint, but only a few of them could solve it. The teacher tried to provide further hints for the remaining students and encouraged them to think differently until they could complete it after numerous trials. Many students became frustrated and strictly asserted repeatedly that it was not feasible. After observing the solution, they recognized that a problem does not always manifest itself in a large form or a large size, but that even minor problems require proper attention and alternative solutions. Additionally, they acknowledged that while each problem may have numerous possible solutions, it is necessary to choose the best one. Additionally, some students claimed they were performing the activity incorrectly due to their lack of familiarity in doing such activities. This establishes an assumption that any type of problem requires proper brainstorming. The students declared that this activity teaches them that they must work diligently to solve a problem correctly, regardless of the nature of the problem. This problem teaches them the value of simple questions and the efforts required to solve any problem. In a nutshell, this activity represents a small step towards resolving the problem. Whether the problem is large or small, it must be resolved through appropriate alternatives.

PROBLEM-SOLVING SKILL

Session No.: 03 & 04 Day: Thursday Date: 07-12-2017 Time Duration: 80 min.

Topic - Problem Solving as a Systematic Process

Learning Outcomes

The student will be able to:

- Explain the types of problems.
- Discuss examples of different types of problems.
- Understand the nature of problems.

Theory

Topic: Problem Solving as a Systematic Process

Time Duration: 20 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Types of Problem

Teacher: Students, do you think the problems are comprehensive?

Response 1: Yes

Response 2: Yes

Try to understand these two cases:

Case 1 - Riya wants to study well and secure good marks. She secured significantly lower marks; what could be the problem in her case?

Case 2 - Mohit wants to study well and secure good marks. Just a day before the exam, he met with an accident. How should he handle this problem?

Response 3: In Case 1, I don't understand why she scored lower marks.

Response 4: In Case 2, he should rest but continue studying as he had an accident.

Response 5: In Case 1, the question paper might have been complex.

Response 6: In Case 2, he should try to revise the easier portion first, then concentrate on complicated topics.

Response 7: In Case 1, it might be that she got overconfident.

Response 8: In Case 2, he should take proper rest and medicine on time, then start studying with a fresh mind.

Teacher: Good analysis, students!!! Try to observe is anything different in both cases, and the answers have been given in both cases.

Response 9: In Case 1, the situation doesn't explain much, so any reason could be suggested.

Response 10: In Case 2, the problem is superficial, so every student answered carefully.

Response 11: In Case 1, the problem is informed, but all conditions are unclear, whereas in Case 2, the problem is apparent, so the possible solutions are also apparent.

Teacher: Excellent. Students!!! what is the significant difference you have observed in these two cases and also try to think on the answers given.

Response 12: It easy to think of answers.

Teacher: Individuals have to tackle a wide range of school and daily life problems. The school problems maybe how to complete an algebraic equation or recall the Indian Presidents' order.

In daily life, problems maybe like how to sustain a job at home and tuition, store to buy stationery supplies, etc.

Classification of Problem

A problem can be classified into two distinct types:

The first approach is to make a distinction between problems that are well-defined and poorly defined. A well-defined problem has a specific aim or solution and whose problem-solving methods can be easily created.

On the other hand, a poorly described problem is vague, abstract, or ambiguous and does not have a specific problem-solving plan. Imagine, For instance, *you are in kindergarten and your teacher gives you a quiz asking you to list the names of first ten Indian prime ministers signifying a historical fact.* This would be a well-defined issue for each one. The directions and expected outcome are straightforward, and you can use a simple memory recall technique to find the correct answer to this quiz. *If your teacher, though, gives you a quiz that asks you instead, 'think about some historical fact /event, then draw an image and make sure you wash your hands', you would not be sure what to do. What is the teacher expecting from you? It is a poorly described problem, so you do not know how to find a solution or a response.*

Introduction to Problem Solving Process

The second way to differentiate between problems is by distinguishing between routine and non-routine problems.

Just as the name implies, routine problems have typical and easy solutions.

For instance, who invented steam? Who is the Father of the Nation? That may not recalled by you at the proper time.

By comparison, a non-routine query is more abstract/complex or subjective and needs to be solved

by a strategy. Most people do repetitive problem solving in school: Memorizing necessary information, how to do addition and subtraction, how to spell words, and so on.

The degradation of nature due to technology, the Supreme Court's role in judiciary laws or themes in popular literature, may be considered non-routine problems. More complex or innovative problem-solving techniques involve non-routine problems.

Nature of Problem

All problems have two characteristics in common: Objectives and Barriers.

Objectives – It involves challenges that contemplating or trying to accomplish any goal or desired situation, including preventing a circumstance or occurrence. Goals can be where one can want to be, whatever one wants to achieve. *If you are hungry, your goal is to eat something, or if you are a student, then your goal is to get full marks. Your target here differs to securing 75 out of 100 and 30 out of 40.*

Barriers - There would be no problem if there were no obstacles in the way of achieving a target. In reality, problem-solving skills only require overcoming obstacles that hinder in achieving the goals. *If you feel hungry, following our example above, you will intend to eat. You will take a trip to the store and buy some food, by eliminating the barrier and addressing the dilemma-a barrier to this might be that you had no food available at home.*

Activity

Activity Name: Name Game Solution

Activity No.: 01

Time Duration: 55 min.

Members Required: all the students

Resources needed

Writing material

Instructional Objective

This game can be played competitively or cooperatively, depending on the teacher's preference. As a thinking game, it aids in comprehending brief, correct explanations of words and hence, problem situations.

Procedure

A team's score list displayed overhead or on a board which enables participants to view their accumulated points, or the sheets of paper used by individuals or couples.

1. Assign each student to one of two teams.
2. Provide the initial "hint", in the form of a hazy, ambiguous, or vague description. If, however,

the team cannot guess or “call” the correct name then offers the next “hint” on the list. (*The team that wins the coin toss is permitted to guess first.*)

3. If a team successfully guesses, they earn the number of points indicated beside the “hint”. As clues become more precise and thus easier to guess, fewer points are awarded.

Illustration:

The teacher provides the evocative term “edible” (worth 5 points).

Team B wins, the coin toss and guesses “pizza” (0 points). (Note: If the team correctly identifies the word “pomegranate,” they would gain five points, and the teacher would go to the next word.

Team A correctly guesses “cake” (0 points). The teacher provides the following clue: “fruit” (worth 4 points).

The teacher provides the following clue: “fruit” (worth 4 points).

Team B correctly guesses “apple” (0 points), while Team A correctly predicts “orange” (0 points).

The teacher provides the following clue: “many tasty seeds” (worth 3 points). Team B adequately predicts “grapes” (0 points), while Team A correctly guesses “pomegranate” (3 points).

Observation

The students approach the game with caution.

Debriefing/Discussion with the students

The students were extremely cautious in this exercise. They lauded it as an enthralling brainstorming session. The teacher provided ‘green’, and the students responded with vegetables, fruits, and leaves. The teacher then provided a valuable clue ‘human being, not a plant’. Then students submitted different responses such as biology textbook, green paper, green table, and green fabric. The teacher then reiterated the importance of a green car, forest area, and trees, to which the pupils responded that these were not plants. Then the teacher intimated that this is a typical occurrence on urban roadways, and the pupils pointed to the traffic light. They initially found it complicated, and some students paid scant attention due to the complexity and lack of awareness. The students also discussed that while such activities were not usual in their academic sessions, they acknowledged the value of being taught such alternatives. Additionally, they admitted that playing was enjoyable because it forced them to rethink and ponder the optimal alternatives. Additionally, they stated that this activity compelled them to comprehend each step; they asserted that this was not just a guessing game but rather a methodical approach to determining the best alternative. Each step was critical, and the clues were instrumental. They admitted that while initially grasping the alternative was somewhat guesswork, it was necessary to analyze the clues in the later phases

thoroughly. In general, this activity implies that each problem has a solution that must be extracted from various clues/alternatives, which is a systematic process, and once we begin working in this manner, any difficulty faced becomes easy to solve.

PROBLEM-SOLVING SKILL

Session No.: 05 **Day: Friday** **Date: 08-11-2017** **Time Duration: 40 min.**

Topic - Importance of Problem Solving

Learning Outcomes

The student will be able to:

- Define problem-solving.
- Explain the importance of problem-solving in day-to-day life.

Theory

Topic: Importance of Problem Solving

Time Duration: 20 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students, we understood what a problem is. Do you think we need to solve it?

Response 1: Yes, madam, the problem needs to be solved. Otherwise, it can create significant issues.

Response 2: Yes, it needs to be solved.

Response 3: Yes, if the problem is there, it is needed to be solved.

Teacher: Yes, students, it is required that we also understand the problem-solving process.

It is required that the students should be able to understand the importance of the problems and solutions.

Definition of Problem Solving

Problem-solving is an ongoing process in which people use what they know to figure out what they do not understand. It includes overcoming an obstacle by creating multiple alternatives and finding suitable solutions. Problem-solving is a process wherein a problem is defined, the problem's cause is determined; many possible solutions for the problem are defined, prioritized, and one solution is selected and implemented.

Problem solving converts an actual current condition (the NOW-state) into the desired future situation (the GOAL-state). Whenever a person thinks creatively and objectively about enhancing the quality of life (or preventing a decline in quality), it demonstrates that he/she is actively engaged in problem-solving.

Importance of Problem Solving

Problems are a part of life, so it is necessary to learn how to fix and deal with them. Importance of

problem as:

- It teaches one to make decisions independently.
- It creates trust and helps develop self-esteem and courage in oneself.
- It creates imagination, persistence, a proactive mentality and prepares one for the real world.
- It generates language in relationships and teaches to talk about things that are not going well.
- It teaches how to collaborate and work together, especially with different individuals.
- It helps to build a charismatic personality filled with passion and vigour.
- It provides the opportunity to face any odds or obstacles.

Activity

Activity Name: Pass the Problem Solving

Activity No.: 01

Time Duration: 15 min.

Members Required: all the students

Resources Needed

Cards with problems and solutions

Instructional Objective

This game involves creative thinking and educates how the same solution works for more than one problem. Although more students might think there must be “many right ways” to solve one problem.

Procedure

1. Before entering the classroom, the teacher compiles a list of issues and solution cards.
2. Provides students with a single problem card and instructs them to choose various solution cards.
3. Following the selection of cards, students attempt to choose the optimal answer. This game continues until the final challenge is solved.

Observation

The students perform the activity carefully.

Debriefing/Discussion with the students

The students carried out the activity with extreme caution. Various problems were included, like, ‘*If I failed in the examination,*’ ‘*If I got stuck in traffic,*’ ‘*If I woke up late on examination date,*’ ‘*If I don’t complete the homework till evening,*’ ‘*If I don’t complete the assignment before the submission time,*’ ‘*If the vehicle does not work,*’ ‘*If I am unable to do enough practice for my favourite game,*’ and so on. For various problems, the students had chosen situation cards for,

‘Waking up late during the examination as trying to be calm and focusing on what they had read, trying to save time by avoiding unimportant tasks, and avoiding journeys by cycle or walking’, and so on. They admitted that they understood that there are so many solutions and problems that it takes time to comprehend everything fully. Additionally, they admitted that finding the best solution is critical, while each problem requires resolution. Additionally, they acknowledged that such activities expose them to numerous solutions, but they remain irrelevant until one thoroughly understands the problem. Additionally, they discussed how they understood the significance of a single problem and its numerous solutions and highlighted that they could grasp the significance of a single solution for any problem. While they were confident, they were also aware that the problem and each solution are significant in and by itself. Additionally, they acknowledged that this type of exercise aids in comprehending the problem and its possible solutions.

In a nutshell, it implies that each problem requires a unique solution to be resolved appropriately.

PROBLEM-SOLVING SKILL

Session No.: o6 & o7 Day: Wednesday Date: 13-12-2017 Time Duration: 80 min.

Topic - Problem Solving as a Skill

Learning Outcomes

The student will be able to:

- Explain problem-solving as a skill.

Theory

Topic: Problem Solving as a Skill

Time Duration: 25 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students try to understand this case.

Mehul, a student from Standard IX, wants to complete his assignment. While doing the assignment, he faces some problems in few instances, doesn't try again and randomly tries to call his friend, but his friend doesn't pick up the call.

Later on, again, randomly, he calls another friend, who picks up the call, but doesn't know the answer. Then calls a third friend randomly, who tells him that he hasn't got that assignment. Randomly he makes four-five more such calls but doesn't get the answer. He gets frustrated and leaves the assignment.

Teacher: Students, what do you think, where was he wrong?

Response 1: He called the wrong persons.

Response 2: He called the students randomly.

Response 3: He is not thoughtful while giving the call to his friends.

Response 4: He is just passing his time.

Response 5: His luck was not good.

Teacher: Students, do you think he can work on such problems in an effective way. If yes, how?

Response 6: He can think adequately, who can help him.

Response 7: He can try to solve the question again by himself with more caution.

Response 8: He can make a small list to whom he can contact and then start calling

Teacher: Outstanding students!!!

Problem Solving as a Skill

The problem is the situation in which person feels uncomfortable. Problem-solving is a mechanism

in which the individual perceives and addresses the distance between the current situation and the desired goal, where the unknown barriers obstruct the path to the goal. In simple words, Problem solving skill is the ability to use problem-solving to solve a problem efficiently.

Types of Mental Skills

It requires two distinct types of mental skills like analytical and creative.

1. Analytical - Skills such as ordering, evaluating, determining, and choosing are critical or rational thoughts. It offers a rational problem-solving structure and helps narrow down the range of possibilities (a convergent process) to choose the best solution. In solving closed problems, this thinking also predominates, where the many potential causes have to be found and eventually need to be analyzed to find the actual cause.

2. Creative - Creative thought is a divergent method that uses creativity to generate alternative ideas. It needs to go beyond the obvious, producing concepts that may seem impossible at first or have no logical relation with the issue. It needs to be considered that there is a significant element of innovative thinking in solving open problems.

It is possible to separate creative thinking skills into several main components:

- Fluency-creating several ideas
- Flexibility-the development of a wide variety of ideas
- Originality-generating uncommon concepts
- Growth-generating concepts.

A controlled mixture of analytical and creative thinking requires successful problem-solving. Each side or hemisphere of the brain is, in general terms, skilled in serving one of these skill classes. Although this is not always easy, one needs to move from one skill group to another and back again to be a successful problem-solver.

Activity

Activity Name: Solution Creator

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Needed

Reusable index cards, writing material, bowl

Instructional Objective

This competitive game pushes the students to think broadly, innovatively, and creatively.

Procedure

1. Divides the class into ten teams (five-six members in each team).
2. Instruct the team members to choose a card from a fanned deck. The words are angled away from the teacher, obstructing the teacher's view of the problem.
3. Allow the students to read the selected card's problem, and teams alternatively provide potential solutions.
4. When a team solves the problem on the card, it earns a point; the team randomly selects the next problem card, followed by the same method.

Instructions:

- *Emphasize that the solutions depicted on the cards.*
- *Teams are tasked with brainstorming all viable solutions to a specific situation. They alternately state their solutions, and if theirs matches the one on the card, they earn a point. The team with the most points is declared the winner.*
- *The number of cards or papers vary according to the students' ages, but at least six should be included to begin. If the teacher determines that the game moves too quickly, additional cards can be used next. Each card has a problem identified on one side and a proposed solution written beneath it. It is the 'winning' answer, but it is not always the 'best.'*

Observation

The students carefully complete the activity.

Debriefing/Discussion with the students

The students approached the activity with caution. One of the problem cards had the problem written on it which was 'A student is unable to earn a passing grade in Mathematics.' Students presented solutions such as 'practising all questions at least three times, allocating additional time for practice, solving additional questions involving the same formulae, purchasing a reference book for the same, clearing doubts with the assistance of the teacher within the allotted time, completing the homework regularly, and so on.' They had indicated that situations were well depicted in situation cards, however, many of which they have not encountered, but understand that they could happen to them, and thus were able to relate to them quite well. Additionally, they discussed how this activity teaches them to have a positive attitude, that for any type of problem, they can find alternatives. It also addressed that they could solve problems if they approach them carefully. Furthermore, they admitted that they came across various alternative solutions to one problem that may not be ideal but may be critical and significant in different problems.

In addition, they stressed on the importance of comprehending the significance of each response; under different circumstances, they may approach the same problem using a variety of solutions. They demonstrated their concern for each problem and its solution. Although, considering all possible solutions requires effort. The students' concern amply demonstrated the importance of each problem for each one.

They understand that a single problem may have multiple solutions; all that remains is determining which solution fits the current problem.

PROBLEM-SOLVING SKILL

Session No.: 08 **Day:** Thursday **Date:** 14-12-2017 **Time Duration:** 40 min.

Topic - Importance of Problem-Solving Skill

Learning Outcomes

The student will be able to:

- Explain the importance of problem-solving skills in daily life.

Theory

Topic: Importance of Problem-Solving Skill

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Importance of Problem-Solving Skill

In the educational, technical, and personal lives, good problem-solving skills can be an inspiration. There is the awareness exist nationally and internationally that if education develops qualified thinkers and innovators in a rapidly evolving global economy, problem-solving skill shall become more relevant than ever. Information, comprehension, and efficiency in problem solving under various contexts become an essential aspect of one's growth. Requiring students to participate in dynamic, genuine problem solving allows them to use content knowledge in innovative and imaginative ways and facilitates deep understanding.

Further, it is helpful in the creation of imaginative and realistic solutions. It helps to illustrate the understanding about solving problems in teams and communities.

Effectively problem solving requires students to use logic and lateral and innovative thinking to understand, identify, and solve problems. In the process, students gain a deep understanding of the subject area and acquire new information and understanding to make decisions.

Activity

Activity Name: 1 Solution= Multiple Problems

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Needed

NA

Instructional Objective

This competitive game encourages students to think creatively and teaches them that while most problems have multiple solutions, the same solution can occasionally work for multiple problems

as well. For many students who believe that there must be ‘one correct way’ to solve a problem, this game could be an eye-opener.

Procedure

1. Before entering the classroom, compile a list of problems and solution cards.
2. Distribute the list of problems to students in the classroom and instruct them to split a large sheet into four quadrants by drawing two intersecting lines that extend to the sheet’s edges.
3. At the top of each quadrant, ask the students to write a problem from the accompanying list.
4. Draw cards at random or hold them with their backs to the students, encouraging them to choose one. Following this, address the students with a proposed solution.
5. The students have to write it in the relevant quadrant if the solution applies to one of their chosen issues; also, if the solution applies to many issues, students will write it in numerous quadrants. The game continues until a student satisfies the decided criterion and screams ‘Bingo.’ A planned panel of student ‘Judges’ check that the student satisfies the criterion.

Observation

The student will do the activity carefully.

Debriefing/Discussion with the students

The activity was not easy for the students, as evidenced in its initial phases. The problem card included a variety of concerns, including ‘*difficulty with calculation, inability to recall formulae, failure to understand numerical questions, inability to earn high grades in mathematics, and inability to complete mathematics examinations on time*’ and so on. For each of these situations, students practised the solution as ‘*everyday practice mathematics for two-three hours*’ in all four quadrants and asked the teacher for clarification on one quadrant (not able to score good marks in mathematics). Although the students enjoyed themselves later, they declared that while it is easy to assert that every problem has a solution, they must prioritize those solutions according to the circumstances. Additionally, they focused on each issue, recognizing that it requires exceptional attention when examining its solutions. They initially described this task as a difficult one to perform because they had never done it earlier. They emphasized the importance of exercising sound judgement when addressing each problem and making the best choice. According to them, it is critical to remember that, while they may have a plethora of options, the most critical factor is to choose the best one. Furthermore, they noted that the process is time-consuming, but lauded its novelty.

Finally, this activity teaches them to solve problems more efficiently by making the best choices.

PROBLEM-SOLVING SKILL

Session No.: 09 & 10 **Day:** Friday **Date:** 15-07-2017 **Time Duration:** 80 min.

Topic - Ways to be a Good Problem Solver

Learning Outcomes

The student will be able to:

- Explain how to be a good problem solver.

Theory

Topic: Ways to be a Good Problem Solver

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Ways to be a Good Problem Solver

Three essential functions are involved in problem-solving:

1. Seeking details
2. Generating new skills
3. Make choices

It is necessary to first obtain adequate information to solve a problem. The next stage is to gain new information that helps produce the solution or rather solutions. It is essential to determine which solution is suitable for solving the problem described.

To be a Successful Problem-Solver

1. Acknowledging and Describing the Problem - Before any steps can be taken to address a problem, one needs to understand that a problem exists. A surprising number of problems are overlooked or only recalled when the matter becomes severe. Sometimes, the opportunities to recognise a problem get missed out. One can use particular techniques to recognize problems and opportunities. It helps to focus the search for relevant information, from which one can write an accurate description or definition of the problem.

2. Seeking Feasible Options - Seeking potential solutions means evaluating the problem to ensure that one grasps it thoroughly and then builds courses of action to accomplish the goal. The analysis of a problem includes identifying and compiling the relevant information and making a meaningful representation from it. The analysis also allows to determine the best solution, by directing towards the solution quest. Building courses of action to address the means figuring out which actions can be taken to deal with any barriers and accomplishing the goal. By integrating and changing ideas, workable solutions are created, and various innovative methods are generated to assist this process.

The more ‘thoughts’ one deal with, the better the chances of finding a successful solution.

3. Selection of the Right Solution - This is a method used when one analyze the potential solutions and choose the one that effectively solves the problem. Decision-making is based on understanding the distinction between the likely outcomes of alternative solutions. Furthermore, after a solution has been applied, it becomes necessary to know if the problem has been solved or not. In some instances, one need to seek approval of the solution from other entities before it is put into practice or have to utilize their authority to enforce it.

4. The Solution Implementation - This includes three different steps:

- Planning for implementation of solution
- Taking the necessary steps and tracking their results
- Reviewing the overall success of the actions taken.

All the efforts are complete only after executing the solution, which involves comprehensive preparation. The plan outlines the sequence of actions necessary at each point to achieve the goal, the time scale, and the resources needed. It is essential to formulate and integrate ways to mitigate the risks involved and avoid errors in the strategy. Also included are specifics of what must be done if things go wrong. Once the strategy has been implemented, the situation must be controlled to ensure smooth functioning. Any issues or expected future issues have to be dealt on priority. It is essential to assess its effectiveness after the action is taken, to estimate its utility in solving potential problems of this nature and ensure that the problem has been solved. If not, it will need further intervention. When one has selected the best solution, draft a plan to execute it, act on it, and track its progress carefully to solve the issue.

Activity

Activity Name: Solve it with Deck

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Needed

NA

Instructional Objective

This competitive game requires students to use both adaptive and imaginative problem-solving strategies. It helps players envision at least two equally sound, reasonable problem-solving strategies for any given scenario. The premise is that students understand the distinction between adaptive and inventive solutions.

Procedure

1. Before entering the classroom, the teacher compiles a list of problems.
2. In the classroom, provide the list of problems to the students. Split the class into ten teams (five-six members in each team). The teams must develop two solutions for each problem - one adaptable and one inventive (two min. to be given). A team earns one point for each correct response, as long as the teacher deems it appropriate. If a team submits a solution that the teacher deems particularly 'wonderful,' the team may get two points for that submission. The team with the maximum points after the game wins.

Illustration: The problem card depicts a person who has been discovered uttering a lie.

Team 1 writes:

ADAPTIVE: Apologize (Deduct one point.)

INNOVATIVE: Apologize and show the individual a website you have found about the devastating effects of lying on people, stating that you have learned from your error. (Deduct two points.)

3 points in total.

Team 2 writes:

ADAPTIVE: Apologize Accept the consequences without being childish in self-pity. (Deduct one point.)

INNOVATIVE: Laughably assert that the 'devil compelled me to do it.' (Deduct zero point for this solution's viability.)

1 point in total.

Observation

The students attentively complete the exercise.

Debriefing/Discussion with the students

This activity is primarily concerned with the selection of solutions for life-related situations. Various problems were raised, including '*Inability to get a passing grade in Formative Assessment (F.A.),*' '*Refusal to learn a musical instrument,*' '*Discomfort during field visits,*' and '*Team members not cooperating adequately on assigned projects.*' Students responded to such questions. For instance, for not earning a passing grade: '*Adaptive – Show concern towards the teacher because it results in lower grades;*' '*Innovative - Watch YouTube videos and read more books.*' For the team is not functioning effectively, '*Adaptive: Approach the teacher; innovative: Organize an informal trip with all team members to get to know them better.*' Although the activity was initially challenging for the students, however, based on their responses, '*It can be safely asserted that they eventually paid attention and began to enjoy it.*' Many students described the experience as positive, stating

that they understood the significance of each issue and the desired solutions. Additionally, they acknowledged that this activity teaches them that while every problem has a solution, they must exercise caution when selecting one. The students emphasized one critical point throughout the activity: Not all novel solutions are beneficial, as they may be impractical. The students accepted that adaptive and inventive modes of solution were not heard of and were demonstrated later in the strategizing phase, which they pointed out carefully and discriminated well. In addition, they also admitted that while adaptive solutions are frequently used, they do not always represent the optimal solution in all circumstances. In such circumstances, it is necessary to develop a creative alternative base. While they agreed that it is admirable to have an innovative and effective solution, they also recognized that it is necessary to consider its practicability. This activity implies that, while each problem may have a plethora of possible solutions, we must choose the best.

PROBLEM-SOLVING SKILL

Session No.: 11 **Day: Wednesday** **Date: 20-12-2017** **Time Duration: 40 min.**

Topic - Characteristics of Problem Solvers

Learning Outcomes

The student will be able to:

- Explain the characteristics of problem solvers.

Theory

Topic: Characteristic of Problem Solvers

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Different Characteristics of Problem Solvers

- **Practical Thinker** – It is necessary to collect relevant problem-related knowledge to find a solution to the problem, prepares to solve the problem, and makes the correct decision to solve the problem. It is mandatory to pay attention to others' thoughts, and ideas to solve the issue.
- **Independent** – It is required to be confident in solving the problem, does not wait for others' guidance, and overcomes challenging life circumstances. It is required to apply revolutionary solutions to address the problem with trust.
- **Optimistic** – It is required to think positively while resolving the question.
- **Reflective Thinker** – It is required to apply a solution to the problem after reflecting on the results, the situation's actions, and on previous solutions to find a solution for the problem.

Activity

Activity Name: Enjoy the Problem

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Needed

Cards with the phrase (one phrase written on one card)

Instructional Objective

This non-competitive, cooperative, cognitive and creative thinking game invites student to consider and appreciate correct sequence. This activity makes the students more skilful in terms of solving problems.

Procedure

1. Divide the class into ten teams (five-six members in each team). One team "performs" at a time;

the rest of the class becomes an audience.

2. Hold the set of five cards like a deck of cards: with its blank backside facing the students. One at a time, individual team members draw a card. The student conveys what is on the card either by doing charades or reading the phrase aloud. For example, if the student chose '*drop it in the box*,' she could act this out.
3. The audience makes an initial assumption about the nature of the petite action. If they guess 'mailing a letter,' they attempt to guess, where in the action sequence this step occurs. They are permitted only one guess. If their response is wrong, the game proceeds to the next student withdrawing a card.
4. When the audience can identify the overall activity, allow the remaining team members to draw the other cards and present them.
5. The audience still attempts to place all the small actions in sequence. Invite the students to guess the exact action title written on the card.

Illustration:

(Assuming that cards have been drawn in this order) Card 1: *Fold it carefully (the third action in sequence)* Card 2: *Stamp it (fourth action)* Card 3: *Write carefully and neatly (first action)* Card 4: *Drop it in the box (fifth action)* Card 5: *Lick and seal (second action)*

ACTION TITLE: Posting the Letter

Observation

The student performs the activity carefully.

Debriefing/Discussion with the students

This activity emphasizes task completion using small tasks/actions. The varied activities offered on the cards were reading '*one page of a scientific textbook, tossing the chalk from five feet, refilling the ink of fountain pen, writing your name via stencil, drawing a circle with rounder, and so on.*' Now for its reply to, the card - draw your name using the stencil, the numerous scenarios cards mentioned were card-1 - your name, card-2 - name to be written, card-4 - stencil to be used card-3 - a piece of paper, card-5 - handwriting. Students earlier identified it as table label, nameplate and later on positioned correctly as writing the name via stencil. The students admitted that this activity appears complicated at first glance, as evidenced by their responses. Later on, they actively participated in this activity through their extraordinary efforts and concern. They discussed how this practice teaches them that completing each action requires a special effort. They acknowledged that each

action is critical, as is each situation. They also admitted that, in some cases, performing is equally tricky; despite of having described the action adequately, successfully acting it was also not an easy task. Additionally, they considered how they sometimes failed because each problem required appropriate attention, just as each condition requires appropriate focus. This demonstrates the inextricable link between problems and solutions. It is critical to focus on the cause and the solution of any problem.

PROBLEM-SOLVING SKILL

Session No.: 12 **Day: Thursday** **Date: 21-12-2017** **Time Duration: 40 min.**

Topic - Barriers to Problem Solving

Learning Outcomes

The student will be able to:

- Explain the blocks in problem-solving.
- List out different barriers to problem-solving.

Theory

Topic: Barriers to Problem Solving

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Various Barriers to Problem Solving

- **Refusing to admit that there is a problem** - There are issues with each student and every case. It is a natural part of growth and change as people engage with different needs and perspectives. So, solving problems becomes an essential part of being a student. Instead of running away from it, embracing the difficulties, and accepting the situation is essential.
- **Not allowing the participation of others** - It is possible that keeping the problem hidden would render people suspicious and anxious. To solve complicated problems, one sometimes need different viewpoints. So, consider carefully where and how one can get others involved in successful problem solving.
- **Lacking the required experience and skills** - In many situations, the problem is that they have difficulty finding and enabling the applicable information they have. It was essential to coordinate and evaluate relevant information before problem-solving.
- **Diverse perspectives** - Perspective allows one to see the world differently and from various angles. Due to values, behaviours, and views, the perspective causes one to overlook or dismiss possible solutions as workable.

Activity

Activity Name: Problem Solving Box in Action

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Needed

Problem Solving Box

Instructional Objective

This activity engages students as they express their difficulties/problems and receive various solutions.

Procedure

1. Create and decorate a box of medium size with a slot on its top.
2. Give it the name 'Problem Solving Box.' Invite the students to write down any worries or problems anonymously, which they may have at school or home and are unable to resolve on their own.
3. Allow a student to draw something from the box and read it aloud once or twice a week.
4. Allow the students to make a team of 5-6 members each.
5. Finally, as a team, allow the class to determine the most effective strategy for students to approach and eventually solve the problem.

Observation

The students perform the activity carefully and give practical solutions after one week.

Debriefing/Discussion with the students (after one week)

It was a long-term activity, and students were motivated throughout the week. They were able to discuss various activities in which they encountered difficulties. Students were allowed to write their problems, which included the following: *'I am not good at Mathematics', 'I don't like memorizing Mathematics formulae,' 'I never like writing lengthy explanatory answers,' 'I am not interested in solving questions from outside the course for competitive exams,' 'I am unable to complete my assignment due to illness,' 'I hate taking capsules during fever,' 'I never feel comfortable going to the vegetable market with my relative,' and 'I despise being scolded.'* Several ideas by students included the following: *If a student hates calculation, 'they can practise the problems frequently and attempt to solve them, students can also attempt to avoid computation if the question is not mandatory.'* To avoid being criticized for poor handwriting, *'students should try for legible handwriting rather than beautiful handwriting,' and 'that the student should engage in daily writing practice for one-two hours,' and so on.* They admitted that they spent considerable time analyzing the solutions to each problem. They initially clashed as a team but eventually resolved various problems. The students debated the significance of each problem and then proposed the best alternative/strategy for resolving it. There was disagreement over a few alternatives, but in most cases, the students agreed to what was the best alternative or could be the best solution in that particular circumstance.

Students' responses reflected their concerns, and they also recognized each problem as a possible occurrence. They stated that this activity aids in comprehending a variety of problems and allows for the acquisition of a diverse array of solutions from various perspectives. In sum, this activity aids in comprehending the problem and the arriving at more practical solutions.

PROBLEM-SOLVING SKILL

Session No.: 13 **Day:** Friday **Date:** 29-07-2017 **Time Duration:** 40 min.

Topic - Strategies for Problem-Solving Skill

Learning Outcomes

The student will be able to:

- Explain the strategies of problem-solving skills.

Theory

Topic: Strategies for Problem-Solving Skill

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation),

Various Strategies for Problem-Solving Skill

- **Sleep** - A prudent course of action is to get some sleep when faced with problems that are not easy to solve. The mind is constantly working to sift through the list while relaxing by helping organize things into a more identifiable form. Writing down a list before retiring for the night can help the student at greater extent.
- **Find out what one need to deal with and what one should expect** - Even if one does not receive a specific answer to the problem after some time, one must relax, dedicate some time to prioritizing what needs to be done and wait. Since one cannot resolve many problems concurrently, identifying the one that needs to be focused on first, will alleviate some pressure and lead the student.
- **Separate the problem into bite-sized pieces**- There are different components to every problem. Think of it as phases: Start, middle, and end. Like any project or recipe, following one step at a time and completing it by working in phases will help give you a sense of achievement. Moreover, after you have gone through the steps, what once seemed daunting or unbelievably challenging, will not seem to be as intimidating.
- **Operate on a timetable**- You will need to build a timetable for completion and decide the phases or steps in solving the problem. Important due dates should be considered for jobs, family, school, and other fields.

Activity

Activity Name: Pulling the Pocket

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Needed

Pocket cards

Instructional Objective

It can be a game, or an exercise conducted in class. It can be a cooperative game, with teams collaborating to create the longest possible list; a competitive game; or an individual challenge, with each student randomly drawing or selecting a different pocket — referred to as “pulling a pocket” — and attempting to solve the problem inside it.

Procedure

1. Before the start of class, Prepare each pocket with a unique issue. (A “pocket” is any closed object, such as an envelope, a little tie bag, or a small box.)
2. Divides the class into ten teams (5-6 members of the team).
3. The team that “pulls the pocket” is the first to respond. Following that, teams alternate pocket pulling.
4. Teams earn points for swiftly proposing “excellent” alternative options.

Because judging the excellence of an answer involves some subjectivity, having a panel of judges who attempt to be objective (with the teacher’s assistance) is a good idea. Teams take turns providing solutions. They cannot duplicate a previously offered solution, and when no other solutions are available, a new pocket is opened.

- **Illustration:**

Team A selects a pocket that carries the phrase “lost my cell phone.” Both teams brainstorm solutions to the problem at the start signal. They come to a halt when the teacher signals.

Signals can be anything that the class is familiar with, such as a hand clap, a whistle, a light flicker, or even just a loud “Stop!!!” The team proposes the initial solution. If the team’s performance is adequate, it earns one point. Team B proposes an alternative solution. If the team’s performance is adequate, it earns one point. Team A does not have any different solutions, but Team B does, and thus earns an additional point. (Team A receives one point; Team B receives two.) Team B then opens a pocket and continues in the same manner as before.

Observation

The student attentively completes the activity.

Debriefing/Discussion with the students

This activity familiarizes students to confronting various life-related issues. In this activity, the various problems presented were, ‘I was not able to complete my homework’, ‘I want to take part in the skit, but I got an injury in my leg,’ ‘I want to play football and represent my school, but my

family is not allowing me,' 'I want to be a singer but not getting support from family' and so on.

After considering these circumstances, the students had given their solutions as if the family is not allowed for football, try to make them realize its merits, try to persuade them by offering only one chance. If you got wounded and still want to take part in the skit, you can ask for a role where there is less leg excursion, do the backstage role, execute different duties in the skit, and so on. They admitted that these issues require special attention; otherwise, the individual facing with them may face severe consequences. Due to the complexities of issues, they recognized the importance of acquiring an excellent solution to any difficulty. The students also demonstrated the significance of each solution, as they acknowledged that each solution could be excellent but not always the best.

This activity teaches students that they can approach problems in various ways, depending on the complexity of the problem.

TEAM BUILDING SKILL

The sessions on team-building skill, will enable the students to appreciate the value of teamwork in everyday life and understand the importance of team development. They can comprehend the value of belonging to a group and working as a team.

The students will understand the existence of different types of teams and can understand the value of collaboration to work effectively with others. They will be able to understand the importance of role-clarity in teams.

The students can recognise the stages of team formation occurring while working in a team in order to accomplish any task. They can become familiar with the team's composition and develop an understanding of the value of team composition. They can understand the importance of process in an effective team building model and develop an awareness about team performance.

The understanding of the various barriers can help the students to think of solutions and overcome the barriers which come in the way of team building. They can sensitise themselves to team-building skills while performing in a team.

While giving exposure of different activities related to this skill, the teacher used discussion method, assignment method, story-telling method and problem-solving method. Learners were exposed to case-based learning, collaborative learning and inquiry-based learning.

TEAM BUILDING SKILL

Session No.: 01 Day: Wednesday Date: 03-01-2018 Time Duration: 40 min.

Topic- Introduction of Team Building

Learning Outcomes

The student will be able to:

- Define a team.
- Explain team building.
- Explain the need for team building.

Theory

Topic: Introduction of Team Building

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Concept of Team

Teacher- Let us start our class by listening to a story about Mohan. Carefully listen to it because I want some reflections from your side.

Mohan, a standard IX student, worked as a leader in a national level science project. He had four members reporting to him. Unfortunately, he always underestimated his team members and fought with them all the time. He could never trust them, and he always thought they were incapable of doing an excellent job. One day, he received the deadline to submit a project report. He decided to do it all by himself, as he thought no one else could do it apart from him. However, finally, he was unable to submit the project report and received criticism from his teachers. As a result, they could not participate in the project at the national level.

What do you understand from this?

What do you think? Why were they not selected for the project?

Response 1: They must work cooperatively.

Response 2: Teamwork is a critical component of every group activity.

Response 3: Working alone is not a brilliant idea every time.

Response 4: Teamwork requires the cooperation of all its members.

Teacher: Excellent students!!!

A team is a collection of persons who collaborate on a common goal. It is easier to achieve the objectives or mission of an organisation or a system by working together.

Concept of Team building

Team building is a process that encourages group members to develop a more collaborative working relationship. It uses high-interaction group activities to increase trust and openness among team members, improve coordination efforts and increase team performance. Team building often entails goal setting, development of interpersonal communication among team members, role analysis to define each member's tasks and responsibilities, and team process analysis.

Activity

Activity Name: Team Builds a Creative Storyline

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Flashcards

Instructional Objective

In this activity, students work in teams to narrate a story using the story structure from the previous one.

Procedure

1. Divide the students into ten teams (five-six members each).
2. Provide each student with a flashcard depicting an animal, an object, or a location (using specific emoji, such as a lion, a temple, a book, Taj Mahal, or a pencil).
3. Now, allow one student to begin a story by introducing a flashcard.
4. Instruct the next student to elaborate on the previous student's storyline, using an additional narrative with his/her flashcard.
5. Repeat this procedure till the last student narrates his/her self-made story.

Observation

The students attentively complete the exercise.

Debriefing/Discussion with the students

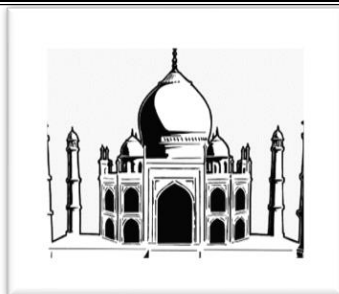
This was a team activity in which members collaborated with each other. In one instance, the flashcard showcased an image of paintbrush; with this, the first team started narrating a story as: *'In a village, there lived one artist who was blind but was excellent at painting. The artist adored painting scenes from the nature.'* The other team continued the story by illustrating a good depiction of the river and its bank. *'This was noticed and appreciated by the local ruler/king. The king appointed him as the palace's artist.'* The next team continued it, claiming that *'A robbery occurred in the palace one day, and everyone assumed that the painter was the one responsible.'*

The painter felt embarrassed and desired to go away from the palace. The king felt terrible and resolved to ascertain whether he had committed the robbery.’ The following team continued it as, *‘The king hired five high-ranking intellectuals to investigate and critically scrutinise this matter. Finally, it was determined that he was not the perpetrator, and the monarch admitted his error and summoned the painter to the palace once more.’* The students admitted that it is difficult to collaborate with every classmate, However, as evidenced by their responses, they became at ease in later phase of the activity. It appeared chaotic at first, but all team members were committed to completing the tasks throughout the exercise. They noted that the way they narrated the story in this activity led them to believe that story formation requires creative thinking. Additionally, they discussed how collaboration paves the way for creative output; they admitted that creating a story is difficult, especially if it is a short one, but working in a team enabled their success in this activity. Some students appreciated that even though a few lines of the plot / story might not be perfect, however they were quite creative lines.

Additionally, they acknowledged that the storyline was far more creative than anticipated because each student contributed an original thought to the team.

After completing the activity, the students understood how coordination and effective communication between team members could result in a creative storyline rather than a single individual’s thoughts.

Flashcards



TEAM BUILDING SKILL

Session No.: 02

Day: Thursday

Date: 04-01-2018

Time Duration: 40 min.

Topic- Team vs Group

Learning Outcomes

The student will be able to:

- Differentiate between a team and a group.
- Give illustrations on team and group.

Theory

Topic: Team vs Group

Time Duration: 10 min.

Learning Resources: Multimedia (PowerPoint Presentation)

How Different is a Team from a Group?

Teacher: let's assume two situations.

In Case 1, Four people are sitting together and gossiping, and one more person enters and joins them.

In Case 2, Four students are assembled, each student is allotted the assignment to be discussed and submitted the following week. One more student comes but leaves in two min. as the other students continue their discussion.

Teacher: Is there any difference between the two cases?

Response 1: Yes, in Case 1, the people were randomly sitting and talking, whereas, in Case 2, the students were quite sensitive and conscious.

Response 2: In Case 1, the people were talking just to pass time, but in Case 2, the students met with some purpose.

Teacher: Students, is there any form of difference in the members?

Response 3: Yes, in Case 1, the members met casually and started talking, whereas, in Case 2, there were specific students only, so no one else could join them.

Response 4: In Case 1, the people were not specific.

Teacher: Outstanding students!!!

A group can be defined as two or more individuals engaged in social interaction to achieve some goal or goals, while a team is at a different level of understanding and operation. A team can always be understood and experienced as a group, but a group need not necessarily be understood and experienced as a team. Being part of a team requires the conscious understanding, planning and

activity of all team members. All members in a team have skills that complement each other. For example, *a cricket team*. There are batsmen, goal keepers and bowlers, each having different set of skills.

Work team Vs Work Group

A working group is a group that interacts primarily intending to share information and make decisions to help each member perform within their area of responsibility. There is no need or opportunity to engage in collective work that requires joint efforts. Thus, their performance is merely the sum of the individual contributions of each member. There is no positive synergy that would result in an overall level of performance, more excellent than the sum of individual inputs.

The work team generates positive energy through coordinated efforts. Individuals' efforts result in a higher level of performance than the sum of those separate inputs. Merely calling a group as a team does not automatically improve its performance.

Activity

Activity Name: Group-A Set of Chaos

Activity No.: 01

Time Duration: 20 min.

Members Required: all the students

Resources Required

Writing material

Instructional Objective

This team-building exercise inspires brainstorming among the individuals in a team and decision-making behaviour.

Procedure

1. Ask the students to write one problem they face while studying and discuss it in their group.
2. Observe the chaos and ask them about their answers.

Observation

There was a lot of chaos in the classroom, and the students were unclear about what to observe.

Debriefing/Discussion with the students

The students were expected to work cooperatively. They were instructed to discuss only one problem they faced while studying. Students wrote about various problems such as, '*I am having difficulty recalling dates,*' '*I can't remember long derivations,*' '*I can't remember huge answers in Social Science,*' '*I can't do story sum in Mathematics,*' '*I am not good in pronunciations,*' '*I am not good in computation,*' and so on. They admitted that there was too much chaos at first, with

everyone shouting and saying just anything. Some admitted to having heard the issues but being speechless and that it was even deafening and unpleasant, to hear even from the corner of the classroom. Additionally, numerous students stated that they listened to some things which were said but could not follow them.

In conclusion, they recognised that a small group of students can create havoc and produce no fruitful results.

TEAM BUILDING SKILL

Session No.: 03 & 04

Day: Friday

Date: 05-01-2018

Time Duration: 80 min.

Topic- Team Development & Role of Members

Learning Outcomes

The student will be able to:

- Discuss team development.
- Explain the importance of team development.
- Discuss the role of individuals in a team.

Theory

Topic: Team Development & Role of Members

Time Duration: 30 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Concept of Team Development

What are the common questions which come to mind whenever you are working in a team? Typical questions in any teamwork for an individual are: What are we supposed to be doing. What is the role of our team? How do we perform together in a team? What are the short-term and long-term goals of the team?

Individual Role: The questions concerning individuals' roles are the most significant source of anxiety. Common questions at this level are:

What am I supposed to be doing?

How is my role going to change?

What am I supposed to be doing?

How is my role going to change?

What additional responsibilities will I have in the new team?

How do I add value to the team?

Teacher: According to you, when can you say that a team has been developed?

Response 1: When more than two members are working together.

Response 2: We have something which can only be done in a team.

Teacher: Outstanding!!! Do you think it is easy to develop it and there is no need of extra practice?

Response 3: Yes, we need practice. We know about grouping and working casually.

Response 4: For team development, we need to understand its concept to work effectively.

Teacher: Yes, students, good analysis!!!

A team is a collection of individuals who collaborate to accomplish a common goal. Each team member uniquely contributes to the common goal, utilizing a distinct set of skills to fulfil a team role. Despite this, the team shares a standard orientation and attitude. Learning to work as a team is known as team development.

When a new group of people is brought together to operate as a team, they must discover a means to communicate, set goals, and learn to work together effectively. This is referred to as “team development.” This method might be simple or complex, depending on the team and the number of diverse personalities in the group. We can, however, assist our teams to resolve challenges and progress by understanding the stages of team growth.

Core Concern of Role

1. Acknowledge the Situation - The first step is acknowledging reality as it exists. This means to attach oneself to each problem and try to make out the solutions along with the team.

2. Seek guidance from team leader and teachers - The second step is to seek guidance from the team’s leader, either the primary team leader or the teacher, for better performance.

3. Seek Input from Team Members - The third step is to ask the team members about performance.

What do they think about your role?

What do they want to avoid?

What are their strengths?

The key in this step is to understand each team member’s interests regarding their role.

4. Identification of primary tasks and sub-tasks - It involves identifying significant tasks, the subtasks of the significant tasks, and the subtasks of the subtasks.

Once this is recognised, the team can understand its performance, each team member’s perspective, their fit or lack thereof in the team, and the work that needs to be completed.

5. Negotiate the Roles - The fifth step in the process is to negotiate the scope of each team member’s role based on all the information received from the teachers/guides, team heads and team members.

The outlined process is one way for teams to define themselves more clearly. The importance of clear roles for healthy team functioning can be overstated. Role definition creates a clear structure for the team and its members, setting a foundation for clear expectations and conflict resolution.

Activity

Activity Name: A Team is a Need!

Activity No.: 01

Time Duration: 30 min.

Members Required: all the students

Resources Required

Scissors, pieces of newspaper

Instructional Objective

Students can comprehend team formation and each member's critical function in the team.

Procedure

1. Divide the class into ten teams (five members in each team).
2. Cut a single page of newspaper into tiny pieces (make around 20 bunches of these pieces)
3. Distribute one bunch to each team and instruct them to arrange the pieces correctly. The team that completes first will be declared as the winner.

Observation

The students will perform the activity, and the team who finishes the task fastest will be considered the winner.

Debriefing/Discussion with the students

Students were required to work in teams to complete the activity. As they knew who they would be collaborating with, the students admitted that completing the task on time was simple. Though a few teams also admitted that they could not perform well due to a lack of coordination, which resulted in incomplete task. On that basis, the students discussed how coordination between team members is critical to the success of any given team task. Additionally, it was evident that a team member was not paying attention in one instance, which resulted in delayed task completion. The students discussed that each member had to perform his/her role. For example, for completion of the task, in one team, they had allotted specific role to each member like, two members collected the pieces randomly, four members helped locate them properly, remaining members checked whether the placement of the pieces was done correctly or not. In another team, four members were collected the pieces carefully, whereas six handled them for their correct placement. This displays that any team activity needs proper planning and precise identification of the role of each member. In yet another team, the team members worked randomly, and it was found that although they took a reasonable amount of time, they did not complete the task effectively. However, in one team, all members were doing the work together and still could not complete even half the task. One team even admitted that they could not complete the task on time because they were incompatible.

Furthermore, one team discussed about a lack of planning and coordination, which caused them to fall behind on task completion.

This exercise taught students that the team automatically benefits and achieves success when all its members perform their best at the most efficient level.

Activity

Activity Name: Learning Good vs. Bad Teamwork

Activity No.: 02

Time Duration: 20 min.

Members Required: all the students

Resources Required

- Laptop/Desktop, electric point, writing material
- **Documentary Source:**
<https://drive.google.com/file/d/1dza8zmXalthaZwTJgZV55yFkXknXaUsQ/view?usp=sharing>
Detail:
Directed by: Gerrit Maassen van den Brink
Year: 2013

Instructional Objective

As a result of watching this documentary, students will be able to distinguish between good and bad teamwork.

Procedure (scripting of the video)

1. This documentary film is divided into two sections: the first (Part-I) demonstrates bad teamwork, while the second (Part-II) demonstrates good team collaboration.
2. In the first section (Part-I), it was seen that all the birds, including the giant bird sat at the centre of the pole wire, which resulted in breaking of the wire.
3. If they had dispersed themselves along the wire, the wire would not have been snapped, and the birds would have been protected from any injury.
4. This demonstrates that even if many people gather in one location, their presence can be ineffective if they do not work correctly.
5. Also, it may even have unfavourable consequences.
6. In the second section (Part-II), one large seabird attempted to attack a little crab.
7. When the crab observed this, it signalled to all the nearby crabs, who immediately gathered and opened their defensive stings, injuring the seabird.
8. This demonstrates that even when weak individuals collaborate with each other, they can work

effectively.

Observation

The students pay close attention to the documentary film and jot down the observations

Debriefing/Discussion with the students

The students carefully observed the documentary film and then discussed its various aspects. They acknowledged the documentary's concept, stating that it teaches them the value of teamwork. They discussed on how any type of teamwork requires additional effort, which, if not done effectively, can result in unproductive teamwork. They asserted that successful completion of any task which benefits all team members demonstrates effective teamwork, whereas failure to complete a task properly shows ineffective teamwork which includes working in isolation. The students also noted that while this documentary may not be prevalent in their daily lives, the importance of teamwork in dealing with situations was well illustrated here. They also expressed that team members may face negative consequences in one situation and positive consequences with the same number of individuals in another situation. Additionally, the students discussed how teamwork requires extra caution; simply gathering a group of people in one location does not result in effective teamwork. The students discussed that, in the Case 1, the birds were sitting on a wire, but they couldn't balance themselves, so when one more bird joined, the team couldn't work well, and the wire broke. In the Case 2, when the crabs got attacked, they all worked together and solved their problem. They were able to counter-attack the predators. This demonstrates that for a team to work effectively, it needs collaboration and good teamwork. Whereas, even if there are many people in a team, but if they can't work together as a whole, in collaboration with each other, with various strategies, they cannot become beneficial as a team.

Overall, it demonstrates that teamwork is a necessary characteristic of the team members. There is no teamwork if it is not adequately managed; however, there is effective teamwork when all members cooperate successfully.

TEAM BUILDING SKILL

Session No.: 05 Day: Wednesday Date: 10-01-2018 Time Duration: 40 min.

Topic- Types of Team

Learning Outcomes

The student will be able to:

- Name the different types of teams.
- Discuss the problem-solving team.
- Describe the self-managed work team.
- Discuss the cross-functional team.
- Describe the virtual team.

Theory

Topic: Types of Team

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Types of Team

There are four types of teams, namely:

1. **Problem-solving team members** exchange ideas and recommend ways to enhance work processes and methods; they seldom have the power to enact any of these recommendations unilaterally. They deal with disciplinary issues which required to be implemented even prior the meeting to accomplish any task.
2. **Self-managed work teams** are groups of individuals that perform closely related or interdependent tasks and assume a significant portion of the duties of their previous counterparts. For example, *at the beginning of a new academic year at a school, when new teachers take over the duties of previous teachers.*
3. **Cross-functional teams** comprise several workers from roughly the same hierarchical level but with distinct job areas, working collaboratively to complete the mission. For instance, *students from various classes compete in an inter-school quiz competition.*
4. **Virtual teams** use computer technology to bring together geographically separated participants to accomplish a shared objective. For instance, *call on video conferencing.*

Activity

Activity Name: Ideas as Building Blocks

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Large sheet of papers, writing material

Instructional Objective

The students will understand the concept and importance of a team in their day-to-day life.

Procedure

1. Create a fictional problem like a brain teaser, a riddle, a design challenge — anything that needs a solution. Divide the class into five teams of five students each and assign each team to write down a problem on a large piece of paper. They merely need to write one or two sentences.
2. Instruct them to give the paper to the student on their left.
3. Ask him/ her to write its solution and again pass the paper to the student on his left to build another solution using the new idea. Continue this for several rounds.

Observation

The students will perform the activity and observe it also.

Debriefing/Discussion with the students

In this activity, the students were required to work in teams. Following its completion, the first thing they mentioned was how engaging the activity was. The different problems mentioned were, '*How to remove exam stress?*' '*How to make Mathematics easy to score?*' '*How to control air pollution that occurs due to vehicles?*' '*How to prevent infectious diseases?*' '*How to safeguard yourself from sunlight?*' '*How can we say that plants have life?*' '*How can the overeating of junk food harm our body?*' and '*How is Global warming terrible for the earth's environment?*' The students admitted categorically that with the assistance of a team, they could overcome numerous obstacles without exerting excessive efforts. For solutions, they emphasized, how simple it is to deal with a situation when they have reasonable solutions. Students emphasized the importance of problem solving type of team, which made problem solving much easier due to the diversity of opinions that are received for a single issue. Additionally, they conceded that analysing the situation through a different lens can aid in identifying a potentially workable solution.

This exercise demonstrates the emphasis on problem solving type of team. When brainstorming as a team, the more outspoken and robust personalities frequently dominate, even when other team members might have significant ideas to contribute. By providing equal importance to everyone's ideas, the potential for participation of each team member is established to solve any problem.

TEAM BUILDING SKILL

Session No.: o6 & o7

Day- Thursday

Date: 11-01-2018

Time Duration: 80 min.

Topic- Stages of Team Development (Tuckman, 1965)

Learning Outcomes

The student will be able to:

- Discuss the steps of team development.
- Compare different stages of team development.
- Give illustrations on different stages of team development.

Theory

Topic: Stages of Team Development (Tuckman, 1965)

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Stages of Team Development (Tuckman, 1965)

There were six stages of team development as:

- **Forming** - At this point, majority of the team members are cheerful and courteous. Some are fearful since they have not entirely grasped the scope of the team's work. Others are simply ecstatic about the challenge ahead of them.

As a leader, one assumes a dominant position during this level, as the roles and responsibilities of team members are unclear. This stage may last several weeks as individuals begin to work together.
- **Assaulting** - Following that, the team enters the storming process, during which members begin to test the boundaries created during the forming stage. It is the point at which majority of the teams struggle. Storming always begins with a clash of natural working styles between team members. Individuals can work differently for various purposes, but they may become irritated if their disparate working styles result in unintended complications.
- **Storming** - This stage occurs under various circumstances. For instance, *when team members question authority or chase for the higher position, since their roles are defined*. On the other hand, if it has not been clearly described how the team will operate, members may feel frustrated by their workload or uneasy with your approach. Some may doubt the value of team's goals and avoid taking on tasks.
- **Normative** - The team gradually advances to the stage of norming. It is the point at which people

begin to overcome their differences, value their colleagues' talents, and respect leadership's authority. Now that the team members are more acquainted, they socialise and solicit assistance. They also offer positive inputs. Individuals now build a more substantial commitment to the team goals and begin to make positive progress towards it.

- **Execution** - The team enters the performing stage when its efforts accomplish the team's goals without any incident. The systems and processes that have developed are well-suited to this stage. At this point, it feels natural to be a part of the team, and additions or departures should have little effect on the results.
- **Suspended** - Numerous teams will eventually reach this level. For instance, *project teams are temporary, and even permanent teams can dissolve due to organisational restructuring.*

Team members who thrive on routine or have formed strong working relationships with their co-workers can struggle during this stage, especially if their future is uncertain.

Activity

Activity Name: Tower of Trust

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

200-250 plastic cups

Instructional Objective

Students will learn the value of each team member through this activity. It is crucial to understand this because no two members are identical. Each team project follows the stages of team development that must be addressed appropriately.

Procedure

1. Divide the class into five teams (nine-ten members in each team). Give each team 50-60 plastic cups.
2. Give each group 15 min. to create the tallest possible tower.
3. Measure each team's tower to decide who built the tallest one.
4. Ask the teams to describe their method of creating the tower, the obstacles they faced, and what they learnt about working together as a trusting team.

Observation

The students will perform the activity very carefully.

Debriefing/Discussion with the students

Students were required to work cooperatively with a high level of attention and coordination during this activity. The students admitted that the activity required complete comprehension on the part of each participant. One team discussed how they could successfully operate because they divided the work. Another team demonstrated genuine concern over a single error that ultimately resulted in their failure. Additionally, the students emphasised the importance of collaboration, stating that it is more difficult if there is a lack of mutual understanding. One team that completed the task successfully acknowledged that managing a team and coordinating with the team members is equally challenging, and they worked exceptionally well on it. Some teams complained about the time constraints, stating that the team members were unfamiliar to the task given and thus required additional time to complete it. The students discussed that they were excited in the first stage of forming and very keen to do the task. Later on, after the teams were given the task, they started making the strategies and planning under the assaulting stage. Next, after they had discussed amongst themselves and cleared all their doubts with teachers, they came under the storming stage and one authority emerged. In norming stage, the norms were decided and everybody agreed to accept those norms. After clearing all their doubts, they executed the task that came under the executing stage. After the execution, discussion, and completion of the task the students dissolved the team and again started spending their time as regular students, i.e., this was the suspended stage. In general, students agreed unequivocally that team development is a critical component of success. It could imply that team development occurs in stages, requires deliberate efforts, and requires each member to contribute to its overall success.

TEAM BUILDING SKILL

Session No.: 08

Day- Friday

Date: 12-01-2018

Time Duration: 40 min.

Topic- Team Effectiveness Model-Context

Learning Outcomes

The student will be able to:

- Discuss the Team Effectiveness Model.
- Explain the concept of context in the Team Effectiveness Model.

Theory

Topic: Team Effectiveness Model – Context

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Team Effectiveness Model

Team Effectiveness Model consist of:

1. Context
2. Composition
3. Process

Team Effectiveness Model – context

Context - Factors affecting the team's performance

The four contextual variables that have the strongest correlation with team success are sufficient resources, successful leadership, an environment of confidence, and a performance assessment and compensation system that accurately represents a team's contribution.

1. **Sufficient resources** - Any work team is dependent on resources from outside the team, to function. A lack of resources directly impairs a team's ability to do its job efficiently and accomplish its objective.
2. **Leadership structure** - A team cannot operate effectively if participants cannot agree about who is responsible for what and how they will share the workload.
3. **Working Environment** - An atmosphere of confidence exists between the members of a successful team. Additionally, they demonstrate faith in their leader. The basis of leadership is trust, which enables a team to embrace and contribute to its leadership position and decisions.
4. **Performance assessment and incentive system** - An individual's performance should be tracked, measured, and accordingly rewarded for the efforts made.

Activity

Activity Name: Join the Team!

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

NA

Instructional Objective

This activity helps the students understand the importance of context in which a team had been built and assists in understanding the purpose of team development.

Procedure

1. Inform the students that they will be required to create a team in response to the instructions given out by the teacher
For instance, *some instructions may state, 'Join a team with people who have the same number of family members as you do' or 'Join a team with people who enjoy similar genres of music as you do.'*
2. Perform the exercise nine-ten times.

Observation

The students will perform the activity carefully.

Debriefing/Discussion with the students

Students had to form different teams throughout this activity. Some teams were formed based on instructions like, *'Join a team with people who have the same number of sisters as you do,' or 'Join a team that includes folks who have the same number of siblings as yours,' 'Join a team with folks who have the same number of family members working as you do,' 'Join a team with folks who own the same number of automobiles,' and so forth.* In the beginning, the students admitted that they could not work effectively when they got confused. Then one student emerged as a leader from the group and he gave the instructions once again. The students listened to him as they had faith in him and performed the task. Even though they pointed out that at first, they were yelling, and nothing was working well without the leadership, however subsequently with leadership, everything worked out in the end. As the semester progressed, the students expressed their understanding of how important to have a leader on whom they can trust. Students highlighted the need to have a positive relationship with the leader to participate in team activities.

The students emphasised that practice was a critical component of any team activity and that they are expected to put in the necessary time and effort to succeed. As a result, students expressed the concern that team building needs purposeful effort, as all teams are handled via the context in which

they listen to the instructions. According to this, the activity helped students to converse more successfully. In addition, it focused on how people may develop their ability to open up and interact more effectively in the future workplace.

TEAM BUILDING SKILL

Session No.: 09 Day- Wednesday Date: 17-01-2018 Time Duration: 40 min.

Topic- Team Effectiveness Model - Composition

Learning Outcomes

The student will be able to:

- Discuss team composition in the Team Effectiveness Model.

Theory

Topic: Team Effectiveness Model - Composition

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Concept of Team Composition

Team composition includes the things that relate to how a team should be composed such as:

- **Abilities of members** - Art of a team's performance depends on its members' knowledge, skills, and abilities.
- **Members' personalities** - Each team member's personality directly impacts the individual behaviour. Higher degree of openness to perform better and the minimum level of agreeableness among team members often matter to a team; when a team has one or more highly disagreeable members, the team performs worse.
- **Allocation of Role** - A team has different needs, and its members should be selected accordingly to ensure all its various roles are fulfilled. To increase the likelihood of having suitable team members, leaders have to understand the individual strengths.
- **Diversity of Members** - A team with diversity of members, should benefit from different perspectives and perform better. This type of team with varied members must focus on their differences rather than their commonalities.
- **Size of the team** - The most successful teams have between five to nine members. The mission can be accomplished efficiently with the fewest possible individuals. When a team has an excessive number of participants, cohesiveness and collective responsibility suffer, social loafing increases, and more people interact less effectively.
- **Member of preferences** - While selecting the team, one should consider individual preferences and their abilities, personalities, and skills.

Activity

Activity Name: Commonness as Indicator

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

NA

Instructional Objective

The students will discuss their similarities and work on their interpersonal skills during this activity. Team development is beneficial in this case since it aids in a better understanding of the team members.

Procedure

1. Divide the class into small teams (five-six members each) and ask them to discuss their commonalities such as gender or eye colour.
2. They must also look for typically uncommon things, such as being twins or owning an exotic pet, say, a rabbit.
3. Inform the team members that they have 15 min. to collect as many common factors as possible. The team with the maximum number of common aspects will be declared the winner.

Observation

The students will perform the activity carefully.

Debriefing/Discussion with the students

During this activity, students shared similar experiences such as '*having three four-wheelers at home,*' '*A cancer patient at home,*' '*Grandparents at home,*' and so on. They had the opportunity to get to know each other better. The students realised the importance of teamwork and the benefits of collaboration. The composition of the team was diverse. They were girls as well as boys with different abilities and personalities. They acknowledged that it would be hard to remember everything independently, but teamwork makes it possible. Students can discover more about each other with this team exercise while staying within the time limit. The students addressed how critical its team members are in accomplishing a task. This exercise demonstrates that if the team members are capable with different abilities and it is a diverse team, the task will be completed successfully. It was observed that the team members had assigned roles to each member, as two members were listing the names of various entities, such as a list of four-wheelers, a list of members, etc., while the remaining members were writing the common factors.

In contrast, in another team, the task was divided among all its members, however other factors like diversity and abilities were not considered. In this team, each member conducted the same task,

resulting in conflict and failure to effectively complete the task. When students work together, they can discover shared interests and learn more about others. One can see how important it is to communicate with others.

TEAM BUILDING SKILL

Session No.: 10 & 11 Day- Thursday Date: 18-01-2018 Time Duration: 80 min.

Topic- Team Effectiveness Model-Process

Learning Outcomes

The student will be able to:

- Discuss the process in the Team Effectiveness Model.
- Describe the importance of the process aspect of the Team Effectiveness Model.
- List down the factors in the process that contribute to team effectiveness.

Theory

Topic: Team Effectiveness Model – Process

Time Duration: 20 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Team Process

The final category of team effectiveness is the mechanism by which members contribute to a shared goal, develop clear team objectives, demonstrate team efficacy, maintain a manageable degree of tension, and minimise social loafing. When each member's commitment is not apparent, the individual's effort appears to diminish. As a result, several factors contribute to the same (or towards the effectiveness of a team). These include:

- 1. Standard strategy and intent** - An effective team begins by analysing the team's task, identifying objectives to accomplish that mission, and developing strategies to accomplish those objectives. The team that develops a shared understanding of what needs to be accomplished and how to do it, regularly performs better.
- 2. Specific objectives** - Effective teams translate their shared mission into specific, measurable, and achievable performance objectives. Specific objectives promote effective communication. Additionally, they assist teams in maintaining their emphasis on achieving outcomes.
- 3. Group efficiency** - Effective teams have self-confidence; the superior (or finer) hypothesis has a greater chance of success. Good teams increase their confidence in potential success, which motivates them to work harder.
- 4. Mental models** - Successful teams exchange accurate mental models—knowledge and expectations about accomplishing the task. When members of a team have incorrect mental templates, their success suffers. If team members have divergent views of accomplishing tasks, they will clash over how to accomplish them rather than focusing on the task at hand.

5. **Conflict levels** - How conflicts are resolved will also determine the effectiveness of a team. Successful teams overcome conflict by discussion, while unsuccessful teams have disagreements based on personalities and how things are communicated.

6. **Social loafing** - Individuals may participate in social loafing and benefit from the group's initiative if their specific contributions are identified.

Activity

Activity Name: Dice Card Arrangement via Non-Verbal Cues

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

A regular pack of playing cards

Instructional Objective

With the assistance of this activity, students can improve their communication skills and learn how to work efficiently in a team within the allotted time.

Procedure

1. Divide the class into five teams (ten members in each team). Distribute the dice cards to the teams. Divide each team further into two teams to include five members (in Sub-Team A) and five members (in Sub-Team B).
2. Instruct the team members to arrange the dice cards, wherein Sub-Team A instructs Sub-Team B non-verbally (Sub-Team B has all the dice cards but cannot see them).
3. Ask Sub-Team B to display the cards to Sub-Team A and attempt to arrange them in 30 min. following the directions provided by Sub-Team A.
4. The team that completes arranging the cards earliest will be declared the winner.

Observation

The students carry out the activity and closely observe it.

Debriefing/Discussion with the students

The activity depicted that teamwork requires students to pay attention to nonverbal signs also in order to demonstrate the various components of the process of team effectiveness. This would help the students to strengthen their understanding of the process where the non-verbal cues also play an important part. They praised it as a worthwhile endeavour. They also stressed the importance of nonverbal cues, which are often overlooked. Several teams noted that the beginning phase of the task was marked by turmoil, which might be caused by the team members' uneasiness or

disagreements. However, each team admitted that though they had challenges initially, but they could ultimately understand and complete the objective as a team. A conflict is inevitable in any group activity, but the most critical aspect is resolving it well. Students talked about how important it is for each member of the team to be involved for teamwork to be successful.

The students addressed how critical it is to have a strategy to complete a task effectively. It is critical to complete the task with the required understanding. One team admitted that they lacked a strategy, which explains why, despite having competent team members, they were unable to complete the task. The students reviewed how they created the strategy to complete the work on time and in the best possible manner. The team that finished the task successfully admitted that they were confident in their ability to do it; they also discussed how they began developing the strategy as soon as they grasped the scope of the task. They explained how it motivated each team member and enabled them to complete the work confidently. Additionally, they discussed that they did not begin the task unless all instructions were clear. This incorporates the mental model and demonstrates that students require a good understanding of teamwork.

During the beginning stages of this exercise, some teams were in a state of conflict and agreed that this posed a barrier in work completion, and one team was unable to complete the task on time.

The students understood how each team member contributes considerably to a successful endeavour. It's impossible to win or accomplish anything effectively unless each team member does their job to the best of their ability.

TEAM BUILDING SKILL

Session No.: 12 Day- Wednesday Date: 24-01-2018 Time Duration: 40 min.

Topic- Essentials for Team Building Skills

Learning Outcomes

The student will be able to:

- Discuss various skills related to team building.

Theory

Topic: Essentials for Team Building Skills

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Team building skills and qualities are crucial for every area of business and life. To build a fair and effective team, one must learn to build confidence, trust, and friendships. It is a long-lasting process that requires many skills.

Essentials for Team Building Skill

- **Patience** - Patience is another necessary attribute. Patience is about tolerance and comprehension.
- **Supportive** - There is no such thing as an unsupported squad. Team members must support and depend on one another.
- **Good communication skills** - Without communication, there is no team at all. Good communication skills are crucial for every good team and effective teamwork.
- **Active listening and care for others** - Listening skills occupy the top position in the team-building skills' list. To build a team, one must understand other team members' needs, beliefs, worries, and hopes. This can be achieved only by active listening, which includes care and attention to other members.
- **Collaborative skills** - Collaborating with many people is one of the most challenging tasks and an essential prerequisite to successful teamwork. An effective team means a great collaborative team.
- **Confidence** - Building confidence among members is a critical ability for team building. Confidence keeps a team together, and it promotes support and reliability.

Additionally, the team building list also includes the following critical abilities for successful teamwork: respect, positive attitude, relationship building, responsibility, feelings, understanding, honesty and influencing.

Activity

Activity Name: Team vs Individual

Activity No.: 01

Time Duration: 20 min.

Members Required: all the students

Resources Required

Writing material

Instructional Objective

This team-building exercise demonstrates the essentials of team building skills.

Procedure

1. Divide the class into eight teams (five-six members in each team). The remaining students do the activity individually.
2. Provide each team with a sentence. Additionally, provide individual phrases to the remaining students. Now, give them ten min. and ask them to create as many words as possible from the given sentence.
3. After ten min., tally the number of words produced by each team and the students performing individually.

Sentences:

- *Time moves too slowly for those who wait, too quickly for those who worry, and too slowly for those who mourn.*
- *You'll grow better as long as you keep going, and as you improve, your confidence will grow.*
- *Character is defined as the ability to carry through a good resolution.*

Observation

The students attentively complete the exercise. It was observed that the teams produced more words than the students working independently.

Debriefing/Discussion with the students

Students in this activity learned that teamwork is more likely to succeed than doing things independently. In this sentence, '*Character is defined as the ability to carry through a good resolution*', the students had made various words such as '*solution, fine, God, define, car and so on.*' Students agreed that when the team was formed, initially there was much misunderstanding but

since it had more than one person, the outcome was more efficient than that of the students performing alone. If all team members put up their utmost effort, teamwork becomes advantageous. One team admitted that they didn't do well due to a lack of clarity and concern about any team activity, especially when done in a group context. Throughout this task, students demonstrated that those who worked in teams could discuss the words among themselves, demonstrating the team members' supportive attitude.

Additionally, they admitted that the activity aided them in closely listening to the sentence. Those students who performed the task individually discussed how they could not concentrate on the entire line and missed a few words. In teamwork, the students acknowledged that they gained confidence and located terms over and above to ones individually acquired. Those students who performed the task individually also stated how they could not think of varied words, whereas team members together were able to identify numerous words of diverse types. Even though the students listened to the sentences in groups, they could listen to the entire sentence carefully.

In this way, the students could illustrate how teamwork was more efficient than individual effort.

TEAM BUILDING SKILL

Session No.: 13 Day: Thursday Date: 25-01-2018 Time Duration: 40 min.

Topic- Barriers to Effective Team Building Skill

Learning Outcomes

The student will be able to:

- Explain the barriers to effective team building.

Theory

Topic: Barriers to Effective Team Building Skill

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Various Barriers to Effective Team Building Skill

Although team building is significant for the development of an individual and any system, it is not an easy task. Before applying team building in day-to-day conditions, it is essential to understand the barriers and take care of them.

- **No Adequate Concern for Communication** - Good communication can foster teamwork. Team members who do not communicate appropriately in a healthy and productive way or are unaware of the proper communication channels to be used within the team, can create breakdown or hurdles in accomplishing the goals as well as inhibit healthy team development.
- **Lack of Clarity of Goals** - A team is created to achieve goals within the specified area. These objectives may pertain to a particular project, task, activity, competition, or sports team. When team members do not understand the team's goals or the respective duties of each team member in accomplishing those goals, the team cannot work successfully.
- **Lack of Concern from Higher authority** - Higher authorities create a team to complete predetermined tasks. However, if higher authorities cannot devote time to assist the team in carrying out its responsibilities, the ability to foster an atmosphere of effective teamwork is jeopardised. Until and unless the higher authorities devotes time to team building, the team will not grasp the concept properly.
- **The Ego** - Teams that include members who are not committed to the group's overall success will struggle to grow into a successful team. Team members must keep their egos in check and focus on the assigned tasks to contribute to the development of a successful team.
- **Lack of Dialogue** - Members of the team should not remain silent during team meetings; instead, they should speak their hearts out. Individuals must participate voluntarily. Debates are

essential and plans and policies should not be adopted without weighing the advantages and disadvantages. Each team member must have a say in the decisions made by the team.

- **Lack of Consistency and Punctuality** - Never fail to be on time for work. Keeping people waiting is unprofessional. Often arrive early for meetings and discussions with classmates. Additionally, one should uphold the workplace's decorum. Avoid loitering unnecessarily.

Activity

Activity Name: Identify Barriers

Activity No.: 01

Time Duration: 20 min.

Members Required: all the students

Resources Required

Writing material

Instructional Objective

With the help of this activity, the students can understand the importance of various barriers as to how they can impact the effectiveness of good team building.

Procedure

1. Divide the students into ten teams (five-six members).
2. Provide one scene in front of the student.

Five students are allocated a team assignment, and the teacher instructs them to choose any topic and take on their allocated task independently. Additionally, the teacher instructs students that they have one week to finish the assignment. The team members are strangers to one another, and one member takes on the role of team leader and selects one assignment. The lead student assigns each team member a role on the second day and instructs them to begin work without discussion.

The other team members do not speak a word and immediately begin working. One team member fails to show up on the third day, and the work is halted. Other team members complete their assigned tasks. On the fourth day, the lead team member scolds all other team members and instructs them to finish the task in any possible way until the fifth day. The team members agree that the work they had been assigned was inappropriate. They decide to speak with the teacher and eventually meet the teacher. Following their discussion, the teacher informs them that it was too late, and they need to complete the given task. On the sixth day, the team members continue to work despite their distress. The lead team member criticises the rest of the team and alerts the teacher that no one was working correctly. The teacher ignores this, and on the seventh day, team members prepare the report. When this report is given to the school's principal, the teacher gets criticised. Later on, the teacher severely scolds all the students.

3. Instruct the teams to write the answers to the questions:

- *Do you think this project could be successful? If yes, how?*
- *Identify four barriers that you felt could have been beneficial for the team if removed?*
- *Identify the mistakes of the teacher, lead member, principal, and other team members.*

Observation

The team members carefully listen to the scene and jot down their responses.

Debriefing/Discussion with the students

For the project to be successful, the replies that students wrote were *'If all of the barriers would have been considered,' 'If all the team members had performed their duties correctly,' 'If all the team members would have been sensitized enough to do their work.'* The various barriers presented by the students were that, *'Only one student made the selection,' 'There was no discussion between the team members,' 'Assigning the roles was without any consent,' 'Starting the work was without any discussion, scolding students was present,' 'The team members told about the unfairness of role, but it got too late,' 'Ignoring points by the teacher,' 'Working but still not in the right mood, 'Preparing report without any discussion, and so on.'* With the obstacles, the students highlighted several problems, *'such as the teacher scolding them, the principal not giving them another chance or solution, the lead member not discussing anything, and team members not saying anything earlier.'* The students acknowledged the importance of paying close attention to every situation, much more so, while working in a group. While working in a team, the students expressed their concerns on the needs of all members. The students also recognised the necessity of teamwork and each member's role. The students also stressed the importance of meeting deadlines, regardless of whether they were team members or not. In a nutshell, various barriers were present here as the team did not clearly discuss the task's objective in detail, the higher authority did not consider their problems and concerns, and a maximum number of team members were silent or unwilling to express their ideas reflecting a lack of dialogue among team members. The students argued that while all team members can accomplish the project, one team member's lack of knowledge can have a negative impact on the overall efficiency of the task. Apart from that, students addressed how to deal with various situations. Students placed a high priority on assigning roles based on each team member's potential. This practice emphasises the importance of each team member's ability to exert influence to complete any task successfully. The activity cannot be completed without the involvement of every team member; otherwise, it would fall short of expectations.

CONFLICT MANAGEMENT SKILL

The conflict management sessions will help students to critically observe the importance of conflict in their daily lives, irrespective of personal, professional, or academic. They can make judgements after critical analysis of all the conflicting situations. They can appreciate how various facets of understanding the conflict can make life issues more manageable.

After proper understanding and practical exposure to various stages of conflict, the students can comprehend the significance of each stage and eventually understand conflict with greater clarity. The various concepts of conflicts will make the students recognise the struggles they face while playing various roles in real life and recognise the various roles played by other people.

The students will gain the ability to recognise interpersonal conflicts and describe why they are necessary or inevitable. After gaining a firm grasp of the principles of conflict management and engaging inappropriate activities, students can demonstrate their competence to resolve interpersonal conflict.

The value of various conflict management strategies can be understood by the students, and they develop an interest in implementing them in their daily lives. In terms of negotiation skill, the students can develop an interest in the art of bargaining and can negotiate or resolve disputes in different contexts.

The different methods used over here were discussion method, assignment method and problem-solving method. The learners were exposed to case-based learning, experiential learning, role plays, and simulations.

CONFLICT MANAGEMENT SKILL

Session No.: 01 **Day:** Wednesday **Date:** 14-02-2018 **Time Duration:** 40 min.

Topic - Meaning and Concept of Conflict

Learning Outcomes

The student will be able to:

- Define conflict.
- Discuss the examples of conflict situations in their day-to-day life.

Theory

Topic: Meaning and Concept of Conflict

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Meaning of Conflict

Teacher: Do you ever feel as though you disagree with a friend on some points? Which points are those, and how can you overcome them?

Response 1: When our viewpoints are different on any subject, we usually quarrel or argue.

Response 2: At that moment, our discussion comes to a halt.

Response 3: We avoid conflict and begin conversing on something else.

Response 4: We notice our opinions, occasionally quarrel, sometimes there is a dispute, or we discuss, and then leave it.

Teacher: Now, this difference of viewpoints is referred to as conflict.

Conflict, defined as a disagreement between two persons, organizations, or groups, is a required yet helpful idea; this element of danger surpasses a basic disagreement like, 'I like toffees, you want ice cream,' etc. Conflict occurs when groups or individuals fail to obtain what they collectively require or desire and instead pursue their self-interest.

Activity

Activity Name: Tossing the Ball=Anger Gone

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Softball

Instructional Objective

This exercise will help the students to identify the situations where they had disputes or felt

discomfort.

Procedure

7. Instruct one student to come on stage and give him/her a softball. Tell him /her to say, '*I feel angry when...*' and complete the sentence.
8. Then toss the softball to another student and ask him/her to repeat the same sentence and also complete it in his/her own words.
9. This toss game continues with each student repeating the sentence of the previous student and then completing the sentence by themselves.

Observation

The students will perform the activity and jot down the behavioural pattern exhibited by different students.

Debriefing/Discussion with the students

This is a self-reflection task in which students agreed they understood numerous situations in which they were uncomfortable or angry. Additionally, many said they felt that they were not the only ones who got angry. The students presented examples like, '*I feel angry when my friend lies to me*', '*I feel angry when I score lesser marks*', '*I feel angry when my friend doesn't talk to me properly*', '*I feel angry when I don't complete the homework on time*', '*I feel angry when my mother scolds me*' and so on. They discussed how, until this point, they had not given each disagreement a conscious thought. Further, students shared their perspectives, anxieties, and attempts about the conflicts faced. They admitted that they now understood their friends' and acquaintances' sentiments of rage. They acknowledged that conflict is a natural part of every encounter, and one needs to work on it. Students can learn what upsets their peers through this practice, and some may even discover that similar things actually anger them as well. The idea is that by understanding what irritates their friends, students can avoid those activities or situations.

CONFLICT MANAGEMENT SKILL

Session No.: 02

Day: Thursday

Date: 15-02-2018

Time Duration: 40 min.

Topic – Aspects of Conflict

Learning Outcomes

The student will be able to:

- Explain the negative aspects of the conflict.
- Explain the positive aspects of the conflict.
- Differentiate between the negative aspects and positive aspects of the conflict.

Theory

Topic: Aspects of Conflict

Time Duration: 10 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students, do you believe it is always beneficial for everyone to agree on a single point?

Response 1: If I say yes, then there will be no fight.

Response 2: Yes, because nobody feels awful in that case.

Response 3: Everyone will live happily ever after

Teacher: Students, you are correct!!! But is it always correct to agree with what others say?

Response 4: No, if something is wrong, it is necessary to refrain from supporting it.

Response 5: If something is correct, it is acceptable; nevertheless, if something is incorrect, it is beneficial to speak out against it.

Response 6: We must stand up for what is right and speak up against what is wrong.

Teacher: So, can we say that occasionally, conflict is a good thing?

Response 7: Yes, if something is wrong, dissatisfaction exists; yet this can be positive.

Response 8: Having conflict over trivial matters benefits everyone.

Response 9: Conflict must be analysed; if they are valid, they must be sorted out appropriately; if invalid, they must be halted.

Teacher: Exceptional students!!!

Thus, we can conclude that conflict/disagreement can be beneficial or detrimental depending on the situation.

Positive Aspects of Conflict

- Conflict is necessary for societal advancement.
- Conflict promotes reconciliation, which can result in an agreement.
- Conflict strengthens intra-group unity by providing a venue for group members to address and negotiate their shared interests.
- When working toward the group's common goal of resolving the conflict, it provides an opportunity for more excellent intra-group communication.
- Conflict can result in healthy student rivalry, which drives each student to perform at their maximum capacity.
- Conflict enables individuals to express themselves and contribute to healthy discourse.

Negative Aspects of Conflict

- Conflict can divert individuals and groups' attention, leaving them less time and energy to devote to their core objectives.
- Conflict can have both short- and long-term effects on the physical and psychological well-being of those involved in or impacted by it.
- It can demotivate and reduce an individual's productivity and competency in worst-case scenarios.

It becomes necessary to understand both the positive and bad aspects of any conflict within individuals and with others around.

Activity

Activity Name: Human Knot

Activity No.: 01

Time Duration: 20 min.

Members Required: all the students

Resources Required

NA

Instructional Objective

Students create a human knot in this activity, and taking care not to injure themselves. It will teach the students the value of each facet of life.

Procedure

1. To begin, advise the students to form a circle. Instruct them to raise their right hand in the air and hold the hand of someone across the circle. Remaining in a circle, students hold their hands with the hands of two other classmates to form a human knot.
2. As a team, ask the students to attempt to untangle the 'human knot' without breaking the chain

of hands. Then instruct them to repeat with the left hand, ensuring that they hold a different person's hand.

Instructions to be observed:

1. *Ascertain that each student is holding the hands of two distinct individuals and is not holding hands with someone from their either side. They must attempt to disentangle themselves such that the chain of hands is not broken. Allocate a specific amount of time to perform this task (generally 10-20 min.)*
2. *Get students to take their time to limit injuries. Ask the group not to tug or pull each other and spot students if they pass over other students. Monitor them throughout the challenges and stop them if you need to. If the chain of hands is broken at any point, they must start over again.*

Observation

The students will perform the activity by taking utmost care of all instructions.

Debriefing/Discussion with the students

The activity emphasised students' awareness in interactions. They admitted that working with their friends was more comfortable and there was less likelihood of disagreement, so the task was easier to complete. Additionally, they recognised that completing any collaborative activity requires intentional effort and a positive attitude. The activity demonstrates that conflict is not always accompanied by an adversarial atmosphere. It was straightforward to deal with any situation if kids performed well and had a positive attitude.

CONFLICT MANAGEMENT SKILL

Session No.: 03

Day: Friday

Date: 16-02-2018

Time Duration: 40 min.

Topic – Characteristics of Conflict

Learning Outcomes

The student will be able to:

- Explain the characteristics of conflict.

Theory

Topic: Characteristics of Conflict

Time Duration: 20 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students, what do you believe about conflict in terms of its development in any case?

Response 1: It develops from a minor disagreement then leads to a major one, if not settled on time.

Response 2: Conflict differs under different circumstances.

Response 3: Conflict is not always easy to handle.

Response 4: Efforts are required to overcome any conflict.

Response 5: Conflict is a significant aspect of life for every individual.

Teacher: Good analysis, students!!! As you can understand, conflict is not an aspect which could be understood with just a few definitions.

There are several characteristics of conflict that are required to be understood to comprehend conflict better.

Characteristics of Conflict Management

- **Conflict is a Mechanism** – Conflict occurs at the level of different layers. Frequently, the initial layer is incomprehension. The remaining levels include those of meaning distinctions, point of view distinctions, interest distinctions, and interpersonal distinctions. *For example, First, you deny certain aspects that you disagree with, and then, if they are not considered, you begin to justify them.*

- **Inevitable Controversy**

Teacher: Is there someone in your life that is identical to you? Is there no precise separation between you and that individual?

Response: No

Teacher: This implies that conflict occurs in all areas.

No two individuals can be identical to each other. Conflict happens due to people's lives, careers, children, pride, self-concept, ego, and sense of mission, just as no two circumstances are identical.

- **Conflict is an inherent part of life**

Teacher: Is there ever a day when you will feel you are not different from someone else?

Response: No

Teacher: Typically, you encounter differences in concepts with family members, friends, and classmates.

There are innumerable needs and diverse beliefs but limited resources available to individuals, communities, and organisations. As a result, this incompatibility is sure to cause conflict.

- **Observation** – How one perceives things is not the same as how others perceive those things. It is a concept of perception in terms of emotions. In interpersonal conflict, perception is more important than actuality.
- **Everyone is subjected to conflict** – Conflict can occur within a person, or between two or more people, groups, or organisations.

Activity

Activity Name: Understanding Conflict Management

Activity No.: 01

Time Duration: 15 min.

Members Required: all the students

Resources Required

Conflict sheet, writing material

Instructional Objective

This exercise helps the students to understand conflict management and the manner in which they should talk with higher authorities, and their classmates, in order to understand their teachers and school management's concern towards their betterment.

Procedure

4. Distribute a "Conflict sheet" to each student and instruct the students to sit in a circle. Ask the students to record three conflicts they were involved in, during the last three days.

Sr. No.	The subject of the conflict	People Involved	What happened?	Trigger Word

5. Later on, ask the students to record the 'toxic words' that triggered the conflicts and made them feel they had to protect and defend themselves. (Ten min.) Ask one student to read the first conflict case he/she has identified.
6. Proceed to another student on the left and ask him/her to provide a solution to resolve the conflict.
7. Later on, ask this student to present his/her conflict, and again ask the next student on the left to provide the solutions.
8. Continue with this cycle until all cases have been presented.

Observation

All the students perform the activity carefully.

Debriefing/Discussion with the students

In this activity, the students had presented different conflicts on the conflict sheet as, '*I fought with my elder sister for cycling*', '*I argued with my tuition teacher for marks in the test*', '*I fought with my friend during a cricket game*,' '*I fought with my bench mate for the place*', '*I fought with my sister on sharing the food*' and so on. For such conflicts, the students had presented solutions as, '*Discuss with elder sister to make a routine and schedule who will drive and when*', for argument on marks, '*Try to ask about the mistake made and then try harder in next exam*' for sharing the food, students provided the solution to '*sit quietly and share the food or bring more quantity so that both will get satisfied*.' The students accepted that many times, they frequently use offensive language. Few students also accepted that they used to fight all time and need to work on that. Few students also accepted that they are short-tempered, and they need to keep their anger under control before it reaches a certain point. The students also shared that it is essential to understand the impact of harmful words in order to prevent using them, and they claimed that they realised how terrible comments can set off a quarrel.

They acknowledged that we might consider other options for resolving any issue rather than using derogatory language. The students learned that they must thoroughly consider and observe each

circumstance before choosing whom they may talk to and how to manage conflict. Brainstorming on how to manage a conflict will aid in determining who is best suited to communicate in each situation.

CONFLICT SHEET

Date & Day:

Name of the Student:

Class:

Name of Skill:

Name of Activity:

Session No.:

Sr. No.	The subject of the conflict	People Involved	What happened?	Trigger Word
1				
2				
3				

CONFLICT MANAGEMENT SKILL

Session No.: 04 & 05 Day: Wednesday Date: 21-02-2018 Time Duration: 80 min.

Topic - Steps of Conflict

Learning Outcomes

The student will be able to:

- Explain the steps of conflict.
- Differentiate among the various steps of conflict.

Theory

Topic: Steps of Conflict

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Do you believe that all conflicts between teachers and students are exactly the same?

Response 1: No

Response 2: No

Response 3: No, many conflicts are minor and get resolved in a brief period.

Teacher: Have you noticed that in some conflicts, there is a presence of weapons, war etc.?

Response 4: Yes, some do exist for years on end, such as conflict between India and Pakistan.

Response 5: Indeed, many conflicts never settle, but with time, they tend to become rooted in their impact.

Response 6: Often, the conflict is minor at first but takes on life of its own later on, affecting many people.

Teacher: Very nice observations!!! Given this, we may conclude that conflict is not always specific; it tends to increase or decrease in intensity over time in many circumstances.

This implies that conflict can progress through phases, beginning with the smallest and ending with the largest. While not all conflicts will follow all of these phases, recognising them will quickly enable to identify the conflict phase. We learned about the characteristics of conflict, which includes that it is a systematic process that requires correct systematisation to comprehend its true significance.

Keeping this in mind, today, we're going to learn about the steps of conflict.

Steps of a Conflict

In a conflict, there are five steps.

1. **Latent Conflict** - The initial stage where the cause exists, which may become a source of future conflict.
2. **Perceived Conflict** - Occasionally, a dispute occurs despite the absence of latent conflict. At this stage, one team thinks that the other would obstruct their objectives. The circumstance in which conflict is understood in the absence of latent conflict, allows team members to mislead each other's correct positions.
3. **Felt Conflict** - The stage of felt conflict occurs when the conflict is perceived felt and cognised. Personalisation of conflict is how many people get affected by instability due to conflict. In other words, it causes people to feel the conflict.
4. **Manifest Conflict** - The process by which two parties engage in behaviour that elicits unpleasant responses from the other. The most obvious of these responses are open hatred, apathy, retreat, and strict devotion to regulations.
5. **Conflict Aftermath** - Depending on how a disagreement is resolved, the resulting repercussions might be favourable or detrimental. If the issue is settled successfully, the seed for a more productive collaboration is sown, or members' hidden conflicts are addressed.

Activity

Activity Name: Connect the Items

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Writing material

Instructional Objective

This game is an excellent approach for students to engage in a non-threatening little fight with another team member (students).

Procedure

1. Divide the whole classroom into a pair of two students each.
2. Instruct Team A to stand facing Team B.
3. Ask the students of Team A to face one another and pull their right fist out and show any item. (Like in Rock, Paper, Scissors), and collectively declare, 'Nothing, something, anything!'
4. As soon as the word anything is used, ask two students from Team B to speak out the names of any item they can think of (like, dog, cat, cup, and shoe). After yelling out their items, the team members must debate why they would "beat" the other person's item.

Observation

The students will perform the activity very carefully and jot down the observations while others are performing.

Debriefing/Discussion with the students

This activity requires the students to be alert. They confessed that they went blank because of the task's difficulty and felt bewildered and unsure during the early phase. Initially after observing the item like a 'pencil', they tended to say 'anything' as they were blank or said 'nothing' even when they observed an 'eraser'. Later on, they calmed themselves down, tried to understand the activity, and began giving logical, rational responses like for a stencil, and they yelled out 'something', and the responses that came were 'design, calligraphy' etc. In another example for 'finger', they yelled out 'something' and the responses came were a 'ring, index finger, writing' etc. In the early phase, it was also observed that the students as a team were not synchronised, and gave two-three different answers, but later on, they started discussing and then responding, so the chaos level also reduced. They admitted that coming together for resolving conflicts was simple, but the real fun began once they started thinking divergently. They also recognised the importance of conversation when presenting oneself and acknowledged that we must cooperate when working in a team; otherwise, conflict may emerge.

Additionally, they emphasised on the significance of conversation in resolving conflicts. In summary, when the team continues its discussions, it becomes clear why it is vital to encourage team members to engage in dialogue, ask questions, and listen to responses to reach an agreement. It might result in a win-win situation for all concerned teams.

CONFLICT MANAGEMENT SKILL

Session No.: o6 Day: Thursday Date: 22-02-2018 Time Duration: 40 min.

Topic - Levels of Conflict

Learning Outcomes

The student will be able to:

- Differentiate between intrapersonal and interpersonal conflict
- Compare and contrast between intergroup and intragroup conflict.

Theory

Topic: Levels of Conflict

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students, do you believe that conflict occurs solely between two people?

Response 1: No, it could be between more than two individuals or even between two communities.

Response 2: Even a fight between two countries is possible.

Response 3: The most superficial level is between two individuals; alternatively, it could involve a large group of individuals.

Teacher: All right, Students!!! Do you believe that the conflict could exist within you as well?

Response 4: Yes, once we have grasped the concept of conflict, we realise that it might also exist within us.

Response 5: Yes, conflict may exist within us, as we desire to do something while juggling with other responsibilities.

Response 6: The thoughts of disagreements in an individual's mind at a particular time could be an example of conflict.

Teacher: Excellent observation skills, students!!! In this regard, we will now attempt to comprehend the conflict at several levels, including interpersonal, intrapersonal, and macro level.

Levels of conflict

The five levels of conflict are intrapersonal (inside an individual), interpersonal (between individuals), intragroup (within a group), intergroup (between groups), and intra-organizational (within organisations).

1. Intrapersonal Conflict

Teacher: How do you feel when you're unsure of what to do or what not to do. For instance, which homework shall I do first? Shall I play first or complete the task given by my parent?

Response 1: We feel frustrated, and it appears to affect all our work.

Such concerns frequently cause conflict, resulting in an intrapersonal conflict within an entity, which involves some form of objective or cognitive conflict. When an entity's motivations or drives are prevented, or when an individual cannot make decisions due to the formation of opposing roles and goals, a conflict emerges.

Goal Conflict

The presence of two or more opposing agendas may be a source of conflict within individuals. Conflicting ambitions can have both beneficial and harmful consequences. Goal conflict occurs when two or more causes collide.

Activity

Activity Name: Role-play on Interpersonal Conflict

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Writing material

Instructional Objective

This exercise reflects the importance of interpersonal conflict to gain knowledge and enhance social ability.

Procedure

1. Give different roles to the students as per different situations and let them write their responses.

2. **Illustration of the role:**

Role of daughter/son

Role of student

Role of cousin

Observation

Students will observe the performances of all and jot down the essential points.

Debriefing/Discussion with the students

This activity helps to think of different scenarios in which students are expected to solve various problems. The students recognised the value of each role, and how it is not easy to perform all duties simultaneously. The students wrote their responses for the role of a son, stating, 'I have to

look after my family, especially my younger brother who is unable to walk properly,’ ‘Occasionally, I have to go to the pharmacy to pick up medications, which causes me to be late for my tuition classes,’ ‘I have to use a bicycle even though it takes time because I have to also manage my family’s financial well-being’, ‘I often have to go to the grocery store although I particularly do not appreciate going there’, ‘My mother requires me to take care of my younger brother.’ For a daughter’s role, the students responded, ‘As a younger sister, I have to listen to my brother even when he says things I don’t agree with,’ ‘I also have to assist my mother, who has some health issues’, and ‘I have to do household chores during exams as well.’ One student responded that ‘I am responsible for my younger cousin because I live in a joint family and because he is a special child, one person always has to care for him. I often wish to go outside with my friends, but I am obligated to remain with him. Occasionally, I am required to accompany my aunt to his doctor.’

The students asserted that while enacting, they recognised that it is simpler to deal with difficulty if one thinks optimistically. They also acknowledged that these instances frequently occur in life and must one deal with them effectively. The students’ comments imply that each task is critical. Each task has a particular meaning that is contingent upon specific events. Due to the dynamic nature of circumstances that occur, individuals frequently find themselves in various forms of conflict.

CONFLICT MANAGEMENT SKILL

Session No.: 07 & 08 Day: Wednesday Date: 28-02-2018 Time Duration: 80 min.

Topic - Role Conflict

Learning Outcomes

The student will be able to:

- Describe role conflict.
- Describe types of role conflict.
- Illustrate different situations where in the life they can play different roles.

Theory

Topic: Role Conflict

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Who are you right now? (Means student, teacher, employee)

Response 1: I am a standard IX student.

Teacher: What role do you play as a student?

Response 2: To study and to acquire knowledge.

Teacher: At home, who do you refer to as your teacher?

Response 3: No one is my teacher at home, and I am also not a student.

Teacher: What is your identity at home, students?

Response 4: I am the son of Rajesh Yadav and Suni Devi. I am also Radhika's brother.

Teacher: What role distinguishes you between the two places.

Response 5: At school, I am a student; nevertheless, at home, I am a son and brother.

Teacher: Do you believe your role has been altered?

Response 2: Yes.

Teacher: This type of conflict happens within an individual and is referred to as role conflict. At times, you are a student at other times, a big brother/big sister, and a child to your parents. The conflict between the roles corresponding to two or more roles performed by a person is called role conflict.

Types of Role Conflict

Role Conflicts fall into two categories:

1. Intra-role Conflict – It occurs when incompatible components of the same role coexist.

As an illustration, consider Misha. Misha is a kindergarten teacher who aspires to be liked by her students. When she has an excellent rapport with her students, she gets noticed. Students participate more actively in class and develop a sense of trust. This significantly improves her enjoyment of teaching.

Regrettably, as the educator, she is also accountable for upholding classroom discipline and legislation. Without these students will never take her seriously or submit any work to her on time. Misha walks a careful line between warmth, openness, and authority as an educator.

2. Inter-role Conflict - It occurs when the expectations associated with two distinct roles collide.

Again, let us consider Misha's case as an example. While we already know that Misha is a full-time teacher, she is also the mother of four children. Misha chose to be a teacher because she knew she would have summers off to spend with her children. However, her schedule can be hectic at times during the academic year. After school hours, she is required to assist with tutoring and is frequently assigned a large amount of homework to grade. At times, this takes her away from her own family.

Misha is facing a dilemma between her roles as a teacher and a mother. To resolve this, she must use extreme caution.

Activity

Activity Name: Role-play on Conflict Scenarios: Looking for Resolutions

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Chairs, writing material

Instructional Objective

Through their comprehension of the story and questions, students think critically about the significance of any problem through comprehending a story and questioning.

Procedure

1. Provide students with role-play scenarios:

Role Play Scenarios

- *Your younger sister follows you everywhere and wants to do everything you do. You are interested in making creations with blocks. She especially loves to knock down the creations you have made from blocks just for fun. You just finished making a blockhouse that you worked on for two hours. You feel very proud of it. Your sister is coming towards you with a ball and looks like she is about to throw it. What are your responsibilities?*
- *At school, there is a new student in your class. Your dearest buddy is suddenly neglecting*

you and favouring the new child. You are not feeling good and may even be getting irritated. Your best friend overhears you hurling insults to the new child. Your best friend gives you an edgy look but then chuckles. What are your responsibilities?

2. Make a team of five members each and allow each team to work on these situations and then compare their answers.

Read the scenario and think about its answer

1. *Instruct the students to act out the scenarios.*
2. *At the end of role play there should be conflict resolution.*
3. *If a conflict remains unresolved, the teacher can invite additional students to attempt it or open the issue for group debate.*

At the end of each role-play:

- *What contributed to the resolution of this issue?*
- *What was attempted but unsuccessful?*
- *Did anything contribute to the growth of the conflict? If yes, why?*
- *What other options could the good guy have pursued?*
- *Is there anyone in this room who has ever been in a situation like this?*
- *What action did you take?*

Observation

The students will perform and observe the activity.

Debriefing/Discussion with the students

The students kept a close eye on all the happenings throughout this activity. The students responded that the resolution could be made by making her understand about not disturbing it or involving her also in its making. One can also scare her that it will hurt her. She didn't understand its importance, so she did it again and again. There could be a conflict if she is badly scolded or made to get out of that place. A mature person can think of giving her some tasks and making her feel important or helping her in her task so that she will not disturb you. Many students just raised their hands and accepted that this has happened to them.

For the second role play scenario, after examining the situation, the students said that the conflict began due to a disagreement between two friends. One friend attempted to speak, but the other dismissed it. This would not have occurred if the new student had not been insulted. Typically, every connection alters when a new person enters a close friendship between two-three people. As part of

the future activity, the team members proposed that we instruct the new student about the importance of avoiding insult or backbiting.

They admitted that this practice taught them to appreciate the interconnectivity between all events. Additionally, they addressed how simple it is to handle the issue, but caution was necessary. They acknowledged that being aware of such instances would shed light on the numerous roles. Furthermore, a few students commented on the high level of resolving skill displayed by answering the questions raised. Few students responded that they attempted to answer as many questions as possible, and while resolving conflicts was not easy, when done systematically, it was achievable.

By conducting this type of analysis on all possibilities, the likelihood of disagreements or conflict was reduced.

Activity

Activity Name: Understanding the Consequences of Conflict

Activity No.: 02

Time Duration: 25 min.

Members Required: all the students

Resources Required

- Laptop/Desktop, electric point, writing material
- **Documentary Link:**
https://drive.google.com/file/d/1AdQQGFyUKyzZZaTC_hTOzHSSs1fxLTgQ/view?usp=sharing
- **Detail:**
Name: "Bridge"
Video by Ting Chian Tey

Instructional Objective

As they comprehend the story, students think critically about the consequences of any conflict that is not solved in stipulated time.

Procedure

1. Elk and Bear approach the bridge from opposite directions. Elk and Bear collide in the centre. Elk is compelled to move away by the Bear's roar. However, Elk remains immobile and so Bear becomes enraged. Elk also becomes enraged with Bear and likewise refuses to move.
2. Raccoon approaches the bridge and gently requests passage. Bear hurls Raccoon from the bridge in rage. Rabbit approaches the bridge and inquires whether he can pass. Rabbit also gets thrown from the bridge by Elk.
3. Raccoon and Rabbit smash the bridge, and Bear and Elk fall. Raccoon and Rabbit cross the

bridge and collaborate to ensure their safe passage.

Observation

The students pay close attention to the video.

Debriefing/Discussion with the students

The students attentively examined the documentary and recognised it as a concise yet compelling depiction of the impacts of unresolved conflict. They discussed how it is critical to handle the matter promptly in order to avoid additional conflict and how, while conflict is a natural part of life, it must be resolved. Moreover, they admitted that acknowledging the dispute at the right time is the most effective method to address it. Additionally, they admitted that while resolving the conflict is not easy, it is possible when done in an appropriate manner.

This documentary highlights the critical nature of conflict and its harmful implications if left unresolved. Such dire consequences invariably result in unfavourable outcomes, and others may profit from such encounters.

CONFLICT MANAGEMENT SKILL

Session No.: 09 **Day: Thursday** **Date: 01-03-2018** **Time Duration: 40 min.**

Topic - Concept of Interpersonal Conflict

Learning Outcomes

The student will be able to:

- Describe the interpersonal conflict.
- Illustrate interpersonal conflict.

Theory

Topic: Concept of Interpersonal Conflict

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Concept of Interpersonal Conflict

Teacher: Have you encountered any conflict with individuals in your immediate vicinity? Any disagreements with your friends, teachers, classmates, family members, or relatives on any situation/subject.

Response 1: Yes, numerous times.

Response 2: Yes, numerous times. At times small, at other times quite large.

Response 3: Although this is a common occurrence, we must be careful.

Teacher: Yes, students!!! The following phase is to observe how arguments occur between two people after becoming aware of their tension.

Interpersonal conflict occurs when two or more persons come into conflict rather than a single entity. Like, when two students are competing for the same post of the class monitor, when two teachers are trying for a job of an administrator, or individuals trying to become a committee member, when two parties are fighting for the same seat in politics, etc. This is the most prevalent and well-known type of conflict since it involves two or more persons at an interpersonal level.

Activity

Activity Name: Ideas for Conflict Resolution

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Many sheets of paper, writing material

Instructional Objective

With the help of this activity, students understand how effective communication can result in conflict resolution, and the value of interpersonal relationships is highlighted.

Procedure

3. Select three students who are good friends.
4. Give one situation to two friends and let them present their problem in front of the class. Instruct all other students to write the solution on a chit of paper and give it to the third friend and allow him/her to work on any one-two solutions. Just observe how in much time one is able to resolve the problem.
5. Repeat the same activity with one change, that now the third person will be their classmate, not a friend. Observe the time taken to reach a solution and check whether any student has done it very well.

Observation

The students will observe the activity and jot down their observations.

Debriefing/Discussion with the students

This is a situational activity in which students comprehended various situations. They acknowledged that they felt at ease with friends and working with friends was simple since they understand one another at a much deeper level. The students highlighted how each solution has weaknesses and that caution should be exercised. They pointed out how critical it is to note that providing a solution does not always imply delivering the perfect solution. Additionally, they discussed how obtaining solutions from a known source increases the possibility of being more feasible. In general, this is an effective method for solving the conflict. When each situation is thoroughly evaluated, the probability of conflict reduces.

CONFLICT MANAGEMENT

Session No.: 10

Day: Friday

Date: 02-03-2018

Time Duration: 40 min.

Topic - Concept of Group Conflict

Learning Outcomes

The student will be able to:

- Explain group conflicts.
- Explain different types of group conflict.
- Give examples of group conflict from day-to-day life.

Theory

Topic: Concept of Group Conflict

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: After learning about the various levels of conflict, next do you believe that a larger scale of conflict exists?

Response 1: Yes, there can be a conflict on a larger scale, such as between two religions.

Response 2: Struggle between two political parties.

Response 3: Conflict between two teams.

Response 4: Conflict between two nominated members during elections.

Teacher: Amazing students!!!

To fully comprehend the conflict, it is necessary to comprehend its numerous facets. It can be related to group conflict, which occurs when one group clashes with another, for instance, *family-family conflict, friendship group conflict, and so on.*

Intra-group conflict

Two types of Intra-group conflict:

Substantive conflict- Conflict over the task's existence or "material" issues is substantive conflict.

Affective conflict- This is fuelled mainly by interpersonal ties within the group. It is related to the emotional responses.

Inter-group conflict

Inter-group conflicts occur when unrelated groups within an organisation clash. A community is a group of people. Individuals from different groups have varying opinions of other groups,

depending on their circumstances. For example, *there are two major political parties in India: The BJP and the Congress*, or *the school has four houses*. An organisation's success is based upon harmonious connections among all interdependent groups, even though occasional intergroup conflicts are unavoidable.

Activity

Activity Name: Hitting the Ball

Activity No.: 01

Time Duration: 25 min.

Members Required: 20 volunteer students

Resources Required

Ball, writing material

Instructional Objective

This is an activity where the students learn to work through conflict. It refers to positively taking control and devising a plan rather than engaging in negative communication and conflict.

Procedure

1. Assign the volunteer students to two teams (Eight-ten members in a team). The team forms a circle. Students throw the ball into the circle and instruct the team to hit the ball twice the number of team members (Eight members need 16 hits).
2. The only regulations are that no team member can hit the ball twice in succession or repeatedly volley the ball with another member.
3. Due to the complexity of this game, conflict may erupt early on and as the team understands this, they must regroup and formulate a strategy.
4. Once the team reaches their target number of hits, set the following aim: *To strike the ball as frequently as the number of team members.*

Instructions:

This pastime requires some space and is best enjoyed outside (which might be exacerbated by adverse weather conditions such as wind or rainfall).

Observation

The students will perform the activity and jot down the observations carefully.

Debriefing/Discussion with the students

The students explored positive attitudes and their beneficial effect on resolving various situations throughout this activity. Additionally, the students appreciated its distinctiveness. Although there was some confusion at first, the students developed a strategy and worked diligently. Initially, they

threw the ball while considering one or two team members; however, they discovered they were making errors consistently. Even the students became frustrated as they continued to make errors, and the teacher reminded them to plan first and then attempt the task. The students then attempted and succeeded in creating the plan after two to three attempts. They began by counting, devising a sequence for throwing the ball, and delegating tasks to various team members, such as one counting the ball, another observing the number of attempts, and yet another rechecking the sequence for confirmation. They admitted after completing the task that any type of resolution requires a plan and strategy to ensure its success. Each team member collaborated with the others. They highlighted how difficult it was to win a game if the team works without a strategy. However, once team members begin collaborating on a strategy, there remains little chance for conflict.

It can be concluded that verbal or nonverbal strategies dramatically increase students' awareness of their unspoken opinions and thoughts.

CONFLICT MANAGEMENT SKILL

Session No.: 11

Day: Wednesday

Date: 07-03-2018

Time Duration: 40 min.

Topic - Concept of Conflict Management

Learning Outcomes

The student will be able to:

- Define conflict management.
- Explain the importance of conflict management.
- Discuss the steps of conflict management.

Theory

Topic: Concept of Conflict Management

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: Students, now that you've learned about the many aspects of conflict, such as its origin, idea, levels, and stages, what do you think? Are you of the opinion that this is a vital aspect which requires a complete understanding of its management?

Response 1: Yes, this is a significant point that requires careful consideration.

Response 2: Yes, many times, a minor conflict can escalate into a major one, which is why it is critical to understand how to control it.

Response 3: Conflict is not always beneficial and can cause problems for many people in various situations. Thus, its management is critical for all individuals.

Response 4: Yes, if an individual understands how to manage it, particularly students, it can be beneficial in their academic and personal lives.

Response 5: Becoming involved in conflicts and expressing disagreements on many topics is quite prevalent in student life; thus, if students get information about their management, their performance will naturally improve.

Teacher: Yes, students!!!

We have a good grasp of the various facets of conflict, and we will move on to conflict management.

Concept of Conflict Management

Conflict management refers to the strategies and principles used to mitigate the negative consequences of conflict. The techniques and thinking employed vary according to the nature of the

conflict. Qualities, such as communication, negotiation, and the capacity to comprehend the bigger picture, are critical for conflict management. When it comes to managing conflict, listening skills and the capacity to devise tactics that do not jeopardise either party's interests, are also worth developing. Conflict management is another skill that should be developed gradually.

It aims to improve learning and community outcomes, such as, an individual's or community's productivity or success. It is the skill of recognising and resolving conflicts rationally, reasonably, and successfully.

Steps in Conflict Management

- Determine the issue.
 - Determine the limiting resource or constraint that is typically at the heart of the conflict.
 - Determine which options clash with the objectives.
 - Eliminate those that obstruct mutual comprehension and acceptance.
 - Choose and implement the optimal option that will satisfy maximum people most of the time.
- For example, *conduct a national science project using innovative ideas.*

Activity

Activity Name: Completing the Cards

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Playing cards

Instructional Objective

Team members swap pieces of playing cards to assemble entire card pack in this activity. This practice teaches team members about the viewpoints of others. It helps people improve communication and bargaining skills, as well as develop empathy.

Procedure

1. Divide the students into teams (four-five members in a team). Cut each playing card into half diagonally, then in half diagonally again, so that one gets four triangular pieces for each card. Mix all the pieces. Later on, divide equal numbers of cards into as many envelopes as the number of teams.
2. Each team gets pieces for minimum of 3 cards to sort, determines which pieces it needs to complete the cards, and develops a bargaining strategy. Allow three min. for the teams to begin bartering for the pieces. Students can barter individually or collectively with their team. Give

each side eight min. to barter.

3. When the timer sounds, count the cards finished by each team. The side with the maximum cards at the end of the round wins.

Observation

The students will play the game and observe it.

Debriefing/Discussion with the students

The students collaboratively stated that they had rarely participated in such an activity. During the initial phase, students were puzzled and attempted to understand again the activity with increased concentration. They admitted that it takes time initially, but it becomes simple to work on it once they get familiar. Later on, they began bargaining; initially, it appeared to be a mess, but within a short period of time, they began negotiating with others. They initially attempted to work alone but realized that working in a team would be more effective. They acknowledged that the activity teaches them to appreciate how others approach their work and see that team growth and collaboration are more important than victory. They discussed that the time provide to them was somewhat less and even some team complained also for the same. On the other hand, one-two teams agreed that while it was not an easy task, with proper practice, it can be accomplished in a short period of time. Additionally, the students agreed that how a task is completed reflects how one has managed one's problems and that if the work has been managed effectively, disagreement does not always end in a problem. It means that when we work as a team, although there is a realistic probability of developing conflict, yet, if team members work efficiently and collaboratively, there is less likelihood of conflict to occur.

CONFLICT MANAGEMENT SKILL

Session No.: 12 Day: Thursday Date: 08-02-2018 Time Duration: 40 min.

Topic - Strategies for Conflict Management

Learning Outcomes

The student will be able to:

- Explain the importance of conflict management strategies.
- Explain different strategies of conflict management.

Theory

Topic: Strategies for Conflict Management

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Introduction

Teacher: As we have attempted to understand conflict management in a sequential order, now we would attempt to understand numerous strategies. Can someone suggest a way to overcome the conflict?

Response 1: We are capable of remaining silent.

Response 2: We accept things as they are.

Response 3: We make as much noise as possible (like India for independence).

Response 4: We can sit quietly and plan or learn the best course of action.

Response 5: A modification or a compromise can be made.

Response 6: Find out the distinct alternatives that are acceptable to both parties.

Response 7: Take assistance of another individual to resolve it.

Teacher: Excellent observations and attempts!!!

We can note that in some instances, we become defensive; in others, we compromise/adjust, or we attempt to perpetuate the fight in any possible way. Thus, to have a solution for a problem that will manifest itself in various forms every time, it is necessary to have a flexible strategy that will not become confined by specific conflicts.

The general orientation of a group can be either avoidance or approach. The approach-avoidance factor is crucial in determining the effectiveness of positive behaviour.

- **Avoidance** is an unstable fear-based habit. There is a tendency to reject, justify, or avoid concerns or substitute emotional reasoning for frustration or wrath.

- **Approach** is positive and pragmatic in its application. Here one can seek a solution, either independently or with the support of others.

Different strategies for conflict management

- **Arbitration** – a form of compromise in which opposing parties agree to submit to the decision of a third party.
- **Consensus** – a method of conflict resolution in which the parties attempt to find the best solution rather than to achieve a victory over each other.
- **Confrontation** – a method of conflict resolution in which opposing parties, directly stating their views to one another, examine the conflict and seek means of resolving it.

Activity

Activity Name: Interpersonal Challenge

Activity No.: 01

Time Duration: 25 min.

Members Required: all the students

Resources Required

Assorted objects in a bag (playing cards, balls, paper clips, ruler, staple remover, stapler)

Instructional Objective

To detect interpersonal interactions that might have a detrimental effect on the team and explore solutions to interpersonal difficulties.

Procedure

1. To prepare for this task, gather various easily classifiable objects (like, five playing cards, five balls, five paper clips, a ruler etc.). (*Note: Also get two items that cannot be categorised with the others for example, one pen and one staple remover*)
2. Count the total number of team members and put the same number of total objects in a bag. For instance, for a team of ten participants, include the following items in a big bag: Five playing cards, four balls, and one paper clip.
3. Divide the class into five teams (10-11 members in each team) and instruct them to select one object from the bag. Ask each member to search other students having the same object and to form a team. The two team members who have the 'odd' items stand uncomfortably or decide to team up. (*In a confused state*).
4. Continue to assist them in locating their companions. It's reasonable for them to feel a bit uneasy. If other teams propose to add them, pause briefly to explain that they do not belong elsewhere since they do not carry the same object they cannot belong to the other teams)

Observation

The students do the exercise with caution.

Debriefing/Discussion with the students

This activity may appear complicated at the first glance; however, it requires extra attention because it has a tremendous impact on team growth and conflict management. The students recognized that when a team's size increases, its members gain additional strength. They remarked that while it is occasionally straightforward to answer the questions on the handout which was given during this activity, this does not guarantee a favourable conclusion. They stated that numerous times they had ignored the unfavorable events so that they will be able to escape the conflict. This can be a part of avoidance by which the conflict can be ignored. Additionally, the students noted how completing the assignment was not easy without the cooperation of the team members. In the starting phase, when the students were in the state of bewilderment, they were about to engage themselves in a fight in a very casual style, but in a little span of time, they understood that it was best to avoid the disagreement on tiny things and strive to complete the work on time. Few students stated that they had been involved in the confusing condition that led to the conflict and it also harmed their performances and finally they decided to reach the consensus and find the solutions. It was concluded that when team members are incompatible, the environment can become unpleasant, and disapproval may play a role. Thus, it is vital to note that a contradictory situation may emerge if team members cannot agree on a specific aspect/situation.

CONFLICT MANAGEMENT SKILL

Session No.: 13

Day: Friday

Date: 09-03-2018

Time Duration: 40 min.

Topic - Negotiating Skill for Conflict Management

Learning Outcomes

The student will be able to:

- Discuss the importance of negotiation skill for conflict management.
- Explain negotiation skill.
- Discuss the layers of negotiation skill.

Theory

Topic: Negotiating Skill as a part of Conflict Management

Time Duration: 15 min.

Learning Resources: Multimedia (PowerPoint Presentation)

Concept of Negotiating skill

Teacher: Students, what we can do if there is any conflict?

Response 1: We can make a concentrated effort to resolve using authentic information.

Response 2: We are capable of making concessions/adjustments.

Response 3: One is capable of conversing and attempting to resolve

Response 4: We may sit and attempt to involve the third individual.

Teacher: Excellent students!!! It means that any strategy or effort necessitates the proper establishment of an understanding about the conflict.

One such ability is bargaining, which is directly related to conflict management. Such abilities assist in resolving conflicts with the least amount of disruption to others.

Negotiation is a means to an end, and prior to negotiating you must have a clear vision of where you want to reach.

Core layers of negotiation

1. **Power** - Negotiations based on power can involve intimidation and manipulation. It is not a long-term strategy because it has a detrimental influence on the parties' relationship in the future.
2. **Rights** - This method of bargaining is based on contracts and precedents and frequently leads to lengthy and costly judicial proceedings.
3. **Interest-based bargaining** - One should strive for interest-based bargaining as it necessitates effective communication and coordination, resulting in win-win situations for both sides is a more

comprehensive way of negotiation

For instances, Negotiating the price and terms of a sale with a consumer may be the most acceptable illustration. Teachers, too, require negotiation skills to deal with parents who believe their child has been mistreated. If your friends are feuding, it is necessary to mediate rather than supporting one side and increasing the likelihood of conflict or fight.

Activity

Activity Name: Six-Word Game

Activity No.: 1

Time Duration: 25 min.

Members Required: all the students

Resources Required

Chits, bowl

Instructional Objective

This activity helps students realise that, although a shared vision is not generally present at the beginning of a negotiation, however, it may be established if all sides work together.

Procedure

1. Divide the class into ten teams (five-six members in each team).
2. Create a total of 20 chits and place them in a bowl.
3. Write down four different topics on the chits, such that each topic is repeated on five different chits.
4. Instruct each team to choose one chit and come up with the top six words that best describe the specific topic they have received. Then, combine the teams assigned the same topic and ask them to agree on the top six terms that best define the topic. The team that comes up with the six terms first and that is also unique (uncommon words) will be declared the winner.

Observation

Students do the exercise attentively.

Debriefing/Discussion with the students

Students gained a crucial understanding of the value of collaboration through this team activity. *The four different topics were 'write synonyms for nice,' 'describe the characteristics of a good student,' 'write six major science topics,' and 'write the characteristics of a good committee member.'* The students recognised that while determining the top six words was simple, choosing them from a pool of 12-18 words was not. They responded to questions about synonyms *for kind, including good, sweet, kind, best, better, good hearted, good person, heartily, pleasant, delight, happy, and decent.*

For the other topic, 'Write six major science subject topics,' students responded with carbon, biology, physics, the human body, the atom, chemistry, matter, and energy. The students agreed that it is vital to acknowledge that cooperation takes discussion, and that success is not always possible by a single team or individual. With the teamwork, they were able to present more than six words, but now the focus is on selecting best six words, and for that student were doing negotiation as which word will be better, with which words they can able to fetch max marks and they can be Furthermore, the students discussed how the primary goal should not necessarily be victory. They acknowledged that the emphasis should be on group accomplishment rather than individual success when working in a team. Several teams were ineffective in completing the activity and admitted that while they worked together, they must also understand the opinions of others. Moreover, one team confirmed that they were initially bewildered but then recognised that they needed to expand from their individual team and function as one combined team to win. Another team recounted being unprepared for the concluding words, which cost them to lose the game.

This activity demonstrated that team growth does not require continuous victory and can occasionally end in conflict. To avoid confrontation and achieve the most significant result, it is necessary, to begin with, a discussion based on mutual understanding.